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## 1901 - Report of the Commissioner of Indian Affairs for 1901

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## CONTENTS.

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	Page.
Well-meant mistakes .....	1
Throwing the Indian on his own resources .....	4
Cutting off rations .....	6
Finance:	
Appropriations .....	7
Expenditures .....	8
Education .....	9
Relation of the reservation to education .....	9
Training of pupils .....	13
Compulsory education .....	15
Court decision as to runaway pupils .....	18
Nonreservation schools .....	19
Reservation boarding schools .....	20
Government day schools .....	23
Public school contracts .....	25
Mission schools .....	26
Attendance .....	29
School employees .....	31
Indian school service institutes .....	32
Improvements in school plants .....	33
Improvements and plants required .....	37
Appropriations for school purposes .....	39
Indian educational results .....	39
Marriage .....	42
Needed publications on Indian matters .....	46
Clerks designated as special disbursing agents .....	47
Indian Office exhibit at Pan-American Exposition .....	47
Commissions:	
Crow, Flathead, etc .....	49
Puyallup .....	50
Sale of liquor to Indians .....	51
Exhibition of Indians .....	52
Allotments and patents:	
Allotments on reservations .....	52
Cheyenne River Reservation, S. Dak .....	53
Rosebud Reservation, S. Dak .....	53
Crow Reservation, Mont. ....	53
Kiowa, Comanche, and Apache Reservation, Okla. ....	55
Wichita Reservation, Okla. ....	55
Contested allotment, Umatilla Reserve, Oreg. ....	55
Nonreservation allotments .....	56
Cancellation of trust patents—case of Lizzie Bergen .....	59
Allotments of Sioux ceded lands, South Dakota .....	60

	Page.
Agreements for the cession of lands:	
Grande Ronde Reservation, Oreg.....	60
Lower Brulé Reservation, S. Dak.....	61
Sale of Indian lands:	
Peoria and Miami lands, Indian Territory .....	62
Citizen Potawatomi and Absentee Shawnee lands, Oklahoma .....	62
Indian lands set apart to missionary societies and churches.....	63
Irrigation .....	63
Wind River Reserve, Wyo.....	64
San Ildefonso Pueblo, N. Mex .....	65
Southern Ute Reserve, Colo.....	65
Navaho Reservation, Ariz. and N. Mex .....	65
Crow Reservation, Mont .....	66
Logging on Indian reservations:	
Chippewa lands, Minnesota .....	67
Porter-Seelye controversy .....	69
La Pointe Agency, Wis .....	71
Menominee Reservation, Wis.....	72
Leasing of Indian lands.....	72
Allotted .....	73
Unallotted or tribal lands.....	75
Telephone and telegraph lines across Indian lands.....	81
Railroads across Indian lands .....	89
Pima Indians in Maricopa County, Ariz.....	114
Mission Indians on Warner's Ranch, California.....	114
The Chamberlain Brothers, Cœur d'Alène Reserve, Idaho .....	123
Ceded lands, Fort Hall, Idaho .....	124
Indian Territory under the Curtis act and subsequent legislation .....	125
Education .....	125
Choctaw Nation .....	126
Chickasaw Nation .....	129
Creek Nation .....	131
Cherokee Nation .....	134
Seminole Nation .....	135
Comparative cost.....	135
Denominational schools.....	136
Public schools.....	137
Private schools.....	138
Scholastic population .....	138
Mineral leases:	
Choctaw and Chickasaw leases .....	139
Coal.....	140
Asphalt.....	141
Other minerals .....	141
Conflicting applications .....	142
Cherokee leases .....	142
Creek leases .....	143
Collection of revenues .....	144
Town sites .....	144
Choctaw town-site commission .....	145
Chickasaw town-site commission .....	145
Muskogee town-site commission .....	145
Wagoner town-site commission .....	146
Surveys of towns .....	146
Segregating lands for town sites .....	147

Indian Territory under the Curtis' act and subsequent legislation—Cont'd.	Page.
Timber and stone .....	148
Commission to the Five Civilized Tribes .....	149
Citizenship in the Five Tribes:	
Mississippi Choctaws .....	150
Choctaws by blood .....	151
Chickasaws by blood .....	151
Cherokee cases .....	151
Creek cases .....	151
Seminole rolls and citizenship .....	152
Allotments:	
Seminole .....	153
Choctaw and Chickasaw .....	154
Conflicting allotments in Creek Nation .....	155
Agreements .....	155
Mississippi Choctaw schedule .....	157
Miscellaneous .....	159
Classifying lands .....	159
Chickasaw incompetents .....	159
Chippewa and Munsee Indians in Kansas .....	160
Northern Cheyenne Reservation, Mont .....	161
The case of Little Whirlwind, a Northern Cheyenne .....	161
The revival of the Messiah craze in Montana .....	163
Zufii pueblo grant, New Mexico .....	166
New York Indians .....	166
Wenatchi Indians, Washington .....	166
Yakima boundary claim, Washington .....	167
Stockbridge and Munsee Indians in Wisconsin .....	168
The Winnebago of Wisconsin .....	170

## ACCOMPANYING PAPERS.

## REPORTS OF AGENTS AND OTHERS IN CHARGE OF INDIANS:

## Arizona—

Colorado River, Charles S. McNichols .....	175
Frederick Rapson, teacher .....	176
Fort Apache, A. A. Armstrong .....	177
Ella L. Patterson, superintendent of school .....	179
Navaho, G. W. Hayzlett .....	180
C. H. Lamar, superintendent of school .....	182
Pima, Elwood Hadley .....	183
D. D. McArthur, superintendent of school .....	186
J. M. Berger, farmer in charge San Xavier Reserve .....	188
San Carlos, George D. Corson .....	190

## California—

Digger Indians, George O. Grist, farmer in charge .....	192
Hupa Valley, William B. Freer, superintendent in charge .....	192
Mission-Tule, L. A. Wright .....	195
Round Valley, Harry F. Liston, superintendent in charge .....	200
Rev. Len Schillinger, missionary .....	203

## Colorado—

Southern Ute, Joseph O. Smith .....	203
-------------------------------------	-----



REPORTS OF AGENTS AND OTHERS IN CHARGE OF INDIANS—Continued.	Page.
Idaho—	
Fort Hall, A. F. Caldwell.....	205
Hosea Locke, superintendent of school.....	208
Lemhi, E. M. Yearian.....	210
John F. Mackey, teacher.....	214
Nez Percé, C. T. Stranahan.....	215
Indian Territory—	
Quapaw, Edgar A. Allen, superintendent in charge.....	217
Union, J. Blair Shoenfelt.....	219
Iowa—	
Sauk and Fox, William G. Malin.....	239
George W. Nellis, superintendent of school.....	242
Kansas—	
Potawatomi and Great Nemaha, W. R. Honnell.....	242
James Staley, superintendent of school.....	245
Robert Larimer, superintendent of school.....	246
Minnesota—	
Leech Lake, Capt. W. A. Mercer, U. S. A.....	247
George L. Williams, superintendent of school.....	249
E. C. Scovel, teacher.....	249
Henry W. Warren, teacher.....	250
Charles H. Koonz, superintendent of school.....	251
John Morrison, teacher.....	252
White Earth, Simon Michelet.....	253
Oscar H. Lipps, superintendent of school.....	254
H. J. Curtis, superintendent of school.....	255
Viola Cook, superintendent of school.....	255
Montana—	
Blackfeet, James H. Monteath.....	256
W. H. Matson, superintendent of school.....	257
Crow, J. E. Edwards.....	258
Leslie Watson, superintendent of school.....	259
Flathead, W. H. Smead.....	259
Charles F. Werner, superintendent of school.....	260
Fort Belknap, M. L. Bridgeman.....	261
Frank Kyselka, superintendent of school.....	263
Fort Peck, C. R. A. Scobey.....	264
W. E. Meagley, superintendent of school.....	265
Tongue River, J. C. Clifford.....	265
W. C. Kohlenberg, teacher.....	267
Nebraska—	
Omaha and Winnebago, Charles P. Mathewson.....	268
Russell Ratliff, superintendent of school.....	273
Santee, H. C. Baird.....	274
Morton E. Bradford, superintendent of school.....	275
Nevada—	
Nevada, Fred B. Spriggs, superintendent in charge.....	276
Western Shoshoni, Calvin Asbury, superintendent in charge.....	278
New Mexico—	
Jicarilla, N. S. Walpole.....	280
Mescalero, Walter McM. Luttrell, superintendent in charge.....	281
Mary V. Barclay, field matron.....	283
New York—	
New York, A. W. Ferrin.....	284

## REPORTS OF AGENTS AND OTHERS IN CHARGE OF INDIANS—Continued.

	Page.
North Carolina—	
Eastern Cherokee, Henry W. Spray, superintendent of school.....	293
North Dakota—	
Devils Lake, F. O. Getchell.....	295
E. W. Brenner, farmer in charge Turtle Mountain Chippewa....	300
Fort Berthold, Thomas Richards.....	301
Byron E. White, superintendent of school.....	306
Anna R. Dawson, field matron.....	307
C. L. Hall, missionary.....	308
Standing Rock, George H. Bingenheimer.....	309
Martin Kenel, superintendent of school.....	311
Ewald C. Witzleben, superintendent of school.....	312
Hugh M. Noble, superintendent of school.....	313
Oklahoma—	
Cheyenne and Arapaho, Maj. Geo. W. H. Stouch, U. S. A.....	314
Thomas M. Jones, superintendent of school.....	317
William B. Dew, superintendent of school.....	318
Horace E. Wilson, superintendent of school.....	318
John Whitwell, superintendent of school.....	319
Kiowa, Lieut. Col. James F. Randlett, U. S. A.....	320
Julian W. Hadden, superintendent of school.....	322
Frank A. Thackery, superintendent of school.....	323
Cora M. Dunn, superintendent of school.....	324
Lauretta E. Ballew, field matron.....	325
Laura D. Pedrick, field matron.....	326
Osage, O. A. Mitscher.....	326
J. L. Baker, superintendent of school.....	328
W. H. Robinson, clerk in charge.....	329
Ponca, Oto, and Oakland, J. Jensen.....	330
Geo. I. Harvey, superintendent of school.....	331
H. H. Johnson, superintendent of school.....	332
Gasper Edwards, superintendent of school.....	332
Sarah E. Murray, field matron.....	333
Sauk and Fox, Lee Patrick.....	334
Horace J. Johnson, superintendent of school.....	336
Mary C. Williams, superintendent of school.....	337
Shawnee and Mexican Kickapoo, Martin J. Bentley.....	338
Oregon—	
Grande Ronde, Andrew Kershaw, superintendent of school.....	340
Klamath, O. C. Applegate.....	342
Anna C. Egan, superintendent of school.....	349
J. C. Levensgood, superintendent of school.....	349
Siletz, T. Jay Buford.....	350
Umatilla, Charles Wilkins.....	351
Mollie V. Gaither, superintendent of school.....	354
Warm Springs, James E. Kirk, superintendent in charge.....	355
South Dakota—	
Cheyenne River, Ira A. Hatch.....	357
Crow Creek, Harry D. Chamberlain.....	360
G. L. Pigg, superintendent of school.....	361
Augusta S. Hultman, principal.....	361
P. Boehm, superintendent of school.....	362
Lower Brule, R. H. Somers.....	362

REPORTS OF AGENTS AND OTHERS IN CHARGE OF INDIANS—Continued.	Page.
South Dakota—Continued.	
Pine Ridge, J. R. Brennan .....	363
James J. Duncan, day-school inspector .....	368
Rosebud, Charles E. McChesney .....	370
J. Franklin House, day-school inspector .....	373
John B. Tripp, superintendent of school .....	373
James F. Cross, missionary .....	374
P. Flor Digma, S. J., missionary .....	375
Aaron B. Clarke, principal .....	375
Sisseton, Earle T. McArthur .....	375
David E. Evans, superintendent of school .....	376
Yankton, John W. Harding .....	377
Bert R. Betz, superintendent of schools .....	379
Utah—	
Uinta and Ouray, H. P. Myton .....	380
E. O. Hughes, superintendent of school .....	382
John M. Commons, superintendent of school .....	383
Washington—	
Colville, Albert M. Anderson .....	384
Neah Bay, Samuel G. Morse .....	385
Lida W. Quimby, field matron .....	386
Tulalip, Charles M. Buchanan, superintendent in charge .....	389
Puyallup, Frank Terry, superintendent in charge .....	391
Yakima, Jay Lynch .....	394
Charles D. Rakestraw, superintendent of school .....	395
Wisconsin—	
Green Bay, D. H. George .....	396
Walter J. Wicks, superintendent of school .....	399
Blase Krake, superintendent of school .....	400
La Pointe, S. W. Campbell .....	401
Reuben Perry, superintendent of school .....	408
Wyoming—	
Shoshoni, H. G. Nickerson .....	409
REPORT OF SUPERINTENDENT OF INDIAN SCHOOLS .....	412
Outline of course of study .....	419
Extracts from papers and discussions at summer schools .....	459
Resolutions adopted at summer schools .....	508
Synopsis of reports of special Indian agents and supervisors of Indian schools .....	510
REPORTS OF SUPERINTENDENTS OF INDEPENDENT SCHOOLS:	
Fort Mojave, Ariz., John J. McKoin .....	516
Keams Canyon, Ariz., Charles E. Burton .....	517
Milton C. Needham, superintendent of school .....	521
Frank D. Voorhies, teacher .....	522
Herman Kampmeier, teacher .....	522
Phoenix, Ariz., S. M. McCowan .....	523
Talklai, Ariz., Robert A. Cochran .....	525
Truxton Canyon, Henry P. Ewing .....	526
Flora J. Gregg, superintendent Harasupai school .....	528
Fort Bidwell, Cal., Horton H. Miller .....	528
Fort Yuma, Cal., John S. Spear .....	529
Greenville, Cal., Charles E. Shell .....	531
Perris, Cal., Harwood Hall .....	533

REPORTS OF SUPERINTENDENTS OF INDEPENDENT SCHOOLS—Continued.		Page.
Grand Junction, Colo., Theo. G. Lemmon .....		533
Fort Lapwai, Idaho, William H. Smith.....		536
Lawrence, Kans., H. B. Peairs .....		536
Mount Pleasant, Mich., E. C. Nardin .....		540
Pipestone, Minn., DeWitt S. Harris.....		541
Vermilion Lake, Minn., Oliver H. Gates .....		542
Fort Shaw, Mont., F. C. Campbell .....		543
Genoa, Nebr., W. H. Winslow .....		544
Carson, Nev., James K. Allen.....		544
Albuquerque, N. Mex., Ralph P. Collins.....		546
M. E. Dissette, supervisor of Pueblo day schools.....		548
Santa Fe, N. Mex., C. J. Crandall .....		549
M. E. Dissette supervisor of Pueblo day schools.....		552
Fort Totten, N. Dak., Charles L. Davis .....		553
Chilocco, Okla., C. W. Goodman.....		555
Seeger Colony, Okla., John H. Seger .....		556
Chemawa, Oreg., Thomas W. Potter.....		558
Carlisle, Pa., Lt.-Col. R. H. Pratt, U. S. A.....		560
Chamberlain, S. Dak., John Flinn.....		566
Flandreau, S. Dak., Charles F. Peirce.....		567
Pierre, S. Dak., Wilson H. Cox.....		569
Rapid City, S. Dak., Sam. B. Davis.....		570
St. George, Utah, Laura B. Work .....		571
Oneida, Wis., Joseph C. Hart.....		572
Tomah, Wis., L. M. Compton.....		573
Wittenberg, Wis., Axel Jacobson.....		574
Hampton, Va., Rev. H. B. Frissell.....		576
<b>MISCELLANEOUS:</b>		
Indian legislation by second session Fifty-sixth Congress.....		581
Irrigation ditches constructed by Government; opinion of Judge Moses Hallett .....		624
Lands of Eastern Cherokees in North Carolina; decree of court.....		626
Regulations—		
Licensing and recording marriages among Indians.....		630
Logging on reservations in Minnesota.....		636
Right of way for telegraph and telephone lines through Indian lands.....		638
Trust funds and trust lands .....		642
Incomes of Indian tribes.....		644
Liabilities of United States to Indian tribes .....		646
Indian school sites .....		651
Areas of Indian reservations and authority for their establishment.....		654
Statistics as to Indian schools .....		672
Statistics as to population, dress, intelligence, dwellings, and sources of subsistence of Indian tribes; also religious, marital, vital, and criminal statistics .....		686
Statistics as to cultivation and allotment of Indian lands, crops raised, and stock owned by Indians, work on roads, and other labor by Indians..		708
List of employees—		
At Washington.....		726
In Indian schools .....		728
In agency service.....		765
Miscellaneous positions .....		780

## MISCELLANEOUS—Continued.

	Page
Addresses—	
Members of Board of Indian Commissioners .....	786
Inspectors and special Indian agents .....	786
Superintendent and supervisors of Indian schools.....	786
Secretaries of societies carrying on missions and schools among Indians:.....	786
Indian agents and school superintendents .....	787
Law regulating marriages and divorces among allottees in Oklahoma.....	791
Index .....	793

*U.S. Indian Affairs Office  
Annual Report*

## REPORT

OF THE

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1901*

## COMMISSIONER OF INDIAN AFFAIRS.

OFFICE OF INDIAN AFFAIRS,  
*Washington, D. C., October 15, 1901.*

SIR: The seventieth Annual Report of the Office of Indian Affairs is respectfully submitted.

### WELL-MEANT MISTAKES.

In the last annual report some attention was given to the obstacles in the way of the Indian toward independence and self-support, and three of the most important were pointed out and made the subject of discussion. It was shown that the indiscriminate issue of rations was an effectual barrier to civilization; that the periodical distribution of large sums of money was demoralizing in the extreme; and that the general leasing of allotments instead of benefiting the Indians, as originally intended, only contributed to their demoralization.

Further observation and reflection leads to the unwelcome conviction that another obstacle may be added to these already named, and that is education. It is to be distinctly understood that it is not meant by this to condemn education in the abstract—far from it; its advantages are too many and too apparent to need any demonstration here. Neither is it meant as a criticism upon the conduct or management of any particular school or schools now in operation. What is meant is that the present Indian educational system, taken as a whole, is not calculated to produce the results so earnestly claimed for it and so hopefully anticipated when it was begun.

No doubt this idea will be received with some surprise, and expressions of dissent will doubtless spring at once to the lips of many of those engaged or interested in Indian work. Nevertheless, a brief view of the plan in vogue will, it is believed, convince the most skeptical that the idea is correct.

There are in operation at the present time 113 boarding schools, with an average attendance of something over 16,000 pupils, ranging from 5 to 21 years old. These pupils are gathered from the cabin,

the wickiup, and the tepee. Partly by cajolery and partly by threats; partly by bribery and partly by fraud; partly by persuasion and partly by force, they are induced to leave their homes and their kindred to enter these schools and take upon themselves the outward semblance of civilized life. They are chosen not on account of any particular merit of their own, not by reason of mental fitness, but solely because they have Indian blood in their veins. Without regard to their worldly condition; without any previous training; without any preparation whatever, they are transported to the schools—sometimes thousands of miles away—without the slightest expense or trouble to themselves or their people.

The Indian youth finds himself at once, as if by magic, translated from a state of poverty to one of affluence. He is well fed and clothed and lodged. Books and all the accessories of learning are given him and teachers provided to instruct him. He is educated in the industrial arts on the one hand, and not only in the rudiments but in the liberal arts on the other. Beyond "the three r's" he is instructed in geography, grammar, and history; he is taught drawing, algebra and geometry, music, and astronomy, and receives lessons in physiology, botany, and entomology. Matrons wait on him while he is well and physicians and nurses attend him when he is sick. A steam laundry does his washing and the latest modern appliances do his cooking. A library affords him relaxation for his leisure hours, athletic sports and the gymnasium furnish him exercise and recreation, while music entertains him in the evening. He has hot and cold baths, and steam heat and electric light, and all the modern conveniences. All of the necessities of life are given him and many of the luxuries. All of this without money and without price, or the contribution of a single effort of his own or of his people. His wants are all supplied almost for the wish. The child of the wigwam becomes a modern Aladdin, who has only to rub the Government lamp to gratify his desires.

Here he remains until his education is finished, when he is returned to his home—which by contrast must seem squalid indeed—to the parents whom his education must make it difficult to honor, and left to make his way against the ignorance and bigotry of his tribe. Is it any wonder he fails? Is it surprising if he lapses into barbarism? Not having earned his education, it is not appreciated; having made no sacrifice to obtain it, it is not valued. It is looked upon as a right and not as a privilege; it is accepted as a favor to the Government and not to the recipient, and the almost inevitable tendency is to encourage dependence, foster pride, and create a spirit of arrogance and selfishness. The testimony on this point of those closely connected with the Indian employees of the service would, it is believed, be interesting.

It is not denied that some good flows from this system. It would be singular if there did not after all the effort that has been made and

the money that has been lavished. In the last twenty years fully \$45,000,000 have been spent by the Government alone for the education of Indian pupils, and it is a liberal estimate to put the number of those so educated at not over 20,000. If the present rate is continued for another twenty years it will take over \$70,000,000 more.

But while it is not denied that the system has produced some good results, it is seriously questioned whether it is calculated to accomplish the great end in view, which is not so much the education of the individual as the lifting up of the race.

It is contended, and with reason, that with the same effort and much less expenditure applied locally or to the family circle far greater and much more beneficent results could have been obtained and the tribes would have been in a much more advanced stage of civilization than at present.

On the other hand it is said that the stream of returning pupils carries with it the refining influence of the schools and operates to elevate the people. Doubtless this is true of individual cases and it may have some faint influence on the tribes. But will it ever sufficiently leaven the entire mass? It is doubtful. It may be possible in time to purify a fountain by cleansing its turbid waters as they pour forth and then returning them to their original source. But experience is against it. For centuries pure fresh-water streams have poured their floods into the Great Salt Lake, and its waters are salt still.

What, then, shall be done? And this inquiry brings into prominence at once the whole Indian question.

It may be well first to take a glance at what has been done. For about a generation the Government has been taking a very active interest in the welfare of the Indian. In that time he has been located on reservations and fed and clothed; he has been supplied lavishly with utensils and means to earn his living, with materials for his dwelling and articles to furnish it; his children have been educated and money has been paid him; farmers and mechanics have been supplied him, and he has received aid in a multitude of different ways. In the last thirty-three years over \$240,000,000 have been spent upon an Indian population not exceeding 180,000, enough, if equitably divided, to build each one a house suitable to his condition and furnish it throughout; to fence his land and build him a barn; to buy him a wagon and team and harness; to furnish him plows and the other implements necessary to cultivate the ground, and to give him something besides to embellish and beautify his home. It is not pretended that this amount is exact, but it is sufficiently so for the purposes of this discussion.

What is his condition to-day? He is still on his reservation; he is still being fed; his children are still being educated and money is still being paid him; he is still dependent upon the Government for exist-



ence; mechanics wait on him and farmers still aid him; he is little, if any, nearer the goal of independence than he was thirty years ago, and if the present policy is continued he will get little, if any, nearer in thirty years to come. It is not denied that under this, as under the school system, there has been some progress, but it has not been commensurate with the money spent and effort made.

### THROWING THE INDIAN ON HIS OWN RESOURCES.

It is easy to point out difficulties, but it is not so easy to overcome them. Nevertheless, an attempt will now be made to indicate a policy which, if steadfastly adhered to, will not only relieve the Government of an enormous burden, but, it is believed, will practically settle the entire Indian question within the space usually allotted to a generation. Certainly it is time to make a move toward terminating the guardianship which has so long been exercised over the Indians and putting them upon equal footing with the white man so far as their relations with the Government are concerned. Under the present system the Indian ward never attains his majority. The guardianship goes on in an unbroken line from father to son, and generation after generation the Indian lives and dies a ward.

To begin at the beginning, then, it is freely admitted that education is essential. But it must be remembered that there is a vital difference between white and Indian education. When a white youth goes away to school or college his moral character and habits are already formed and well defined. In his home, at his mother's knee, from his earliest moments he has imbibed those elements of civilization which developing as he grows up distinguish him from the savage. He goes to school not to acquire a moral character, but to prepare himself for some business or profession by which he can make his way in after life.

With the Indian youth it is quite different. Born a savage and raised in an atmosphere of superstition and ignorance, he lacks at the outset those advantages which are inherited by his white brother and enjoyed from the cradle. His moral character has yet to be formed. If he is to rise from his low estate the germs of a nobler existence must be implanted in him and cultivated. He must be taught to lay aside his savage customs like a garment and take upon himself the habits of civilized life.

In a word, the primary object of a white school is to educate the mind; the primary essential of Indian education is to enlighten the soul. Under our system of government the latter is not the function of the state.

What, then, is the function of the state? Briefly this: To see that the Indian has the opportunity for self-support, and that he is afforded

the same protection of his person and property as is given to others. That being done, he should be thrown entirely upon his own resources to become a useful member of the community in which he lives, or not, according as he exerts himself or fails to make an effort. He should be located where the conditions are such that by the exercise of ordinary industry and prudence he can support himself and family. He must be made to realize that in the sweat of his face he shall eat his bread. He must be brought to recognize the dignity of labor and the importance of building and maintaining a home. He must understand that the more useful he is there the more useful he will be to society. It is there he must find the incentive to work, and from it must come the uplifting of his race.

As has been said before, in the beginning of his undertaking he should have aid and instruction. He is entitled to that. Necessaries of life also will doubtless have to be furnished him for a time, at least until his labor becomes productive. More than this, so long as the Indians are wards of the General Government and until they have been absorbed by and become a part of the community in which they live, day schools should be established at convenient places where they may learn enough to transact the ordinary business of life. Beyond this in the way of schools it is not necessary to go—beyond this it is a detriment to go. The key to the whole situation is the home. Improvement must begin there. The first and most important object to be attained is the elevation of the domestic life. Until that is accomplished it is futile to talk of higher education.

This is a mere outline. There are many details to be considered and some difficulties to overcome. Of course it can not all be done at once. Different conditions prevail in different sections of the country. In some places the conditions are already ripe for the surrender of Government control; in others the natural conditions are such and the Indians are so situated that if protected in their rights they should soon be ready for independence. But in other places the question assumes a more serious aspect. Located in an arid region, upon unproductive reservations, often in a rigorous climate, there is no chance for the Indian to make a living, even if he would. The larger and more powerful tribes are so situated. So long as this state of things exists the ration system with all its evils must continue. There can be little or no further reduction in that direction than that already made without violating the dictates of humanity. Already in several quarters there is suffering and want. In these cases something should be done toward placing such Indians in a position where they can support themselves, and that something should be done quickly.

But whatever the condition of the Indian may be, he should be removed from a state of dependence to one of independence. And the only way to do this is to take away those things that encourage him

to lead an idle life, and, after giving him a fair start, leave him to take care of himself. To that it must come in the end, and the sooner steps are taken to bring it about the better. That there will be many failures and much suffering is inevitable in the very nature of things, for it is only by sacrifice and suffering that the heights of civilization are reached.

### CUTTING OFF RATIONS.

In pursuance of the policy of the Department to cut off rations from all Indians except those who are incapacitated in some way from earning a support, this office issued an order in June last to the six great Sioux agencies directing the agents to erase from the ration rolls all Indians who had become self-supporting and had therefore complied with the Black Hills treaty of 1877. And further, to issue rations to other Indians only in accord with their actual needs and to inaugurate, wherever it is possible, the policy of giving rations only in return for labor performed, either for themselves or for the benefit of the tribe.

While a sufficient lapse of time has not taken place to determine the great benefit this action will have on the industrial and educational progress of these Indians, the results obtained so far have been very gratifying, as well as surprising. At one agency 870 persons were declared entirely self-supporting and were dropped from the ration rolls; at another, 400; at another, 300. Of course a large number of these were "squaw men" and their families. Some were not only self-supporting, but able to live in comparative affluence; some had grown wealthy through the ration system. At first the order caused considerable dissatisfaction among those it affected, as naturally it would, but it was well received by the majority of the Indians. It would seem rather a sad commentary on the ration system to see Indians driving into the agency regularly in buggies and carriages to receive a gratuitous distribution of supplies from an indulgent Government "to keep them from starving."

Since the issuance of the above order to the Sioux a somewhat similar order has been issued to all other ration agencies. These agencies receive rations under a somewhat different arrangement, as in almost every instance the ration is a gratuity and not stipulated by any treaty, as in the case of the Sioux. Here the order has been better received and the result has been equally surprising. The office feels that a great stride has been taken toward the advancement, civilization, and independence of the race; a step, that if followed up, will lead to the discontinuance of the ration system as far as it applies to able-bodied Indians, the abolition of the reservation, and ultimately to the absorption of the Indian into our body politic.

The application of the present policy to Indian reservations is not by any means entirely new except in the general application. A very

few agents had adopted the system already with very marked and gratifying results. On one reservation quite a number of those erased from the ration rolls became earnest advocates for this policy, and were very much elated when another name would fall from the rolls. These became excellent helpers, and rendered the Government much assistance by example and precept. Their influence was very strongly felt and was worth more toward the advancement of the tribe than many times their number of "outside" or white people.

## FINANCE.

**Appropriations.**—The aggregate of the appropriations contained in the act making appropriations for the current and contingent expenses of the Indian Department and for fulfilling treaty stipulations with various Indian tribes for the fiscal year ending June 30, 1902, is \$9,736,186.09, which represents the total amount appropriated for the Indian service.

The aggregate of the appropriations made for the fiscal year 1901 is \$9,040,475.89. The aggregate given in the last annual report was \$8,873,239.24. The difference of \$167,236.65 is accounted for by appropriations made since that report in the urgent deficiency act of January 4, 1901, and the deficiency act of March 3, 1901, as follows:

Current and contingent expenses.....	\$20,000.00
Miscellaneous.....	144,200.00
Support of schools.....	3,036.65
Total.....	167,236.65

The different objects of appropriations for the two years are shown by the following table:

TABLE 1.—*Appropriations for the Indian service for the fiscal years 1901 and 1902.*

	1901.	1902.
Current and contingent expenses .....	\$844,240.00	\$738,240.00
Fulfilling treaty stipulations .....	2,512,447.45	2,229,846.09
Miscellaneous support, gratuities .....	646,500.00	628,000.00
Incidental expenses .....	92,680.00	93,400.00
Support of schools .....	3,083,403.65	3,244,250.00
Miscellaneous.....	1,185,204.79	723,050.00
Payment for lands.....	676,000.00	1,925,000.00
Capitalization of annuities .....		154,400.00
Total.....	9,040,475.89	9,736,186.09

The excess of 1902 over 1901 is \$695,710.20. This excess is accounted for as follows:

## Increase:

Incidental expenses.....	\$720.00
Support of schools.....	160,846.35
Payment for lands.....	1,249,000.00
Capitalization of annuities.....	154,400.00
	<hr/>
	1,564,966.35

## Decrease:

Current and contingent expenses.....	\$106,000.00
Fulfilling treaty stipulations.....	282,601.36
Miscellaneous support, gratuities.....	18,500.00
Miscellaneous.....	462,154.79
	<hr/>
	869,256.15
	<hr/>
	695,710.20

The estimates for 1902 submitted to Congress were as follows:

Current and contingent expenses.....	\$736,540.00
Fulfilling treaty stipulations.....	2,229,846.09
Miscellaneous supports, gratuities.....	618,500.00
Incidental expenses.....	92,400.00
Support of schools.....	2,989,585.00
Miscellaneous.....	658,700.00
Payment for lands.....	1,925,000.00
	<hr/>
Total.....	9,250,571.09

**Expenditures.**—The total expenditures for the fiscal year ending June 30, 1901, were \$10,896,073.35, as follows:

Current and contingent expenses.....	\$747,997.87
Fulfilling treaty stipulations.....	2,413,090.50
Miscellaneous supports, gratuities.....	644,446.16
Trust funds:	
Principal.....	\$392,042.39
Interest.....	1,347,605.80
	<hr/>
	1,739,648.19
Incidental expenses.....	80,196.78
Support of schools.....	3,024,021.81
Miscellaneous.....	2,246,672.04
	<hr/>
	10,896,073.35

It is estimated that of the amount reported above as expended in fulfilling treaty stipulations fully \$600,000 were spent for school purposes. Add this to the amount reported expended for support of schools and it will appear that the total amount expended for Indian education exceeded \$3,600,000.

## EDUCATION.

Education and civilization are practically synonyms, and in the present state of all nations the last is impossible without the first. The Indian tribes of the United States are no exception to the universal rule. The Indians who have made the most advancement are those who have assimilated the white man's educational methods in greater or lesser degree. To civilize, therefore, is to educate, and to educate means the breaking up of tribal customs, manners, and barbarous usages, and the assumption of the manners, usages, and customs of the superior race with whom they are thereafter to be thrown in contact.

Statistical information indicates that the present system of industrial education, supplemented by a common-school curriculum, is making steady inroads upon the inherited tendencies of these people. The processes are of necessity gradual, and to be appreciated the conditions of to-day must be contrasted with those of a generation ago, when the system was in the formative state. Familiarity with the Indians, then and now, furnishes gratifying indications that the ultimate solution of the Indian problem is in sight. The effect of substituting acquired for hereditary tendencies can already be seen and compared, demonstrating beyond argument that persistent efforts along the well-defined lines of the present policy, extending through a generation, will fix new habits, inculcate new aspirations, and bring the Indian into homogeneous relations with the American people.

The Indian school system is a simple one, coordinated in all its parts for the attainment of the end to be reached. It has prepared and will continue to prepare the Indian youth of our land for the duties and responsibilities of American citizenship.

For the purpose of administration Indian schools are divided into day and boarding schools. The former are located usually upon the reservations, and are maintained for camp Indians. Some of these, however, are situated off the reservations, and are conducted in buildings owned by the Indians or rented by the Government. Boarding schools on the reservations are known as "reservation schools," while those located away from the Indian land, as "nonreservation schools." Aside from these schools under strictly governmental control there are mission schools conducted by religious and beneyolent associations. Public schools are also utilized wherever the State or Territorial authorities will permit coeducation of the races.

## RELATION OF THE RESERVATION TO EDUCATION.

Indian reservations were the outgrowth of the humanitarian policy of the Government in dealing with wild bands of marauding savages who in the early portion of the last century roamed over large sec-

tions of the United States. It was a matter of segregating and confining them, for political and commercial reasons, upon limited areas, where they could either be under definite surveillance or exterminated as a race. There appeared to be no middle ground between surveillance and extermination, and the former was adopted as a fixed policy, which has continued until the present time. The vicious ration and annuity system was its logical corollary.

However wise such a policy may have been during the past century, the condition of the Indian and his surrounding white neighbors at the beginning of a new century demand a change. Then the West was sparsely settled; the hardy pioneer went to his work, as did his earlier prototype from Europe, with ax and gun in hand; the railroad and telegraph were in their infancy, and this vast domain gave little promise of its present greatness. Now the busy wheels of commerce, the hum of industry, and the lowing of countless millions of cattle upon the broad prairies, supplanting the buffalo, can be heard; bustling cities, with teeming thousands, have sprung up on the sites of old Indian homes and battlefields. Conditions have changed, and policies must be changed to suit them. The past two generations have witnessed the sowing of the seeds of education and civilization by both the Government and the missionaries. These seeds have not always fallen on barren ground, but have produced some good results. Advancing white civilization has unconsciously aided the development of the Indian, until there remain few reservations upon which at present the educational interests are not paramount to all others.

During the past four years the endeavor of this office has been to crystallize the newer policy of abandoning the reservation system of Indian government wherever practicable. Constant tutelage is not conducive to the evolution of a manly character. Responsibilities must be assumed, met, and appreciated. Under the old agency system this idea could not be fostered, but as schools have multiplied and students have returned from distant schools to quicken the entire mass of Indian thought, the change may now profitably be made, not only for the Indian, but for the surrounding whites.

The principle above outlined was advanced early in the last decade, when Congress, in the appropriation act for the fiscal year 1893, declared that—

The superintendent of the Indian Training School at Cherokee, N. C., shall, in addition to his duties as superintendent, perform the duties heretofore required of the agent at said Cherokee Agency, and receive in addition to his salary as superintendent, \$200 per annum, which sum is hereby appropriated for the purpose, and shall give bond as other Indian agents, and that the office of agent be, and the same is hereby, abolished at that place.

In the appropriation act for the succeeding year a clause was inserted giving the Commissioner of Indian Affairs, with the approval of the

Secretary of the Interior, general authority to devolve the duties of any Indian agency upon the bonded superintendent of the training school at such agency, whenever in his judgment such superintendent could properly perform the duties of the position. This item has been continued in all subsequent appropriation acts.

There were 57 Indian agencies in 1893, which were increased the next year to 58, dropping the succeeding year to 57 again, since which time there has been no increase in the number allowed by Congress. For 1896 the number was 57, and for each of the succeeding years, including 1900, there were 56. A material reduction of these was made in 1901, and a further one of four for 1902, leaving for the present fiscal year, 1902, 49 Indian agents appropriated for.

As stated, the first change was made by placing the superintendent of the Eastern Cherokee School in charge of the reservation. The next was made in 1895, when the duties of the Puyallup Consolidated Agency, Wash., and the Grande Ronde Agency, Oreg., were devolved, respectively, on the two superintendents of the training schools. In 1897 the superintendent of the training school assumed the duties of the Round Valley Agency in California, and in 1899 similar action was taken at Hupa Valley Agency in the same State. There were a number of such changes during the next two years, as at the agencies of Mescalero, N. Mex.; Western Shoshoni, Nev.; Nevada, in Nevada; Quapaw, Okla.; Warm Springs, Oreg.; and Sisseton, S. Dak. Portions of agencies were, during the present and past fiscal years, dissevered and erected into separate jurisdictions under charge of the bonded superintendents of training schools located on such dissevered portions. These were Moqui in Arizona, from the Navaho Agency; Fort Yuma, Ariz., from the Mission Tule in California; and the Pawnee, from the Ponca, Pawnee, Oto, and Oakland Agency, Okla. The Oneida Indians were placed under the superintendent of the Oneida (Wisconsin) school; certain Winnebago under the superintendent of the Wittenberg (Wisconsin) school; the Flandreau Sioux, under the superintendent of the Flandreau (South Dakota) school; the Walapai and Havasupai under the superintendent of the Truxton Canyon (Arizona) school; and the various Pueblo day schools and adult Indians were divided between the superintendents, respectively, of the training schools at Santa Fe and Albuquerque, N. Mex.

Congress in the appropriation act for the fiscal year 1902, having failed to provide for the United States Indian agents at Tulalip, Wash., and Siletz, Oreg., these reservations were on July 1 placed in charge of the superintendents of the training schools.

The long distance of nearly 200 miles placed the western portion of the Navaho Reservation, in Arizona so far from the agency that some arrangement was required for the proper supervision of the Indians located there; therefore, in July of this year, that portion of the



reservation, and a small section of the northwest corner of the Moqui Reservation, were segregated and placed in charge of the bonded superintendent of the Western Navaho training school situated at Blue Canyon.

From the above data it will be seen that, although the idea of placing the educational features of the reservation in advance of that of the adults originated scarcely ten years ago, it has been practicable to carry out the same at a few places only. The experiment, for experiment it was, has now been fully tried, and demonstrates beyond question that the policy is in the line of good administration and makes a distinct advance in the solution of the Indian problem. At the places named the substitution of the bonded superintendent of the school for the Indian agent has invariably produced good results. The business interests of the adults are as carefully conserved as they were under the jurisdiction of an agent, while, on the other hand, the education and civilization of these people are given their proper preeminence.

The perpetuation of the reservation and agency systems at those places where such systems have outlived their usefulness means the perpetuation of the Indian problem and indefinite appropriations by Congress. A careful, economical administration clearly indicates the duty of this Department to advance all policies that tend to the final and early abandonment of the paternal dealings of the Government with the Indians. That the reservation system of segregating these peoples does not solve the problem is illustrated by the New York Indians and the Pamunkies of Virginia. At the time of the settlement of Jamestown, Va., in 1607, the territory surrounding the same was the home of three great Indian confederacies, of which the largest was the Powhatan. The most powerful of these tribes was the Pamunkey, numbering at that time about 1,000. "The history of these Pamunkey Indians, whose distinction is to be the only Virginia tribe that has survived the encroachments of civilization" until the present time, when they are still living on their reservation of 800 acres, with a population of 100, fully illustrates the futility of endeavoring to solve the Indian problem by continuing longer than necessary for police and commercial reasons the numberless Western Indian reservations and their coordinate evils of rations, clothing, and governmental control.

The Indians can not be made an integral part of the body politic or fitted for citizenship by herding them on limited areas, with a separate government, and feeding them in idleness; but they can be thus advanced by giving the children industrial training, breaking up their reservations, and throwing them upon their own resources among the white people.

The Pamunkey Indian segregated from the people surrounding him has remained a Pamunkey Indian for three hundred years; but, on the

other hand, the Iowa Indian on the Great Nemaha Reservation in Kansas has in several generations, under the processes outlined, reached that state where he is being absorbed and assimilated by the surrounding white people. Supervisor of Schools A. O. Wright, in a recent report, stated that these Iowa Indians are rapidly ceasing to be Indians, and taking on the ways and customs of the white man; they prefer the white schools and are sending their children to them; that they are absolutely able to take care of themselves. The boarding school for these Indians was therefore abandoned at the beginning of the current fiscal year, and two day schools substituted. In a year or so these may be given over to the general public for use of both Indian and white children as public schools.

#### TRAINING OF PUPILS.

The ground work of all instruction in Indian schools is the systematic inculcation of the principles of work. The central thought is the teaching of pupils how to labor and to so apportion the same that the results will appear in their own lives and homes. The entire history of these people is filled with legends against the dignity of work. Drudgery was the part of woman, and idleness of man. Even the women of the tribe bound their own chains tighter by pointing the finger of scorn at the reckless warrior who braved the traditions of his race by engaging in honest toil for the support of his family. In derision he was called a "squaw," and made to feel his inferiority. With these hereditary instincts to combat, the discouragements of the schools have been very great.

The systematic work of the boarding schools is irksome to the pupils themselves. They prefer the wild, free, and easy life among the woods, where care comes only from nature's cravings of hunger. The school people therefore get little encouragement from parents, many of whom contend that their children are sent to the schools not to work like squaws, but simply to be taught from the white man's books.

The coordination of work and study is the prime essential in the course of study in Indian schools. All the schools teach the practical doing of that which the mind, under proper intellectual stimulus, finds should be done. The literary training is limited to that usually embraced in the curriculum of the white public schools, while the industrial pursuits taught are of that character determined by the natural aptitude of the pupil and his future environment.

As a very large percentage of the boys propose to live on their allotments, and thus become farmers, stress is laid on those trades the rudiments of which every agriculturist should understand. They are taught blacksmithing, carpentry, stock raising, care of tools, and such allied industries to an extent commensurate with their future vocation.

The larger training schools elaborate these industries, and the iron and wood work of the average Indian boy will bear favorable comparison with that turned out of the white schools. Statistics of returned pupils indicate that there are hundreds of graduates of the training schools who are earning their own living as shoemakers or cobblers, blacksmiths, carpenters, bricklayers, painters, farmers, etc. The ratio of skilled workmen among these may not be so great as among the whites, but it is sufficient to illustrate the practicability of their becoming self-supporting. As laborers, where freed from the debasing influence of rations and annuities, they are as good as the average of the country. Many miles of irrigation ditches have been constructed on various reservations by this labor, and their faithfulness and efficiency are fully attested when under kindly and intelligent supervision.

The Indian girl, as well as her white sisters, is handicapped in the eternal struggle of life. Her opportunities for earning her own livelihood are more restricted than theirs; but as time rolls on these restrictions must disappear, as they have for the white woman.

Samples of garments cut, fitted, and made by the brighter girls in the training schools would not be out of place in first-class white shops. The capacity is inherent in the Indian, and its development is only a question of time. These pupils are taught the care of home, the production of simple household articles, mending, and the manifold duties of the housewife. Cooking is theoretically and practically taught. The demand for Indian cooks from those institutions which make a specialty of this training evidences the opening of new avenues by means of which they make escape from the iron barriers of the reservation. As nurses they are sympathetic, efficient, and faithful. Every opportunity which can be afforded is presented, that they may become independent. Many who go back to their homes marry educated Indians, and seem anxious to put into practice the lessons learned in the schools.

The day in Indian schools is divided into two parts of three hours each, one of which is devoted to the study of books and the other to industries taught in the schools. The object of education is civilization, and the object of civilization is to make the Indian self-reliant, self-supporting, and independent of further bounties on the part of the General Government. The present system of industrial training is for this purpose, and results seem to indicate that it is successful so far as it goes. The demands upon the generous appropriations of Congress are so great for the construction and repair of buildings that frequently the equipment of schools for industrial training is not always adequate to the necessities, but no matter how small and meager the equipment may be, the school officials are required to utilize all means at their command for carrying out the general plan. At

many reservations, although it is frequently unsatisfactory, agency shops and employees are employed for training pupils in the simple industries.

The new course of study prepared by the superintendent of Indian schools follows closely the line of policy here outlined, and will result in greater uniformity of method and work. Its flexibility, without destroying the method or purpose, permits its adaptability to the various tribes, whose mental characteristics are as varied as the reservations on which they reside.

#### COMPULSORY EDUCATION.

Although surrounded by a superior civilization and provided with schools in their midst, great numbers upon many reservations still retain the use of their own language or are not sufficiently fluent in the use of English to comprehend readily the great movement being made for the benefit of their children. Collecting agents for nonreservation schools have exceeding difficulty in making the conservative Indian understand the reasons why the Government desires to place his child in school. Never having had the benefit of such opportunities the adult Indian fails to understand the advantages which can accrue to their loved ones by taking them from the parental tepee and placing them among strangers. Coupled with a natural disinclination to lose sight of his children, his hereditary language, manners, and customs are all sacred to him; nor does he desire his children to learn those things which are to him foreign and distasteful. Love of his own vernacular has been imbued for generations, and on some reservations it is no uncommon occurrence for the older element, as in the past, to recount in their own picturesque language the woes caused by the advent of the white man, the host of so-called broken treaties, disregarded promises, and general bad treatment of the Government. This constant repetition by the fathers and grandfathers tends to inculcate an unconscious dislike, if not a positive hate, for the ways of civilization. The industrial feature of Indian schools does not appeal to him, as the savage rarely earns his living by the sweat of his brow. The women of the tribe are generally the breadwinners when manual labor is required. Around the camp fire legends of the past are poured in willing ears, and when a collecting agent from Government or mission school appears he is an unwelcome shadow on pleasant dreams. If, perchance, the awakening of hope for a better future springs into the heart of the young boy or girl and his consent is obtained, it not infrequently occurs that some toothless grandmother or old chieftain interposes an objection which sentimentalists argue should be respected by the Government. To do so will permit, if not force, the progeny of a race capable of taking its place in our civilization to grow up in

ignorance and idleness. Some argue that "to break up this Indian home relation deliberately and systematically may apparently aid in solving the problem by casting off all the older generation as beyond help and unworthy of it, but to do so is to fight against nature, and in the end against God and the principles which lie at the foundation of home and state."

It is not the purpose of the Government to break up the Indian's home, but to strengthen it; nor is it a part of the policy to have no sympathy for the older Indian, however patent the fact that he has grown gray in the ways of his ancestors, and walks on in defiance of civilization. The home life of the average Indian, who objects to the education of his children, is not founded upon "the principles which lie at the foundation of home and state." That home life is antagonistic in every respect to all those vital elements which have built up this great Commonwealth.

There is another class of Indians who objects to his child being sent away from the reservation to school. The people do not want to change their method of living so long as the Government is willing to feed and clothe them. The school educates the child to be self-supporting and independent. It encourages him to leave his reservation and strike out for himself among the white people. Herein is a material reduction in the "summum bonum" of this class, who may have to exert themselves thereafter to secure more rations.

While Indians of the characters above described are far too numerous, there are yet a great many who are anxious to give their children every advantage. Force is always distasteful, and it is rarely used in compelling attendance, but the necessity for proper authority to do so is plainly indicated. That enlightened communities of this country and Europe require such laws is evidence that they are essential for those Indians who, from ignorance or other causes, interfere with the attendance of pupils.

Realizing the necessity for banishing ignorance from its borders, the State of Idaho has taken a step in the right direction. The following is the text of a law recently passed by the legislature of that State:

AN ACT compelling the attendance of children at schools where tuition, lodging, food, and clothing are furnished at the expense of the United States or the State of Idaho.

*Be it enacted by the legislature of the State of Idaho:*

SECTION 1. That whenever the Government of the United States or the State of Idaho shall erect, or caused to be erected and maintained, a school for general educational purposes within the State of Idaho, and the expense of the tuition, lodging, food, and clothing of the pupils therein is borne by the United States or the State of Idaho, it shall be compulsory on the part of every parent, guardian, or other person in the State of Idaho having control of a child or children between the ages of five

and eighteen years, eligible to attend said school, to send such child or children to said school for a period of nine months in each year, or during the annual term, unless such child or children is or are excused from such attendance by the principal or superintendent of said school, upon its being shown to the satisfaction of said principal or superintendent that the bodily or mental condition of such child or children has been and is such as to prevent his, her, or their attendance at school, or application at study for the period required, or that such child or children is or are taught in the public schools, private school, or at other school or at home in such branches as are usually taught in public schools: *Provided*, That in case the Government of the United States or the State of Idaho does not make provision for free transportation of said child or children to and from their homes to said school, then he, she, or they shall not be liable to the provisions of this act, unless they reside less than ten miles from such school.

SEC. 2. It shall be the duty of all principals or superintendents of the school or schools mentioned in this act, before attempting to enforce the provisions of this act hereinafter mentioned, to serve, or cause to be served, a demand for the attendance of certain children, naming them, and also designating the school to which their attendance is required, upon the parent, guardian, or other person having charge of said child or children as may be eligible to attend said school over which he has charge, and a copy of this act; and such parent, guardian, or other person having charge of said child or children shall have ten days to either deliver said child or children at said school or to the principal or superintendent thereof, or furnish satisfactory proof that the bodily or mental condition of said child will not admit of attendance.

SEC. 3. If, at the expiration of ten days after such notice or demand, the parents, guardian, or other person having charge of said child or children shall have failed or refused to comply with this act, the principal or superintendent shall cause a demand to be made upon such parent, guardian, or other person for the amount of the penalty hereinafter provided; and if such parent, guardian, or person shall neglect or refuse to pay the same within five days after making said demand, the superintendent or principal shall commence proceedings in the name of the State for the recovery of the fine hereinafter provided, before any court having jurisdiction: *Provided*, That nothing in this act shall apply to any child or children who is or are actually and necessarily compelled to labor for the support of such parent.

SEC. 4. Any parent, guardian, or other person having control or charge of any child or children, failing to comply with the provisions of this act, shall be liable to a fine of not less than five dollars nor more than twenty-five dollars for the first offense, nor less than ten dollars nor more than fifty dollars for the second offense and each subsequent offense, beside the cost of collection.

SEC. 5. All fines collected under the provisions of this act shall be paid into the county treasury, the same to be placed to the credit of the general school fund.

SEC. 6. All acts and parts of acts in conflict with this act are hereby repealed.

Approved on the 12th day of March, 1901.

FRANK W. HUNT, *Governor*.

Full opportunity has not as yet been had for testing this law, but its provisions indicate that the people of that State are willing to cooperate with this department in compelling attendance.

Supt. H. B. Peairs, of Haskell Institute, Lawrence, Kans., collated data on the need of compulsory education furnished by 180 agents, superintendents, and supervisors in the Indian school work, of which number 176 were heartily in favor of some compulsory legislation.

The sum total of the reasons given were thus expressed by Superintendent Peairs:

The people are willing to be taxed for the purpose of aiding general education, but I do not believe they would approve the expenditure of millions of dollars year after year, and then go meekly to ignorant, superstitious Indians and ask them whether they will send their children to partake of the advantages provided and paid for. There is a feeling that Indian educational work should be only a temporary one, which is certainly true. To this end we believe all Indian children of suitable age should be kept in school.

Compulsory school laws have been fully discussed in previous reports of the Indian Department and action is again urged to the end that the final solution of the fate of the Indian may be hastened, the people relieved of heavy annual burdens for support of schools and adults, and the final disappearance of the Indian in the mass of white population.

#### COURT DECISION AS TO RUNAWAY PUPILS.

During the year 1900 an Indian boy, John Denomie, a son of John B. Denomie, a member of the Bad River tribe of Chippewa Indians, under the jurisdiction of the La Pointe Agency, in the State of Wisconsin, ran away from the Indian school at Flandreau, S. Dak., in which institution he had been regularly enrolled. Upon being punished for some infraction of the rules of that institution, he left it and went back to the reservation. The superintendent of the Flandreau school sent word to the United States Indian agent for the La Pointe Agency, advising him of the disappearance of the boy and requesting his return if found, as provided by the rules for the Indian school service. The United States Indian agent at Ashland, Wis., Mr. S. W. Campbell, directed Roger Patterson, the United States Government farmer at the Bad River Reservation, to ascertain if the boy was on the reservation, and if so to return him to the school. Patterson had the boy taken in charge by the police authorities of the reservation, and while on his way to the depot with the boy passed near the house occupied by the father of the boy, John B. Denomie. The boy's mother requested permission to say good-bye to her son, which request was granted. As soon, however, as the boy reached the door of the house the mother pulled him inside and locked the door, thus preventing the entrance of the policemen or of Patterson. She persisted in refusing to open the door after being informed by Patterson of the reasons why he had the boy in charge. Finally Patterson pushed the door open, thereby breaking the lock, again took the boy in custody, and returned him to the Indian school at Flandreau.

A suit was instituted against Roger Patterson, as farmer at the Bad River Reservation, in the circuit court of Ashland County, Wis., by John B. Denomie. The United States district attorney for the western

district of Wisconsin appeared for Patterson on the trial of the action, which took place the first week in July, 1901, at Ashland, Wis.

The evidence was all before the jury and the court directed a verdict in favor of Patterson, the defendant, upon the ground that the evidence showed that Patterson was engaged strictly in the discharge of his official duties pursuant to lawful directions received from the United States Indian agent. The facts as above set out were practically undisputed, although it is understood that the attorneys for John Denomie intend to appeal the case to the supreme court of the State. Such action, however, has not as yet been taken.

The United States district attorney in reporting the decision of the court states, "There would seem to be no question about the justice of the court's decision."

#### NONRESERVATION SCHOOLS.

The class of largest Government Indian schools is located off the reservations, and usually near large cities and centers of wealth and culture. These schools are supported by transfers from the reservation day and boarding schools, although many children are taken directly from the camps. They correspond more nearly with the great industrial and reform schools of the States. Military discipline is maintained, and thorough obedience to civil authorities inculcated. Literary training is subordinated to that for the industries. The majority is equipped with shops for shoe and harness making, carpentry, blacksmithing, wagon-making, and the teaching of other useful trades. Several have large domestic buildings adapted for the teaching of elementary and scientific cooking to the girls. These establishments are modeled after the most approved method.

Connected with the largest of these institutions is the "outing system" of placing boys and girls for stated periods with families throughout the surrounding country. Here they are taught the duties of farm hands and domestics. In these good homes they are in constant touch with the highest type of the American farmer. The sturdy integrity of this class is impressed by every-day example. They receive a certain compensation for their work, which is deposited to their credit with the school, and the value of labor and money is taught them. Many, at the same time, attend the white public schools. When the "outing system" can be adopted, through the cooperation of the white people, it forms a happy medium of imparting the lesson of Americanism.



These schools are 25 in number, and distributed as shown in the following table:

TABLE NO. 2.—*Location, capacity, attendance, etc., of nonreservation schools during fiscal year ended June 30, 1901.*

Location of school.	Date of opening.	Number of employes. <sup>1</sup>	Capacity.	Enrollment.	Average attendance.
Carlisle, Pa .....	Nov. 1, 1879	85	2 950	1, 040	970
Chemawa, Oreg. (Salem) .....	Feb. 25, 1880	43	500	569	502
Chillico, Okla. ....	Jan. 15, 1884	44	400	508	399
Genoa, Nebr .....	Feb. 20, 1884	30	300	283	248
Albuquerque, N. Mex .....	Aug. —, 1884	34	300	336	315
Lawrence, Kans. (Haskell Institute) .....	Sept. 1, 1884	57	700	746	633
Grand Junction, Colo .....	—, 1886	21	170	229	177
Santa Fe, N. Mex .....	Oct. —, 1890	29	300	346	316
Fort Mohave, Ariz .....	Dec. —, 1890	21	170	170	164
Carson, Nev .....	Dec. —, 1890	22	200	250	192
Pierre, S. Dak .....	Feb. —, 1891	13	150	150	114
Phoenix, Ariz .....	Sept. —, 1891	55	700	743	684
Fort Lewis, Colo .....	Mar. —, 1892	38	300	347	301
Fort Shaw, Mont. ....	Dec. 27, 1892	30	300	340	302
Perris, Cal .....	Jan. 9, 1893	18	150	223	204
Flandreau, S. Dak .....	Mar. 7, 1893	34	350	333	339
Pipestone, Minn .....	Feb. —, 1893	16	150	109	101
Mount Pleasant, Mich .....	Jan. 3, 1893	23	300	291	200
Tomah, Wis. ....	Jan. 19, 1893	22	225	215	190
Wittenberg, Wis. <sup>3</sup> .....	Aug. 24, 1895	12	100	114	103
Greenville, Cal. <sup>3</sup> .....	Sept. 25, 1895	8	100	78	58
Morris, Minn. <sup>3</sup> .....	Apr. 3, 1897	18	150	176	152
Chamberlain, S. Dak .....	Mar. —, 1898	13	100	118	109
Fort Bidwell, Cal .....	Apr. 4, 1898	7	150	59	44
Rapid City, S. Dak .....	Sept. 1, 1898	11	100	105	100
Total .....		704	7, 315	7, 928	6, 917

<sup>1</sup> Excluding those receiving less than \$100 per annum.

<sup>2</sup> 1,500 with outing pupils.

<sup>3</sup> Previously a contract school.

Although there has been no increase in the number of these schools since the last report, there has been the material increase in average attendance of 676 pupils over the increase of the previous year of 237.

The school at Wittenberg, Wis., formerly a contract school, which had been conducted for several years by the Government under a lease from its owners, was purchased early in the year.

#### RESERVATION BOARDING SCHOOLS.

These institutions are situated on the Indian reservations. They vary in capacity from 30 pupils to 200. Some are abandoned army posts or old mission schools converted to present purposes. Those of later construction are modern in every detail. Their equipment, never so elaborate as the nonreservation schools, varies in proportion to their size and environment. The reservation boarding school proposes to take the pupil from the camp or day school, and through six or seven years lay the groundwork of future advancement in the schools away from the reservation. He is taught to work and the value of his labor. After completing a reasonable term, unless the boy or girl shows an aptitude for further advancement, and is willing to leave the reservation, he or she is returned home and the vacant place filled with fresh material. These schools are doing a great

work in preparing the way for emancipation from reservation life. Dissatisfaction with their present condition is inculcated that it may instill the desire to emulate the white man in his higher civilization.

These schools are preferably of smaller capacity than the nonreservation ones in order that there may be a greater individual treatment of the child in the formative period of his life.

There are 88 of these schools, an increase of 7 over last year. Only one large reservation is unprovided with an approximately adequate school. This is the Flathead, in Montana, where, during the past year, a small school with an attendance of 34 was maintained. The following day schools have been increased in facilities and classed as boarding schools: Havasupai, Ariz.; Flathead, Mont.; Southern Utah, formerly Shebit school; Bena, Cross Lake, and Cass Lake, under the Leech Lake Agency, Minn. The large Rice Station school, Arizona, and Truxton Canyon school, Arizona, have been opened, and are now fully organized. The Jicarilla school, in New Mexico, and the Southern Ute, in Colorado, will be opened early in the next school year. By act of Congress the Quapaw school, in Indian Territory, was consolidated with the Seneca school, and its boarding pupils are now cared for in the latter school. Hope school, at Springfield, S. Dak., which was originally a contract school, then leased by the Government, was purchased during the year, and is now conducted under the control of the Santee Agency, Nebr., as a school for girls alone.

The enrollment, 10,782, and average attendance, 9,316 pupils, being an increase over last year, respectively, of 1,178 and 1,222, are gratifying evidences of the zeal and energy of superintendents and agents in promoting educational interests on the reservations under their charge. The increase of 1,222 pupils in average attendance in these schools during the year is the largest in ten years, if not the largest ever had.

Brief statistics concerning these schools are given in the following table:

TABLE NO. 3.—*Location, date of opening, capacity, enrollment, and average attendance of Government reservation boarding schools during fiscal year ended June 30, 1901.*

Location.	Date of opening.	Capacity,	Enrollment.	Average attendance.
<b>Arizona:</b>				
Colorado River .....	Mar. —, 1879	100	105	103
Keam's Canyon, Hopi.....	—, 1887	120	158	150
Blue Canyon.....	July 1, 1899	40	70	59
Navaho.....	Dec. 25, 1881	180	177	158
Little Water.....	July 1, 1899	80	80	70
Pima.....	Sept. —, 1881	250	258	253
San Carlos.....	Oct. —, 1880	200	108	99
Fort Apache.....	Feb. —, 1894	65	104	96
Rice Station.....	Dec. 1, 1900	200	223	191
Supai.....	July 1, 1900	46	75	72
Truxton Canyon.....	Apr. 1, 1901	130	64	62

<sup>1</sup>These figures are not counted in total of boarding schools for the reason that the pupils were transferred from the Hackberry day school to Truxton Canyon the last quarter of the fiscal year.

TABLE NO. 3.—Location, date of opening, capacity, enrollment, and average attendance of Government reservation boarding schools, etc.—Continued.

Location.	Date of opening.	Capacity.	Enrollment.	Average attendance.
<b>California:</b>				
Fort Yuma.....	Apr. —, 1884	180	156	128
Hupa Valley.....	Jan. 21, 1893	163	191	143
Round Valley.....	Aug. 15, 1881	125	139	113
<b>Idaho:</b>				
Fort Hall.....	— —, 1874	150	175	156
Fort Lapwai.....	Sept. —, 1886	250	119	74
Lemhi.....	Sept. —, 1885	36	53	37
<b>Indian Territory:</b>				
Seneca, Shawnee, and Wyandot.....	June —, 1872	120	165	139
<b>Iowa:</b>				
Sauk and Fox.....	Oct. —, 1898	80	25	20
<b>Kansas</b>				
Kickapoo.....	Oct. —, 1871	60	73	68
Potawatomi.....	— —, 1873	80	109	92
Great Nemaha.....	— —, 1871	40	41	31
<b>Minnesota:</b>				
Leech Lake.....	Nov. —, 1867	60	64	47
Pine Point.....	Mar. —, 1892	75	74	58
Red Lake.....	Nov. —, 1877	100	93	83
White Earth.....	— —, 1871	134	169	147
Wild Rice River.....	Mar. —, 1892	65	98	90
Bena.....	Jan. 1, 1901	40	54	42
Cass Lake.....	Jan. —, 1901	40	39	26
Cross Lake.....	Jan. —, 1901	40	44	31
<b>Montana:</b>				
Blackfeet.....	Jan. —, 1883	125	108	95
Crow.....	Oct. —, 1884	150	164	158
Fort Belknap.....	Aug. —, 1891	130	124	110
Fort Peck.....	Aug. —, 1881	200	249	195
Flathead.....	Feb. 4, 1901	35	45	34
<b>Nebraska:</b>				
Omaha.....	— —, 1881	50	70	57
Santee.....	Apr. —, 1874	80	120	108
<b>Nevada:</b>				
Nevada.....	Nov. —, 1882	60	69	55
Western Shoshone.....	Feb. 11, 1893	40	61	55
<b>New Mexico:</b>				
Mescalero.....	Apr. —, 1884	104	129	108
Zuni-Pueblo.....	Nov. —, 1896	70	67	39
<b>North Carolina:</b>				
Eastern Cherokee.....	Jan. 1, 1893	155	182	167
<b>North Dakota:</b>				
Fort Totten.....	— —, 1874	350	306	233
Standing Rock (Agency).....	May —, 1877	136	185	164
Standing Rock (Agricultural).....	— —, 1878	100	154	149
Standing Rock (Grand River).....	Nov. 20, 1893	80	126	112
Fort Berthold.....	Apr. 2, 1900	80	105	101
<b>Oklahoma:</b>				
Absentee Shawnee.....	May —, 1872	60	106	94
Arapaho.....	Dec. —, 1872	150	124	116
Cheyenne.....	— —, 1879	140	141	134
Cantonment.....	May 4, 1899	120	126	111
Fort Sill.....	Aug. —, 1891	150	171	167
Kaw.....	Dec. —, 1869	44	51	47
Osage.....	Feb. —, 1874	150	165	149
Oto.....	Oct. —, 1875	75	94	93
Pawnee.....	— —, 1865	130	144	135
Ponca.....	Jan. —, 1883	100	113	101
Rainy Mountain.....	Sept. —, 1893	102	111	102
Red Moon.....	Feb. —, 1898	76	55	51
Riverside (Wichita).....	Sept. —, 1871	150	168	157
Sauk and Fox.....	— —, 1868	120	109	89
Seger.....	Jan. 11, 1893	130	132	121
<b>Oregon:</b>				
Grande Ronde.....	Apr. —, 1874	90	93	84
Klamath.....	Feb. —, 1874	110	139	114
Siletz.....	Oct. —, 1878	100	74	60
Umatilla.....	Jan. —, 1883	80	109	85
Warm Springs.....	Nov. —, 1897	150	111	94
Yainax.....	Nov. —, 1882	80	105	88
<b>South Dakota:</b>				
Cheyenne River.....	Apr. 1, 1893	115	167	149
Crow Creek (Agency).....	— —, 1874	140	145	125
Crow Creek (Grace Mission).....	Feb. 1, 1897	41	52	48
Hope (Springfield).....	Aug. 1, 1895	55	53	47
Lower Brulé.....	Oct. —, 1881	140	112	103
Pine Ridge.....	Dec. —, 1883	220	230	218

TABLE No. 3.—*Location, date of opening, capacity, enrollment, and average attendance of Government reservation boarding schools, etc.—Continued.*

Location.	Date of opening.	Capacity.	Enrollment.	Average attendance.
South Dakota—Continued.				
Sisseton.....	— —, 1873	130	125	108
Rosebud.....	Sept. —, 1897	164	223	210
Yankton.....	Feb. —, 1882	150	153	114
Utah:				
Ouray.....	Apr. —, 1893	90	45	32
Uinta (Uintah).....	Jan. —, 1881	80	73	49
Southern Utah.....	Oct. 2, 1900	35	38	20
Washington:				
Colville.....	July 1, 1899	250	136	110
Puyallup.....	Oct. —, 1873	225	274	225
Yakima.....	— —, 1860	150	151	124
Wisconsin:				
Lac du Flambeau.....	July 10, 1895	150	157	143
Vermilion Lake.....	Oct. —, 1899	150	161	114
Green Bay Agency (Menominee).....	— —, 1876	160	160	138
Oneida.....	Mar. 27, 1893	200	221	195
Wyoming:				
Shoshoni.....	Apr. —, 1879	180	162	136
Total.....		10,196	10,782	9,316

## GOVERNMENT DAY SCHOOLS.

The third class of Government schools is known as day schools. They are located in the majority of instances on reservations, and in others in communities where there are sufficient Indian children to support them. A few are known as "Independent day schools," from the fact that they are solely in charge of the teacher, who, while a regular Government official, is not bonded. The buildings are usually furnished by the Indians or their friends. Noonday lunches are provided by the Government at most of the day schools, which department is in charge of a housekeeper, who teaches the pupils the simpler arts of domestic life. Industrial pursuits commensurate with appliances are given the boys. These little schools are centers of missionary work on the part of the Government in sending some fragments of its civilization to the homes of the Indians.

Owing to the want of proper support the following day schools in California were discontinued: Baird, Hat Creek, and Fall River Mills. By reason of its proximity to the boarding school, day school No. 1, on Pine Ridge Reservation, S. Dak., was closed. Shebit, in Utah, and Hackberry, in Arizona, were merged into boarding schools. Day school No. 1, on Devils Lake Reservation, N. Dak., was destroyed by fire, and Baraga, Mich., Oneida, Wis., Nos. 2 and 3, and Lac Courte Oreille, Nos. 1 and 2, on La Pointe Reservation, in Wisconsin, were abandoned, by reason of failure to properly support them by pupils living near. The only new day school established was at Port Madison, in Washington.

Data concerning day schools are embodied in the following table:

TABLE No. 4.—*Location, capacity, enrollment, and average attendance of Government day schools during fiscal year ended June 30, 1901.*

Location.	Capacity.	Enroll-ment.	Average attend-ance.
Arizona:			
Walapai (Hualapai)—			
Kingman.....	33	47	43
Hackberry.....	44	66	62
Pima Reservation—			
Gila Crossing.....	40	58	32
Salt River.....	44	53	46
Hopi Reservation (Moqui)—			
Oraibi.....	75	121	85
Polakakai (Polocco).....	35	53	41
Second Mesa.....	102	111	104
California:			
Big Pine.....	30	38	23
Bishop.....	60	61	38
Independence.....	28	17	13
Manchester.....	40	19	9
Mission Agency (11 schools).....	319	260	181
Potter Valley.....	50	34	29
Ukiah.....	24	25	16
Upper Lake.....	30	27	14
Michigan:			
Baraga.....	40	42	21
Bay Mills.....	50	40	14
Minnesota:			
Birch Cooley.....	36	32	23
Montana:			
Flathead Agency.....	135	19	6
Tongue River.....	32	39	31
Nebraska:			
Santee—			
Ponca.....	35	26	18
Nevada:			
Walker River.....	36	33	23
New Mexico:			
Pueblo—			
Acoma.....	50	41	19
Cochiti.....	30	23	14
Isleta.....	50	61	35
Jemez.....	35	53	22
Laguna.....	40	37	22
Nambe.....	29	19	11
Paguete (Pahuete).....	30	34	19
Paraje.....	20	21	15
Pescado.....	24	22	9
Picuris.....	16	22	9
Santa Ana.....	13	24	16
Santa Clara.....	30	26	15
San Felipe.....	70	73	53
San Ildefonso.....	21	23	15
San Juan.....	32	33	25
Santo Domingo.....	30	42	23
Sia (Zia).....	30	27	23
Taos.....	32	73	37
Tesuque.....	20	10	8
North Dakota:			
Devils Lake, Turtle Mountain (2 schools).....	80	131	53
Standing Rock (4 schools).....	145	151	129
Fort Berthold (3 schools).....	136	86	69
Oklahoma:			
Whirlwind.....	20	21	19
South Dakota:			
Cheyenne River (3 schools).....	72	79	65
Pine Ridge (32 schools).....	1,120	844	667
Rosebud (21 schools).....	578	585	509
Washington:			
Colville—			
Nespilum.....	40	49	26
Tulalip—			
Lummi.....	32	42	20
Swinomish.....	60	48	38
Port Madison.....	30	41	29
Tulalip.....	30	29	15
Neah Bay—			
Neah Bay.....	56	60	43
Quileute (Quillehute).....	60	59	31

<sup>1</sup> Counted in Flathead Boarding School and not included in total of this table.

TABLE No. 4.—*Location, capacity, enrollment, and average attendance of Government day schools during fiscal year ended June 30, 1901—Continued.*

Location.	Capacity.	Enrollment.	Average attendance.
Washington—Continued.			
Puyallup—			
Chehalis.....	40	26	15
Jamestown.....	30	25	19
Port Gamble.....	26	21	12
Quinalt.....	30	20	16
Skokomish.....	40	29	11
Wisconsin:			
Green Bay, Stockbridge.....	40	43	25
Oneida.....	32	41	19
La Pointe (7 schools).....	329	302	185
Total.....	4,816	4,622	3,277

## PUBLIC SCHOOL CONTRACTS.

The first contracts for the coeducation of Indians and whites in State and Territorial schools were made in 1891. That year 21 were contracted for, 7 enrolled, with an average attendance of 4. The largest number enrolled since that time was in 1896, since which period there has been a gradual decrease until the present, which indicates a slight increase over the previous year. This table shows the results of these contracts for the past eleven years:

TABLE No. 5.—*Number of district public schools, showing number of pupils contracted for, enrollment, and average attendance from 1891 to 1901.*

Year.	Number of schools.	Contract number of pupils.	Enrollment.	Average attendance.	Ratio of average attendance to enrollment.
1891.....	8	91	7	4	<i>Per cent.</i> 57½
1892.....	14	212	190	106	56 —
1893.....	16	268	212	123	58 +
1894.....	27	259	204	101	50 —
1895.....	36	487	319	192	60 +
1896.....	45	558	413	294	71 +
1897.....	38	384	315	195	62 —
1898.....	31	340	314	177	57 —
1899.....	36	359	326	167	51 +
1900.....	22	175	246	118	48
1901.....	19	121	257	131	51 —

The distribution of the public schools having contracts for the education of Indian pupils is exhibited in the following table:

TABLE NO. 6.—*Public schools at which Indian pupils were placed under contract with the Indian Bureau during fiscal year ended June 30, 1901.*

State.	School district.	County.	Contract number of pupils.	Number of months in session.	Enrollment.	Average attendance.
California.....	Anahuac.....	San Diego.....	7	8	7	4—
Idaho.....	No. 1.....	Bannock.....	9	9	3	2—
	No. 24.....	Bingham.....	4	8	4	3—
Michigan.....	No. 1.....	Isabella.....	4	9	4	1+
	No. 1, fractional.....	do.....	4	10	12	4—
	No. 6.....	Leelanaw.....	3	3	41	12
	No. 9.....	Lapeer.....	5	6	3	2+
Montana.....	Poplar.....	Valley.....	10	10	16	10
Nebraska.....	No. 1.....	Thurston.....	4	9	20	12+
	No. 6.....	do.....	3	3	3	2
	No. 14.....	do.....	8	6	17	7—
	No. 16.....	do.....	5	7	9	3—
	No. 17.....	do.....	10	10	18	7—
	No. 18.....	do.....	9	8	23	13
	No. 36.....	Knox.....	10	9	17	10+
Nevada.....	No. 2.....	Elko.....	2	10	2	2
	No. 6.....	do.....	2	7	2	2—
Oklahoma.....	No. 82.....	Blaine.....	4	3	3	1—
Oregon.....	No. 60.....	Coos.....	5	6	7	6
South Dakota.....	Independent.....	Stanley.....	16	8	22	16+
Wisconsin.....	No. 1, Odouch.....	Ashland.....	10	9	24	12—
Total.....			121		257	131

#### MISSION SCHOOLS.

These institutions are maintained on or near Indian reservations by the different religious bodies and missionary associations of the United States. They are owned and controlled by their conductors, the Government merely exercising supervisory direction to see that Indian pupils enrolled there are properly educated and cared for. They are valuable assistants in the general scheme of Indian civilization. As a rule they are sectarian in their teachings, and are conducted in conjunction with mission churches. The Department readily assists these schools in every way possible. At those reservations where rations are issued, the agents were permitted to give those to which the child would be entitled if at home with its parents, to the school at which the child was enrolled, deducting the same from the amount issued the parents. This permission has been revoked as unlawful.

Congress having failed to provide in the appropriation act for the fiscal year 1901 for the continuance of the contract-school system, those schools did not receive Government aid during the year. All were continued, however, as mission schools, and therefore are now classed (except Hampton Institute, for which Congress made a specific appropriation) under the general head of "mission schools." With this explanation the decrease in the contract schools, as shown in table No. 8, page 29, is readily understood.

There were enrolled in the mission boarding schools 3,531 pupils, with an average attendance of 3,120; day-school enrollment 272, average attendance 205; making, respectively, increases, at the boarding

schools of 2,469 enrolled, 2,174 in attendance, and at day schools 59 enrolled and 12 in average attendance. It is believed that the enrollment in these schools is greater than stated above, for the reason that there is a disinclination on the part of some of the mission schools to furnish statistics promptly and regularly.

The location, denomination, and other information relative to mission schools will be found in the following table:

TABLE NO. 7.—*Location, capacity, enrollment, and average attendance of mission schools during fiscal year ended June 30, 1901.*

## BOARDING SCHOOLS.

Location of school.	Supported by—	Capacity.	Enroll-ment.	Average attend-ance.
ARIZONA.				
Tucson.....	Presbyterian Church.....	170	168	158
CALIFORNIA.				
Banning.....	Catholic Church.....	150	139	125
San Diego.....	do.....	150	82	81
Kelseyville (St. Turibius).....	do.....	20	13	10
IDAHO.				
Cœur d'Aléne Reservation: De Smet Mission.....	Catholic Church.....	150	93	83
MICHIGAN.				
Baraga.....	Catholic Church.....	140	27	24
Harbor Springs.....	do.....	126	85	82
MINNESOTA.				
White Earth Agency: St. Benedicts.....	Catholic Church.....	150	95	88
Leech Lake Agency: Red Lake Reservation, St. Marys.....	do.....	100	76	65
MONTANA.				
Blackfeet.....	Catholic Church.....	150	78	69
Crow.....	do.....	150	56	50
Flathead.....	do.....	350	163	143
Fort Belknap.....	do.....	250	105	92
Fort Peck Agency, Wolf Point.....	Presbyterian Church.....	30	29	22
Tongue River.....	Catholic Church.....	65	66	53
NEBRASKA.				
Santee Agency: Santee Normal (training).....	Congregational Church.....	125	98	81
NEW MEXICO.				
Bernalillo.....	Catholic Church.....	125	79	73
NORTH DAKOTA.				
Fort Berthold Agency: Mission Home.....	Congregational Church.....	46	34	28
Devils Lake Agency: St. Mary's (Turtle Mountain).....	Catholic Church.....	150	141	110
Standing Rock Agency: St. Elizabeth's.....	Episcopal Church.....	60	66	58
OKLAHOMA.				
Cheyenne and Arapaho Agency: Cantonment.....	Mennonite Church.....	60	29	26
Kiowa Agency: St. Patrick's.....	Catholic Church.....	125	85	77
Mary Gregory Memorial.....	Presbyterian Church.....	60	30	22
Cache Creek.....	Reform Presbyterian Church.....	50	51	48
Methvin.....	Methodist Church South.....	100	74	64
Osage Agency: St. Louis.....	Catholic Church.....	125	68	65
St. John's.....	do.....	150	46	44



TABLE No. 7.—Location, capacity, enrollment, and average attendance of mission schools during fiscal year ended June 30, 1901—Continued.

## BOARDING SCHOOLS—Continued.

Location of school.	Supported by—	Capacity.	Enroll-ment.	Average attend-ance.
OKLAHOMA—continued.				
Sauk and Fox Agency:				
Sacred Heart, St. Mary's Academy ..	Catholic Church .....	54	49	35
Sacred Heart, St. Benedict's .....	do .....	40	27	22
OREGON.				
Umatilla Agency:				
Kate Drexel's .....	Catholic Church .....	130	69	54
SOUTH DAKOTA.				
Crow Creek .....	Catholic Church .....	75	58	54
Cheyenne River Agency:				
St. John's .....	Episcopal Church .....	60	60	54
Plum Creek .....	Society for Propagation of the Gospel .....	10	10	9
Oahe .....	Congregational Church .....	50	32	30
Pine Ridge .....	Catholic Church .....	160	156	149
Rosebud Agency:				
St. Francis .....	do .....	230	213	206
St. Mary's .....	Episcopal Church .....	50	55	50
Goodwill Mission .....	Presbyterian Church .....	100	66	54
Yankton Agency:				
St. Paul's .....	Episcopal Church .....	50	49	43
WASHINGTON.				
Colville Mission .....	Catholic Church .....	150	66	56
Puyallup Reservation, St. George's .....	do .....	90	85	64
Tulalip .....	do .....	150	93	80
WISCONSIN.				
Green Bay .....	Catholic Church .....	170	153	125
La Pointe Agency:				
Bayfield .....	do .....	50	32	31
Odanah, St. Marys .....	do .....	80	85	81
WYOMING.				
Shoshoni Agency:				
St. Stephen's .....	Catholic Church .....	125	76	68
Shoshoni Mission .....	Episcopal Church .....	20	21	14
Total .....		5,171	3,581	3,120

## DAY SCHOOLS.

ARIZONA.				
Pima Agency:				
San Xavier .....	Catholic Church .....	125	100	84
St. John's Mission .....	do .....	100	83	53
CALIFORNIA.				
Pinole .....	Catholic Church .....	40	16	12
Ukiah .....	do .....	30	11	8
Kelseyville (St. Turibius <sup>1</sup> ) .....	do .....		7	5
MONTANA.				
Fort Peck Agency:				
Wolf Point <sup>2</sup> .....	Presbyterian Church .....			4
NEW MEXICO.				
Pueblo:				
Seama .....	Presbyterian Church .....	60	46	33
NEBRASKA.				
Santee Agency:				
Santee Normal (training <sup>3</sup> ) .....	Congregational Church .....		9	6
Total .....		355	272	205

<sup>1</sup> Attend St. Turibius Boarding School.<sup>2</sup> Attend Wolf Point Boarding School.<sup>3</sup> Attend Santee Normal Boarding School.

## ATTENDANCE.

For the purpose of exhibiting the enrollment and average attendance at all schools for the fiscal year 1901, aggregated and compared with the fiscal year 1900, the following table is presented:

TABLE NO. 8.—*Enrollment and average attendance of Indian schools, 1900 and 1901, showing increase in 1901; also number of schools in 1901.*

Kind of school.	Enrollment.			Average attendance.			No. of schools, 1901.
	1900.	1901.	Increase (+) or decrease (-).	1900.	1901.	Increase (+) or decrease (-).	
Government schools:							
Nonreservation, boarding.....	7,430	7,928	+ 498	6,241	6,917	+ 676	25
Reservation, boarding.....	9,604	10,782	+1,178	8,094	9,316	+1,222	88
Day.....	5,090	4,622	- 468	3,525	3,277	- 248	138
Total.....	22,124	23,332	+1,208	17,860	19,510	+1,650	251
Contract schools:							
Boarding.....	2,376	.....	<sup>1</sup> -2,376	2,098	.....	<sup>1</sup> -2,098	.....
Day.....	30	.....	- 30	24	.....	<sup>2</sup> - 24	.....
Boarding specially appropriated for.....	400	<sup>2</sup> 130	- 270	329	<sup>2</sup> 111	- 218	1
Total.....	2,806	130	-2,676	2,451	111	-2,340	1
Public.....	246	257	+ 11	118	131	+ 13	( <sup>3</sup> )
Mission boarding.....	1,062	3,531	+2,469	946	3,120	+2,174	47
Mission day.....	213	272	+ 59	193	205	+ 12	5
Aggregate.....	26,451	27,522	+1,071	21,568	23,077	+1,509	304

<sup>1</sup> Taken up in mission schools.

<sup>2</sup> Hampton.

<sup>3</sup> Nineteen public schools in which pupils are taught not enumerated here.

The New York Indian schools are not included in the above table, as they are cared for by the State of New York. Under the Curtis act and several agreements this Department has supervisory control of educational matters in Indian Territory, and statistics relative to the Five Civilized Tribes will be found on page 125, and are therefore omitted from the above table.

There are now 25 nonreservation schools, as last year, 88 reservation boarding schools, an increase of 7, and 138 day schools, a decrease of 9, making total of Government schools conducted during the year 251, a decrease of 2 from the previous year.

The net increase in enrollment of 1,208 pupils, and 1,650 in attendance, are the largest in two years. Both reservation and nonreservation schools have so materially increased their numbers as to overbalance the small decrease of 248 in day schools. Several day schools were closed for short periods by reason of smallpox epidemics, while this disease and others of similar character interfered with a still larger attendance at the boarding schools.

A stringent regulation requiring compulsory vaccination at all schools was promulgated in the following circular, dated January 2, 1901:

The prevalence of smallpox at many points in the West and its frequent recurrence demand that every precaution shall be taken to guard the pupils enrolled in Indian

schools. Vaccination is considered an effective preventive of the disease, or at least a modification of its severity, and a check to its progress. It has, however, only been customary to resort to it when there was some immediate danger of infection, and then in many cases it has been performed too late to be of radical benefit, so that schools had to be closed, employees and children scattered, and a year's loss practically sustained. To prevent this a systematic method of vaccination must be inaugurated at every Indian school under control of the Government.

Upon receipt of this circular you will require the physician (agency or school, as the case may be) to vaccinate every pupil in the school who has not been vaccinated within the past two years.

Employees and employees' children must also be vaccinated, as it is the intention of this office to render the schools as nearly immune from smallpox as is possible under the present conditions of science.

If there is at any time any immediate danger of infection from smallpox at or near the school, all persons connected with such school must be vaccinated whether they have previously been vaccinated or not.

A careful and complete record must be made of the dates and names of those persons vaccinated. As soon as a new pupil is enrolled in the school he or she must be vaccinated.

Proper requisitions should be made from time to time for a sufficient number of vaccine points to keep the school supplied and enable the physician to vaccinate all new pupils, employees, etc.

It is believed that these precautions will minimize the danger from this ancient scourge of the Indian.

As stated in the report of this Department for the previous fiscal year, the total scholastic population of the country, excluding the Five Civilized Tribes and New York Indians, is between 45,000 and 47,000, from which must be taken the feeble, physically disabled, and children who from various causes can not be secured, about 30 per cent, which would leave as the net scholastic population about 34,000. There are now enrolled 27,522 pupils, with nearly 6,500 unprovided for. The larger proportion of these are on Navaho, Pima, San Carlos, and White Mountain Apache Reservations, in Arizona, and Flathead and Tongue River, in Montana. The natural increase in all schools for the past twenty odd years has been annually about 1,000, and if this ratio is maintained for the future, the possible enrollment will be met in five or six years; but this office is of opinion that a wiser policy should prevail. The reservations named furnish the bulk of the unprovided for excess, and adequate facilities should at once be made for taking it up within the next or succeeding year. The needs of these reservations are great, and every year's delay is detrimental to the best interests of the thousands of young Indians who are now growing up in ignorance. Now is the proper time, in order that years may be saved in the general plan for their uplifting. It will cost several hundred thousand dollars to accomplish this result, but the money will be wisely expended and hasten the day when no further appropriations need be made.

The following table gives a summary of schools and attendance extending through a period of a quarter of a century:

TABLE No. 9.—*Number of Indian schools and average attendance from 1877 to 1900.*<sup>1</sup>

Year.	Boarding schools.		Day schools. <sup>2</sup>		Totals.	
	Number.	Average attendance.	Number.	Average attendance.	Number.	Average attendance.
1877	48		102		150	3,598
1878	49		119		168	4,142
1879	52		107		159	4,448
1880	60		109		169	4,651
1881	68		106		174	4,976
1882	71	3,077	76	1,637	147	4,714
1883	80	3,793	88	1,893	168	5,686
1884	87	4,723	98	2,237	185	6,960
1885	114	6,201	86	1,942	200	8,143
1886	115	7,260	99	2,370	214	9,630
1887	117	8,020	110	2,500	227	10,520
1888	126	8,705	107	2,715	233	11,420
1889	136	9,146	103	2,406	239	11,552
1890	140	9,865	106	2,367	246	12,232
1891	146	11,425	110	2,163	256	13,588
1892	149	12,422	126	2,745	275	15,167
1893	156	13,635	119	2,668	275	16,303
1894	157	14,457	115	2,639	272	17,220
1895	157	15,061	125	3,127	282	18,188
1896	156	15,683	140	3,579	296	19,262
1897	145	15,026	143	3,650	288	18,676
1898	148	16,112	149	3,536	297	19,648
1899	149	16,891	147	3,631	296	20,522
1900	153	17,708	154	3,860	307	21,568
1901	161	19,464	143	3,613	304	23,077

<sup>1</sup>Some of the figures in this table as printed prior to 1896 were taken from reports of the Superintendent of Indian Schools. As revised, they are all taken from the reports of the Commissioner of Indian Affairs. Prior to 1882 the figures include the New York schools.

<sup>2</sup>Indian children attending public schools are included in the average attendance, but the schools are not included in the number of schools.

#### SCHOOL EMPLOYEES.

The earnest endeavor of this office has been, and is constantly, to improve the morale of the Indian school service, and to secure persons who are fitted by natural aptitude and training to carry on the arduous work of Indian civilization. It is especially gratifying to hear the words of commendation passed upon this band of faithful workers by those who contrast the present corps with that of the past.

The duties of the several positions in the school service are many and difficult. While bearing a relation to ordinary public school work, it is more exacting and confining. The hours are longer and the duties more varied. Hence, the qualifications that bring success in a white school are not an absolute criterion of the success a public school-teacher will have in this branch.

Employees are required to look carefully after the culture and morality of the pupils in the class rooms, dormitories, and at the work-benches. The Indian's education does not comprise the circle of class-room duties alone, but the wider one of home life in all its features.

The term at Indian schools is practically twelve months. During all this time the watchful eye of the employee must be upon the pupils

committed to his charge. This constant supervision requires what, under other circumstances, might seem an unusually large force. There were employed during the year 2,208 persons, of which number 1,529 were white, and 679 Indians. The annual salaries range from \$100 to \$2,000. The positions are divided as follows: Supervisors, 5 white; superintendents, 104 white; clerks, 41 white and 14 Indian; physicians, 23 white, 1 Indian; disciplinarians, 10 white, 17 Indian; teachers, 411 white, 72 Indians; kindergartners, 57 white, 2 Indian; manual-training teachers, 7 white; matrons, 105 white, 9 Indian; assistant matrons, 76 white, 58 Indian; nurses, 24 white, 4 Indian; seamstresses, 95 white, 65 Indian; laundresses, 73 white, 88 Indian; industrial teachers, 71 white, 39 Indian; cooks and bakers, 124 white, 90 Indian; farmers, 45 white, 29 Indian; blacksmiths and carpenters, 52 white, 12 Indian; engineers, 32 white, 23 Indian; tailors, 13 white, 5 Indian; shoe and harness makers, 22 white, 15 Indian; Indian assistants, 50. In addition to these there were employed several hundred pupils at salaries ranging from \$1 to \$5 per month as apprentices in various trades, etc. Miscellaneous positions, 139 white, 86 Indian.

#### INDIAN SCHOOL SERVICE INSTITUTES.

Under the direction of the Superintendent of Indian Schools five summer schools were held this year as follows: Keams Canyon, Ariz.; Pine Ridge Agency, S. Dak.; Puyallup Agency, Wash.; the Department of Indian Education at Detroit, and the Congress of Indian Educators at Buffalo, N. Y.

The summer schools at Keams Canyon, Ariz., Pine Ridge Agency, S. Dak., and Puyallup Agency, Wash., were well attended and the meetings interesting and instructive.

Probably the most successful gatherings of Indian educators ever convened were those of the Department of Indian Educators at Detroit, Mich., and the Congress of Indian Educators at Buffalo, N. Y. The aim and purpose of these meetings is a noble one, that of devising ways and means to improve and increase the efficiency of the system of Indian education and in every way to better the condition of the aborigines. By means of these annual conferences the isolated schools scattered throughout the country are molded into one connected whole, and the disconnected and independent striving of each separate school is made of benefit to all the others, the whole becoming an organized and harmonious movement toward the goal for which all are working. At each session there was a comparison and interchange of ideas, plans, and methods as practiced in the various sections of the country, the object being to give to each school the benefit of the experiences of the others, and many valuable conclusions were reached as a result.

In addition to the discussions the teachers attending the Detroit meeting received the benefit of addresses and lectures by some of the

ablest educators in America, while those present at the Buffalo convention were afforded the opportunity of studying the Indian exhibit and the various educational displays at the Pan-American Exposition.

The marvelous improvement that has been accomplished in the education of the Indian youth was shown by the collection of literary and industrial work displayed at Detroit. The display consisted of regular schoolroom work, fancy work, plain sewing, mending, darning, and work in wood, iron, and leather. All of this was excellently done, and the practical work attracted great attention and called forth many complimentary remarks. The whole exhibit was a credit to pupils and teachers, and showed the practical and thorough instruction being given in the Indian schools.

There was also on exhibition a fine collection of native work, consisting of baskets, blankets, rugs, and bead work, done by the old Indians, which attracted marked attention.

#### IMPROVEMENTS TO SCHOOL PLANTS.

The appropriation last year for construction, purchase, lease, and repair of school buildings, and for sewerage, water supply, and lighting plants, and purchase of school sites, was \$240,000. While this is apparently a large sum, when considered in the light of the magnitude of the work it is inadequate to the needs of the service. The valuation of the plants devoted to Indian education is over \$4,000,000, and the necessary work of repairing these buildings is great, thus not leaving a sufficient amount for the construction of new plants at points where they are required.

Plans for Indian schools require special adaptation to their requirements. Conditions vary in the sections where they are located, and therefore each must be designed with relation to the varying climatic needs. Water is the most difficult problem confronting this office, but is absolutely essential. Schools are, as a rule, located in the arid regions of the West, long distances from the centers of supply, making transportation expenses greater than in the East and more settled portions of the country. The construction of an Indian school means the building of a home for the children, a schoolhouse for their literary development, shops for their industrial training, farms and gardens for stock and vegetables. Thus in comparing the relative cost of these plants with public school buildings, the comparison is unfair, for the reason that the standard is not the same. It is believed, however, from the records that Indian school buildings are constructed in a good, workmanlike manner, and are economical in cost.

The distribution of the funds available for these purposes has been a serious as well as difficult problem, as the demands have been great and the funds small. Conditions are investigated and expenditures are made where there seem to be the most pressing needs; hence,

much has been left undone, causing adverse criticism until fully explained. The appropriation has been exhausted, and more could have been judiciously expended.

Improvements have been made during the year as follows: Water systems for the Cheyenne, Cantonment, and Arapaho schools on Cheyenne and Arapaho Agency, Okla.; general improvements, such as ring baths, etc., at Colville Agency school, Wash.; new dormitory and irrigation plant, Fort Yuma, Ariz.; improvements to water system at Fort Lewis, Colo.; extension of water system at Green Bay Agency school, Wis.; water system at Hoopa Valley, Cal.; an elaborate and extensive water, sewer, and irrigating system at Jicarilla, N. Mex.; new hospital at Klamath, Oreg.; heating plant for Lac du Flambeau, Wis.; acetylene gas plant for Leech Lake, Minn.; substantial improvements at Ponca, Okla.; water system, Sauk and Fox, Okla.; extension of water system at Yakima, Wash.; laundry at Oneida, Wis.; ice plant, irrigation ditch, workhouse and employees' quarters at San Carlos School, Ariz.; ice plant at Pima, Ariz.; shops at Greenville, Cal.; barn at Pawnee, Okla.; barns, etc., at Cass Lake, Minn.; water system at Yankton, S. Dak.

The capacities of a number of schools have been increased by the erection of new dormitories, such as Fort Yuma, Ariz.; Navaho, Ariz.; Round Valley, Cal.; Seger Colony, Okla., and Umatilla, Oreg.

The new school plant for the Winnebago Reservation in Nebraska has been completed, and is a substantial one for the accommodation of 80 to 100 pupils. It opens September 1 of the present year.

A boarding school plant for the Southern Ute Reservation in Colorado is now under contract, and will be ready for occupancy by January 1. It is a complete plant for 75 children, and is the fulfillment of the terms of the treaty made years ago.

The school for the Jicarilla Apache, of New Mexico, has been completed, and will be opened at the beginning of the present school year. It is modern in all its appointments, and will accommodate 125 children.

Aside from the general appropriation Congress makes specific provisions for improvements, new buildings, etc., at certain schools, while at other places treaty funds are available.

The new school at Hayward, Wis., has been completed, and will be opened for pupils at the beginning of the present scholastic year.

At Truxton Canyon, Ariz., a school plant has been completed, and was opened July 1 as a boarding school. Congress having made an appropriation of \$12,000 for a new school building, it is now being erected, and will materially increase the accommodations of the plant.

A new dormitory has been built at Mount Pleasant, Mich., together with additions to the mess hall and school buildings, which will restore

this school to its original capacity of 300 pupils previous to the destruction of the old dormitory.

To increase the industrial features at the Indian schools at Chamberlain, S. Dak., and Carson City, Nev., shop buildings have been erected. Acetylene-gas lighting plants have also been installed at each of these places, and also at Fort Mohave, Ariz.

Modern electric-light system and cold-storage warehouse have been erected at Chilocco, Okla.

Congress having appropriated \$25,000 for a new school building and \$5,000 for a new hospital at Genoa, Nebr., plans for the same are now under contract.

A new dormitory, for which there is appropriated \$20,000, at Grand Junction, Colo., has been completed. A new sewerage system has also been installed, which relieves unsanitary condition of the plant.

At the Kickapoo school in Kansas a new laundry, warehouse, employees' cottage, and water system complete an elegant little school plant for 75 pupils.

Haskell Institute, Lawrence, Kans., one of the largest school plants, has received handsome additions and improvements in the shape of a new school building, costing \$25,000; a new steam plant, \$10,000; a domestic building, \$25,000, and employees' building, \$5,000.

To increase its efficiency from an industrial standpoint and give more room for pupils, Congress has provided at the Salem school, Oregon, an industrial building, \$6,000; a brick dormitory, \$20,000; a laundry, \$5,000, and an extension of the steam heating and electric lighting plant, \$11,000, all of which are now under contract.

The Santa Fe school, New Mexico, has been improved by extending the school building, erecting a warehouse, and providing a lighting plant.

At the Shoshoni school, Wyoming, a new hospital and sewer and water system have been made.

The Tomah (Wis.) school has received material improvements by the erection of dormitories, superintendent's quarters, hospital, etc.

The Grand River Indian school, on the Standing Rock Reservation in North Dakota, has been enlarged by the erection of a new school building, remodeling the old dormitory, changing other buildings, and installing a complete sewer and water system, all of which will increase both its capacity and efficiency.

The principal improvement at Phoenix (Ariz.) school was an auditorium. The purchase of additional land, for which Congress appropriated \$4,800, will give needed facilities for extending the industrial training suited to that locality.

An extended water and sewer system, with necessary plumbing for buildings, is under contract for the Potawatomi school, Kansas.



Day school building No. 4, on the Pine Ridge Agency, S. Dak., was destroyed by fire caused by lightning, and has been rebuilt.

A new day school building has been provided for the Maricopa Indians of Arizona. This school has every prospect of being a complete success, and will supply a demand made by the Indians for some educational advantages.

Owing to delays incident to securing a proper line for the water supply, the building of the Pryor Creek school on the Crow Reservation in Montana has been necessarily delayed. The preliminaries have been settled, plans prepared, and the plant will soon be under contract.

Congress, in the appropriation act for the fiscal year 1901, set aside \$75,000 for the erection of Sherman Institute at Riverside, Cal., and subsequently in the act for the fiscal year 1902 increased this amount to \$150,000 for buildings and \$10,000 for additional land. Plans for buildings and improvement of grounds were formulated early in the spring, and the plant is now under contract. The old mission style of architecture has been adopted as peculiar and suitable to climatic and other conditions surrounding the school. It will be a complete industrial school for the Indians of southern California. It will be opened with a capacity of three or four hundred pupils during the year. The scholastic population of this section is so large that no difficulty is anticipated in maintaining the school with a full attendance at all times.

After considerable research, based upon reports of United States Indian Inspectors James McLaughlin and Walter H. Graves, a new site for the Moqui (Arizona) Indian school has been selected. It lies in the same canyon, and while not an ideal location, yet is the best which can be secured. Plans for the water and sewer systems and buildings to accommodate 150 pupils have been prepared, which will probably be placed under contract at an early date.

Plans for extensive improvements at the Osage (Oklahoma) Agency boarding school, consisting of improved water, sewer, and heating systems, with new buildings, have been prepared, and will be completed during the year. These additions and improvements will add materially to the appearance and efficiency of this school.

In the annual reports of this Department for several years past attention has been directed to the necessity of constant expert examination of Indian school plants. The yearly expenditures on this account amount on an average to half a million dollars, and in the utilization of this large sum reliance had to be in the great majority of cases on the untechnical judgment of agents, superintendents, and other officials. Reports indicated that such reliance was not always well founded. To cure this defect in the service, on July 17, 1901, recommendations were made that two positions of supervisor of engineering and supervisor of construction, each at a salary of \$2,500 per annum, be created, which

recommendations met with the approval of the honorable the Secretary of the Interior, and on July 29 R. M. Pringle, of St. Louis, Mo., and John Charles, of Menomonie, Wis., were respectively commissioned for these positions and entered on duty. Their employment will be of great benefit to the service and result in a more economical expenditure of funds available for the installation of new plants and the improvement of old ones.

#### IMPROVEMENTS AND PLANTS REQUIRED.

The possible enrollment of the Indian scholastic population in the schools will be reached in a few years. The rate of increase for the past decade and a half will average annually 1,000 pupils. Efforts to meet this increase, due to the dying out of the old and conservative element and the diffusion of returned pupils from the schools, must be made, and to that end a number of new plants are required, some to replace those which have been unfortunately located in the earlier days, and others to meet the demands of those reservations inadequately provided for.

The Flathead Reservation, in Montana, now has a small boarding school, with a capacity of 30 or 40 pupils, conducted in a rented building. This is a large reservation of 450. The mission school has an enrollment of 170, and with the Government school only provides for about half the children who should attend.

The great Navaho Reservation, in New Mexico and Arizona, contains, with its recent extensions, about 10,000 square miles, with a scholastic population of between 4,000 and 5,000, to meet which there are only three schools, accommodating about 300 pupils. These Indians are sober, industrious, and worthy of better education. They have not been demoralized by the ration and annuity issues, but depend for a livelihood upon their flocks and little plots of ground cultivated wherever a stream of water fertilizes this arid region. There should be at least three new boarding schools established for these people. It is almost impossible to get them away from their reservation unless the desire for improving their condition is instilled in them by a course in the reservation boarding schools. The cost of building plants on this reservation has been so excessive as to preclude this office from any extensive system of providing for the absolute educational needs of this vast number of young Indians. A special appropriation for these people should be made by Congress.

The condition of the White Mountain Apache Indians of Arizona is similar to that of the Navaho. This reservation has 488 pupils of school age, and only one school, with a forced capacity of 80 pupils. The field is a prolific one and should receive early attention.

The population of the Pueblo of New Mexico is stated to be nearly 10,000, out of which there should be a scholastic population of 2,000.

For these pupils there are maintained nineteen day schools. They are conducted in rented buildings for the reason that it has been impossible to secure title to land on which to erect buildings. The needs of these Indians are very great, and some effort should be made to improve the condition of the generation now growing up.

Taking the condition of the Indians of these two Territories into consideration, the entire amount of the appropriation available for all schools not specifically provided for could be used to their advantage and civilization in school plants alone.

The scholastic population of the Chippewa of Minnesota is about 2,280, and the schools, both Government and mission, have a capacity for 600. It is true that a large number, however, are away at nonreservation schools, but the above indicates the necessity for an enlargement of the schools established for their benefit. The funds now available for such purposes are not in any manner commensurate with their requirements.

The establishment of a school for the Northern Cheyenne on the Tongue River Reservation, in Montana, has been necessarily postponed, as no funds have been available. There is a great demand for adequate educational facilities for these Indians.

The unhealthy condition of the Blackfeet school, Montana, due to its unsanitary location, should be remedied at an early date. Plans have been prepared for its removal to a good site, but want of funds has prevented any action.

The large nonreservation school at Fort Shaw, Mont., requires extensive additions and improvements to fit it for the varied industries taught at such schools. The plant consists of the buildings of an abandoned military post, and as most of the structures are of adobe they will require a considerable expenditure to properly adapt them.

Owing to certain difficulties connected with the site, no definite steps have been taken with reference to the new school proposed for the Fort Hall Indians in Idaho. This will be done during the year.

The Indian appropriation act for the fiscal year 1902 contains the following item:

For erecting, constructing, and completing suitable school buildings for an Indian industrial school at or near the city of Mandan, in the State of North Dakota, upon lands to be donated to the Government for that purpose, of not less than one hundred and sixty acres in extent, and of such character and in such location as shall be deemed by the Secretary of the Interior to be most suitable for the purpose, and upon plans and specifications to be approved by the Secretary of the Interior, fifty thousand dollars.

A number of sites have been offered, and upon the determination of the most available one work will be begun on this plant. It is not expected, however, that the school can be opened until September 1, 1902.

## APPROPRIATIONS FOR SCHOOL PURPOSES.

The appropriations for Indian school purposes for the past twenty-four years, showing the increases and decreases over each preceding year, are exhibited in the following table:

TABLE 10.—Annual appropriations made by the Government from and including the fiscal year 1877 for the support of Indian schools.

Year.	Appropriation.	Per cent increase.	Year.	Appropriation.	Per cent increase.
1877.....	\$20,000	.....	1890.....	\$1,364,568	1
1878.....	30,000	50	1891.....	1,842,770	35
1879.....	60,000	100	1892.....	2,291,650	24.3
1880.....	75,000	25	1893.....	2,315,612	1.04
1881.....	75,000	.....	1894.....	2,243,497	13.5
1882.....	135,000	80	1895.....	2,060,695	18.87
1883.....	487,200	260	1896.....	2,056,515	1.2
1884.....	675,200	38	1897.....	2,517,265	22.45
1885.....	992,800	47	1898.....	2,631,771	4.54
1886.....	1,100,065	10	1899.....	2,638,390	.0025
1887.....	1,211,415	10	1900.....	2,936,080	11.3
1888.....	1,179,916	12.6	1901.....	3,080,367	.049+
1889.....	1,348,015	14	1902.....	3,244,250	.053+

<sup>1</sup> Decrease.

## INDIAN EDUCATIONAL RESULTS.

The ultimate result of all Indian educational processes should be the preparation of the younger elements of the tribes for the duties and responsibilities of American citizenship. They should leave the schools fitted to cope with men and nature in the struggle for existence. By education they should be made superior to their fellows in the tribes who have not taken advantage of the opportunities presented by the Government. Therefore, unless these processes produce these results, there should be a radical change of methods, so that the end desired may be more quickly and effectually attained.

An analysis of the data obtained by this office indicates that the methods of education which have been pursued for the past generation have not produced the results anticipated. It must not be contended, however, that all the efforts have only produced failures.

On April 15, 1901, a circular was addressed to all "Indian agents and bonded superintendents of reservations," stating:

In order that this office may form a just estimate of the relative merits of the different methods of educating Indian children and the value of those methods in their relation to after effects upon the character and life of those who have attended the reservation and nonreservation schools, you are directed, immediately upon receipt of this circular, to make a careful canvass of all returned pupils from nonreservation schools now living upon the reservations under your charge, and upon the within blank give their names and the information as indicated on same. You will be careful to give briefly your estimate of their character and conduct with reference to the results of their educational course at the school attended, using the following terms in their arbitrary sense, as follows: "Poor," that the returned pupil has not been, so far as his life and actions are concerned, in any manner benefited by the education which the Government has given him; "fair," that while the results of his

education have not been good, they have yet raised him somewhat above the level of Indians in the same environment; "good," that the returned student has made such average use of the advantages and facilities given him at the schools attended that he may be said to compare favorably with white boys and girls under similar circumstances; that his course of life and actions since his return to the reservation indicate that his career is that of the average white man; "excellent," that the results of the educational methods in his particular case have demonstrated that he has taken full advantage of them and he stands out above the average of returned students, and would be classed, if in a white neighborhood, as a man elevated somewhat above those with whom he is brought in contact.

From the data thus obtained statistics relating to returned Indian pupils were collated, from which it appears that the Government officials, who are thrown in immediate contact with this class of Indians, rate 10 per cent as "excellent," the results of the educational methods demonstrating that they have taken full advantage of them, standing out above the average returned pupils, and would be classed, if in a white neighborhood, as men and women elevated somewhat above those with whom they are brought in contact; 76 per cent compare favorably with white boys and girls under similar circumstances, and indicate by their actions, since their return to the reservations, a career similar to that of the average white man; 13 per cent have raised themselves somewhat above the level of the Indians in the same environment, but the results of whose education can not be said to be good; 1 per cent have not been, so far as their lives and actions are concerned, in any way benefited by the education which has been given them.

The first attempt to collate statistics on this subject was made in 1897, and the results were printed in the annual report of this Department for the fiscal year 1898. For the purpose of comparison those figures are again repeated, as follows: "Excellent," 3 per cent; "good," 73 per cent; "poor" and "bad," 24 per cent.

An inspection of these figures will disclose that in about three years the average standard has been materially raised. While these results are extremely gratifying to those interested in the welfare of the Indian, they should not mislead, nor should they indicate the immediate settlement of the questions involved in the final destiny of the tribes. We sometimes forget that the efforts of superior races to elevate inferior ones at a single stroke generally meet with failure, as new conditions are introduced for which the latter have no standard. In order to lift them up to or near the standard of civilization, it must be left to education, extended through several generations, to make them value and appreciate those conditions; then, and only then, can education be permanent in its results. Each generation thus has ample opportunity to adopt some of the conditions imposed, and by heredity transmit a portion to the succeeding one, in time fixing the characteristics of civilization by constant impact, to the exclusion or material modification of hereditary barbarism.

The plan of the Indian Department relative to the civilization of these people is predicated upon the theory outlined. This plan was practically begun about twenty-one years ago, when there were not 5,000 children in all the Indian schools. Taking this into consideration, the results of one generation are conclusive that the time is not far distant when the Indian will have so advanced that his education may safely be turned over to the States, with whose population the adults will be rapidly assimilating.

The data above presented is a complete refutation of the statement that the educated Indian returns to his reservation to take up the blanket and his old customs. That such was the case eight or ten years ago may have been partially true. Then the reservations were wilder, conditions more primitive, and the number of pupils returned quite small. Now conditions have changed, and where then there was one returned student in the tribe, now there are hundreds. Then the boy or girl who had been educated in the white man's ways was compelled alone to battle for his or her new rights, and it is no small wonder that there were many modern martyrs on Indian reservations, where everything combined to wean him or her away from the acquired habits. But the seeds thus implanted have grown an hundredfold, and to-day the returned student is the most prominent factor in the development and upbuilding of his tribe.

The sum of the whole matter is that the average Indian girl or boy is doing as well in his own environment as the same type of the American.

The danger attending the education of the Indian lies in the Government holding out places of profit in official life to those who graduate from the schools. The policy of years has been parental in dealing with the tribes, to pay them annuities and issue rations, until unfortunately there has grown up in the minds of some, not unnaturally, the idea that after their school career is closed the Government will continue to furnish support and maintenance as employees of schools or agencies. The general public is not thus called upon to support either Indians or whites under such circumstances. The schools, therefore, seek persistently to teach them to earn wages for themselves independently, to seek outside opportunities for work, and not wait for gifts of life to be handed to them unsought or not labored for. Hundreds have left the reservations and are mingling with the white people in the eager struggle for existence. It is difficult to obtain more than meager data concerning the results of education upon these brave students, who are putting in active practice the inevitable laws of existence. Abolish rations and annuities, throw the educated Indian on his own resources, and the settlement of the Indian question is the natural sequence.

## MARRIAGE.

For many years agents, missionaries, the Board of Indian Commissioners, and others engaged or interested in the uplifting of the red man have begged that something be done to regulate marriages among Indians.

Tribal authority was long ago weakened or destroyed. There has been substituted for it the shifting authority of a procession of all sorts and conditions of agents, from the hungriest spoilsman to the man of judgment, energy, and philanthropic spirit, who uses his best endeavors to help upward those confided to his care; but in either case the "ward" and the guardian hardly become acquainted with each other before the latter is supplanted and a new man put in his place. Indian tribes had their own codes of domestic virtue, some of them fairly strict, even when judged by twentieth-century standards, and the Indian community lived up to its ideals quite as faithfully as do our white communities to-day. But subvert tribal standards and restraints, familiarize the Indian with the characteristics of white morality on the frontier, subject him to erratic authority, with a large admixture of indifference as to his personal ethics, and a most deplorable result might naturally be expected. On the whole, morality among Indians to-day is probably at a lower level than it was before the arrival of the white man, and this in spite of wise, faithful, and comparatively extensive missionary work among the various tribes. Even the Indian allottee, who before the law is technically a United States citizen, is practically outside of its operation as to his relations within his family or his tribe; for, on account of the expense, courts and county and State officials are loath to recognize misdoing among people who do not pay taxes, unless white people are the immediate sufferers from the misdeeds. Hence polygamy exists to a considerable extent, the marriage relation is broken off and reassumed at will, wives are "thrown away," children abandoned, and general moral laxity prevails.

Aside from existing evils, such demoralization and degeneration lay up a store of incidental evils for the future in the way of uncertainties, disputes, and suits in court over the inheritance of the estates of deceased allottees, especially as no general system of recording marriages among Indians has ever been undertaken.

In 1883, when the "courts of Indian offenses" were established on Indian reservations, the rules for their guidance contained the following:

Any plural marriage hereafter contracted or entered into by any member of an Indian tribe under the supervision of a United States Indian agent shall be considered an "Indian offense," cognizable by the court of Indian offenses; and upon trial and conviction thereof by said court the offender shall pay a fine of not less than \$20, or work at hard labor for a period of twenty days, or both, at the discretion of

the court, the proceeds thereof to be devoted to the benefit of the tribe to which the offender may at the time belong; and so long as the Indian shall continue in this unlawful relation he shall forfeit all right to receive rations from the Government.

This is practically all that has been attempted to regulate the marriage relation and build up family life among Indians, except what agents have occasionally done by their personal influence and official power. On a few reservations, where the right kind of agent has been retained for a considerable length of time, civilized customs in regard to marriage have been quite generally adopted, showing that Indians are as amenable to influences in this as in other directions. The Government has been, as a whole, faithful, even assiduous, in caring for the well-being of Indians in other respects. It has looked after their moneys and lands, helped them to live and dress and work in civilized ways, and has given to their children schools whose equipment and methods conform to the best modern standards. But it has done practically nothing to safeguard the family life. It has said no word as to regulating, licensing, or recording Indian marriages.

In the first session of the Fifty-sixth Congress this matter was taken up in Senate bill 4713, which was introduced May 15, 1900, but failed to receive action. With the progress of allotment work the evils have become more and more apparent and their effects more far-reaching. Finally it was decided that the responsibility for further neglect should not remain with this office, and therefore, with Department approval, the following instructions were issued on the 5th of last April. They cover substantially the same ground as the Senate bill, and they are simple and elastic, in order to fit as nearly as possible the varying conditions of Indian life.

DEPARTMENT OF THE INTERIOR,  
OFFICE OF INDIAN AFFAIRS,  
Washington, D. C., April 5, 1901.

*To United States Indian Agents and School Superintendents in Charge of Agencies:*

As is well known, an Indian who receives an allotment becomes thereby a citizen of the United States and his real estate descends to his heirs according to the laws of the State or Territory in which he resides. This, as well as other considerations, make it imperative that a reliable and permanent record of Indian family relations should be kept at every agency, and especially at agencies where the lands of the Indians have been or are soon to be allotted.

The following instructions are, therefore, promulgated:

1. On and after June 1, 1901, it shall be the duty of each Indian agent to keep a permanent register of every marriage which takes place among the Indians under his charge, said register to record the name of the husband and of the wife, both the Indian and the English name, if both names exist, and in the case of an allotted Indian the name by which said Indian is designated on the allotment roll; also the age, tribe, blood, nationality, or citizenship of both parties, the date of the marriage and the name of the person who solemnizes it; or, if the marriage is by declaration before witnesses, the names of the witnesses. The record shall also include the names of the parents of both husband and wife.



2. Before marriage an Indian must obtain a license to marry, either of an agent or of the proper authorities, in compliance with the laws of the State or Territory in which such Indian resides.

3. United States Indian agents are hereby authorized to issue to Indians licenses to marry, which shall be issued without charge, and so far as practicable shall conform to the laws of the State or Territory in which the license is issued, and the license shall permit the parties to be married by a clergyman, or by a civil officer, or by declaring before witnesses their intent to live permanently together as sole husband and sole wife: *Provided*, That no Indian shall be permitted to marry a person of any other race except in the manner prescribed by the laws of the State or Territory in which such Indian resides. Each marriage license thus issued shall be entered in a permanent record kept at the agency where it is issued. And when an Indian, allotted or unallotted, receives a license to marry from a civil magistrate it shall be the duty of such Indian immediately to report such license to the agent for permanent record.

4. It shall be the duty of the one who solemnizes the marriage to send to the agency from which the license was issued a certificate giving the names of the persons married, the date of the ceremony, and the name and position of the one who performed the ceremony; or, if the marriage is by declaration, the certificate shall be signed by two witnesses, one of whom shall immediately return it to the agent.

5. No license to marry shall be given to an Indian who has a wife or a husband living from whom such Indian has not been divorced, and the taking by a married man of more than one wife or by a married woman of more than one husband shall not be allowed.

6. If an Indian shall be married on a reservation where such Indian has no tribal rights the agent for that reservation shall transmit to the agent for the reservation in which the Indian has tribal rights a copy of the license and certificate of the marriage of such Indian, and the agent receiving such copies, if he finds that the Indian designated therein has tribal rights at the agency under his charge, shall record the marriage in the register of marriages kept by him; otherwise he will return the copy to the sender with a statement of the facts.

7. It shall be the duty of each Indian agent to make a permanent record by families of all Indians under his charge. The record shall give the name of the husband and of the wife, both Indian and English, and the name of each on the allotment roll, with the date (approximately) of the marriage, and whether the ceremony was performed by a clergyman, civil magistrate, or by Indian custom; also the names of their unmarried children, whether the fruit of existing or former marriage. It shall also give, as to both parents and children, the age, tribe, blood, nationality, or citizenship, names of the father and mother (so far as they can be ascertained), and the relationship in the family as husband, wife, son, daughter, stepson, stepdaughter, or other relation. A widow or widower with one or more unmarried children shall be recorded as a distinct family, and widows and widowers without unmarried children, all unmarried adults, and all minor orphans shall be recorded with the families with which they live, or by themselves if they live alone. If an Indian is living as husband with more than one woman, the record shall give the name of each and the order of time in which he professes to have married them. If an Indian has been transferred from, or has tribal rights in, another reservation, that fact shall be recorded.

8. Rations may be withheld from Indians who refuse to obtain proper marriage licenses or to give truthfully the information needed for the proposed records.

9. The purport of this circular should be explained to the Indians, and copies should be distributed among the clergymen and others in the vicinity of the reservation who are authorized by law to solemnize marriages.

10. A bonded superintendent of a school while in charge of an agency, and others

who are duly authorized by the office, shall have the same authority and shall perform the same duties in regard to marriage records and licenses and the registration of Indians as are herein provided for duly appointed Indian agents.

It is the intention of this office to endeavor to obtain legislation which shall extend over Indian reservations the marriage laws of the State or Territory within which the reservation is located; but whether such legislation shall be immediately secured or not, the records, etc., above provided for should be opened at once and kept up to date with the greatest care, since they will be most valuable if only for the purpose of determining the heirs to allotted lands. Agents should familiarize themselves with the marriage laws of the State or Territory and should endeavor to make the Indian familiar with these laws by conforming to them as nearly as practicable in carrying out these instructions.

As soon as they can be prepared, the following books and blanks will be sent to agencies:

1. Registers of licenses and marriages after June 1, 1901.
2. A register of all families.
3. Blanks for marriage licenses issued by the agent.
4. Blanks for certificates of marriage returnable to agent.
5. Blanks for certificates of marriage to be given to persons married.
6. Blanks for certificates of marriage to frame and hang in the home.

Any suggestions which you may wish to offer as to putting into operation the above-described system of registration of Indians and of issuing licenses and recording marriages will be welcomed by the office, if submitted immediately, and will be carefully considered.

Respectfully,

W. A. JONES,  
*Commissioner.*

Approved:

E. A. ИТЦНСОСК,

*Secretary.*

It will be noticed that the main points are the recording of marriages, registration of families, requiring that a license from some source shall precede a marriage, and providing that the marriage forms and requirements of the State or Territory in which the Indians live shall be adhered to as closely as possible, and the Indians made familiar with them. Indian agents are authorized to issue marriage licenses, for the reason that without such authority most agents would be practically unable to put these regulations in force. It is folly to insist or expect that poor, partly civilized people, with a limited knowledge of English, will make journeys of several miles to find town or county officials and then pay for marriage licenses. But this does not in any way hinder Indians, especially allottees, from procuring licenses elsewhere according to State or Territorial law, and it will be noted that for a marriage between an Indian and some one of another race a license must be procured "in the manner prescribed by the State or Territory in which the Indian resides."

Of course these regulations will not enforce themselves, and, as with almost everything else in the Indian service, their successful operation will depend upon the Indian agents. But they give a strong leverage

to any agent who desires to elevate those under his charge; and if they are enforced with judgment, patience, and persistence they will do much to purify the moral atmosphere of a reservation. They will also accustom the Indians to usages to which they must conform when reservation lines shall be obliterated. Moreover, pending any general legislation extending State or Territorial marriage laws over Indian reservations, the records which are to be made can not fail to become of inestimable value for future reference.

The books and blanks referred to in the circular, except the more elaborate certificate of marriage, have all been forwarded to agencies, and the replies from many quarters indicate a hearty accord on the part of agents with the purpose of the office and their intention to cooperate zealously in this effort to restrain vice and promote virtue in Indian communities.

Sample pages of the register and license books are printed on page 630. To complete the system, books for recording births and deaths are needed and will shortly be furnished.

So far as relates to Indian allottees Oklahoma has wisely anticipated general legislation by a law approved March 12, 1897, "Regulating marriages and divorces among allotted Indians." This law, copy of which will be found on page 791, legalizes marriages existing at that date and divorces which had occurred previously according to Indian custom and legitimizes all the children. It provides that thereafter, as to licenses, marriage ceremonies, marriage returns, and divorces, allottees shall conform to Territorial law. An Indian with more than one wife must designate one of them as his lawful wife, and if after July 1, 1897, he cohabit with any other woman he shall be deemed guilty of bigamy. All probate judges are required to record, July 1, 1897, the names of Indian men who are married and the names of both their designated and rejected wives, the record to be legal and to be competent evidence in court.

Why should not other Territories and States follow Oklahoma's example? Commonwealths founded on homes can not afford to be indifferent to conditions which undermine the family life of any class in their midst.

#### NEEDED PUBLICATIONS ON INDIAN MATTERS.

For two years the office has urged that Congress make provision for bringing down to date and publishing new editions of three works which are sorely needed, viz, compilations of Laws Relating to Indian Affairs, of Executive Orders concerning Indian Reservations, and of Treaties and Agreements made with Indians. In making this recommendation for the third time, I quote from the last annual report:

The latest edition of Laws Relating to Indian Affairs stops with March 4, 1884; Executive Orders Relating to Indian Reservations is brought down no further than

April 1, 1890, and the editions of both works are exhausted. Since these dates legislation of vital importance has been enacted, and many changes have been made in Indian reservations. Constant calls are made on the office for the old volumes and for information as to subsequent legislation and executive action. The public need can be met only by new editions of these books, which should, of course, be brought down to date.

In 1837 a compilation of Indian treaties from 1778 to date was made, under the direction of the Commissioner of Indian Affairs. An inaccurate Revision of Indian Treaties, then in force, was made in 1873. The demand for a publication that shall contain all ratified treaties and agreements made by the United States with Indian tribes is increasing. It would be in constant use in this office and would be frequently referred to by other Government bureaus and by members of Congress, as well as by the public at large.

### CLERKS DESIGNATED AS SPECIAL DISBURSING AGENTS.

Another recommendation made last year should be renewed with emphasis, viz, that Congress authorize the Secretary of the Interior to pay out of the contingent fund of the Department the annual cost of bonds required of clerks when no salary or compensation is allowed for the services to be performed under those bonds.

Bonded officers of the Government are now expected to execute their bonds with responsible bond and trust companies, instead of private individuals. One clerk in this office, who is designated to affix the seal and receive payment for certified copies of official papers, is required by law to give a bond for \$1,000. Another, designated by the Department to act as special disbursing officer, must give a \$2,000 bond. As there is no pay or emolument for the services thus imposed upon such employees, they should not be compelled to pay the cost of executing their bonds.

### INDIAN OFFICE EXHIBIT AT PAN-AMERICAN EXPOSITION.

The exhibit of the Indian Office at Buffalo covers about the same ground as did its predecessors at Atlanta, Nashville, Omaha, and Paris. It shows what the Government is doing in the way of Indian education and how Indian pupils respond to the opportunities offered them. The work sent in from all kinds and grades of schools shows decided improvement over that furnished for previous expositions, and thus marks the gain which Indian schools have made in methods, teaching force, scholarship, and skill in handicraft.

The exhibit was installed by Miss Alice C. Fletcher in three sections, her aim being, as she reports, to present the subject in a threefold aspect:

First. To show the native ability of the Indian. This was represented by fine examples of weaving, pottery, and basketry, and by native foods and implements.

Second. To show the methods used to train the Indian in our lines of work and thought. In this section were gathered the class-room papers of pupils, giving their actual work in the grades from kindergarten to high school, supplemented by business courses in typewriting, stenography, and bookkeeping. Free hand and mechanical drawings were added, with some very creditable work in water color and oils. There were also articles manufactured in the schools, representing all the industries taught—tailoring, shoe and harness making, blacksmithing, wagon making, tinning, carpentry and painting, plain sewing, mending, dressmaking, embroidery, and lace work; also specimens of printing. There were photographs of school buildings and of pupils engaged in their various avocations; also statistical charts showing the growth of Indian education, enrollment of pupils, cost of maintaining the schools, etc.

Third. To show the use made of this training by the Indians. The following description of the third section is quoted from Miss Fletcher's report:

The third is represented in a space back of the school exhibits and separated from it by a grill-work screen. All the articles in this room were made by advanced Indian students or by educated Indians who are earning their living among our own race.

The grill-work screen is the work of Indian pupils at Hampton Institute, Virginia; the bookcase, hall seat, large table, and woodwork of the mantel, by the pupils of Haskell Institute, Lawrence, Kans.; the inlaid table, the onyx work, decorated vase and the inlaid and carved pillar just outside this inclosure, by the pupils at Phoenix school, Arizona; the settle, by Peter Williams, a former student at Chemawa school, Oregon, now working with a furniture house in Portland, Oreg.; the dado of mats of native weaving, the frieze of Moqui ceremonial plaques, and the pottery are the old native arts.

The central object in this room is the mantel, designed by Miss Angel Decora, of the Winnebago tribe, a graduate of Hampton Institute, later a student in the art school of Smith College, Northampton, Mass. She has also been a pupil of Howard Pyle, and is now pursuing her art studies in Boston. In this design Miss Decora has combined the native symbolism of fire with our own tradition of the fireside. Upon the space below the shelf, in low relief of red wood, is a conventionalized "thunder bird," the plumes of its wings flashing out into flames. On the side uprights, and in a band around the upper part of the mantel, making a frame for the central painting, are conventionalized forms of the sticks used in making the "sacred fire" by friction. The scene of the picture painted by Miss Decora is on the rolling prairie, at sunset, suggesting the hour of gathering about the hearth; off to the left is a cluster of Indian tents, each one aglow from the bright fire within; while in front, a little to the right, against a background of golden clouds, stand a pair of lovers, the beginning of a new fireside. The poetic conception of this design has been carried out by Angel Decora with a charm, simplicity, and skill which make this mantel a work of art.

The settle was also designed by Miss Decora. She has there used the same conventional border as upon the fireplace.

In the bookcase, which contains various records of school work, is a little volume called *The Middle Five*, a clever and charmingly written story of Indian school life from the pen of Mr. Francis La Flesche, an Omaha Indian, who was one of the

five boys who were known to their mates as "The Middle Five." The frontispiece to this book is by Angel Decora, and the original painting hangs on the wall of this room.

Standing in this third division of the general exhibit and looking over the school work to the front lines, where is given a glimpse of native art in forms as strange to us as the Indian tongues, one realizes the value of the education given in the schools. By means of this education the Indian is not only enabled to earn his livelihood, but we are enabled to become acquainted with him, for he now has the power to express his native ability and artistic feeling in a way understood and appreciated by us through the various articles of skillful handicraft here displayed, as well as through art and literature.

The schools represented in this exhibit are Blackfeet, Mont.; Carlisle, Pa.; Chemawa, Oreg.; Cheyenne River, S. Dak.; Chilocco, Okla.; Eastern Cherokee, N. C.; Fort Lewis, Colo.; Fort Mohave, Ariz.; Fort Shaw, Mont.; Genoa, Nebr.; Hampton, Va.; Haskell Institute, Lawrence, Kans.; Keams Canyon, Ariz.; Mescalero, N. Mex.; Navaho, Ariz.; Nevada, Nev.; Nez Percé, Idaho; Oneida, Wis.; Perris, Cal.; Phoenix, Ariz.; Pine Ridge, S. Dak.; Rosebud, S. Dak. (boarding and day schools); San Carlos, Ariz.; Seger Colony, Okla.

It was the intention to present in some suggestive way the progress which has taken place among Indians outside of school work, especially in farming. But the office was prevented from doing so by a disappointing lack of response to its attempt to obtain necessary materials. It is indicated to a small extent by photographs, especially those showing the homes and occupations of returned students.

### COMMISSIONS.

**Crow, Flathead, etc., Commission.**—The Crow, Flathead, etc., Commission had remaining, when my last annual report was submitted, only the Yakima and Flathead Indians with whom it was authorized to negotiate agreements. Their unsuccessful negotiations with the Yakima Indians are referred to on page 167.

In accordance with departmental directions, the commission was sent to the Flathead Reservation, Mont., October 2, 1900. Here negotiations were continued until April 3, 1901, during which time the Indians were met in council several times. Chairman McNeely then finally reported the inability of the commission to secure an agreement with the Flatheads for the cession of a portion of their reserve, attributing the failure to the opposition of cattlemen adjacent to the reserve and of a few well-to-do mixed bloods and squaw men having large ranches and farms on the reserve.

In Department letter of April 20, 1901, the opinion was expressed that it would be useless for this commission to attempt further negotiations with the Yakimas, and that it would be better to conduct such negotiations, if at all, through an Indian inspector; also, that the sev-

eral commissioners could be better employed during the remainder of the fiscal year in doing such special work in the field as might be assigned to them under the act of June 6, 1900 (31 Stats., 302), which provided that they "shall perform such duties as may be required of them by the Secretary of the Interior." In compliance with instructions from this office, Mr. McNeely and Mr. Hoyt were engaged for some time in making appraisements for railroad rights of way on the Puyallup and Colville reservations, Wash.

The following provisions for the continuation of this commission during the fiscal year 1902 is contained in the deficiency appropriation act approved March 3, 1901 (31 Stats., p. 1041):

For continuing during the fiscal year nineteen hundred and two the work of the commission under the Act of Congress approved June tenth, eighteen hundred and ninety-six, to negotiate with the Crow, Flathead, and other Indians, twelve thousand dollars, and the members of said commission shall perform such other duties pertaining to Indian affairs, in the field, as may be required of them by the Secretary of the Interior.

In a report to the Department dated January 5, 1901, and also verbally before a Congressional committee, this office opposed the proposition to continue the commission after June 30, 1901, and in its letter of January 8 the Department concurred in that opinion. This commission has been in the field almost continuously since August 30, 1896, a period of five years. Six separate appropriations have been made by Congress to defray its salary and expenses, the total amount appropriated aggregating \$76,500. During its incumbency but three agreements have been concluded, one of which (the Uinta) provided merely for the consent of the Indians to the allotment of certain other Indians on their reservation upon payment of \$1.25 per acre for the lands so allotted. Of the three agreements made only one has been ratified by Congress—that with the Fort Hall Indians in Idaho. Those with the Uintas and Crows are still pending in Congress.

**Puyallup Commission.**—The Indian appropriation act approved March 3, 1901 (31 Stats., p. 1058), contains the following clause relative to the Puyallup Commission:

For compensation of the commissioner authorized by the Indian appropriation act approved June seventh, eighteen hundred and ninety-seven, to superintend the sale of land, and so forth, of the Puyallup Indian Reservation, Washington, who shall continue the work as therein provided, two thousand dollars.

It will be observed that this provides for continuing the sale of Puyallup lands for the present fiscal year. This work was continued during the last fiscal year under a similar provision contained in the Indian appropriation act approved May 31, 1900.

Clinton A. Snowden was appointed commissioner June 22, 1897. He is still in charge of the work. The demand for the Puyallup lands seems to have increased. At least more sales have been made

within the last year than any previous one since the sale of these lands began. Commissioner Snowden is of the opinion that the appraised value of some of the lots within the Indian addition to the city of Tacoma is too low. He recommended that they be reexamined with a view to their reappraisal and that meantime sales of the lots be suspended. Accordingly this office telegraphed him the 19th of last July to suspend sales of these lots until further orders, with a view to their reappraisal. August 2d last the Department approved the action of this office as reported July 22, and made suggestions respecting the proposed reappraisal, as to which Commissioner Snowden was given full instructions August 13.

### SALE OF LIQUOR TO INDIANS.

That illicit traffic in liquor with the Indians should be utterly stamped out—not merely suppressed—is the desire of every true friend of the Indian. It is feared, however, that this will not be accomplished until the Indian shall have conquered his appetite for stimulants or until his white brother acquires a respect for the law.

While liquor prosecutions have been as numerous during the past year as during prior years, many offenders have, as hitherto, escaped the penalties of the law through the inability or failure of the Government to obtain competent testimony. It is well known that Indians are loath to testify against parties who supply them with intoxicants. This is especially true of allotted Indians, who feel that, as citizens of the United States and of the State or Territory in which they reside, they have a perfect right to drink whisky as the white people do, and they are consequently averse to betraying the liquor dealers.

It has seemed to the office that many difficulties could be overcome and that much good would result if it were provided with a special fund of, say, \$5,000 or \$10,000 with which to pay for the work of obtaining evidence on which to base complaints against liquor traffickers. Such a fund would strengthen the hands of the office and its agents and would enable it to obtain evidence in cases where now it is practically impossible to do so.

Complaints frequently reach this office from officials and others of western towns and villages that drunken Indians visit their localities and cause disturbances and affrays. When requested to give evidence against the saloon keepers for selling liquor to the Indians the complainants either fail to notice such request or state that it is not their business to aid in the prosecutions. In other words, the white citizens of some localities are willing that the Indians should be punished for being "drunk and disorderly," but are not willing to aid in shutting off the source of the Indians' liquor supply by giving testimony against the dealers.



## EXHIBITION OF INDIANS.

Carrying out its policy not to allow Indians under its jurisdiction to be taken for show and exhibition purposes, this office has during the past year declined to recommend that permission be granted for any persons or companies to secure Indians for such purposes.

In but one instance have Indians been allowed to leave their reservation to take part in local celebrations. The Department, July 18, 1901, directed that 30 Utes from the Southern Ute Agency, Colo., be allowed to attend the quarto-centennial jubilee held at Colorado Springs, Colo., the first week in August, upon the assurance given by the authorities having the celebration in charge that the Indians would be properly protected and would be allowed to take part only in the "historic parade." With the understanding, therefore, that these Utes would not otherwise be exhibited and would be allowed to stay in Colorado Springs but two days and that the Government would be at no expense, they were allowed to attend.

July 1, 1901, Chief White Eyes, an Indian belonging to the Cheyenne and Arapaho Agency, Okla., telegraphed from Cleveland, Ohio, that 16 Indians were stranded at Cleveland from "Buckskin Bill's" show, and being without money were unable to get to their homes in Oklahoma. The office replied by telegram as follows:

You will have to look to your employer for means to get home. You took the risk and you have no one to blame but yourself. Office has no funds to aid you.

Since then nothing has been heard from these Indians, who ran away from their reservation to join the show.

## ALLOTMENTS AND PATENTS.

The progress made in allotment work since the last annual report is as follows:

## ALLOTMENTS ON RESERVATIONS.

During the year patents have been issued and delivered to the following Indians:

Cheyenne and Arapaho, in Oklahoma .....	4
Chippewa of Lake Superior, on the Bad River Reservation, Wis ...	5
Chippewa of the Mississippi, on the Chippewa Reservation, Minn..	361
Chippewa of the Mississippi, on Leech Lake, Cass Lake, and other reservations in Minnesota .....	479
Colville Reservation in Washington (restored portion).....	423
Grande Ronde Reservation in Oregon.....	1
Mandan and other Indians on Fort Berthold Reservation, in South Dakota .....	948
Oto, in Oklahoma .....	440
Ottawa, in Indian Territory.....	1
Yakima, in Washington .....	603

Allotments have been approved by this office and the Department as follows:

	Number.	Acres.
Chippewa of Lake Superior, on the Bad River Reservation, Wis.....	5	391. 15
Chippewa of Lake Superior, on the L'Anse and Vieux Désert Reservation, Mich.....	15	1, 160. 56
Chippewa of the Mississippi, on the White Earth Reservation, Minn.....	4, 372	362, 593. 15
Kiowa, Comanche, and Apache, Oklahoma.....	2, 759	442, 886. 95
Omaha, Nebraska.....	19	1, 008. 05
Sioux of the Lower Brulé Reservation, S. Dak.....	555	151, 856. 05
Wichita and affiliated bands, Oklahoma.....	965	148, 325. 63
Winnebago, Nebraska (additional allotments to Winnebago; heretofore allotted, 91).....	167	17, 769. 26
	8, 857	1, 125, 990. 80
Total number of allotments, including the above, made to Indians from the beginning, not including grants to and reservations for individual Indians and mixed bloods mentioned by name in various treaties.....	64, 853	7, 862, 495. 11

Schedules of the following allotments have been received in this office, but have not been finally acted upon:

Chippewa of Lake Superior, on the Bad River Reservation, Wis....	352
Sioux of the Cheyenne River Reservation, S. Dak.....	272
Sioux of the Rosebud Reservation, S. Dak.....	416

The only allotting agents now in the field engaged upon reservation work are William A. Winder (Rosebud), John H. Knight (Cheyenne River), and John K. Rankin (Crow). I have desired to assign Special Allotting Agent Helen P. Clarke to duty in the field, but thus far no opportunity has been found.

The condition of the work in the field is as follows:

**Cheyenne River Reservation, S. Dak.**—Special Allotting Agent John H. Knight reported August 24, 1901, that he had then made 515 allotments, being 362 for the year ending approximately on that date. Some 2,034 allotments are yet to be made on this reservation.

**Rosebud Reservation, S. Dak.**—Special Allotting Agent William A. Winder reports that he expects to complete the work on this reservation during the present season.

**Crow Reservation, Mont.**—The work of making allotments to the Crow Indians was commenced in 1885 by Special Agent George S. Milburn under the agreement of June 12, 1880, ratified by the act of April 11, 1882 (22 Stats., 42), who made, in October and November of that year, some 156 allotments. Late in August, 1886, Col. J. R. Howard and J. G. Walker were appointed special agents to continue the work. During September and October of that year they made some 125 allotments.

After the passage of the general allotment act of February 8, 1887 (24 Stats., 388), it was determined to make the allotments under that act, and on May 12, 1887, the President granted the requisite authority. July 23, James R. Howard, who had been appointed a special allotting agent under that act, was instructed to continue and complete the work.

During the season of 1887 he made some 469 and during the summer and fall of 1888 some 583 allotments, which included those made under the agreement.

April 5, 1890, Special Allotting Agent James G. Hatchitt was assigned the duty of allotting the Crow Indians as soon as the further surveys contracted for should be sufficiently advanced, and on June 3d of that year the Department approved instructions for his guidance.

December 8, 1890, an agreement was concluded with the Crow Indians by which they ceded a considerable portion of their reservation, which agreement was ratified by Congress March 3, 1891 (26 Stats., 989). The act ratifying the agreement provided that any person who might be entitled to the privilege of selecting land in severalty under the provisions of the sixth article of the treaty of May 7, 1868 (15 Stats., 6 and 9), or under any other act or treaty, should have the right for a period of sixty days to make such selections in any part of the territory ceded by the agreement. April 14, 1891, Special Allotting Agent Hatchitt was directed to assist such of the Crow Indians as desired to make selections under the foregoing provision. Some 602 allotments were made by him on the Crow Reservation, a considerable number being on the ceded lands.

August 27, 1892, a supplemental agreement was concluded with the Crow Indians, by which it was agreed that the persons named in Schedule A attached thereto included all the members of the tribe who were entitled to retain allotments made to them on the ceded lands before the date of the agreement, and that Schedule B included all the members of the tribe who were entitled to the benefits of the thirteenth section of the agreement of December 8, 1890 (see Annual Report for 1891, p. 669), and the provision in the act of ratification above referred to. Schedule A contained 219 allotments and Schedule B 117; total, 336. A large number of the allottees on each schedule subsequently relinquished their allotments, retaining their rights on the diminished reservation.

The agreements of December 8, 1890, and August 27, 1892, contained provisions for extensive systems of irrigation, the construction of which was commenced in 1891. During the progress of this work, the approval of the allotments already made and the continuance of allotment work was not deemed advisable. Irrigation work having become sufficiently advanced, March 25, 1901, the President canceled the order of May 12, 1887, and authorized the making of allotments to the Crow Indians as provided by the act of April 11, 1882 (*supra*), and the surveys and resurveys necessary to complete them. June 8, 1901, he modified the order of March 25, so as to authorize the allotments to be made under the acts of February 8, 1887 (24 Stats., 388), and February 28, 1891 (26 Stats., 794), in quantities as specified in the act of April 11, 1882.

March 26, 1901, Special Allotting Agent John K. Rankin was designated to make the allotments to the Crow Indians as above authorized. June 26, instructions were given him (approved by the Department June 27), and shortly thereafter he entered upon duty.

**Kiowa, Comanche, and Apache Reservation, Okla.**—Since it had been found impossible to complete the allotments on this reservation by December 6, 1900, Congress, by the act of January 4, 1901 (31 Stats., 727), extended the time or opening the reservation not exceeding eight months from December 6, 1900, and made an appropriation to cover the cost of the allotment work. It was conducted by Inspector Nesler with much energy and ability. The final schedule was certified by him June 1 and approved by the Department June 18, 1901.

**Wichita Reservation, Okla.**—As stated in the Annual Report for 1897 (p. 22), the work of allotting the Wichita and affiliated bands of Indians was suspended by resolution of the Senate adopted June 1, 1897, until the compensation to be allowed and paid those Indians for the lands in excess of allotments should be finally determined.

January 31, 1901, the Court of Claims, by direction of the Supreme Court of the United States, entered a decree dismissing the petition of the Choctaw and Chickasaw nations, and adjudged and decreed that the members of the Wichita and affiliated bands were entitled to 160 acres each out of the lands ceded by the agreement of June 4, 1891, and that the same should be set apart to them by the United States, to be owned in severalty, in accordance with article 2 of the agreement. It also entered judgment as to payment for the surplus lands, etc.

February 15, 1901, the Department directed that the work of allotting these Indians be resumed. Messrs. A. J. Perry, of Nortonville, Kans., William R. Kirkpatrick, of El Reno, and A. R. Museller, of Perry, Okla., were appointed special allotting agents and they were instructed as to their duties March 11, the instructions being approved by the Department March 14. March 28 Special Allotting Agent John K. Rankin was instructed to take temporary charge of the work. May 24 Inspector Nesler was instructed to relieve Special Agent Rankin (who was to resume work on the Crow Reservation), and May 27 he was instructed to take charge June 1. June 24, 1901, Inspector Nesler forwarded his final schedule, which was approved by the Department July 2, 1901.

A schedule of twenty-seven allotments made to adopted members was approved July 4, 1891, on which date the order opening the surplus lands of this and the Kiowa, etc., reservation to settlement was issued by the President.

**Contested allotment, Umatilla Reservation, Oreg.**—An Indian named He yu tsi mil kin, an occupant of the Umatilla Reservation, Oreg., was allotted under the act of March 3, 1885 (23 Stats., p. 340), the southeast quarter of sec 20, T. 3 N. R. 34 E., containing 160 acres.

This allotment was approved by the Department February 12, 1893. Patent was issued for the lands September 16, 1899, and it was transmitted to the Umatilla agent March 20, 1900, for delivery to He yu tsi mil kin.

Philomene Smith asserted a claim to this land, which was denied. She then instituted suit (No. 2595 in the United States circuit court for the State of Oregon), praying that the land be awarded her, and that the patent issued to the defendant be canceled. The court, Judge Bellinger, decided in her favor, and the decision was transmitted to the Department by the acting attorney-general and referred to this office on July 27, 1901, for report. The office recommended that the taking of further action be left to the discretion of the United States district attorney, who appeared for the defendant and was familiar with all the facts, testimony, and law bearing on the case, and could best determine whether an appeal should be made or whether the opinion of the court should be accepted and conformed to by the defendant and the Government.

July 31, 1901, the agent of the Umatilla Agency forwarded to this office a communication from the leading Indians of that reservation protesting against the decision of the court. The agent stated that he believed the decision of Judge Bellinger in this case would be reversed if it were brought before the court of appeals, and recommended earnestly that such action be taken if possible, especially as the attorney for Mrs. Smith, the plaintiff, had written that he had other suits of a like nature against Umatilla allottees. August 10 last the office requested that the attention of the Department of Justice be invited to the statements made by the agent and the Indians. I am not advised that any further action has been taken in the case.

#### NONRESERVATION ALLOTMENTS.

October 10, 1900, Special Allotting Agent W. E. Casson was instructed to proceed to the Redding, Cal., land district, for the purpose of inquiring into the condition and needs of the nonreservation Indians in that locality and to ascertain the truth of the reports which had reached the office to the effect that the allotments made to the Indians there were unsuitable, that in many cases they did not know where their lands were situated, and that they had not made settlement thereon as required.

From Mr. Casson's reports it was clear that these Indians did not require material assistance in the way of subsistence, stock, farm implements, etc., as had been represented. It is a rule in charity that it is easier to extend aid than it is to withdraw it, and this applies with equal if not greater force to Indians. These people have never received aid from the Government; but if once assisted, as shown by ample experience in other cases, it is felt that they would be likely to look to the Government for help for many years.

The office was convinced, however, from Mr. Casson's reports that the allotments to Indians in both the Redding and Susanville land districts, about 1,400 in all, should be thoroughly and carefully investigated and overhauled. He was accordingly instructed to examine personally each individual allotment, to ascertain its fitness as a home for the allottee, and, if suitable, to have the corners definitely located and marked and pointed out to the Indian. He was authorized to employ two surveyors, two assistants, and two teams. The following paragraphs are quoted from office letter of April 19, 1901, to Mr. Casson in relation to this work:

From your reports, as well as reports from time to time obtained from special agents of the General Land Office and from other sources, it is clear that a great many if not the most of these allotments in the field were superficially and injudiciously made, and it is the desire of the office that the evils resulting therefrom should be corrected by you so far as practicable at this time. This is desirable not only so as to set at rest the question of the validity of the Indian's allotment and his security therein, but also that the office and the Department may not be involved in further expense in investigating specific cases upon the charges of white men or others in the years to come. \* \* \*

At the same time this work is being done the Indians should be given to understand that they must rely on their own efforts for their future support, and they should be encouraged to your utmost to settle upon their allotments and establish homes for themselves. In your work among these people the good you may be able to accomplish will consist as much in your friendly assistance, good advice, and encouragement along proper lines as in the fact of locating and defining their lands. The mere fact of giving an Indian an allotment does not change either his character or his condition. He should be persuaded, if possible, to see that the allotment will be the means of bettering his condition. To accomplish the ends suggested will of course require patience and perseverance on the part of the allotting agent. \* \* \*

However, in making future allotments to Indians, the office desires to impress upon you the necessity of keeping constantly in mind the fact that the allotment is intended as a present home for the adult Indian and as a future home for the minor, and that the same must therefore be suitable for the purpose. It is deemed to be next to useless to allot arid lands to Indians, lands upon which there is no water or upon which no water can be placed, as from their very condition it is obvious that such lands will be utterly unfit and unsuitable as homes for the Indians.

It is realized that there is but little vacant land left on the public domain excepting such as may be classed as grazing land. It would seem, however, to be almost absolutely necessary that each allotment should embrace at least a few acres of tillable land upon which the Indian may raise some garden truck as a necessary requisite to his subsistence. Very few of this class of Indians have the means wherewith to stock a grazing farm.

In making new allotments the greatest care should also be exercised that the lands allotted are not more valuable for timber than for agricultural or grazing purposes. The General Land Office is investigating all such allotments for the purpose of ascertaining the character of the lands, and if found to be more valuable for the timber thereon it will only result in the cancellation of the allotments. You will therefore see the necessity of making a personal examination of the lands allotted in every case before the application is filed.

Next in importance is the matter of settlement in the case of adults. Of course it is absolutely necessary that the Indian should be shown the corners of his allotment, and you should be fully satisfied that settlement will be made, if it has not

already been done. The purpose of making allotments, as you know, is to secure homes for homeless Indians. This purpose will not be attained if the Indian does not settle on the allotment and improve the same and make it his home. You can not too strongly impress upon this class of Indians the necessity of making settlement in good faith and of continuing the same. The questions of settlement and of the character of the lands come under the jurisdiction of the General Land Office for determination, and unless the greatest care is exercised in these matters the result will only be further expense to the Land Department and disappointment to the Indians interested.

The facts and conditions disclosed in connection with allotments heretofore made in that section of the country, as above indicated, should serve as a sufficient lesson to those interested in this work to see that in future this class of allotments is properly made, so that the purpose intended to be attained may be accomplished.

Regarding it as extremely desirable that the review of these allotments should be complete and final so that the Government would not be put to any further labor and expense in connection with them in the field, and also so that the Indian might be made secure in his home and holdings against future attack or contest by encroaching white settlers, the office, June 21, 1901, requested the Commissioner of the General Land Office to detail a special agent of that office to work in conjunction with Mr. Casson in reviewing these allotments. In that way the question of settlement and the question whether the land is of a character subject to allotment might be passed upon at the time and finally determined. July 2 the Commissioner of the General Land Office replied that Special Agent Edward Borstadt had been detailed to cooperate with Mr. Casson, as suggested.

Where the land is found to be of a character not subject to allotment, or to be unsuitable for a home, the allotment will be canceled and, if possible, other lands in lieu will be selected and allotted. Where the allottees are found to be not entitled to allotments under the later rulings of the Department, the facts are also to be reported so that steps may be taken to effect cancellation. It is proposed that where all the conditions and requirements are found to be favorable the special agents shall join in a report to that effect. This should place all such cases beyond successful contest in the future. It is the aim of the office to have this work now so thoroughly done that the Indians may be perfectly secure in their homes, at least during the continuance of the trust period. The office feels that this work, together with proper advice and encouragement, will accomplish in the end far more good for these Indians than material aid would do, no matter how judiciously the same might be extended.

Mr. Casson commenced work in the Susanville district, with his two surveying corps, about the middle of June, and it is expected that he will complete it before cold weather and snows render further work in the field impracticable. A considerable number of cases have already been reported by Mr. Casson for cancellation, while in a num-

ber of others relinquishments have been obtained from the allottees with a view to making other allotments in lieu.

Special Allotting Agent George A. Keepers, who had been furloughed and sent to his home when my last annual report was submitted, was returned to duty January 15, 1901, Congress having made a deficiency appropriation for allotment work. He was instructed to proceed to The Dalles, Oreg., land district for the purpose of assisting and making allotments to nonreservation Indians in that vicinity. In the light of the former experience of this office in connection with such allotments he was cautioned to exercise the utmost care in making further allotments and to consider Indian character, settlement, and suitability of the land as an Indian home, etc.

February 27, Mr. Keepers reported that there were from 600 to 800 nonreservation Indians in Klickitat County, Wash., and he estimated that in the two land districts of The Dalles, Oreg., and Walla Walla, Wash., there were more than 1,000 Indians entitled to allotments. All were anxious to get lands, and in Mr. Keepers's opinion the sooner they are allotted the easier and better it will be, as suitable lands are already difficult to find. In view of the rapid influx of settlers into that locality the importance of securing lands in severalty for these Indians, where suitable lands can yet be found and where there is assurance that the individual Indian will make a home for himself thereon, can scarcely be overestimated.

Up to September 21 last Mr. Keepers had made 83 allotments. It is presumed that Mr. Casson has made some in the Susanville district in lieu of canceled and relinquished allotments, but the number has not been reported by him.

No allotments to nonreservation Indians have been approved by the Department, and no trust patents for such allotments have been issued during the period covered by this report.

**Cancellation of Trust Patents—Case of Lizzie Bergen.**—September 25, 1900 (30 L. D., p. 258), the assistant attorney-general for this Department rendered an opinion in the case of Lizzie Bergen, holding that the jurisdiction of the Secretary of the Interior over land allotted to an Indian does not cease upon the issuance of the first or trust patent, but that until the second or final patent has been issued he has authority to investigate and determine as to the legality of any Indian allotment and to cancel the trust patent based upon an allotment erroneously allowed.

Lizzie Bergen, the minor child of Susan Bergen, was a nonreservation allottee in the Ashland, Wis., land district, under the provisions of the general allotment act as amended. She was one of a considerable number of such cases in the timbered section of northern Wisconsin and Minnesota, in which it was charged that the entry was



illegal and fraudulent, being for land not subject to allotment, and being made for speculative purposes and for the benefit of persons other than the allottee. This trust patent was finally canceled by the Commissioner of the General Land Office July 24, 1901, and since that date a number of other patents for lands in that land district have also been canceled.

**Allotments of Sioux ceded lands, South Dakota.**—Under section 13 of the Sioux act approved March 2, 1889 (25 Stats., 888), many Indians receiving and entitled to rations and annuities at the agencies on what was then known as the Great Sioux Reservation applied for and received allotments upon what is known as the Sioux ceded tract, South Dakota—the same having been a part of the great reservation of the Sioux nation. Some of the allottees who received allotments on this tract relinquished the same to the United States soon thereafter and returned to the reservations to which they respectively belonged. From time to time other allottees have relinquished their allotted lands to the United States and removed to their reservations. The Cheyenne River Indians are still offering relinquishments of their allotments. It is the policy of the Department to accept and confirm these relinquishments and to allow the Indians to return to their reservations and receive allotments thereon if found to be entitled.

Because of this action on the part of the Indians the Sioux ceded allotments have not been presented to the Department for approval and instructions as to the issuance of patents.

#### AGREEMENTS FOR THE CESSION OF LANDS.

**Grande Ronde Reservation, Oreg.**—Special Agent Armstrong was instructed by the Department last spring, in accordance with the recommendation of this office, to make careful investigation and ascertain whether it would be desirable for the Indians of the Grande Ronde Reservation in Oregon to cede their surplus or unallotted lands, about 26,500 acres, to the United States. In his report dated May 16, 1901, he stated that he found that the surplus lands of these Indians were bringing them no revenue, but were monopolized by people who paid nothing therefor; that a considerable portion would make good homes for settlers, if opened up, and that some of the land contained merchantable timber which was not needed by the Indians, as they had sufficient timber on their respective allotments to supply their own needs. He urgently recommended that an agreement be made with these Indians providing for the cession of their surplus lands.

In compliance with Department directions the office prepared a draft of instructions June 19, for the guidance of Inspector James McLaughlin in the conduct of such negotiations. With his report, dated June

28, the inspector transmitted an agreement with the Grande Ronde Indians, concluded June 27, 1901, which provides for the cession to the United States of all their surplus lands excepting 440 acres, embracing the school farm of 200 acres and a timber reserve of 240 acres. The price agreed upon for the entire tract, 25,791 acres, is \$28,500, or a fraction more than \$1.10 per acre. This sum is to be paid to the Indians in cash pro rata, the shares of the adults over 18 years of age to be paid within 120 days from the date of the ratification of the agreement, and the shares of the minors to be paid as they arrive at the age of 18 years, the same meanwhile to be deposited in the Treasury of the United States, and to draw interest at the rate of 5 per cent per annum, such interest to be paid to the parents or guardians annually until the principal shall be paid to the child.

Both Special Agent Armstrong and Inspector McLaughlin express the opinion that good use will be made by the Indians of the cash thus received, and that they will be enabled to better their condition by such cession.

**Lower Brulé Reservation, S. Dak.**—About a year and a half ago the Lower Brulé Sioux Indians submitted to the office, through their agent, a proposition to cede to the United States, at \$1.25 per acre, two townships of land embraced in their reserve, the fund thereby obtained to be used in the purchase of young range cattle and in the construction of a substantial wire fence to inclose the two sides of the reserve not bounded by the Missouri River. This proposition was favorably received, both by this office and by the Department, and later was also highly commended by Inspector McLaughlin, to whose attention the matter was brought while on a visit of inspection at the agency. As Congress, however, failed to enact legislation last year authorizing negotiations for such cessions, it was not possible to comply with the wishes of the Indians in the matter.

By a clause contained in the Indian appropriation act for the current fiscal year, however, Congress authorized the Secretary of the Interior, in his discretion, to negotiate through any United States Indian inspector agreements with any Indians for the cession to the United States of portions of their respective reserves or surplus unallotted lands. A draft of instructions, dated April 5, 1901, was accordingly prepared by the office for the guidance of Inspector McLaughlin in the conduct of negotiations with the Lower Brulé Indians for the cession proposed. May 9 he transmitted an agreement with those Indians, concluded May 6, which provides for the cession of a tract of land, approximating 56,560 acres, embracing the western portion of the reserve, the cession line passing through the center of Ts. 106, 107, 108, 109, and 110 N., R. 77 W., fifth principal meridian. The consideration agreed upon is \$70,700 (or at the rate of \$1.25 per

acre), this sum to be expended in accordance with the wishes of the Indians as originally expressed—i. e., in the construction of a fence around the reserve and in the purchase of young range cattle.

The lands of this reserve are exceptionally well adapted for range purposes, and it is therefore believed that the provisions of this agreement, when carried out, will prove most beneficial. These Indians are reported to be well advanced and quite progressive, and, having had some experience in the management of stock, there is reason to believe that, with wise management, they will in due time, if the agreement is ratified, become independent and self-supporting.

### SALE OF INDIAN LANDS.

**Peoria and Miami lands, Indian Territory.**—The last annual report of this office stated that up to August 1, 1900, under the act of June 7, 1897 (30 Stats., p. 72), 68 conveyances of land had been made by the Peoria Indians, amounting to 5,295.28 acres, at a valuation of \$50,393.90, or \$9.51 per acre; also 31 conveyances by the Miami Indians, amounting to 2,437.80 acres, at a valuation of \$24,972.50, or \$10.24 per acre.

Between August 1, 1900, and August 1, 1901, there has been approved by the Department 18 conveyances by the Peoria Indians, amounting to 920.68 acres, at a valuation of \$14,868, an average of \$16.15 per acre; and 10 conveyances by the Miami Indians, amounting to 700 acres, at a valuation of \$7,820, an average of \$11.17 per acre.

The total sales of lands by these tribes of Indians since the passage of the act of June 7, 1897, are 86 conveyances by the Peorias, amounting to 6,215.96 acres, at a valuation of \$65,261.90, or \$10.49 per acre; and 41 conveyances by the Miami Indians, amounting to 3,137.80 acres, at a valuation of \$32,792.50, or \$10.45 per acre, making 127 conveyances by both tribes, aggregating 9,353.76 acres of land, at a valuation of \$98,054.40, an average of \$10.48 per acre.

**Citizen Potawatomi and Absentee Shawnee lands, Oklahoma.**—The last annual report of this office stated that up to August 31, 1900, under the acts of August 15, 1894 (28 Stats., p. 295), and May 31, 1900 (31 Stats., p. 247), 600 conveyances of land had been made by the citizen Potawatomi and Absentee Shawnee Indians, amounting to 61,766.60 acres of land, at a valuation of \$339,836.43, an average of \$5.50 per acre.

Between August 31, 1900, and August 15, 1901, there have been approved 234 conveyances of land by the citizen Potawatomi Indians, amounting to 24,371.65 acres, at a valuation of \$122,945.18, an average of \$5.04 per acre; also 60 conveyances of land by the Absentee Shawnee Indians, amounting to 4,309.61 acres, at a valuation of \$36,833.88, an average of \$8.54 per acre.

The total sales of lands by these two tribes since the passage of the act of August 15, 1894, are 894 conveyances, aggregating 90,447.86 acres, at a valuation of \$499,615.48, an average of \$5.52 per acre.

For the twelve months ending August 15, 1901, including 24 conveyances of land in Michigan, amounting to 972.14 acres, at a valuation of \$5,135, there has been approved 346 conveyances of land, amounting to 31,274.08 acres, at a valuation of \$187,602.06.

### INDIAN LANDS SET APART TO MISSIONARY SOCIETIES AND CHURCHES.

Tracts of reservation lands set apart during the past year for the use of societies and churches carrying on educational and missionary work among the Indians are as follows:

TABLE 11.—*Lands set apart on Indian reservations for the use of religious societies from August 31, 1900, to August 31, 1901.*

Church or society.	Date.	Acres.	Reservation.
Roman Catholic Church .....	Sept. 25, 1900	1 2	Osage, Okla.
Board Home Missions, Presbyterian Church .....	Oct. 25, 1901	2	Gila River, Ariz.
Do. ....	do	4	Do.
Do. ....	do	3	Do.
Do. ....	do	2½	Salt River, Ariz.
Do. ....	Nov. 15, 1900	40	Fort Peck, Mont.
Do. ....	do	40	Do.
Do. ....	do	40	Do.
Do. ....	do	40	Do.
Roman Catholic Church .....	do	40	Do.
Trustees public school district No. 5, Valley County .....	do	½	Do.
Menonite Missionary Society .....	Jan. 9, 1901	1	Moqui, Ariz.
Domestic and Foreign Missionary Society of Protestant Episcopal Church .....	Jan. 23, 1901	160	Rosebud, S. Dak.
Do. ....	do	40	Do.
Do. ....	do	44.20	Do.
Do. ....	do	60	Do.
Board Home Missions, Presbyterian Church .....	Jan. 26, 1901	1	Pueblo, N. Mex.
Do. ....	Feb. 12, 1901	39.47	Fort Peck, Mont.
American Baptist Home Mission Society .....	July 13, 1901	80	Kiowa, Okla.
Do. ....	do	40	Do.
Do. ....	do	40	Do.
Women's Baptist Home Mission Society of Chicago .....	do	160	Do.
Methodist Episcopal Church .....	Aug. 27, 1901	5	Round Valley, Cal.

<sup>1</sup> On agency reserve.

### IRRIGATION.

The Indian appropriation act for the current fiscal year contains an appropriation of \$100,000 for construction of ditches and reservoirs, purchase and use of irrigating tools and appliances, and purchase of water rights on Indian reservations, and authorizes the employment of not exceeding two superintendents of irrigation, who shall be skilled irrigation engineers.

The appropriation for the year ended June 30, 1901, was \$50,000, with a similar provision for the employment of superintendents. Under this provision two superintendents were employed—George Butler on the Shoshoni or Wind River Reservation, in Wyoming, and John B. Harper on the Pueblo and Jicarilla reservations, in New Mex-

100. The expenditures on the San Ildefonso and other pueblos, and the Navaho, Southern Ute, and Wind River reservations during the past fiscal year aggregated some \$31,300. The balance of the appropriation was expended in repairs, maintenance, and ditch extension on a number of reservations, payment of the salary of one clerk and agency employees engaged in irrigation work.

Of the appropriation for the current fiscal year some \$36,500 is required for the pay and expense of two superintendents, pay of one clerk, and for work authorized on various reservations the most important being \$4,000 for the Southern Ute, \$4,000 for Zuni, \$7,463.35 for Klamath, and \$1,208 for the Western Shoshoni. Superintendent Butler is engaged in preliminary work on the Walker River and Pyramid Lake reservations, which is expected to require the expenditure of some \$10,000.

**Wind River Reservation, Wyo.**—March 29, 1901, Superintendent Butler submitted a report of his investigations of the Wind River Reservation, with maps and profiles of five systems of irrigation and the estimated cost of each. Their aggregate cost was some \$760,000, with contemplated extensions to cost as much more. Subsequently Superintendent Butler was ordered to this city for consultation.

July 19 the office reported to the Department that it was not deemed advisable for the Government to undertake this expenditure at this time, and it was recommended that Special Agent F. C. Armstrong be directed to visit the Wind River Reservation and to report particularly as to the advisability of reducing its size. It was believed that a considerable portion might be ceded by the Indians and the proceeds applied to furnishing irrigation on a plan similar to that pursued with the Crow Indians of Montana.

August 21 last Special Agent Armstrong submitted his report to the Department, in which he said:

At some future time much of the land north of the Big Wind River can be sold. This should not be done, however, until their irrigation system is established and the Indians are on their allotments. The surplus can then be disposed of to advantage. The future of these people can be well provided for, but the start now in the right direction is of the greatest importance.

It is wholly impracticable to commence the construction of the systems of irrigation planned by Superintendent Butler from the regular appropriation for irrigation on Indian reservations. The least expensive of them is estimated to cost some \$37,000. Not more than \$25,000, at the highest estimate, can be spared in any one year; hence the construction of the several systems, if the yearly appropriation should continue the same, would require some thirty years, and to complete the extensions contemplated would require in all sixty years. If, therefore, the systems of irrigation are to be completed before any cession of lands is made, special appropriation for that purpose will have to be made.

**San Ildefonso Pueblo, N. Mex.**—February 21, 1901, the Department authorized the expenditure of \$7,000 for the construction of a system of irrigation on this reservation, under the supervision of Superintendent John B. Harper. June 17 he reported that the ditch was rapidly nearing completion and would be finished and in operation by June 30. He is now engaged in preparing plans and estimates for a system of irrigation on the Zuni Reservation.

**Southern Ute Reservation, Colo.**—With the completion of the San Juan, Piedra, and East Side ditches, there will be five ditches in operation covering allotted lands in the ceded portion of the Southern Ute Reservation, viz: Spring Creek ditch, just east of the agency, length  $6\frac{1}{4}$  miles; West Side ditch, just west of the agency,  $6\frac{1}{2}$  miles; San Juan ditch, on the San Juan River,  $5\frac{1}{2}$  miles; Piedra ditch, on the Piedra River, 6 miles; and the East Side ditch, on the Los Pinos River.

In an opinion filed September 7, 1901, Judge Moses Hallett, of the United States court for the district of Colorado, defined the legal status of irrigation ditches constructed by the Government on the allotted lands of the Southern Ute Indians, and in effect declared that they are not subject to interference by private citizens. An injunction was issued restraining Samuel W. Morrison and the Ignacio Mesa Ditch and Reservoir Company from diverting water from the West Side Ditch. The opinion and injunction are printed on page 623.

With reference to providing a system of irrigation for the Indians on the diminished reservation, the office, on June 27, 1901, reported to the Department a plan submitted by Inspector Graves, May 14, 1901, proposing that the Government enter into a contract with the owners of the Montezuma Valley Canal system to deliver at a point on the reservation line the quantity of water required at a stated price per second-foot and an additional annual charge for maintenance. The proposition is now before the Department.

**Navaho Reservation, Ariz. and N. Mex.**—August 2, 1901, this office recommended to the Department that authority be granted to expend \$800 in repairing constructed ditches on the Navaho Indian Reservation and \$1,500 for digging out, walling up, and protecting certain springs on the reservation, in order to increase the quantity of water for stock and domestic purposes among the Navaho Indians. It is difficult to keep ditches in that section of the country in proper repair, owing to heavy rains and floods, but it is, of course, necessary to keep them in a state of reasonable repair to secure any benefit therefrom.

In that portion of the Navaho Reservation bordering on the San Juan River it is proposed to survey and stake off lines for three or four small ditches leading from this river, and to secure an estimate of their probable cost, with the quantity of land which they will cover; also to file maps of the ditches on behalf of the Indians in the proper office of the Territory of New Mexico, in accordance with Territorial laws.

Both the irrigation inspectors believe that it is possible to develop a system of irrigation along the San Juan which will reclaim enough land to supply at least one-third of the Navaho Indians and that it is simply a question of the construction of the necessary ditches. They are of opinion that the irrigation possibilities of the Navaho Reservation have by no means been exhausted, and that storage reservoirs may be constructed within reasonable cost to supply fine bodies of land.

**Crow Reservation, Mont.**—May 17, 1901, the Department granted authority for Supt. Walter B. Hill to continue the construction of the Big Horn ditch, the expenditure during the present working season to be limited to \$65,000, to be taken from the grazing fund as far as practicable, and then from the annuity fund belonging to the Crow Indians, as provided in the agreement concluded with them by Inspector Graves June 23, 1899.

In a report dated September 2, 1901, Superintendent Hill says:

During the past year there has been expended in ditch construction on the Crow Reservation \$52,096.43. With this expenditure in the construction of the Bighorn canal, as shown by the tabulated statement, 155,878.8 cubic yards of material has been removed to form channels, 1,200 cubic yards of limestone masonry has been laid in the walls of the main head gate, and a waste gate and check have been constructed 2 miles below the main regulating gates.

The work has been carried on as fast as was possible under the prevailing conditions, the Indians doing all the work which they were capable of performing, and in so doing they are deserving of great credit, as the work upon which we have been engaged during the past season was done with water running through the excavation, and was very wet and disagreeable throughout the entire cutting. In fact, it was impossible to keep white labor upon this work for any length of time. The principal results accomplished in the construction of the Bighorn canal during the last year are the completion of the main regulating weir or head gate and the removal of the main obstacle to running water through the finished portion of the canal, viz, the Fort Smith cut. The headgate of the Bighorn canal is a permanent masonry structure, probably as fine a structure of its kind as can be found in the United States. The flow through this weir is controlled by five regulating gates of cast iron, which are raised by screws and hand wheels with ball-bearing attachments. The work upon this structure has been carried on at great expense and difficulty on account of frequent landslides and the excessive inflow of water into the excavation.

The Fort Smith cut is three-fourths of a mile long and contained over 200,000 cubic yards of material, consisting of loose rock, cemented gravel, and gravel with an underlying strata of shale and solid rock—very expensive material to remove. This cut is now entirely completed, and the only obstacle to running water through the first 10 miles of the canal is a small amount of material in front of and below the head gate, which we are now engaged in removing.

Work has also been commenced on the Soap Creek and Mountain Pocket flumes, which will be completed within the next two months. When these flumes are constructed and 2½ miles of ditch built between Soap Creek and Rotten Grass Creek the Bighorn Valley can be irrigated for a distance of 18 miles from the head. Unless some unforeseen obstacle is encountered, this result will surely be accomplished this season, and will place more land under ditch in the Bighorn Valley than can possibly be cultivated during the next season. Another short season should witness the completion of the Bighorn canal, when the Crow Indians will be possessed of

as fine a system of irrigation as can be found in any of the irrigated States; and, with the exception of the rock cuttings, all the earthwork of this system has been done by the Indians. While this work could probably have been accomplished cheaper and more speedily under contract by white labor, yet the policy of the Department in allowing the Indians to do the work was undoubtedly a wise one. The result of this policy has been a great improvement in the circumstances and condition of the Crows, and the work upon these ditches has been a great benefit to the tribe, both from a civilizing and educational standpoint.

Nearly all the ditches in operation on the reservation have already paid for themselves by the crops raised under them, and it is only a question of a few years when the Bighorn canal will have paid for itself in the same manner.

In a report dated August 21, 1901, Inspector W. H. Graves refers to the work on the Crow Reservation as follows:

The accomplishment of the construction of the Bighorn ditch is now in sight. The principal difficulties have been overcome and the expensive work has now been performed, and there can be no possible doubt as to the justification of the undertaking. It is one of the largest irrigation canals in the country and ranks among the best in point of construction, and, while it has been more than ordinarily difficult to construct, yet it will compare favorably in cost of construction with most of the large irrigating canals of the country, notwithstanding the employment of Indian labor chiefly and the remoteness of the locality.

There is one fact that should not be lost sight of, and that is, the cost of the work has been borne by the Indians, and the money expended in the execution of the work—which was largely returned to them—would have been given to them in any event in annuity payments, and that they are in a hundred ways better off for having worked for the money than they would have been if they had received it in installments and thereby been enabled to live in idleness.

## LOGGING ON INDIAN RESERVATIONS.

**Chippewa lands, Minnesota.**—The Indian appropriation act approved June 7, 1897 (30 Stats., 62-90), contains the following clause in regard to the disposition of "dead and down" timber belonging to the Chippewa Indians:

The Secretary of the Interior may, in his discretion, from year to year, under such regulations as he may prescribe, authorize the Indians residing on any Indian reservation in the State of Minnesota, whether the same has been allotted in severalty or is still unallotted, to fell, cut, remove, sell, or otherwise dispose of the dead timber, standing or fallen, on such reservation, or any part thereof, for the sole benefit of such Indians; and he may also in like manner authorize the Chippewa Indians of Minnesota who have any interest or right in the proceeds derived from the sales of ceded Indian lands or the timber growing thereon, whereof the fee is still in the United States, to fell, cut, remove, sell, or otherwise dispose of the dead timber, standing or fallen, on such ceded land. But whenever there is reason to believe that such dead timber in either case has been killed, burned, girdled, or otherwise injured for the purpose of securing its sale under this act, then in that case such authority shall not be granted.

December 6, 1898, the Department granted authority for the Indians of the White Earth and Red Lake diminished reservations to conduct



logging operations. It had, however, developed that there was but little dead timber on those reservations, and as large quantities of green timber had been cut and sold as dead timber under previous logging, the office did not promulgate this authority. Logging operations were, however, carried on by the General Land Office on the ceded lands of the various Chippewa reservations in the State of Minnesota under regulations prescribed by the Secretary August 26, 1898.

The Indian appropriation act approved March 1, 1899 (30 Stats., 924-929), directed the Secretary of the Interior—

to cause an investigation by an Indian inspector and a special Indian agent of the alleged cutting of green timber under contracts for cutting "dead and down" on the Chippewa ceded and diminished reservations in the State of Minnesota; and also whether the present plan of estimating and examining timber on said lands and sale thereof is the best that can be devised for protection of the interests of said Indians; and also, in his discretion, to suspend the further estimating, appraising, examining, and cutting of timber and the sale of the same, and also suspend the sale of the lands in said reservation.

March 30, 1899, the Department, acting under this authority of law, directed this office to suspend all timber operations pertaining to the cutting or sale of timber from the diminished reserves of the Chippewas in the State of Minnesota, and also directed the Commissioner of the General Land Office to suspend all further operations touching the estimating, appraising, examining, and cutting of timber, as well as the letting of further logging contracts, on the ceded Chippewa lands in the State of Minnesota and the sale of lands in that reservation.

As it was represented that there was a large amount of dead timber standing or fallen on the Red Lake and White Earth diminished reservations which should be cut and disposed of, this office, November 1, 1900, recommended that Department letter of March 30, 1899, directing the suspension of timber operations on reservations in the State of Minnesota, be modified so as to allow the logging of dead timber standing or fallen on the White Earth and Red Lake diminished reservations, under the clause in the act of June 7, 1897, above quoted.

November 2, 1900, the Department approved the recommendation, and December 21 it approved the regulations to govern logging operations on those reservations and a form of contract to be entered into by purchasers of logs, which had been submitted by this office November 16 and afterwards recalled and amended.

These regulations required that Capt. W. A. Mercer, acting United States Indian agent for the Leech Lake Agency, personally supervise and manage the logging operations to be conducted on the White Earth and Red Lake diminished reservations.

November 19, 1900, I recommended that the authority of November 2, 1900, be extended to the ceded lands of the various Chippewa reservations in the State of Minnesota not theretofore offered for sale or

entered under the provisions of the act of January 14, 1889 (25 Stats., 642), and that the operations on the ceded lands be also under the supervision and management of Captain Mercer. This authority was granted December 21, 1900, and the rules and regulations prescribed for the government of the operations to be conducted on the White Earth and Red Lake diminished reservations were made applicable to the operations to be conducted on the ceded lands. They are published in full in this report on page 636.

Under these authorities twenty-four contracts were entered into at various dates by Captain Mercer with different parties, who agreed to purchase the logs cut from the diminished reservations and the ceded lands. These contracts were all approved by this office.

Captain Mercer's report of June 29, 1901, shows as follows: 5,783,120 feet of logs was cut on the Red Lake diminished reservation, which was sold for \$33,731.35, and the total expense of these logging operations amounted to \$21,781.83, leaving a balance of \$11,949.52 to be deposited to the credit of the "proper Indians."

On the White Earth diminished reservation there was cut 17,352,223 feet of logs, which was sold for \$103,700.24, and the total cost of the logging (including \$3,212.19 paid to the allottees for the timber cut from their lands and \$1,000 held for the purpose of paying certain expenses expected to be thereafter incurred) amounted to \$75,803.41, leaving a balance of \$27,896.83, also to be deposited to the credit of the "proper Indians."

On the ceded lands 36,390,914 feet was cut, which was sold for \$227,328.04, and the cost of logging operations (including \$8,242.51 that was paid to Indian allottees for timber cut from their allotments) amounted to \$139,987.77, leaving a balance of \$87,340.27 to be deposited to the credit of "the proper Indians."

At the date of this report the logging operations for the season of 1900-1901 had not been finally closed.

*Porter-Seelye controversy.*—October 28, 1898, Charles E. Seelye, as attorney in fact for William Douglass, entered into a contract with George F. Porter by the terms of which Douglass agreed to sell, cut, haul, deliver, and bank at places agreed upon, during the logging season of 1898-99, about 500,000 feet of pine saw logs, the same to be cut from dead timber standing or fallen from sects. 10, 14, and 15, T. 147 N., R. 27 E., of the White Earth Reservation. This contract was confirmed by the Commissioner of the General Land Office January 14, 1899, except as to section 10, which was excluded.

November 5, 1899, Seelye, as attorney in fact for Maggie A. Seelye, entered into a contract with Porter agreeing to sell to him about 2,000,000 feet pine saw logs to be cut from sec. 27, T. 147 N., R. 27 W. and secs. 1, 2, 12, 13, and 24, T. 147 N., R. 28 W. This contract was

also confirmed by the General Land Office December 30, 1898, except as to the northeast quarter of the northeast quarter of section 13 and the southwest quarter of the southwest quarter of sec. 12, T. 147 N., R. 28 W.

November 5, 1899, Seelye, as attorney in fact for Ella M. Seelye, also entered into a contract with Porter to sell him about 2,000,000 feet of logs which were to be cut from secs. 17 and 24, T. 147 N., R. 27 W. December 30, 1898, the Commissioner of the General Land Office confirmed this contract.

The logging operations to be conducted on these lands were to be carried on in accordance with the regulations prescribed by the Department August 24, 1898, as modified December 14, 1898. Paragraph 8 of these regulations is as follows:

The Indian agent will assume control of the proceeds of the sale, of which \$2 per 1,000 feet for white pine and \$1 per 1,000 for Norway shall be deducted by him for the benefit of the Indians and to pay all expenses of the sale, such as advertising, telegraphing, additional compensation of superintendent, and traveling expenses of superintendent and assistant superintendents; provided, that in any case where the logs are sold for an amount exceeding \$6 per 1,000 feet for white pine and \$5 per 1,000 feet for Norway, the amount to be deducted for the benefit of the Indians, as above stated, shall be proportionately increased, in the discretion of the Commissioner of the General Land Office.

The net proceeds remaining shall be divided and paid as follows:

- (1) He shall pay the scalers of such logs the amount due on the part of the Indian logger.
- (2) He shall pay the laborers of the logger, including foremen, blacksmiths, teamsters, filers, clerks, and cooks, any unpaid balance which may be due them under their contract for labor performed in the cutting or delivery or lanking of such logs.
- (3) He shall pay the party or parties furnishing the advances under the contract authorized in section 9 to the logger who delivered said logs.
- (4) He shall pay to the logger or contractor who banked such logs any part remaining of the amount to be paid under his contract.

The records of the General Land Office show that under the Douglass contract there was delivered 917,710 feet of Norway pine and 54,380 feet of Norway pine for "boom timber," the aggregate value of which at \$5.50 per 1,000 feet, the agreed price was \$5,346.49; that under the Maggie A. Seelye contract there was cut 820,370 feet of white pine, 1,912,930 feet of Norway pine, and 28,000 feet of white pine and 65,770 feet of Norway pine for "boom timber," which, at \$6.25 for white pine and \$5.50 for Norway, the agreed prices, amounted in the aggregate to \$16,185.17; and that under the Ella M. Seelye contract there was cut 1,413,560 feet of white pine and 1,551,770 feet of Norway pine, and for "boom timber," 66,950 feet of white pine and 23,000 feet of Norway pine, which, at the agreed prices, amounted in the aggregate to \$11,664.37, making in all \$33,196.03 worth of timber that was cut under the three contracts. This amount, it appears, had been paid to the United States Indian agent for the White Earth

Agency, except \$3,416.61 which had been paid on time checks issued under the Maggie A. Seelye contract, and \$4,463.88, which had been paid on time checks issued under the Ella M. Seelye contract.

April 25, 1899, Porter prepared statements to be filed in the office at the White Earth Agency relative to the settlement of this contract, which statements showed that there was due Douglass \$57.11; that there was due Maggie A. Seelye, \$1,664.19, and that \$818.39 was due Ella M. Seelye.

A controversy arose relative to settling this matter, and after much correspondence, on January 2, 1900, the office instructed the White Earth agent to order a further hearing, and to direct it personally and to endeavor to ascertain whether or not Porter entered into a contract with the Indian loggers to haul their logs for them at \$4 per thousand; what would be a fair and reasonable price for such services; what supplies were furnished the camps of these loggers, and what was the ordinary price of the same at the time they were furnished. February 19, 1900, the agent of the White Earth Agency had a hearing at which both parties were present.

October 19, 1900, after considering all of the records pertaining to this controversy, which had been forwarded by the agent of the White Earth Agency, the office reached the conclusion that both Porter and Seelye were trespassers upon the timber, and that the money derived from the sale of the timber, except what it actually cost to cut and deliver the logs, should be retained for the benefit of the Indians. The agent of the White Earth Agency was so advised and was directed to state an account. Subsequently Mr. Porter's attorney filed a motion for a review of this decision and for a rehearing. As the agent had not yet stated an account, this motion could not be passed upon, but the agent has recently forwarded an account stated, and the office will soon dispose of the matter.

**La Pointe Agency, Wis.**—September 28, 1892, the President approved rules and regulations to govern the sale of timber on the allotted lands of the Lac du Flambeau Reservation, that had been conveyed by patent from the United States to the Indian allottees under the provisions of the treaty of September 30, 1854. J. H. Cushway & Co. were the successful bidders for the timber to be sold under the provisions of these regulations. Thirty-five contracts for the sale of timber on this reservation have been approved during the year.

December 6, 1893, the President approved the rules and regulations authorizing the allottees of the Bad River Reservation, in Wisconsin, to sell on stumpage all of the timber standing or fallen on their respective allotments to Justus S. Stearns, of Ludington, Mich. This authority was also granted under the provisions of the treaty of September 30, 1854. Five contracts for the sale of timber on allotments on that reservation have been approved this year.

The logging operations on these two reservations have been satisfactorily conducted.

The act of February 12, 1901 (31 Stats., 785), authorizes the Indians of the Grand Portage Reservation to sell the timber on their allotments under such rules and regulations as may be prescribed by the Secretary of the Interior. No such rules and regulations have yet been promulgated, but the matter is now under consideration by this office.

**Menominee Reservation, Wis.**—August 22, 1900, the Department, on recommendation of this office, granted authority for the agent of the Green Bay Agency, Wis., to employ Menominee Indians to carry on logging operations on their reservation for the season of 1900–1901, under the act of June 12, 1890 (26 Stats., 146). They were to cut and bank on the rivers and tributaries of the reservation 15,000,000 feet of pine timber, or so much thereof as might be practicable under the rules and regulations that governed similar operations the previous year.

Under this authority and under the direction of the agent they cut and banked 13,325,600 feet of logs on the Wolf River and tributaries and 1,674,400 feet of logs on the Oconto River, and on February 21, 1901, the agent was authorized to advertise the logs for sale, the bids to be opened in this office at 2 o'clock March 26. On that day the bids were submitted to the Department with the recommendation that the bid of S. W. Hollister & Co., of Oshkosh, Wis., for all the logs offered, 15,000,000 feet at \$13.25 per 1,000, be accepted. The Department, March 28, accepted that bid. This price, \$13.25 per 1,000 feet, is a decrease of \$3 per 1,000 feet from the average price for the season of 1899–1900.

### LEASING OF INDIAN LANDS.

Under the law Indian allotments may be leased for not exceeding three years for grazing and farming, five years for farming only, and five years for farming and mining, except that unimproved allotted lands on the Yakima Reservation may be leased for not exceeding ten years for agricultural purposes. Leases made for a money consideration alone, however, in order to secure favorable consideration by this office, should not exceed the period of one year for grazing purposes and two years for grazing and farming or farming. Where there is other consideration in addition to money, such as placing substantial improvements on the land, they should not exceed two and three years, respectively; but in cases of an exceptional character, upon a full statement of facts, leases may be made for three years for grazing and five years for farming, and in the case of the Yakima Indians farming leases may, under certain special conditions, be extended to ten years.

## ALLOTTED LANDS.

Since the date of the last annual report the following leases of allotted lands have been approved:

**Cheyenne and Arapaho Agency, Okla.**—Four hundred and ten farming and grazing leases and two business leases. The length of term for farming and grazing leases is generally three years, but those providing for a money rental alone, if for grazing only, have been approved for one year, and if for farming and grazing, for two years. A small number, drawn for farming purposes only for five years, have been approved for the full term as written, valuable improvements being provided for in each. The consideration ranges from 25 cents to \$1.50 per acre per annum. The majority of these leases, however, provide for some substantial improvements in addition to the cash rental. The business leases are for a brickkiln and a general store; each covers 3 acres, the former for five years and the latter for one year. The consideration named is \$50 and \$10 per annum, respectively. Two hundred and seventeen leases from this agency are now in this office awaiting examination.

**Colville Agency, Wash.**—Seven farming and grazing leases. The terms are two and one-half and three years. The cash consideration is about 37½ cents per acre per annum. This is in addition to valuable improvements to be made by the lessees.

**Crow Creek Agency, S. Dak.**—Twenty-three grazing leases for the term of one year. The consideration is 10 and 12½ cents per acre.

**Devils Lake Agency, N. Dak.**—One lease for haying purposes for the term of two years. The consideration is 50 cents per acre per annum.

**Leech Lake Agency, Minn.**—One business lease for a boathouse landing for three years. The consideration is \$50 per annum for 27.10 acres.

**Nez Percé Agency, Idaho.**—One hundred and thirteen farming and grazing leases and one business lease. The terms are from one to three years. The consideration ranges from 25 cents to \$2.66 per acre per annum and, in one instance, \$7. The business lease covers a small fraction of an acre to be used as a ferry landing. The term is five years and the consideration is \$10 per annum. One hundred and thirty-three leases from this agency are now in this office awaiting examination.

**Omaha and Winnebago Agency, Nebr.**—Two hundred and eighty-four farming and grazing leases and 1 lease for school purposes on the Omaha, and 417 farming and grazing leases on the Winnebago Reservation. The terms are from one to three years. The consideration ranges from 25 cents per acre per annum for grazing lands to \$2.50 for farming lands. The majority of these leases provide for placing valuable improvements on the lands. The school lease covers 2 acres for the term of three years. The consideration is \$4 per annum.

Two hundred and eighty-five grazing leases of Omaha allotments which were drawn for three-year terms, but approved for only one year, because the consideration was limited to money alone, have been approved for one more year. Fifty-five leases from this agency are in the office awaiting examination.

**Ponca, Pawnee, etc., Agency, Okla.**—Two hundred and five farming and grazing leases on the Ponca, 91 on the Pawnee, 6 on the Tonkawa, and 33 on the Oto Reservation have been approved. The terms generally are from one to three years, although a few, made for farming purposes only, are for five years. The consideration ranges from 20 cents per acre per annum for grazing lands to \$2.50 for farming lands. In a great many of these leases certain substantial improvements constitute the principal part of the consideration. Three business leases from this agency have been approved—1 on the Pawnee and 2 on the Ponca Reservation—viz, 1.02 acres for five years for stock yards, \$10 per annum; 10 acres for three years for dairy business and feeding of stock, \$30 per annum, and 3 acres for five years for feeding and slaughter of stock, \$30 per annum. Three hundred and seventeen leases from this agency are in the office awaiting examination.

**Potawatomi and Great Nemaha Agency, Kans.**—Sixty-two farming and grazing leases on the Potawatomi, 15 on the Sauk and Fox, and 11 on the Iowa Reservation. The term is from one to three years. The consideration ranges from 75 cents per acre per annum to \$3, in addition to which a large number provide for substantial improvements. Twenty-four leases from this agency are in the office awaiting examination.

**Puyallup Reservation, Wash.**—Eighteen farming and grazing leases. The term is generally two years. The consideration ranges from \$1 to \$16.50 per acre per annum, besides improvements.

**Round Valley Reservation, Cal.**—Four farming and grazing leases—1 for one year and 3 for three years. The consideration ranges from \$1.50 per acre per annum to \$2.50, which is to be applied to placing improvements on the lands.

**Sauk and Fox Agency, Okla.**—Thirty-four farming and grazing leases by the Potawatomi, 69 by the Absentee Shawnee, 110 by the Sauk and Fox, 19 by the Iowa, and 39 by the Kickapoo allottees. The terms are generally from one to three years, although a few, for farming purposes only, are for five years. The cash consideration ranges from 25 cents per acre for rough, unbroken lands to \$2.50 for cultivated lands. A majority of these leases provide for some permanent improvements in addition to the cash rental. Twelve leases from this agency are in the office awaiting examination.

**Santee Agency, Nebr.**—Twenty-two farming and grazing leases on the Santee and 9 on the Ponca Reservation. The term is from one to three years. The consideration ranges low, from 25 cents per acre per annum for grazing lands to 62½ cents for rough, unimproved

farming lands. Three leases from this agency are in the office awaiting examination.

**Sisseton Agency, S. Dak.**—Thirty-three farming and grazing leases are in the office awaiting examination.

**Southern Ute Agency, Colo.**—Three business leases. One is for hotel and grazing, 40 acres, for three years; consideration, \$40 per annum. The other two cover 120 and 80 acres, for two years, for the purpose of hauling logs to a sawmill. The consideration is \$110 and \$80 per annum, respectively. All of these leases provide for valuable improvements in addition to the cash.

**Yakima Agency, Wash.**—Twenty-two farming and grazing leases. The terms are one, three, and five years. The consideration ranges from 50 cents per acre per annum to \$2. These leases generally cover wild sage-brush lands.

In addition to the cash payments, the lessees agree to permanently improve the lands by erecting houses, fences, etc., and digging irrigation ditches. Three leases from this agency are in the office awaiting examination. A few leases from this agency, drawn for the term of ten years, have been returned by the Department unapproved, because it was not deemed advisable to approve such leases for a longer term than five years.

**Yankton Agency, S. Dak.**—One hundred and seventy-seven leases. The majority of these are for grazing purposes, a few being for farming and grazing. The term is from one to three years. The consideration ranges from 10 cents per acre per annum to 22 cents. This includes not only leases approved but also those awaiting examination August 15 last.

#### UNALLOTTED OR TRIBAL LANDS.

Since the date of the last annual report, leases and permits for the use and occupancy of tribal lands have been executed as follows:

**Duck Valley Reservation, Nev.**—Three grazing permits, as follows.

Permittee.	Term.	Rate.	Number of head.	Annual rental.
John S. Winter.....	1 year ....	\$1.00	50	\$50.00
Garat & Co.....	do .....	1.00	300	300.00
Riddle Bros.....	do .....	1.00	100	100.00

**Eastern Shawnee Reservation, Ind. T.**—Six grazing permits. as follows:

Permittee.	Term.	Rate.	Number of head.	Annual rental.
Robert Able.....	1 year ....	\$0.60	20	\$12.00
J. P. Housman.....	do .....	.60	15	9.00
J. R. Woolard.....	do .....	.60	48	28.80
Samuel Shrout.....	do .....	.60	12	7.20
Gilbert Atkinson.....	do .....	.60	4	2.40
C. N. Buckner.....	½ year ....	.10	10	1.00



**Fort Lapwai School Reserve, Idaho.**—One grazing permit in favor of John Utter, for the pasturage of 100 head of stock for one year from April 1, 1901, at the rate of \$1 per head.

**Flathead Reservation, Mont.**—Two grazing permits, as follows:

Permittee.	Term.	Rate.	Number of head.	Annual rental.
John Herman.....	1 year.....	\$1.00	400	\$400.00
Hubbard & Cromwell.....	.....do.....	1.00	200	200.00

**Kiowa and Comanche Reservation, Okla.**—Thirty-four grazing permits, covering the former pastures on the reservation, each for three and one-fifth months from April 1, 1901, as follows:

Permittee.	Pasture.	Area.	Monthly rental.
Giles H. Connell.....	10.....	28,630	\$238.58
Do.....	31.....	36,370	303.09
James Myers.....	35.....	5,424	45.20
Do.....	7.....	6,141	51.16
Do.....	Addition No. 1.....	9,357	62.38
Wm. F. Deitrich.....	41.....	3,662	30.52
Samuel P. Britt.....	30 C.....	13,774	114.79
Nellie Jones.....	2 B.....	3,140	26.17
Ascher Silberstein.....	17.....	30,462	253.85
Edward D. Byrd.....	30 O.....	4,734	39.45
Chicago, Rock Island and Pacific Rwy. Co.	Part of old pasture No. 45.....	1,280	10.67
Amos H. Hollowell.....	"Griffin lease".....	400	13.35
Frank M. Weaver.....	16.....	53,789	448.24
William H. Jennings.....	23.....	115,000	958.33
Edward L. Clark.....	36.....	7,026	58.55
Emmet Cox.....	38 and 39.....	8,402	70.01
Joseph D. Sugg.....	22 and 24.....	217,791	1,814.93
Samuel B. Burnett.....	South part of pasture No. 25.....	200,000	1,666.67
Wm. G. Maxwell.....	30 A.....	28,767	239.73
Wm. A. Wade.....	14 and south one-half of 11.....	96,395	803.29
Wm. T. Waggoner.....	26.....	375,553	3,129.61
Thomas F. Woodard.....	No. 4 and addition.....	5,000	41.67
George R. Beeler.....	Part No. 12, Smith, Creek, and Hay.....	7,093	59.11
Morris L. Hite.....	"Witherspoon pasture" (known as).....	30,821	205.47
George W. Conover.....	13.....	6,000	50.00
James L. McHaney.....	30 D.....	12,224	101.87
Driggers & Sharp.....	Rainy Mountain pasture.....	22,000	183.33
John C. Crosby.....	1.....	13,226	110.22
Jay H. Stine.....	20.....	25,432	211.94
Amos H. Hollowell.....	2 A.....	12,486	104.05
Guy Borden.....	43.....	8,370	69.75
Lee Crenshaw.....	Looking Glass, 5.....	24,078	200.65
Wm. G. Maxwell.....	Part of old No. 33, "Hay pasture".....	2,000	16.67
Frank Kell.....	29.....	24,035	200.29

In addition to the above 6 permits have been executed for the pasturage of cattle on certain of the pastures reserved for the common use of the Kiowa, Comanche, and Apache Indians, from July 6, 1901, to April 1, 1902, as follows:

Permittee.	Pasture.	Number of acres.	Monthly rental.
Eli C. Sugg.....	1 A.....	95,249	\$793.74
Ascher Silberstein.....	1 D.....	68,374	565.95
Samuel B. Burnett.....	1 B.....	100,513	837.61
William T. Waggoner.....	1 C.....	119,906	999.22
Frank M. Weaver.....	No. 3.....	22,501	187.10
Giles H. Connell.....	No. 4.....	20,514	169.84

**Navaho Reservation, Ariz. and N. Mex.**—One mining lease in favor of George F. Huff. The lease is for the production of mineral oil, coal, and other minerals, and covers one square mile of land in the Carriso Mountains, situated near the northern line of the reservation; royalty, 5 per cent of the market value of all products mined.

**Kansa (Kaw) Reservation, Okla.**—Eight grazing leases, each for the period of one year from April 1, 1901, as follows:

Lessee.	Pasture.	Area.	Rate.	Annual rental.
			<i>Cents.</i>	
Charles M. Palmer .....	1	5,795	41 $\frac{1}{2}$	\$2,414.59
Do .....	2	5,042	41 $\frac{1}{2}$	2,100.83
Do .....	6	6,606	41 $\frac{1}{2}$	2,752.50
Robert M. Snyder .....	3	5,640	40 $\frac{1}{2}$	2,298.30
Do .....	5	7,291	31 $\frac{1}{2}$	2,314.89
Do .....	10	2,971	40 $\frac{1}{2}$	1,210.68
Pleasy L. Childress .....	4	3,864	37 $\frac{1}{2}$	1,439.34
Jerry W. Moseley .....	7	9,474	40	3,789.60
William F. Smith .....	8	9,323	35 $\frac{1}{2}$	3,286.35
Do .....	11	10,482	40 $\frac{1}{2}$	4,245.22
Amelia Clavier .....	9	900	15	135.00
Mayer & Childress .....	12	1,495	23 $\frac{1}{2}$	351.33
O. H. White .....	15	500	15	75.00

**Osage Reservation, Okla.**—Seventy-two grazing leases, each for the period of three years from April 1, 1901, as follows:

Lessee.	Pasture.	Area.	Rate.	Annual rental.
			<i>Cents.</i>	
Mertz & Bird .....	120	12,777	35 $\frac{1}{2}$	\$4,503.89
Wm. S. Fitzpatrick .....	23	7,497	17 $\frac{1}{2}$	1,311.97
Do .....	107	4,454	17 $\frac{1}{2}$	779.45
Do .....	22	3,072	10	307.20
Lewis C. Adam .....	154	3,420	30 $\frac{1}{2}$	1,034.55
Do .....	155	2,350	30 $\frac{1}{2}$	710.88
Do .....	156	2,330	30 $\frac{1}{2}$	704.82
Wm. T. Leahy .....	105	780	15	117.00
Benj. F. Avant .....	36	1,596	10	159.60
James B. George .....		900	15	135.00
James H. Clapp .....	160	12,990	25	3,247.50
Atkin & Brook .....	152	6,200	31 $\frac{1}{2}$	1,937.50
Do .....	159	272	15	40.80
Elizabeth Baylis .....	157	640	25 $\frac{1}{2}$	163.20
Do .....	158	703	25 $\frac{1}{2}$	179.26
Woodley & Vance .....	61	9,131	28 $\frac{1}{2}$	2,602.34
Do .....	111	2,400	28 $\frac{1}{2}$	684.00
Do .....	110	5,818	27 $\frac{1}{2}$	1,599.95
Thos. J. Webb .....	69	8,740	27	2,359.80
James H. Carnoy .....	161	4,090	17 $\frac{1}{2}$	715.75
Irve Ellis .....	64	3,370	18	606.60
Do .....	68	6,050	16	968.00
Do .....	70	5,280	15	792.00
Prentiss Price .....	89	920	10	92.00
Adam & Shaver .....	123	15,390	26 $\frac{1}{2}$	4,078.35
Howard M. Stonebreaker .....	117	5,625	27 $\frac{1}{2}$	1,546.88
Do .....	118	22,367	27 $\frac{1}{2}$	6,150.92
Russell & Bevans .....	119	16,864	33 $\frac{1}{2}$	5,621.33
Do .....	150	8,805	27 $\frac{1}{2}$	2,421.38
Do .....	151	5,826	35 $\frac{1}{2}$	2,053.66
John Pappin .....	55	3,774	10	377.40
Geo. M. Carpenter .....	58	3,679	23	837.97
Do .....	65	4,468	30 $\frac{1}{2}$	1,362.74
Do .....	67	7,768	30 $\frac{1}{2}$	2,369.24
Do .....	72	2,539	20 $\frac{1}{2}$	520.49
Do .....	96	10,500	12 $\frac{1}{2}$	1,312.25
Do .....	112	4,867	40 $\frac{1}{2}$	1,971.13
Do .....	113	7,084	40 $\frac{1}{2}$	2,869.02
Do .....	114	3,689	28	1,032.92
Do .....	116	8,753	32 $\frac{1}{2}$	2,853.19
Chas. N. Prudom .....	101	3,300	15	495.00
Do .....	103	1,420	10	142.00

Lessee.	Pasture.	Area.	Rate.	Annual rental.
			<i>Cents.</i>	
Thos. Leahy	25	4,268	10	\$426.80
Do	56	3,200	15	480.00
Do	60	1,110	7½	83.25
Hargis & Everett	128	4,300	22	946.00
Do	146	4,215	26	1,095.90
Do	167	3,137	16	501.92
Thos. P. Kyger	71	3,585	15	537.75
Do	106	7,005	15	1,050.75
Lorin B. Morledge	170	7,208	16 <sup>1</sup> / <sub>10</sub>	1,160.49
James H. Gilliland	169	2,896	20 <sup>1</sup> / <sub>10</sub>	600.05
Robert Thomas	126	2,685	16½	443.08
Do	173	3,543	16½	584.60
Do	174	1,945	16½	320.92
Do	175	2,426	16½	400.29
Solomon Mayer	115	2,694	18	484.92
Samuel J. Riddle	88	5,203	10	520.30
Do	78	2,977	10	297.70
Do	90	4,154	10	415.40
Morphis & Price	79	3,420	15	513.00
Virgile Herard	28	23,546	7½	1,765.95
James C. Stribling	63	830	35	290.50
Do	66	1,390	7½	104.25
Do	125	9,983	22	2,196.26
Do	127	1,571	17	267.07
Do	133	5,126	17½	909.87
Charles Jennings	46	3,743	12½	467.88
Do	49	8,475	12½	1,059.37
Do	50	4,351	12½	543.88
Do	82	11,457	12½	1,432.12
Do	83	5,097	12½	637.13
Do	84	6,167	12½	770.87
Do	5	3,479	15	521.85
Do	92	3,770	15	565.50
Do	132	2,451	15	367.65
Do	136	3,792	15	568.80
Do	138	13,983	15	2,097.45
Do	168	1,212	15	181.80
Eugene Hayes	59	3,060	15	459.00
Do	147	9,360	21	1,965.60
Virgile Herard	26	4,687	10	468.70
Rosa M. Hoots	48	3,807	15	571.05
Do	47	938	10	93.80
Sylvester J. Soldani	162	5,869	20	1,173.80
Do	177	3,045	18	548.10
Do	179	3,833	18	689.94
Do	171	1,823	15	273.45
O. T. Word and Ira W. Word	121	16,850	31	5,223.50
Do	164	10,650	26½	2,822.25
Do	166	8,572	26½	2,271.58
William F. Smith	153	5,324	25½	1,357.62
John Collins	12	428	10	42.80
Do	38	5,472	10	547.20
Do	13	1,036	10	103.60
Do	14	863	15	129.45
Do	76	5,126	15	768.90
Collins & Wallace	15	9,492	10	949.20
Albert Lombard	11	1,431	11	157.41
Wm. Watson	18	1,950	15	292.50
Kate Gorman	165	2,190	17	372.30
Timothy J. Leahy	104	1,240	7½	93.00
Wm. Johnstone	20	6,956	10	695.60
Walter Lombard	44	3,788	15	568.20
Don C. Sagers	139	1,822	10	182.20
Lenora Stewart	19	2,969	15	445.35
Wm. T. Mosier	94	530	15	79.50
Thos. P. Flanagan	176	910	21	191.10
Luther Appleby	9	1,300	15	195.00
Do	10	1,552	15	232.80
Do	43	2,008	15	301.20
Joel McGuire	143	4,020	11	442.20
Do	145	1,727	13½	233.15
John E. Campbell	33	8,250	11	907.50
Do	39	10,957	10	1,095.70
Stephen Lessert	180	319	15	47.85
Green Yeargain	7	3,396	15	509.40
Charles R. Keeler	16	6,366	7½	477.45
Norris Watkins	130	2,992	18	538.56
Do	134	2,020	18	363.60
Thomas L. Rogers	51	4,933	10	493.30
Edward S. Brown	129	901	16	144.16
Do	131	995	16	159.20
Do	21	1,284	15	192.60
Antwine Rogers	77	7,889	15	1,183.35
Mary J. Clawson	24	1,865	10	186.50

Lessee.	Pasture.	Area.	Rate.	Annual rentals.
			<i>Cents.</i>	
Lasater & Noble.....	108	9,339	28½	\$2,661.52
Do.....	109	8,251	28½	2,351.53
Harris H. Brenner.....	81	1,636	10	163.60
Frank De Noya.....	149	3,650	15	547.50
Walter Russell.....	102	4,649	31	1,441.19
Lee L. Russell.....	122	3,110	20	622.00
Do.....	124	10,433	31	3,234.23
Do.....	148	17,895	31	5,547.45
Arthur Rogers.....	75	1,439	10	143.90
Dwight N. Wheeler.....	137	588	18	105.84
Do.....	142	2,285	12½	285.63
Do.....	144	2,248	18	404.64

**Omaha and Winnebago reservations, Nebr.**—One farming lease on the Omaha Reservation and six grazing leases on the Winnebago Reservation, each for the period of one year from March 1, 1901, as follows:

Lessee.	Number of acres.	Rate.	Annual rent.
James O. Copple.....	13.1	\$1.25	\$16.38
Starkey & Mercure.....	160	.30	48.00
C. J. O'Connor.....	80	.30	24.00
James W. Boyd.....	165.3	.30	49.59
T. J. O'Connor.....	80	.40	32.00
James H. Morgan.....	29.3	.50	14.65
George Allen.....	40	.30	12.00

**Ponca and Oto and Missouri reservations, Okla.**—Three grazing leases on the Ponca Reservation and 11 grazing leases on the Oto and Missouri Reservation. The leases on the Ponca Reservation are for the period of two years from April 1, 1901, and the leases on the Oto and Missouri Reservation are for the period of three years from January 1, 1901. They are described as follows:

Lessee.	Area.	Rate.	Annual rent.
		<i>Cents.</i>	
<b>Ponca Reservation:</b>			
W. H. Vanselous.....	840	20	\$168.00
Henry E. Bouton.....	320	20	64.00
Henry C. Johnson.....	400	20	80.00
<b>Oto and Missouri Reservation:</b>			
Julian H. Morris.....	5,760	15	864.00
William R. Moore.....	8,880	15	1,332.00
George H. Carson.....	5,818	15	872.70
John B. Queen.....	320	15	48.00
Marion Swallow.....	160	15	24.00
James L. Donahoe.....	6,800	18½	1,241.00
Zack T. Miller.....	6,950	15½	1,086.00
Do.....	4,490	19½	858.70
William H. Primmer.....	640	15	96.00
Thomas A. Coleman.....	18,800	15	2,820.00
John Hendley.....	720	20	144.00

**Pine Ridge Reservation, S. Dak.**—Thirty-nine grazing permits for the period of one year, as follows:

Permittee.	Number of cattle.	Rate.	Rental.
Emma Allen .....	123	\$1.00	\$123.00
Alex. Adams .....	38	1.00	38.00
Ben Ckymore & Sons .....	325	1.00	325.00
Mary Cotter .....	39	1.00	39.00
Chas. Cuney .....	83	1.00	83.00
Mary Carlow .....	10	1.00	10.00
Jessie Craven .....	320	1.00	320.00
Elizabeth Dixon .....	122	1.00	122.00
Julia Ecco Coffey .....	75	1.00	75.00
Jules Ecco Coffey .....	52	1.00	52.00
Joseph Ecco Coffey .....	59	1.00	59.00
Edgar Fire Thunder .....	25	1.00	25.00
Ellen Farnham .....	74	1.00	74.00
Julia Fischer .....	137	1.00	137.00
Mary Gresh .....	82	1.00	82.00
Susie Green .....	108	1.00	108.00
Nellie Gallagher .....	25	1.00	25.00
Mrs. Louisa Henderson .....	105	1.00	105.00
Chas. Jones .....	600	1.00	600.00
Martha Janis .....	62	1.00	62.00
Anton Janis .....	22	1.00	22.00
Julia Kocer .....	80	1.00	80.00
Millie Little .....	65	1.00	65.00
John Lee .....	33	1.00	33.00
W. D. McGaa .....	465	1.00	465.00
Georgiana O'Rourke .....	93	1.00	93.00
Pumpkin Seed .....	50	1.00	50.00
Jennie R. Pugh .....	100	1.00	100.00
Maggie Palmer .....	120	1.00	120.00
Kate Rooks .....	150	1.00	150.00
Mary Ruff .....	25	1.00	25.00
Emma Stirk .....	273	1.00	273.00
Wm. Shaugran .....	78	1.00	78.00
Slow Bear .....	10	1.00	10.00
Julia Swallow .....	100	1.00	100.00
Wm. Twiss .....	90	1.00	90.00
Minnie Thayer .....	30	1.00	30.00
Emily Tibbitts .....	147	1.00	147.00
Emma Valandry .....	55	1.00	55.00

**Rosebud Reservation, S. Dak.**—Fifty-four grazing permits for the period of six months each, as follows:

Permittee.	Term.	Number of cattle.	Rental.
Wm. H. Place .....	Nov. 1, 1900, to May 31, 1901 .....	400	\$200.00
Ed. Kelley .....	do .....	50	25.00
Hughes Brothers .....	do .....	50	25.00
C. J. Horgan .....	Oct. 1, 1900, to Mar. 31, 1901 .....	400	100.00
W. H. Ochsner .....	Dec. 1, 1900, to May 31, 1901 .....	40	20.00
E. W. Thode .....	do .....	1,000	500.00
Jos. B. Binder .....	do .....	575	287.50
Saml. J. Emery .....	May 1 to Oct. 31, 1901 .....	91	45.50
Sanford Lunderman .....	do .....	250	125.00
Will Archer .....	do .....	155	77.50
C. O. Webster .....	do .....	90	45.00
H. D. Lewis .....	do .....	278	139.00
Cyrus Snider .....	do .....	60	30.00
Wm. McAllister .....	do .....	247	123.50
Carl Thiede .....	do .....	150	75.00
J. B. Farnsworth .....	do .....	60	30.00
Jos. P. Gordon .....	do .....	100	50.00
Oliver Dion .....	do .....	180	90.00
D. K. Roby .....	do .....	200	100.00
Nelson Polen .....	do .....	95	47.50
K. K. Robey .....	do .....	300	150.00
L. C. Ramberg .....	do .....	140	70.00
C. O. Webster .....	do .....	60	30.00
Frank A. Lewis .....	do .....	500	250.00
Arthur Newman .....	do .....	84	42.00
James Hudson .....	do .....	492	246.00
Arthur Cruise .....	do .....	400	200.00

Permittee.	Term.	Number of cattle.	Rental.
John Bonser.....	May 1 to Oct. 31, 1901.....	200	\$100.00
D. M. Utter.....	do.....	300	150.00
R. W. Dunn.....	do.....	4,193	2,096.50
F. A. Cutschall.....	do.....	180	90.00
S. H. Williams.....	do.....	50	25.00
Chas. Wakefield.....	do.....	60	30.00
Wm. McAllister.....	do.....	100	50.00
Cris Anderson.....	do.....	128	64.00
Jeffrey H. Scissons.....	do.....	100	50.00
Ben Furgeon.....	do.....	77	38.50
Frank Waugh.....	do.....	75	37.50
B. F. Dimond.....	do.....	150	75.00
C. J. Horgan.....	Apr. 1 to Sept. 30, 1901.....	400	200.00
E. E. Dillon.....	May 1 to Oct. 31, 1901.....	110	55.00
B. F. Hobson.....	do.....	200	100.00
T. P. Spratt.....	do.....	120	60.00
H. A. Dawson.....	do.....	4,150	2,075.00
R. W. Dunn.....	do.....	300	150.00
Frank P. Ganaway.....	do.....	100	50.00
R. W. Dunn.....	July 16, 1901, to Jan. 16, 1902.....	340	170.00
J. M. Flamingan.....	June 26, 1901, to Dec. 26, 1902.....	678	339.00
Arthur Cruise.....	Nov. 1, 1901, to Apr. 30, 1902.....	300	150.00
J. H. Livingston.....	May 1, 1901, to Oct. 31, 1901.....	600	300.00
Grant S. Cherrington.....	do.....	300	150.00
Henry Ham.....	do.....	2,000	1,000.00
Olof Nelson.....	do.....	200	100.00
Chas. S. Jewell.....	do.....	100	50.00

**San Carlos Reservation, Ariz.—Five grazing permits, as follows:**

Permittee.	Term.	Number of cattle.	Rental.
A. & J. Warren.....	Apr. 1, 1901, to Mar. 31, 1902.....	300	\$150.00
J. V. Vickers.....	do.....	10,000	5,000.00
J. W. Hampson.....	do.....	5,000	2,500.00
B. F. Parks.....	do.....	1,000	500.00
A. H. Gibson.....	do.....	500	250.00

**Seneca Reservation, Ind. T.**—One mining lease, in favor of John Kariho et al., for the mining of lead, zinc, and other minerals. Term, ten years from April 16, 1901; covers 160 acres. Royalty, 10 per cent of the cash value of all mineral mined.

**Tule River Reservation, Cal.**—One grazing permit, in favor of McIntyre Brothers, for the pasturage of 12,000 head of sheep on the reservation; term, one year from June 1, 1901; consideration, \$1,000.

**Uinta Reservation, Utah.**—One grazing lease, in favor of Charles S. Carter, for the period of one year from April 1, 1901. The lease covers some 80,000 acres, lying east of Range No. 1; consideration, \$2,000.

**TELEPHONE AND TELEGRAPH LINES ACROSS INDIAN LANDS.**

In the Indian appropriation act of March 3, 1901 (31 Stats., 1058), there is included a paragraph under section 3 authorizing the Secretary of the Interior to grant a right of way, in the nature of an easement, for the construction, operation, and maintenance of telephone

and telegraph lines and offices for general telephone and telegraph business through Indian lands, as follows:

SEC. 3. That the Secretary of the Interior is hereby authorized and empowered to grant a right of way, in the nature of an easement, for the construction, operation, and maintenance of telephone and telegraph lines and offices for general telephone and telegraph business through any Indian reservation, through any lands held by an Indian tribe or nation in the Indian Territory, through any lands reserved for an Indian agency or Indian school, or for other purpose in connection with the Indian Service, or through any lands which have been allotted in severalty to any individual Indian under any law or treaty, but which have not been conveyed to the allottee with full power of alienation, upon the terms and conditions herein expressed. No such lines shall be constructed across Indian lands, as above mentioned, until authority therefor has first been obtained from the Secretary of the Interior, and the maps of definite location of the lines shall be subject to his approval. The compensation to be paid the tribes in their tribal capacity and the individual allottees for such right of way through their lands shall be determined in such manner as the Secretary of the Interior may direct, and shall be subject to his final approval; and where such lines are not subject to State or Territorial taxation the company or owner of the line shall pay to the Secretary of the Interior, for the use and benefit of the Indians, such annual tax as he may designate, not exceeding five dollars for each ten miles of line so constructed and maintained; and all such lines shall be constructed and maintained under such rules and regulations as said Secretary may prescribe. But nothing herein contained shall be so construed as to exempt the owners of such lines from the payment of any tax that may be lawfully assessed against them by either State, Territorial, or municipal authority; and Congress hereby expressly reserves the right to regulate the tolls or charges for the transmission of messages over any lines constructed under the provisions of this act: *Provided*, That incorporated cities and towns into or through which such telephone or telegraphic lines may be constructed shall have the power to regulate the manner of construction therein, and nothing herein contained shall be so construed as to deny the right of municipal taxation in such towns and cities. \* \* \*

Regulations were prescribed under the foregoing section March 15, 1901, and appear in full on page 638 of this report.

Prior to the enactment of the foregoing legislation there was no general law authorizing the construction and operation of telephone and telegraph lines across Indian lands, except as the general act of March 2, 1899, concerning rights of way for railroads across Indian lands, provides for the construction of telegraph lines in connection therewith. This legislation has already proved beneficial in the Indian Territory, where a few telephone lines have heretofore been operated under franchises granted by the several tribal governments without regard to uniformity in any particular.

Applications have been filed in this office for permission to construct telephone and telegraph lines under the provisions of section 3 of the act of March 3, 1901, by the following-named corporations and individuals, and action has been taken on each as hereinafter noted:

**Arkansas Valley Telephone Company.**—Application was filed May 15, 1901, by E. D. Nims, vice-president. The route of the proposed line

is as follows: Commencing on the west line of the Creek Nation, adjoining the right of way of the St. Louis and San Francisco Railway, thence east along the south side of said right of way to Sapulpa, Creek Nation, Ind. T., 51 miles; also commencing at the town of Sapulpa and extending southerly through the Creek, Seminole, and Chickasaw nations to Red River, 194 miles; also commencing on the west line of the Seminole Nation, adjoining the right of way of the Choctaw, Oklahoma and Gulf Railroad, extending easterly along the right of way of that railroad through the Seminole, Creek, and Choctaw nations to the town of South McAlester, a distance of 70 miles; also commencing in the Chickasaw Nation, on the right of way of the St. Louis and San Francisco Railway, southerly from the town of Scullin, extending thence along the base line to the town of Sulphur, 6 miles; also commencing at a point immediately north of the town of Ravia and extending east along the base line to the town of Tishomingo, 5 miles—a total distance of 326 miles.

May 16, 1901, the Muskogee National Telephone Company, by B. E. English, its secretary and treasurer, filed a protest against granting the above-described right of way, alleging that the Creek council had granted to it the exclusive privilege of building and operating telephone systems within the Creek Nation for a period of fifteen years; and that it had expended several thousand dollars in building and operating telephone systems through the Creek Nation, for which privilege it is paying that nation an annual tax of 5 per cent. Request was made that rival companies should not be granted privileges without an opportunity for the Muskogee National Telephone Company to be heard. June 10 the company, in further explanation of its protest, claimed a preference right to establish telephone systems in the Creek Nation by virtue of the act of the Creek council above mentioned.

May 27, 1901, the Department directed that the Muskogee National Telephone Company be granted ten days from notice to prepare any statement it might desire to make relative to the application of the Arkansas Valley Telephone Company. Such a statement was embodied in the letter of June 10, above referred to, and also in a letter dated July 2, in which it was stated that the Muskogee National Telephone Company had in operation a long-distance telephone line from Wagoner, in the Creek Nation, to Eufaula, a distance of about 50 miles; the company further protested against granting permission for the construction of a parallel line by the Arkansas Valley Telephone Company, the Indianola Telephone and Telegraph Company (referred to hereafter, page 86), or any other company.

The protest of the Indian Territory Telephone Company against the granting of a right of way to the Indianola Telephone and Telegraph Company, referred to on page 85, was considered in connection with the protest of the Muskogee National Telephone Company—the same



points being involved. July 26 the Department referred to this office the opinion of the Assistant Attorney-General dated July 19, 1901, in which it was held that—

any claim of these protesting companies of an exclusive right to use and operate telephone lines within the Cherokee and Creek lands, respectively, can not be sustained. \* \* \* Whether rights properly and regularly acquired under any tribal law will be injuriously affected by the granting of any specific petition for a right of way under the act of 1901 is a matter that may properly be taken into consideration in determining whether such petition should be granted.

It is stated in Department letter of July 26 that consideration has been given this feature of the case, and that nothing is found in the contention of the Muskogee National Telephone Company which would warrant the Department in refusing the application of the Arkansas Valley Telephone Company; that the act of March 3, 1901, relative to the granting of rights of way for telephone and telegraph lines contains no inhibition as to paralleling lines already constructed or in course of construction; that a monopoly can not be claimed by anyone; that the object of the act of March 3, 1901, was to give parties operating telephone lines in the Indian Territory, or desiring to do so, a right over the lands of the different nations, and that if the usefulness of the protesting companies can not survive competition it is not the fault of the law.

The protest of the Muskogee National Telephone Company was accordingly dismissed and the application of the Arkansas Valley Telephone Company approved as of date July 26, 1901.

**S. J. Bear.**—Informal application for permission to construct a telephone line from Chickasha, Chickasaw Nation, Ind. T., extending westerly through the Kiowa, Comanche, and Apache Reservation, was referred to this office by the Department April 8, 1901. A copy of the regulations prescribed under the act of March 3, 1901, and instructions in the matter of preparing applications were forwarded the applicant by this office April 20.

**Roy A. Baird.**—Informal application was filed in this office on the 11th of last May for permission to construct a telephone system in the Kiowa, Comanche, and Apache Reservation to connect Fort Sill and other points in that reservation with the Southwestern Telephone and Telegraph Company at Wichita Falls, Tex. May 20 instructions and regulations were furnished the writer.

**Claremore Telephone Company.**—J. G. Rucker, president, June 21, 1901, submitted an application, accompanied by maps of definite location, for permission to construct and operate a telephone line along the right of way of the Kansas and Arkansas Valley Railway Company from Wagoner, Creek Nation, Ind. T., and extending thence northerly through the Creek and Cherokee nations to the south line of the State of Kansas, a distance of 79 miles. The application and

maps, not conforming to Department regulations, were returned to the applicant with instructions. Corrected maps and formal application were filed in this office August 27.

Meantime there was filed, July 29, 1901, by Messrs. Hutchings, West & Parker, as attorneys for J. E. Campbell, an application, accompanied by maps of definite location, both in proper form, for permission to locate a telephone line from a point on the south line of the State of Kansas adjoining and along the right of way of the Kansas and Arkansas Valley Railroad to a point at or near Wagoner, in the Creek Nation, Ind. T. The line of route as shown upon the map of definite location is coincident with the line shown on the map of definite location filed by the Claremore Telephone Company. The above applications are now pending before the Department.

**Cherokee Nation Telephone Company.**—By Department reference, informal application dated April 2, 1901, was filed in this office by W. H. Gates, manager, for permission to locate and construct a telephone line from the town of Pawhuska, in the Osage Reservation, to the east side of the Osage Nation, in the direction of Bartlesville, Ind. T. Instructions and regulations were forwarded the applicant by this office June 12.

**Colorado River Telephone Company.**—Informal application was filed in this office by R. P. H. Laney, secretary, on the 23d of last May, for permission to construct and maintain a telephone line across the Yuma Indian Reservation, beginning at a point on the right bank of the Colorado River opposite the town of Yuma, Ariz., and extending thence in a northerly direction across the Indian reservation. Instructions and regulations were forwarded Superintendent Spear, of the Fort Yuma school, for the information of the applicant.

**Robert H. Hall.**—August 6, 1901, Robert H. Hall, of Tulsa, Ind. T., was granted authority by the Department to survey and locate telephone lines in the Indian Territory, commencing at Tulsa, Ind. T., and from that point radiating to numerous towns in the Cherokee and Creek nations and in the Osage Reservation, and extending a short distance into the Territory of Oklahoma to the town of Chandler, the combined length of the lines being about 440 miles, as follows: From a point on the Indian Territory-Kansas line near Caney, extending southerly through the town of Tulsa, Ind. T., to the town of Holdenville, in the Creek Nation, Ind. T.; from a point in Lincoln County, Okla., near Chandler, extending northeasterly through the town of Tulsa to Vinita, in the Cherokee Nation, Ind. T., and from a point at Pawhuska, Osage Reservation, Okla., extending southerly and southeasterly to the town of Muscogee, Creek Nation, Ind. T.

**Indian Territory Telephone Company.**—Application was filed in this office by Oliver Bagby, president, July 12, 1901, for permission to locate a telephone line from Vinita, Cherokee Nation, Ind. T., along the south side of the right of way of the St. Louis and San Francisco

Railroad to the town of Sapulpa, Creek Nation, Ind. T., a distance of 78 miles. The application and map of definite location were submitted to the Department August 10. August 14 the company was authorized to construct a telephone line along the route described in the application and shown on the map of definite location.

**Indianola Telephone and Telegraph Company.**—Application was filed in this office June 26, 1901, by Walter B. Richie, general manager, for permission to locate a line of telephone adjoining the right of way of the Missouri, Kansas and Texas Railway Company from the north to the south line of the Indian Territory.

June 29, 1901, the Indian Territory Telephone Company, through its attorneys, filed a protest against the granting of such right of way to the Indianola Telephone and Telegraph Company. This protest was transmitted to the Department July 3, together with the application and maps of definite location of the Indianola Telephone and Telegraph Company. The protest of the Indian Territory Telephone Company was dismissed, as already noted on page 83, and by Department letter dated July 26, 1901, the application and maps of definite location of the Indianola Telephone Company were approved and authority granted the company to construct its proposed line. J. Blair Shoefelt, agent of the Union Agency, was designated to assess the damages suffered by the Indian nations or by any individual occupants through whose lands the telephone line will run. His instructions contained in office letter dated July 30 were approved by the Department August 3.

**Minnesota Telephone and Electric Company.**—Informal application was filed in this office by W. R. Baumbach in behalf of the Minnesota Telephone and Electric Light Company for permission to locate a line of telephone through the White Earth Reservation in Minnesota, between Bemidji and Deer River, along the right of way of the Great Northern Railway Company. Regulations and instructions were forwarded the applicant by this office April 19. No further action has been taken by the company relative to perfecting its application.

**Minnesota Electric Telephone Company.**—Informal application was filed in this office by D. N. Tallman, president, March 18, 1901, for permission to locate a telephone line across the Leech Lake Reservation in Minnesota. Instructions and regulations were forwarded applicant April 19.

**Nebraska Telephone Company.**—Application was filed in this office by C. E. Yost, president, June 10, 1901, for permission to locate and construct a telephone line through the Omaha and Winnebago Reservations in Nebraska, along a route beginning at Homer, Nebr., and terminating at the Omaha and Winnebago Agency. The Indian agent, Charles Mathewson, stated that the line, if constructed along the route proposed, would no doubt follow the public highway and would do no damage to any allottee on the reservation and that the construction

of the line would be of much benefit to the agency. Authority was granted the company by the Department June 21 to proceed to obtain the desired right of way under the prescribed regulations.

**Oklahoma Telephone and Railway Company.**—Application was filed in this office April 27, 1901, by this company for permission to locate and construct telephone lines extending to and from various points in the Indian Territory and Oklahoma. The Department, on May 10, returned the application unapproved and directed this office to advise the applicant to furnish additional evidence required by the regulations. The attorney for the company was advised May 15, as directed.

**Osage and Eastern Oklahoma Telephone Company.**—Application was filed in this office June 21, 1901, by J. H. Clapp, president, for permission to locate and construct a telephone line along a route described as follows: Commencing at the corporate limits of Ponca City, Okla., and extending thence easterly to the village of Pawhuska, in the Osage Nation, thence in a northerly direction to the town of Elgin, in the State of Kansas; also a branch line from the most convenient point on the line between Ponca City and Pawhuska, extending in a northerly direction to Kaw Agency and Hay Creek pasture; also a branch from the main line in a southerly direction to Gray Horse, in the Osage Nation, and to Ralston, in Pawnee County, Okla. The application was transmitted to the Department July 1, and July 3 the survey was authorized over the route above described.

**Pacific States Telephone and Telegraph Company.**—The Department referred to this office, April 24, 1901, a communication from Louis Glass, general manager, making application, accompanied by map of location, for permission to use a right of way through the Yakima Reservation, in the State of Washington, for electrical poles and lines for telephone and telegraph purposes, under the act of February 15, 1901. The line of the proposed route is described as beginning at the point about 1 mile east of the old town of Yakima and terminating at Mabton, a distance of 33 miles, the line being just off the right of way of the Northern Pacific Railway Company through the reservation. In office letter dated May 2 it was suggested that the company be requested to consider the advisability of making application under the provisions of section 3 of the act of March 3, 1901. The Department concurred May 6, and the company was requested accordingly May 10. No further action has been taken in the matter by the company.

**Postal Telegraph-Cable Company.**—July 22, 1901, the superintendent of the Tulalip Agency advised this office that the employees of the Postal Telegraph-Cable Company were interfering with the rights of Indians on the Port Madison Reservation, Wash., by reason of an attempt to locate a telegraph line on that reservation. The office was requested by the general manager of the company, July 25, to advise the company whether or not permission had not been granted the

Puget Sound Telegraph Company to locate a telegraph line across the Port Madison Reservation some time subsequent to the year 1870. The records of this office were examined and nothing could be found indicating that application had ever been made for the location of a telegraph line on that reservation, and the company was so advised August 7.

**Snohomish River Boom Company.**—February 25, 1901, E. E. Brehm, president, filed in this office a request for permission to locate and construct a telephone line across a corner of the Tulalip Reservation, in the State of Washington, extending from the town of Marysville to a point on Port Gardner, in sec. 31, T. 30 N., R. 5 E., W. M., a distance of about  $2\frac{1}{2}$  miles. The application was submitted to the Department March 14, and on the 26th it authorized the survey and location of the line of telephone as proposed on condition that the company prepare maps of definite location in accordance with Department regulations. The agent of the Tulalip Agency was designated to assess the damages suffered by the Indian allottees by reason of the location of the line. No further action has been taken by the company in the matter.

**E. F. Sparrow and R. W. Black.**—May 31, 1901, application was filed by the parties named for permission to locate and construct a telephone line along the wagon road connecting the town of Pawhuska, Osage Reservation, and the town of Elgin, on the south line of the State of Kansas, a distance of 25 miles. The application and accompanying map showing the proposed line were submitted to the Department June 12, and on the 14th of June authority was granted for the parties named to survey and locate a line along the route described.

**F. H. Wright.**—July 5, 1901, the Department approved the applications of F. H. Wright for authority to survey and locate a telephone line in the Indian Territory and a line in the Kiowa, Comanche, and Apache Reservation, in Oklahoma, as follows: Beginning at the town of Chickasha, Ind. T., extending thence westerly to the west line of the Indian Territory, and thence westerly in the Kiowa, Comanche, and Apache Reservation to a point on the north line of said reservation south of sec. 36, T. 8 N., R. 15 W. Also beginning at Anadarko and extending thence in a southerly direction to a point on or near the east line of the Fort Sill Military Reservation, thence easterly to the west line of the Indian Territory, thence easterly to the town of Marlow, Ind. T. July 8 further authority was granted F. H. Wright relative to the construction of that portion of the above-described line in the Indian Territory. July 18 he was further authorized to locate and construct a telephone line from a point on or near the east line of the Fort Sill Military Reservation in the Kiowa, Comanche, and Apache Reservation, Okla., to a point at or near the south line of the town of Lawton, Okla. July 26 the Department authorized the loca-

tion and survey of a further line extending from the town of Lawton, Okla., to the town of Duncan, Ind. T.

The maps of definite location showing the survey and location of these lines, excepting that between Lawton and Duncan, were filed in this office June 20, and were returned for correction on account of a discrepancy shown on the maps. By reason of the opening of the surplus lands of the Kiowa, Comanche, and Apache Reservation and the urgent need of telephonic communication, the Department, July 26, authorized Mr. Wright to commence the construction of his proposed lines on condition that maps of definite location, properly prepared, should be filed within ten days thereafter. A portion of the maps are now on file in this office, and the office is informed that maps showing the location of the entire line will be filed at an early date.

### RAILROADS ACROSS INDIAN LANDS.

During the fiscal year ending June 30, 1901, great activity has been manifested in the direction of railroad operations in the Indian Territory and Oklahoma.

This alertness is not only noticeable among railroad companies organized and having lines of railroad in operation in these Territories prior to June 30, 1900, but also in the organization of new companies evidently incorporated for the purpose of acquiring franchises through this resourceful region whereby to participate in the development of the country. Operations in this line have been stimulated, no doubt, in the Indian Territory by reason of the approaching consummation of the plans of the General Government for the extinguishment of the several tribal governments and a reorganization of the political and social conditions now prevailing, and in the Territory of Oklahoma by the allotment of the lands in the Wichita and the Kiowa, Comanche, and Apache reservations to the Indians in severalty and the subsequent opening of the surplus lands to public settlement.

Applications for rights of way submitted by the newly organized companies have in most instances been filed under the provisions of the general right-of-way act approved March 2, 1899 (30 Stats., 990), and the regulations of the Department prescribed thereunder, dated April 18, 1899. Paragraph 18 of the regulations above referred to was amended April 8, 1901, to read as follows:

18. In filing maps of location for approval under this act, the same should therefore be accompanied by the affidavit of the president or other principal officer of the company, defining the purpose, intent, and ability of the company in the matter of the construction of the proposed road. Further, each map should be accompanied by evidence of the service of an exact copy thereof and the date of such service, as follows:

"1. In the case of lands in any Indian reservation or reserved for any purpose in connection with the Indian service, upon the agent or other officer in charge.

"2. In the case of lands of one of the Five Civilized Tribes in Indian Territory, upon the principal officer of the tribe and also upon the Indian agent in charge.

"3. In the case of an allotment not within a reservation and not upon lands of one of the Five Civilized Tribes, upon the agent or other officer under whose supervision such allotment falls, and upon the allottee or owner, if living upon or in the vicinity of the allotment, and if not living thereon or in that vicinity, upon the person in actual possession of the allotment, and if no person be in actual possession thereof, then by posting in a conspicuous place upon the land a concise notice of the application for the right of way across the same.

"4. In case of an allotment within a reservation or upon lands of one of the Five Civilized Tribes, in addition to the service required by subdivisions 1 or 2 hereof, whichever is applicable, a concise written notice of the application for a right of way across the allotment shall also be served upon the allottee or owner if living upon or in the vicinity of the allotment, and if not living thereon or in that vicinity upon the person in actual possession of the allotment, and if no person be in actual possession thereof then by posting in a conspicuous place upon the land, which notice shall recite the fact that a copy of the map of the proposed right of way may be inspected on application to the agent or officer in charge.

"5. When personal service upon an allottee or owner of allotted land is not had, service under subdivisions 3 and 4 hereof shall be accompanied by a certificate of the agent or other officer under whose supervision the allotment falls, stating the existence of the specific facts justifying the particular manner of service employed."<sup>1</sup>

Rights of way and authority to make surveys have been granted railroad companies since the date of the last annual report and up to the 4th of September, 1901, as follows:

**Arkansas and Choctaw Railway Company.**—June 18, 1900, the Department approved a map of definite location showing the surveyed line of this company's road from the east to the west line of Indian Territory, subject to the provisions of the act of January 28, 1899 (30 Stats., 806). Under this act the payments for right of way are to be made to the tribes "in installments of \$500 as each 10 miles of road is graded," and no grading or construction can be done until "a map showing the entire line of the road in the Indian Territory shall be filed with and approved by the Secretary of the Interior." October 30, 1900, the Choctaw and Chickasaw nations, by resolutions of their national councils, dissented from the statutory provision of \$50 per mile, of which action the attorney for the railroad company was duly advised December 21, 1900. In reply it was claimed by the company that this action of the Choctaw and Chickasaw nations was taken after the expiration of four months from the date of the approval of the map of definite location (June 18, 1900), and that therefore the company could only be required to make compensation for right of way at the rate of \$50 per mile, as provided by the act of January 28, 1899. The subject was referred to the Department by this office February 25, 1901, and March 11 the Department, in reply, held that the time within which the nations could legally dissent began to run from the

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<sup>1</sup> Forms for use under the foregoing amendment will be furnished applicants upon request to the Indian office.

date they were notified of the approval of the map of definite location. This decision was reaffirmed by Department letter dated April 26, 1901.

May 24, 1901, this company filed a map amending a portion of the line of definite location shown upon sections 8 and 9, where the line of the Arkansas and Choctaw Railway Company conflicts with the line of the Western Oklahoma Railroad Company, which was transmitted to the Department by this office May 27 and was returned approved May 28. Accompanying these new maps was a relinquishment by the company of the corresponding part of the route covered by the original maps.

July 9, 1901, the Department referred to this office a communication from W. C. Perry, attorney for the railroad company, asking for a review of the ruling of the Department relative to the payment to be made the Choctaw and Chickasaw nations. With it was the opinion of the Assistant Attorney-General that a review of such ruling was unnecessary, inasmuch as the approval of the amendment to the map of definite location fixes the date from which the time begins to run against the nations within which they may dissent from the statutory provision of \$50 per mile.

The Department held that—

No map or maps showing its entire line as changed by said amended or new maps was or were filed with and approved by the Secretary of the Interior before May 28, 1901. There can be no map of definite location until there is lodged with the Secretary of the Interior an *accepted* map which authorizes the grading and construction of the road. A map can not be said to be one of definite location if it does not fix the place of construction. (*Van Wyck v. Knevals*, 106 U. S., 360.) The approval of the map by the Secretary of the Interior—in other words, its acceptance—is an essential element to fixing the place of construction. The question whether the route of this road through Indian Territory when once definitely located can be changed by the company with the approval of the Secretary of the Interior was resolved in the affirmative by the action of the company in filing and of the Secretary of the Interior in approving the amendment to the map of the entire line, and if the map showing the entire line of the road in the Indian Territory as so amended is the one along the line of which construction is now authorized and intended, it seems to follow that it is the one which fixes the mileage according to which compensation is to be made to the Indian tribes, and it is also the map the filing of which fixes the time within which the Indian general councils may dissent from the statutory allowance of compensation at the rate of \$50 per mile.

To sum it all up, this company is now in a situation, by reason of the filing and approval of the amendment to the map showing the entire line of the road in the Indian Territory, where, under the statute, the Indian tribes will have four months after May 28, 1901, within which, through their general councils, to dissent from the statutory allowance of compensation and to certify such dissent to the Secretary of the Interior.

The office was directed to forward a copy of this letter to the governor of the Chickasaw Nation, to the principal chief of the Choctaw Nation, and to the attorney of the Arkansas and Choctaw Railway



Company, which was done July 16 last. The office is not advised of any action having been taken by either the Choctaw or Chickasaw nations; such action may be taken, under the ruling of the Department, at any date prior to September 28, 1901.

**Blackwell, Enid and Southwestern Railroad Company.**—This company was chartered under the laws of the Territory of Oklahoma and its articles of incorporation were filed in the office of the secretary of that Territory on the 6th day of March, 1900. On April 16, 1901, application was filed in this office by Breckenridge Jones, president of the company, for permission to survey and locate a line of road in a southwesterly direction from the city of Enid, in Garfield County, Okla., through the counties of Garfield, Woods, Kingfisher, Blaine, Custer, and Washita, and through the Kiowa, Comanche, and Apache Reservation, to a point on Red River on the boundary line between Oklahoma and Texas. April 18 the Department authorized the survey and location of a line of road through Indian lands along the line described in the application except as to that portion extending beyond and across the Kiowa, Comanche, and Apache Reservation, and on June 14 additional authority was granted for the survey and location of that portion of the line extending through the Kiowa, etc., Reservation, entering that reservation near the ninety-ninth meridian and leaving it at a point between the southeast corner of Greer County, Okla., and not more than 20 miles east of the ninety-ninth meridian. July 26 the company was further authorized to extend its survey over Indian lands northeasterly from Enid, Okla., through the Kansa and Osage reservations.

A map of definite location showing the line of route as surveyed through the Kiowa, Comanche, and Apache Reservation was filed in this office July 29, 1901, and transmitted to the Department July 30. This map was approved by the Department August 1, subject to the provisions of the act of March 2, 1899, and the United States Indian agent of the Kiowa, etc., Agency was designated to act for and on behalf of any Indian allottees suffering damage by reason of such survey.

**Columbia Valley Railroad Company.**—As stated in the last annual report, this company submitted application on December 21, 1899, for permission to locate a line of railroad along the north bank of the Columbia River from a point opposite the town of Wallula, Wash., extending in a general westerly direction to Vancouver, Wash. Owing to an apparent conflict between this company and the Columbia Railway and Navigation Company for right of way along practically the same route, the Department, on September 7, 1900, declined to approve the map of section 6 of the line of road through T. 2 N., Rs. 13, 14, and 15 E., in Klickitat County, Wash., across Indian lands. It was subsequently satisfactorily shown that the line of road as proposed by the Columbia Valley Railroad Company would promote the public

interests, inasmuch as it was intended to reach remote portions not connected with railroad lines, and January 16, 1901, maps of definite location showing the survey of the portion of the line through certain Indian allotments in Klickitat County, Wash., were submitted to the Department. January 18, the maps were approved, under the act of March 2, 1899, and Supervisor Frank M. Conser was designated to act for the Indians in negotiating amicable settlements with the company for right of way through their respective lands.

The supervisor's report was submitted April 16, 1901, accompanied by a schedule showing the settlements effected with Indian allottees, amounting to \$430, and, also, a schedule showing the payments made to certain of the allottees, amounting to \$265. Accompanying the report was New York exchange in the sum of \$165, being the amount unpaid to Indian allottees, the payment being deferred in these two cases on account of certain action to be taken to perfect titles of allotments. The matter of perfecting title was taken up with Special Allotting Agent George A. Keepers by office letter dated April 29, 1901. One of the allottees has been paid, as shown on the schedule prepared by Mr. Conser; the other case has not yet been satisfactorily adjusted. There was a third allotment affected, over which there is a conflict which is now in course of adjustment. It was agreed, however, that \$200 would cover the amount of damages in this case, and accordingly this amount was collected from the railroad company and is held in this office pending the final adjudication of the matter.

**Chicago, Rock Island and Pacific Railway Company.**—In the last annual report it was noted that on July 15, 1899, the Department approved three sectional maps of 25 miles each of the second southwestern branch line of this company's road from a point in the NE.  $\frac{1}{4}$  of sec. 13, T. 13 N., R. 8 W., to a point in the SW.  $\frac{1}{4}$  of sec. 8, T. 2 N., R. 11 W., in the Kiowa and Comanche Reservation, Okla.

June 11, 1901, there were filed in this office three maps showing station grounds selected by this company along its line of road as follows: In the E.  $\frac{1}{2}$  of sec. 17, T. 6 N., R. 10 W., 13.6 acres. In the S.  $\frac{1}{2}$  of sec. 21, T. 5 N., R. 11 W., 13.8 acres. In the W.  $\frac{1}{2}$  of sec. 21, T. 4 N., R. 11 W., 13.8 acres. These maps were approved by the Department June 28, and the Indian agent of the Kiowa Agency, was designated to act on behalf of Indian allottees upon whose lands the station grounds are located.

July 8, 1901, there were filed by this company map of definite location, showing the survey of a line of road extending southerly from a point in sec. 8, T. 2 N., R. 11 W., to a point in the NW.  $\frac{1}{4}$  of sec. 4, T. 2 S., R. 14 W., in the Territory of Oklahoma, a distance of 25 miles. Also a map showing station grounds located in the NW.  $\frac{1}{4}$  of sec. 32, T. 2 N., R. 11 W., containing 12.3 acres. These maps were submitted to the Department July 15, and July 23 they were returned

approved (except as to such portion of the definite location as is within the Fort Sill Military Reservation), subject to all the provisions of the act of March 3, 1875, and also of the acts of March 2, 1887, and June 27, 1890, and subject to all prior valid existing rights and adverse claims. The agent of the Kiowa Agency was designated to act on behalf of the Indian allottees suffering damage by reason of such survey, and also to appraise damages on account of the survey through pasture reserve No. 1 of the Kiowa, Comanche, and Apache Indians.

**Choctaw, Oklahoma and Gulf Railroad Company.**—November 14, 1900, this office transmitted to the Department a map showing the location of a branch line extending from station 161+00, or milepost 369.6 of the main line, to the mines of the Archibald Coal and Mining Company, a distance of 1.64 miles. This map was approved by the Department November 17, 1900, subject to the provisions of the acts of February 18, 1888 (25 Stats., 35), February 13, 1889 (25 Stats., 668), August 24, 1894 (28 Stats., 502), and April 24, 1896 (29 Stats., 98). The company tendered in payment for the right of way of this branch line a voucher in the sum of \$82, but the Choctaw Nation, by act of its general council, dissented from the statutory provision of \$50 per mile as provided in the act of February 18, 1888, and the voucher was not accepted. It is proposed to take this matter up again when the Choctaw council shall have convened, with the purpose of effecting a settlement otherwise than by the appointment of referees, as provided in the act of February 18, 1888.

January 17, 1901, the office transmitted for Departmental action maps of definite location, showing the survey of the extension of the Choctaw, Oklahoma and Gulf Railroad Company's line of road in the Territory of Oklahoma, being sectional maps Nos. 14 and 15, and extending from a point in the NW.  $\frac{1}{4}$  of sec. 27, T. 11 N., R. 21 W., a distance of 46.19 miles. These maps were approved by the Department January 19, 1901, subject to the provisions of the foregoing acts of Congress approving the map of the Archibald spur and, in addition, the act of March 28, 1900 (31 Stats., 52). The agent of the Cheyenne and Arapaho Agency was designated to act on behalf of the Indian allottees suffering damage by reason of this survey, and instructions were issued to him March 11, 1901.

February 9, 1901, there was transmitted to the Department a map designated "Substitute map for amended map showing the additional station grounds at South McAlester." This substitute map was made necessary because the lines of the former amended map did not harmonize with the lines of the map of the town site of South McAlester as prepared by the town-site commission. The substitute map was approved by the Department February 14. August 2, 1901, the company submitted maps showing the station grounds at Washita, Okla., located in secs. 12 and 13, T. 12 N., R. 17 W., and between stations 854

and 884 of the company's survey, as represented on sectional map No. 14. The map was submitted to the Department for appropriate action August 9, 1901, and returned approved August 26, in like manner as sectional maps Nos. 14 and 15.

**Denison and Northern Railway Company.**—March 10, 1899, the Department extended the time for the completion of this line of road through the Choctaw and Chickasaw nations for two years from March 29, 1899, under the act of July 30, 1892 (27 Stats., 336), such extension being granted under the act of March 2, 1899. The maps of definite location of sections 1 and 2 of the main line of the road were approved by the Department May 4, 1895, and the maps of sections 1 and 2 of the northwestern branch line were approved May 25, 1895. November 24, 1900, the Department approved maps of definite location of sections 3 and 4 of the main line. The line of survey, as shown on maps of sections 3 and 4, is coincident with the line of survey shown upon the maps of definite location of the Western Oklahoma Railroad Company. The Denison and Northern Railway Company, by William J. Scott, president, protested against the granting of permission to survey to the Western Oklahoma Railroad Company, and was given a hearing January 11, 1901, before the Secretary of the Interior. Further action relative to the protest will appear under the head of Western Oklahoma Railroad Company, page 111.

**Fort Smith and Western Railroad Company.**—As stated in the last annual report, this company was granted right of way, by act of March 3, 1899 (30 Stats., 1368), for railway, telegraph, and telephone lines through the Choctaw and Creek nations. June 8, 1900, the Department approved the company's maps of definite location from a point on the eastern boundary of the Choctaw Nation, near Fort Smith, Ark., extending thence westerly to a crossing of the Missouri, Kansas and Texas Railroad, in sec. 14, T. 7 N., R. 15 E., a distance of 80.49 miles. June 14, 1900, the Department designated Special Agent E. B. Reynolds to act on behalf of the individual occupants of land in the Choctaw Nation in negotiating amicable settlement with the company for right of way through their holdings. Special Agent Reynolds was taken from this work to attend to other duties in connection with the Indian service, and was not returned until November, 1900. His report was submitted to this office January 24, 1901, with schedule showing awards of damages to individual occupants for the value of the land included within the right of way. June 8, 1901, George Hayden, the president of the company, dissented from the award as prepared by Agent Reynolds. The schedule, together with the railroad company's dissent, was transmitted to the Department June 14, 1901, and on June 18 was returned to this office disapproved, and Special Agent Samuel L. Taggart was designated to reappraise the damages along the entire line of railroad.

May 6, 1901, George Hayden, president, transmitted maps of definite location, showing the line of survey of the 57 miles through the Creek Nation, commencing at a point on the Canadian River and extending northwesterly to the western boundary of the Creek Nation. These maps were transmitted to the Department June 14, 1901, and on June 18 were returned to this office approved, and Special Agent Taggart was designated to assess damages. Special Agent Taggart immediately upon reaching the field of his labors advised the office that the railroad company contemplated revising the survey of its line from a connection with the Kansas City Southern Railroad to a point 20 miles westerly therefrom, and he was instructed to assess the damages on the amended line of survey, as shown upon a map furnished him by the chief engineer of the company.

July 22 Special Agent Taggart forwarded to this office schedules of damages on the 20-mile section between the Kansas City Southern Railroad and Baums, as amended by subsequent survey, and August 7 the company submitted to this office amended map of definite location for this 20-mile section, together with a copy of a resolution of the board of directors of the company relinquishing so much of the original line of survey as was amended by the amended map. The map of amended definite location corresponded with the map furnished by the engineer of the company to Special Agent Taggart, and his report and the amended map were accordingly submitted to the Department August 14, 1901, and were approved August 16.

The special agent's report showed that amicable settlement could not be effected between the railroad company and six individual occupants along the line of route, and referees will have to be appointed, as provided by section 3 of the act under which the original right of way was acquired. The schedule of awards to individual occupants accepting settlement with the railroad company was approved by the Department August 16, 1901, and the office was directed to collect the amount shown thereon to be due such occupants. The office is advised that the remainder of the original location from the Arkansas-Indian Territory line to the crossing of the Missouri, Kansas and Texas Railway has been amended and that maps showing the same will be filed at an early date.

**Gainesville, McAlester and St. Louis Railway Company.**—This company was authorized to construct, operate, and maintain a line of railroad by act of March 1, 1893 (27 Stats., 524), along the following route: Beginning at a point to be selected by the company on Red River north of the east part of Cook County, Texas, or the west part of Grayson County, in that State, and running thence in a northeast direction, by the most practicable route, through the Indian Territory, to a point on the western boundary of the State of Arkansas. Section 9 of this act provides that the company shall build at least

100 miles of its railway in the Indian Territory within three months after the passage of the act. Section 1 of the act of March 4, 1896 (29 Stats., 44), amends the act of March 1, 1893, extending for a period of three years the provisions of section 9, and section 4 of the act of 1896, provides that a map of definite location, showing the entire route of the road through the Indian Territory, shall be filed and approved by the Secretary of the Interior before any part of the road shall be constructed. By act of July 7, 1898 (30 Stats., 715), the previous acts were amended as follows:

That the Gainesville, McAlester and St. Louis Railway Company shall have the right to begin the construction of its line of road as soon as a map of definite location of the route of said road from Red River through the Indian Territory to or near South McAlester is filed with the Secretary of the Interior and approved by him: *Provided*, That a map of definite location of said road from South McAlester to Fort Smith shall be filed and approved before construction work shall be begun between South McAlester and Fort Smith.

By act of February 25, 1899 (30 Stats., 891), the provisions of section 9 of the act of 1893 were extended for a further period of three years from and after the passage of the act. The company has therefore until February 25, 1902, to build at least 100 miles of its road.

March 7, 1901, the office transmitted to the Department maps of definite location showing the survey from a point on Red River to South McAlester, in the Choctaw Nation, Ind. T., and March 18, 1901, they were returned approved, subject to the provisions of the several acts of Congress hereinbefore mentioned.

Section 5 of the act of March 1, 1893, provides that the general council of either of the nations or tribes through whose lands the railway may be located may within four months after the filing of maps of definite location dissent from the allowance of \$50 per mile for right of way. Accordingly Principal Chief Dukes, of the Choctaw Nation, and Governor Johnston, of the Chickasaw Nation, by office letter of March 28, 1901, were advised of the rights of those nations under that section, and April 23 Governor Dukes notified this office that the Choctaw Nation dissented from the statutory provision of \$50 per mile for right of way. Of this the railway company was duly informed by this office May 3.

**Jamestown and Northern Railway.**—This road is constructed through the Devils Lake Reservation, N. Dak., and has been in operation since the spring of 1885, but owing to the lack of necessary legislation the Indians have not been paid for the right of way through their lands, although the railroad company has expressed its willingness to make compensation to the Indians, as will appear from office report to the Department dated December 11, 1884, printed with accompanying papers containing the negotiations with the Indians in House Executive Document No. 31, Forty-eighth Congress, second

session. With this report there was submitted a draft of the legislation thought necessary for the carrying out of the agreement between the company and the Indians. Since then bills at different times have been introduced in Congress granting the Jamestown and Northern Railway Company a right of way through the Devils Lake Reservation, but none of these reached final action until the one approved March 3, 1901 (31 Stats., 1447). This act embodies all the legislation thought necessary, and is an exact copy (excepting where "State of North Dakota" is used instead of "Territory of Dakota") of the draft of the bill accompanying office report of December 11, 1884.

The matter will be taken up with the company at an early date, with a view to a speedy settlement, as per memorandum of agreement referred to in the act and on file with the Department.

**Kansas City, Mexico and Orient Railway Company.**—December 20, 1900, Messrs. Trimble & Braley, of Kansas City, Mo., acting as attorneys, submitted the application of that company for permission to survey and locate a line of road and telegraph through Indian lands in the Territory of Oklahoma. This company was organized under the laws of the State of Kansas, and its charter describes the purposes for which it is formed, as follows: To construct and operate a line or lines of railroad and telegraph lines from some point in or near Kansas City, Kans., thence by the most practicable route through certain counties in the State of Kansas to the boundary line between that State and the Territory of Oklahoma, thence in a general southerly direction through said Territory or the Indian Territory and the State of Texas, thence in a general southwesterly direction through the States of Chihuahua, Sinaloa, or Sonora, in the Republic of Mexico, to the waters of the Gulf of California or Pacific Ocean. The application was made under the act of March 2, 1899, and the papers accompanying the same were in conformity with the regulations prescribed under that act. January 4, 1901, the Department approved the application of the company and authorized it to survey and locate a line of railroad through Indian lands in the Territory of Oklahoma, more particularly described in its application on file in this office.

July 2, 1901, the Department referred to this office a communication from the company transmitting maps of definite location showing the line of survey of its road through the Kiowa, Comanche, and Apache Reservation. This office recommended the approval of the maps July 13, and on July 22 the Department returned them approved, subject to the provisions of the act of March 2, 1899, and directed that the maps and papers be filed with the Commissioner of the General Land Office, inasmuch as no Indian allotments in the reservation were affected by the line of survey. They were accordingly transmitted to the General Land Office.

**Kansas City, Fort Scott and Memphis Railway Company.**—April 15, 1901, Messrs. Britton & Gray, attorneys, submitted a map of definite location showing the survey of a line of railroad made by this company from a point at or near the town of Miami, in the Peoria and Miami Reservation, in the NE.  $\frac{1}{4}$  of sec. 31, T. 28 N., R. 23 E., to a point on the St. Louis and San Francisco Railroad at or near the town of Afton, in the Cherokee Nation, in sec. 33, T. 26 N., R. 22 E., a distance of 13.12 miles. Accompanying it was a deed from the Arkansas Northwestern Railway Company, dated February 11, 1898, assigning and transferring to the Gulf, Arkansas and Northwestern Railroad Company all the rights, privileges, and franchises held by it by virtue of the laws of the State of Arkansas, and also all the privileges, franchises, etc., vested in that company by act of Congress, which became a law without Presidential approval April 6, 1896 (29 Stats., 87); also a deed from the Gulf, Arkansas and Northwestern Railroad Company conveying to the Kansas City, Fort Scott and Memphis Railway Company all of its rights, property, and franchises, including the right of way acquired by it under said act of Congress; also an instrument of relinquishment from the Kansas City, Fort Scott and Memphis Railway Company to the United States, relinquishing to the United States all rights, powers, authorities, and franchises, as well as all of the right of way which it had acquired by the above-named conveyances, except the right of way between Miami and Afton. The maps and papers were transmitted to the Department April 22, 1901, and on April 24 the map of definite location was returned approved, subject to the provisions of the act of April 6, 1896.

Accompanying the application and map of definite location were certain instruments purporting to evidence amicable settlement with individual occupants along the line of the surveyed road. June 15, 1901, the Department, upon the recommendation of this office, directed that Agent Shoenfelt, at Union Agency, be instructed to investigate the matter of compensation made by the company to the occupants named in the several instruments. The report of the agent has not yet reached this office.

**Kiowa, Chickasha and Fort Smith Railway Company.**—As stated in the last annual report, the Department, on December 26, 1899, approved maps of definite location showing the line of survey made by this company, commencing at a point on the Chicago, Rock Island and Pacific Railway near Chickasha, Chickasaw Nation, Ind. T., and extending in a general southeasterly direction a distance of 40 miles; also four plats of station grounds along the surveyed line. June 22, 1900, the Department accepted and approved relinquishments by this company to the United States and the Choctaw and Chickasaw nations of so much of the survey and right of way of its original line of railroad as was shown on the maps of definite location approved December 26, 1899, between



a point in sec. 27, T. 7 N., R. 7 W., and the west line of sec. 10, T. 4 N., R. 4 W., I. M., all in the Chickasaw Nation.

January 25, 1901, the office transmitted to the Department maps of definite location filed by the attorneys of this company showing the line of survey from the point where the line as relinquished terminated, near Erin Springs, in sec. 10, T. 4 N., R. 4 W., to a point near Pauls Valley, in the NE.  $\frac{1}{4}$  of sec. 17, T. 3 N., R. 1 E., with the recommendation that the company be required to relinquish the remaining portion of the original survey, between the west line of said sec. 10, in T. 4 N., R. 4 W., and Pauls Valley, Indian Territory. The Department concurred and the attorneys for the company were advised accordingly February 4, 1901. March 15, 1901, this office transmitted to the Department a resolution of the board of directors of the company relinquishing this last-mentioned portion of the original right of way and resubmitted the map of definite location showing the new survey from Erin Springs to Pauls Valley. March 20, the Department accepted the relinquishment and approved, under the provisions of the act of March 2, 1899, the map of definite location, designating Inspector Cyrus Beede to appraise the damages arising by reason of the location of the new line of road.

July 29 Inspector Beede filed his report, together with schedules of damages assessed in favor of the Choctaw and Chickasaw tribes and individual occupants along the line of the road. The schedule of tribal damages showed an award of \$6,849.78 and the schedule of damages to individual occupants showed that settlements had been effected by the railroad company with all except five, compensation to whom will have to be determined by referees appointed under the provisions of the act of March 2, 1899. The matter of the appointment of referees was submitted to the Department August 26, last.

August 7, 1901, the Atchison, Topeka and Santa Fe Railway Company, by E. Wilder, secretary and treasurer, tendered New York exchange in the sum of \$6,849.78 in payment for right-of-way damages over Chickasaw tribal lands, which draft was forwarded to the Department August 23.

**Missouri, Kansas and Texas Railway Company.**—This company, since the date of the last annual report, has filed applications for permission to locate and survey extensions of its branch lines of road, which were approved as follows: April 13, 1901, the Department approved the application for permission to survey an extension to the Krebs branch, and May 13, 1901, it approved the application for permission to make survey for an extension of the Edwards branch. The maps showing the survey of these extensions have not as yet been submitted to this office.

**Muskogee and Western Railway Company.**—April 29, 1901, this company submitted an application for permission to survey and locate

a line of road through the Cherokee and Creek nations and certain counties in Oklahoma Territory, commencing at a point at or near Fort Gibson, Cherokee Nation, Ind. T., and extending thence westerly and northwesterly to the west line of the Creek Nation, Ind. T., and through the counties of Lincoln, Logan, Kingfisher, Canadian, Oklahoma, and Pottawatomie, in the Territory of Oklahoma. May 3 and May 6, 1901, respectively, the Department authorized the company to make survey through the Cherokee and Creek nations and through the counties named in the Territory of Oklahoma. June 12, 1901, there was filed in this office a map of definite location, designating the first section, and showing the line of survey from Fort Gibson, Cherokee Nation, to Muskogee, Creek Nation; and July 16 there were filed maps of definite location, showing the line of survey of the second and third sections, extending from Muskogee northwesterly a distance of 27.40 miles. July 25 the Department returned to this office, approved under the act of March 2, 1899, the maps of definite location of sections 1, 2, and 3, and designated Inspector Beede to appraise the damages arising from the location of the line of road. Instructions have been prepared by this office and approved by the Department relative to the assessment of damages, but owing to the great amount of work of this nature now being done by the agents of the Department Inspector Beede has not yet been detailed to this particular work.

**Minnesota and Manitoba Railroad Company.**—This company was authorized by act of April 17, 1900 (31 Stats., 134), to acquire right of way for a railroad and for telegraph and telephone lines through the ceded lands of what was formerly the Red Lake Reservation, commencing at a point at or near the terminus of the Manitoba and Southeastern Railway on the boundary line between the State of Minnesota and the Province of Manitoba, thence in a southeasterly direction to a point on Rainy River, forming the northeastern boundary of Minnesota, at or near the mouth of the Baudette River. The company is also authorized by the act to take grounds adjacent to its right of way for station purposes, 300 feet in width and 3,000 feet in length, to the extent of one station for each 10 miles of road, except at the crossing of Rainy River, at which point it is authorized to take not exceeding 40 acres, in addition to the grounds allowed for station purposes, for the corresponding section of 10 miles.

December 5, 1900, the Department approved two maps of definite location showing the surveyed line of road through the Red Lake Reservation and one plat of station grounds, but owing to the severity of the winters in this latitude the Department did not designate an agent to appraise the damages occasioned by the survey of the line of road until April 10, 1901, on which date Special Agent Eugene MacComas was instructed to assess the damages. May 31 he submitted

schedule of damages, which was transmitted to the Department June 7 and approved June 11, and this office was directed to collect from the company the \$1,458.26 due. June 27, 1901, Hector Baxter, the president of the company, tendered a draft in the sum of \$1,458.26 in payment for right-of-way damages, which was accepted by the Department July 11, 1901, and this office was directed to collect and pay the same to the Chippewa Indians of Minnesota. The schedule of damages to individual occupants, prepared by Special Agent MacComas, showed that the railroad company had effected amicable settlement with each and had made payment of the amount awarded.

**Oregon Railway and Navigation Company.**—October 13, 1900, this office transmitted to the Department the application of this company for permission to readjust its line of survey through certain Indian lands in the State of Oregon under the act of March 2, 1899, and October 23, 1900, it was held by the Department that a railroad company may readjust its line of road through Indian lands under the provisions of this act. February 18, 1901, there were forwarded to the Department maps and other papers showing the amended location of this line of road along the south bank of the Columbia River, State of Oregon, through the Indian homestead of Jack Coon and Charles Coon, deceased. The map was returned, however, unapproved by the Department, February 27, with the information that the company should submit further evidence as to the necessity for a right of way exceeding 100 feet in width, as shown on its amended map. The map of amended location, accompanied by the affidavit required by the Department, was resubmitted by this office March 28, 1901, and on April 9, the map was returned by the Department approved, subject to the provisions of the act of March 2, 1899. School Supervisor Conser was designated to act on behalf of the Indian allottees in the matter of effecting amicable settlement with the railroad company. June 26, 1901, he submitted a report showing settlement effected and accompanied the report with receipts showing payment made by the company to the Indians.

**Oklahoma City and Southeastern Railway Company.**—March 5, 1901, the office transmitted to the Department the application of J. R. Keaton, in behalf of the Oklahoma City and Southeastern Railway Company, for permission to survey and locate a line of road through the Choctaw and Chickasaw nations from a point on Canadian River to Coalgate and thence southeasterly to the Texas line. March 11 the application was approved and authority granted to this company accordingly. No further action has been taken by the company relative to the survey.

**Omaha Northern Railway Company.**—By act of Congress approved March 26, 1898 (30 Stats., 344), the Omaha Northern Railway Company was granted right of way through the Omaha and Winnebago

reservations, Nebr., and December 8, 1898, the Secretary of the Interior approved maps of definite location of the line of road through those reservations. March 7 and March 10, 1899, the President and Secretary of the Interior, respectively, approved the proceedings of the Omaha and Winnebago Indians consenting to the construction of the road through the reservations and through the allotted tracts.

It is provided in section 2 of the act of March 26, 1898, "that said railway shall be constructed through said reservation within three years after the passage of this act or the rights herein granted shall be forfeited as to the portion of the road not constructed." February 15, 1901, this office, reporting on Senate bill 4880, extending the time within which this company may construct its line of road, recommended that the bill become a law. This bill failed to pass, however, and by statutory limitation the company forfeited its right to construct a line of road through the reservation.

March 26, 1901, the company, by E. B. Reynolds, chief engineer, filed in this office maps of definite location and maps of station grounds for approval by the Secretary of the Interior, under the act of March 2, 1899, showing the survey of a line of road identical with the survey made by the company under the act of March 26, 1898. April 12, 1901, the company was notified that a full compliance with the regulations prescribed under the act of March 2, 1899, with respect to the serving of a copy of the map of definite location upon the Indian tribes and the several Indian allottees must be made. Service of copies of the map of definite location was subsequently made by the company upon the allottees and the Omaha and Winnebago tribes, which, together with the maps of definite location and station grounds, were resubmitted to the Department April 26, 1901. May 1 the Department returned approved the maps of definite location and station grounds and accepted certain instruments purporting to quitclaim the rights of the Indian allottees to the railroad company of the right of way through their respective holdings as receipts evidencing the payment by the railroad company to the allottees named of the amounts as shown therein. Inasmuch as it was shown that the company had paid as tribal damages the sum of \$320.25 for right of way acquired under the act of March 26, 1898, the Department accepted that payment as full compensation for tribal damages.

**Oklahoma City and Western Railway Company.**—January 10 and January 11, 1900, the Department approved maps of definite location showing the line of survey made by this company through Canadian and Oklahoma counties, in Oklahoma; the Kiowa, Comanche, and Apache Reservation, Okla., and the Chickasaw Nation, Ind. T. February 18, 1901, the Department transmitted to this office the application of this company for an extension of time in which to construct and complete its line from Oklahoma City to Acme, Tex., with

the information that the application was denied, since, by the act of March 2, 1899, under which the company secured permission to survey and locate its line of road, such an extension of time is authorized only where a part of the road shall have been built, and in the case of this road no part of the line had been built. The office was directed to notify the company of this action, which it did February 23.

May 1, 1901, the president of the company submitted for reapproval maps of definite location showing the survey of a line identical with that shown on the maps approved January 10 and January 11, 1900. May 9, 1901, the Department reapproved the map of definite location showing the survey through the Chickasaw Nation, Ind. T., and the counties of Canadian and Oklahoma, in Oklahoma, and on June 6, 1901, reapproved the maps of definite location showing the line of survey through the Kiowa, Comanche, and Apache Reservation, in Oklahoma, under act of March 2, 1899.

Acting Agent Randlett, of the Kiowa, etc., Agency, was designated to assess the damages suffered by Indian allottees in the Kiowa, etc., Reservation; Agent Patrick, of the Sauk and Fox Agency, to assess damages suffered by Indian allottees in Canadian and Oklahoma counties, Okla. August 5, 1901, the Department referred to this office a communication from the president of the company inclosing a draft for \$4,109.35, tendered in payment for right of way through the Kiowa, Comanche, and Apache Reservation; this was at the rate of \$50 per mile for the entire length of the line through the reservation. The office, reporting thereon August 13, submitted the matter for the action of the Department as to whether or not the company should be required to pay for right of way through the lands of the Kiowa, Comanche, and Apache Reservation other than those allotted to Indians.

August 6, 1901, the Department referred to this office a communication from the president of the company, inclosing a draft for \$1,471, tendered in payment for right of way through the Chickasaw Nation. The office, reporting thereon August 14, recommended, inasmuch as the assessment had not yet been made for the right of way through the Chickasaw Nation under the act of March 2, 1899, that the draft be returned to the company. The appraisement of the damages through the Chickasaw Nation will be made so soon as an agent of the Department can be detailed to the work.

**Osark and Cherokee Central Railway Company.**—This company, formerly the North Arkansas and Western Railroad Company, was authorized by the Department, July 2, 1900, to survey and locate a line of road commencing on the eastern line of the Indian Territory in T. 13 N., R. 33 W., fifth principal meridian, and extending thence in a general westerly direction to a point on the Missouri, Kansas and Texas Railway between a point just north of Wagoner, Ind. T., and a

point just south of Muskogee, Ind. T., under the act of March 2, 1899. The Department, on May 10, 1901, accepted the resolution of the board of directors of the North Arkansas and Western Railroad Company changing its name to the Ozark and Cherokee Central Railway Company and approved the application of the latter company for an amendment to the authority granted July 2, 1900, so that the line of road shall enter the Indian Territory in T. 15 N., instead of 13 N., R. 33 W., fifth principal meridian.

June 26, 1901, the Department approved maps of definite location showing the survey of the first section of 20 miles west from the Arkansas line, and July 23 designated Special Agent Reynolds to appraise the damages for the right of way. August 16, 1901, the Department approved the maps of definite location of the second 20-mile section westerly from the Arkansas State line and directed that Special Agent Reynolds be directed to make the appraisal in accordance with instructions given him relative to the first 20-mile section. September 3, 1901, this office transmitted to the Department maps of definite location showing the survey of the third section, a distance of 22.62 miles, to a connection with the Missouri, Kansas and Texas Railroad at Muskogee, Ind. T. Special Agent Reynolds is, at the date of this report, engaged in the assessment of damages for the right of way of the second section.

**Poteau Valley Railway Company.**—The office transmitted to the Department November 9, 1900, a report on a communication from the attorneys of this railroad making application to locate and survey a line of road in the Choctaw Nation. November 12, 1900, the Department declined to grant authority for the survey, for the reason that the line of road described in the application paralleled the Kansas City Southern Railway Company's line. The latter company was given thirty days within which to make a showing of facts.

April 29, 1901, the company renewed its application for permission to survey and locate a line extending 7.34 miles westerly from Shady Point on the line of the Kansas City Southern Railway Company and accompanied its application with map of definite location. It was represented that the company had acquired a line of road constructed and operated by the Choctaw Coal and Mining Company and used by that company for the transportation of coal from its coal mines to a connection with the Kansas City Southern Railroad. May 6, 1901, the Department approved the map of definite location and also a map of station grounds near Sutter, Choctaw Nation, Ind. T., under the act of March 2, 1899, and designated Inspector Cyrus Beede to appraise the damages suffered by the Choctaw Nation and individual occupants along the line of road.

June 25, Inspector Beede submitted schedules of damages showing an award in favor of the Choctaw Nation in the sum of \$927.94, and awards in favor of individual occupants amounting to \$191.63. These

schedules were approved by the Department July 11, and the office was directed to make collection of the amounts shown thereon to be due. The company was requested July 19, to remit the amount due the Choctaw Nation and to submit receipts showing the payment made to the individual occupants of the amount awarded each. August 12, David H. Hayes, the president of the company, replied, protesting against the assessment of tribal damages, claiming that they are excessive and requesting a reappraisal. August 22, the company was advised that the act of March 2, 1899, does not provide for a reappraisal and that the amount appraised by Inspector Beede was thought to be a fair and reasonable compensation and that the company should make payment of that amount before the right of way would become effective.

**Republic and Grand Forks Railroad Company.**—This company was granted permission by the Department March 18, 1901, to survey and locate a line of railroad across Indian allotments in the north half of the Colville Indian Reservation, Wash., from the town of Republic northerly to the international boundary line, conditioned that the company would file a bond in the sum of \$5,000 to guarantee the construction by the company of its line of road within one year. A debenture bond in the sum of \$5,000 was submitted to this office and transmitted to the Department March 25. The bond was accepted and returned to this office March 28. The incorporators of the company acquired by purchase all the rights and property of the Republic and Kettle River Railway Company, but by resolution of the board of directors of the Republic and Grand Forks Company all rights to make the survey acquired by authority of the Department March 18, 1901, were relinquished and waived. (See Republic and Kettle River Railway Company for further action.)

**Republic and Kettle River Railway Company.**—This company was granted authority by the Secretary of the Interior on May 8, 1900, to locate and survey a line of road through the north half of the Colville Reservation, Wash., and April 23, 1901, maps of definite location showing the survey of a line of road from the town of Republic northerly to the international boundary line were approved by the Department under the act of March 2, 1899.

April 29, 1901, Charles G. Hoyt, of the Crow-Flathead Commission, was designated by the Department to assess the damages suffered by Indian allottees. June 11 he submitted a schedule of damages assessed by him in favor of Indian allottees for right of way along the original line of survey, and also a schedule of damages assessed along an amended line of survey. July 3, 1901, W. C. Morris, counsel for the Republic and Kettle River Railway Company, filed an application for approval of an amended map of definite location and maps of the Sun Poil and Eureka branches. The schedules of damages and the

maps of amended definite location were transmitted to the Department July 10. July 13 the Department approved the schedules and the amended map of definite location in so far as it affects Indian allotments and amends the original survey from the international boundary line to the north end of Curlew Lake. July 15, 1901, T. P. Coffee, vice-president of the company, inclosed exchange for \$5,548.05 in payment of damages to Indian allotments, and the Department on the same day directed this office to make payment to the several Indian allottees through Agent Anderson, of the Colville Agency. The draft was accordingly forwarded to him for that purpose on the 30th of last July.

July 9, 1901, W. C. Morris, counsel for the company, transmitted affidavits relative to the unlawful survey being made by the Washington and Great Northern Railway Company across Indian allotments in the north half of the Colville Reservation along a line adjacent to the right of way of the Republic and Kettle River Railway. Agent Anderson, of the Colville Agency, was directed by this office not to permit the Washington and Great Northern Railway Company to make unauthorized surveys across Indian allotments.

August 16, 1901, the Department referred to this office a telegram from W. C. Morris protesting against the encroachments by the Washington and Great Northern Railway Company, stating that the latter company was constructing its line of road over the line surveyed by the Republic and Kettle River Railway Company. August 19 and August 29 Agent Anderson was given specific directions to cause the construction work by the Washington and Great Northern Company to be stopped.

**Seattle-Tacoma Interurban Railway Company.**—This company is the successor in interest of the Seattle-Tacoma Railway Company, which company, on May 2, 1900, had approved maps of definite location showing its line of survey across the Puyallup Reservation in the State of Washington. It appears that the Seattle-Tacoma Interurban Railway Company desired to extend its line along another route than that surveyed by the Seattle-Tacoma Railway Company. March 2, 1901, the office transmitted to the Department an application filed by Messrs. Carlisle & Johnson, attorneys for the Seattle-Tacoma Interurban Railway Company, for permission to survey and locate a line of road across the Puyallup Reservation along a route southerly from the one surveyed by the former company. March 18 the Department approved the application and authorized the company to make survey, imposing a condition that it furnish the relinquishment of the Seattle-Tacoma Railway Company to the right of way shown on the maps approved May 2, 1900.

April 29, 1901, the Department approved maps of definite location showing the line of survey and located route of the Seattle-Tacoma Interurban Railway Company, subject to the provisions of the act of



March 2, 1899, and accepted the relinquishment filed by the Seattle-Tacoma Railway Company. Commissioner McIntyre, of the Crow-Flathead Commission, was designated to assess the damages suffered by the Puyallup Indians, tribal and individual, by reason of the location of the Seattle-Tacoma Interurban Railway line.

Owing to illness, Mr. McIntyre was unable to proceed with the work, and it was assigned to Commissioner James H. McNeely, of the Crow-Flathead Commission. Upon request of the company, the Department, on July 12, appointed as referees to determine the compensation to be made certain minor heirs and absent Indian allottees O. B. Hayden, L. E. Sampson, and J. A. Wintermute, all of Tacoma, Wash. Commissioner McNeely's report of July 21, with schedules of damages, and the report of the referees were transmitted to the Department August 2, and were approved the same day. The schedules show a total award of \$7,773.65. This amount was turned over by the railroad company to Superintendent Terry, of the Puyallup Consolidated Agency, and August 9, under Department instructions of August 2, he was directed to pay to the several parties in interest the amounts awarded each, except in the cases of four allotments whose ownership has not been determined by the Department. The matter is now in process of adjustment.

**Shawnee, Red Fork Coal and Railway Company.**—May 23, 1901, N. W. Bliss, attorney for this company, filed in this office an application for permission to survey and locate a line of railway in the Indian Territory commencing at Red Fork, on the St. Louis and San Francisco Railroad, and extending thence southerly and southwesterly to Tecumseh or Shawnee, Okla. It was shown in the application that the company had acquired a line of road partially graded for a distance of 10 miles southerly from the town of Red Rock; also, that the company had acquired certain coal leases in the Creek Nation and proposed to operate them in connection with its railway franchise. The application was accompanied by a map of definite location showing the 10 miles of the line of road represented as being partially graded, which was submitted for approval under the act of March 2, 1899. For the reason that the application and map were not prepared in accordance with the regulations of the Department the papers were returned to the company May 23. July 24, 1901, corrected papers were transmitted to the Department. The Department, August 5, directed that the company be given thirty days to explain how it proposed to hold these coal leases in view of the Department order of July 23, 1901, directing the Indian inspector in the Indian Territory to cancel all permits for mining coal in the Creek Nation. August 9 the company was advised accordingly and given the thirty days' notice. No further action has as yet been taken by the company in the matter.

**Shawnee, Oklahoma and Missouri Coal and Railway Company.**—This company was authorized by the Department November 9, 1899, to locate and survey a line of railroad commencing at Shawnee, Okla., and extending thence northeasterly to the west line of the Indian Territory. November 10, 1899, authority was granted for the company to locate and survey its line of road from the west line of the Indian Territory, at or near the town of Keokuk Falls, Okla., and extending thence northeasterly through the Seminole, Creek, and Cherokee nations, in the Indian Territory, to the east line thereof, near the town of Seneca, Mo. June 2, 1900, the Department granted further authority for the location and survey of an extension of the company's line commencing at a point on the main line at or near the township corner between townships 13 and 14 N., ranges 15 and 16 E., in the Creek Nation, and extending thence southeasterly to the city of Fort Smith, Ark., with the condition that if the maps of definite location of the extension should show that the line of road is located within 10 miles of a line already constructed, or in actual course of construction, the company would be required to show how the public interests would be promoted by the location and construction of such extension before the maps of definite location would be approved.

September 5, 1900, the Department accepted the proofs of service and approved the maps of definite location of sections 1, 3, and 5, and also approved one part of each of sectional maps Nos. 2 and 4. The Department declined to approve the other parts because the certificates attached thereto were incorrect. These maps were returned to the company September 8, 1900, for correction. October 3, 1900, the Department approved corrected maps of sections 2 and 4, being the first and third 20-mile sections in the Indian Territory. May 4, 1901, the office transmitted to the Department map of definite location showing the survey of 14.20 miles of the main line, terminating at Muscogee, Ind. T. These maps were approved by the Department May 9, and Special Agent Reynolds was designated to assess the damages arising by reason of such survey and location. June 7, 1901, H. B. Dexter, president of the company, submitted maps of definite location showing a line of survey from Muscogee to Fort Gibson, in the Creek and Cherokee nations, a distance of 7.96 miles, and July 25, 1901, the maps were approved by the Department. All maps were approved under the act of March 2, 1899.

The schedules of awards of damages submitted by Special Agent Reynolds June 21 show as follows: Tribal damages awarded the Seminole and Creek nations, \$13,423.70; individual damages awarded occupants of the Seminole and Creek nations, \$50; individual damages awarded occupants in the Seminole and Creek nations, to which the occupants dissent, \$62.75; individual damages awarded Potawatomi

and Sauk and Fox allottees in Oklahoma, \$3,616.50; damages awarded Potawatomi and Sauk and Fox allottees, to which the allottees dissent, \$870.

These assessments cover the surveyed line of road from Muskogee westerly, but do not include the line from Muskogee to Fort Gibson. Special Agent Reynolds states that the line of road through the Creek Nation, in every quarter section except 32, passes over lands which have been filed on and to which certificates of allotments have been issued by the Commission to the Five Civilized Tribes, and while the award made by him to the individual allottees or occupants does not include damages for the value of the land included within the right of way, he is of the opinion that these allottees should be awarded damage for the value of the land.

July 20, 1901, the office requested the Commission to the Five Civilized Tribes to report whether the allotments made to the Creek citizens and confirmed by section 6 of the act of March 1, 1901, exclude the right of way of the Shawnee, Oklahoma and Missouri Coal and Railway Company, and also whether or not such right of way has been excluded from the allotments to the Seminole Indians. The commission replied August 17 that the allotments made to the Creeks and Seminoles did not exclude the right of way of the railroad; also, that it has no information that the Shawnee, Oklahoma and Missouri Coal and Railway Company has perfected a title to the land for right of way, depots, or station grounds, and believes that the allottees affected thereby are entitled to compensation and damages as provided by section 3 of the act of March 2, 1899. This matter is receiving further consideration.

**St. Paul, Minneapolis and Manitoba Railway Company.**—September 25, 1901, the office transmitted to the Department five maps of definite location of this road, showing a line of survey extending over and across Indian allotments in the north half of the Colville Indian Reservation, and over Indian lands in the south half of that reservation, in the State of Washington, together with proofs of service of a copy of each of the maps upon United States Indian Agent Anderson of the Colville Agency. September 27, the Department approved the maps of definite location, subject to the provisions of the act of March 2, 1889, and designated Agent Anderson to assess the damages for right of way of the company through tribal or unallotted lands, and also to act with and for the individual occupants and allottees in negotiating amicable settlements with the company for right of way and damages through their individual holdings and allotments. Instructions were given him by office letter dated October 8. No report has been received from him, and the office has no information as to whether or not the company intends to proceed further in the matter.

**Sulphur Springs Railway Company.**—October 11, 1900, authority was granted this company to locate and survey a line of road between Hickory and Davis, Chickasaw Nation, Ind T., via Sulphur Springs, provided the company would relinquish any right it might have acquired by its articles of incorporation in the matter of establishing electric-light plants. November 1, 1900, the office acknowledged receipt of a copy of a resolution of the board of directors of the company waiving any right under its charter to build its road except in accordance with the authority granted October 11, 1900.

February 8, 1901, the office transmitted to the Department maps of definite location along two sections, showing the survey of road from Hickory to Davis, and March 28 the Department returned, approved, under act of March 2, 1899, the map showing the survey of the section from Hickory to Sulphur Springs, and, disapproved, the map showing the survey from Sulphur Springs to Davis. Special Agent Taggart was designated by the Department to appraise the damages arising from the survey and location of the line from Hickory to Sulphur Springs. June 29, 1901, he submitted corrected schedules showing the tribal damages awarded by him for the above-described right of way, which were approved by the Department July 9. The company has been requested to remit the amount shown on the schedule to be due, \$881.46.

**Western Oklahoma Railroad Company.**—Application was filed in this office December 19, 1900, for permission to survey and locate a line of road commencing at a point near Hartshorne, on the Choctaw, Oklahoma and Gulf Railroad, to Ardmore, Ind. T., under the act of March 2, 1899, and accompanying the application were filed maps of definite location of sections 1, 2, and 3, showing the line of survey, commencing at a point near Hartshorne and extending thence southwesterly. January 5, 1901, W. J. Scott, president, in behalf of the Denison and Northern Railway Company, filed a protest in this office against favorable action on the application of the Western Oklahoma Railroad Company. A hearing was held February 4, 1900, in the office of the Secretary of the Interior, the Denison and Northern Railroad being represented by Henry E. Davis, esq., and the Western Oklahoma Railroad by Messrs. C. B. Stuart, J. W. McLoud, and Francis I. Gowen. By direction of the Department all the papers, maps, etc., filed in this office were submitted to the Department February 27, 1901, and March 1 the Department approved the maps of definite location of sections 1, 2, 3, 4, 5, and 6 of the Western Oklahoma Railroad Company, showing the line of survey of the railroad from a point near Hartshorne to Ardmore.

Inspector Cyrus Beede and Special Agent E. B. Reynolds were designated to assess the damages arising by reason of such survey and location, under instructions of this office dated March 9, 1901. Their

joint report of May 20 showed a total award for tribal damages of \$20,157.22 and for individual damages of \$2,505.52. A schedule was also submitted showing the names of individual occupants dissenting from the award of damages and with whom amicable settlement could not be effected by the railroad company, with a description of the lands occupied by each; also certain instruments evidencing the payment by the railroad company to the several individual occupants of the amounts awarded each except in the cases where amicable settlement could not be effected. The schedule of tribal damages and schedule of individual damages for which settlement was effected were approved by the Department July 9, 1901, and the office was directed to collect the amount for tribal damages and to pay the same to the Choctaw and Chickasaw nations as their interests might appear. The president of the company, Francis I. Gowen, was requested by this office, July 23, to remit the amount of tribal damages shown to be due the Choctaw and Chickasaw tribes. It has not yet been received.

May 16, 1901, there was filed in this office a map showing the selection of station grounds made by the company at Ardmore, Ind. T. The map was forwarded to the Department May 18, and was returned to this office, approved, May 21, and Inspector Cyrus Beede was designated to assess the damages arising from the selection. The inspector appraised the damages in the sum of \$313.25, and on July 11 the office was directed to collect that amount from the railroad company, which amount was remitted by voucher July 19.

June 28, 1901, maps showing selections of station grounds at the following-named points were filed in this office: Wild Horse, Kiowa, North Fork, Coalgate, Windy Hill, Blue, and Russet, and on July 3 map of station grounds selected at Wapanucka. The maps were transmitted to the Department July 11 and returned to this office approved July 17. Agent Shoenfelt, of the Union Agency, was designated to appraise the damages arising from the location of these station grounds. August 2, 1901, there were filed in this office maps showing the selection of station grounds at Tishomingo and Mansville. The map of station grounds at Mansville was approved by the Department August 9. The map showing the grounds at Tishomingo was returned to the company August 7 for correction.

**Watonga and Northwestern Railroad Company.**—Application was filed in this office February 21, 1901, by C. E. Ingersoll, president, for permission to survey and locate a line of road extending from a connection with the Choctaw, Oklahoma and Gulf Railroad near Geary, Okla., northerly to a point near Watonga, Okla.; it was accompanied by maps of definite location designated sections 1 and 2, showing the survey of the line. The maps were returned to this office by the Department, with instructions that the Choctaw, Oklahoma and Gulf Railroad Company be required to relinquish any rights it might have acquired by

reason of making a survey along a similar route. This relinquishment was filed April 5. All the papers were transmitted to the Department April 13, and on April 16 the Department approved the application and the maps of definite location. Accompanying the maps were instruments executed by Indian allottees purporting to convey to the Watonga and Northwestern Railroad Company a right of way through their respective allotments. These instruments were accepted by the Department as receipts evidencing the payment by the railroad company to the Indian allottees of the amounts named therein.

**Washington and Great Northern Railway Company.**—July 5, 1901, Thomas R. Benton, attorney for this company, filed in this office an application for permission to survey and locate a line of road through Indian allotments in the north half of the Colville Indian Reservation, Wash. The application was transmitted to the Department July 10, and July 13 the request of the company was granted. July 18 the office notified the company, through its attorney, that authority had been granted by the Department for it to survey and locate a line of road along the route described in its application, but that such authority did not permit any construction work to be undertaken until after maps of definite location should have been approved. Agent Anderson, of the Colville Agency, had telegraphed the office July 15 for information relative to the rights of the company in the matter of the construction of a road through Indian lands, and July 22 he telegraphed that the company had commenced construction upon certain Indian lands. The agent was instructed by telegraph July 29 and July 31 that no construction work should be permitted, and he was directed to stop any such work then being undertaken by the company. August 13, 1901, the company, through its attorney, filed in this office maps of definite location showing the survey of its lines of route, as follows:

1. From a point on the located line of said company's road on the west line of sec. 20, T. 38 N., R. 37 E., which point is 17.14 miles southerly from the intersection of said road with the international boundary line, to a point on the northerly bank of Columbia River in lot 12, sec. 26, T. 37 N., R. 37 E., Willamette meridian, a distance of 26.71 miles from the international boundary line, and a distance of 9.57 miles from the point of beginning above named.

2. From a point on the international boundary line, which point is 1,340 feet east from the center of Kettle River, to a point on the east line of sec. 36, T. 39 N., R. 33 E., a distance of 14.53 miles.

3. From the point last named to a point in unsurveyed land designated as station "Zero," which point is 3,300 feet south and 4,436 feet west from the southwest corner of sec. 31, T. 37 N., R. 33 E., Willamette meridian, a distance of 16.73 miles.

The routes described in paragraphs 2 and 3 parallel and cross, and in some places are coincident with, the approved line of the Republic and Kettle River Railway Company from the town of Republic northerly to the international boundary line. The latter company has filed in this office a protest against the approval of the map of definite loca-

tion of the Washington and Great Northern Railway Company. The protest and maps will be transmitted to the Department at an early date.

#### PIMA INDIANS IN MARICOPA COUNTY, ARIZ.

Last year this office received information that 100 Pima Indians in two villages had resided for twenty-five years on secs. 1 and 12, T. 1 N., R. 4 E., Maricopa County, Ariz., and that outsiders had recently filed upon those lands, which were highly cultivated, and had cut valuable timber. Immediate action was urged to prevent approval of these filings, and thus preserve the rights of the Indians and avoid further destruction of their property.

September 8, 1900, this office recommended that an inspector visit these Indians and ascertain the character and value of their improvements and what were their irrigation facilities and rights. This was done, and the inspector reported that the lands had been occupied by the Indians for more than twenty-seven years, and that they had cultivated from 200 to 400 acres on section 12, and made other improvements.

On recommendation of this office, the General Land Office was directed to cancel the entries made on section 12 and to allow no more filing thereon by white men. When the cancellation of the entries shall have been made, of which this office has not yet been advised, it is proposed by Executive order to withdraw sections 1 and 12 from entry by white people.

#### MISSION INDIANS ON WARNER'S RANCH.

The Supreme Court of the United States, in an opinion rendered May 13, 1901, decided adversely to the claim of some Mission Indians to retain occupancy of a tract in southern California known as Warner's ranch or Agua Caliente.

The effect of this decision will be to dispossess about 200 Indians of the lands they claim to have held for generations. Under the auspices of the Attorney-General an agreement was reached with the attorneys for the Downey estate whereby the Indians will be permitted to remain in possession of the lands until the next session of Congress, when, it is hoped, legislation for their relief may be enacted.

As a temporary expedient, all vacant lands in T. 10 S., R. 3 E., San Bernardino meridian, California, were, on June 11, 1901, withdrawn from settlement and entry and set aside for the use of the Indians until such time as Congress may provide the necessary legislation permanently reserving those lands. It has since been ascertained, however, that the vacant lands in that township are practically worthless and that such small areas as are adapted for agriculture will not support more than a few families. It will therefore be necessary for the

Government to provide other lands for the Indians affected by the decision, and, as it is reported that they will go from their former homes practically empty handed and penniless, relief in the way of necessaries of life must needs be afforded them. This matter will be made the subject of a special communication.

The titles of the cases are *Allejandro Barker et al.*, plaintiffs in error, *v. J. Downey Harvey*, administrator of the estate of John Downey, deceased, and the Merchants' Exchange Bank of San Francisco (No. 209) and *Jesus Quevas, alias Jesus Cuevo et al.*, plaintiffs in error, *v. Harvey*, administrator (No. 210), the plaintiffs in error being Mission Indians. The cases were reported as follows:

These cases were brought by defendants in error in the superior court of the county of San Diego, Cal., to quiet their title to certain premises in that county. Decrees rendered in their favor were carried to the supreme court of the State and by that court affirmed (126 Cal., 262). To such affirmance these writs of error have been sued out.

The facts in the cases are so nearly alike that it is sufficient to consider only the first. The land in question is within the limits of the territory ceded to the United States by the treaty of Guadalupe Hidalgo, February 2, 1848 (9 Stat., 922). Generally speaking, the plaintiffs claim title by virtue of a patent issued to John J. Warner on January 16, 1880, in confirmation of two grants made by the Mexican Government. On the other hand, the defendants do not claim a fee in the premises, but only a right of permanent occupancy by virtue of the alleged fact that they are Mission Indians (so called) and had been in occupation of the premises long before the Mexican grants, and, of course, before any dominion acquired by this Government over the territory; insisting, further, that the Government of Mexico had always recognized the lawfulness and permanence of their occupancy, and that such right of occupancy was protected by the terms of the treaty and the rules of international law.

The treaty of Guadalupe Hidalgo provided in Article VIII as follows:

ARTICLE VIII. Mexicans now established in territories previously belonging to Mexico and which remain for the future within the limits of the United States, as defined by the present treaty, shall be free to continue where they now reside or to remove at any time to the Mexican Republic, retaining the property which they possess in the said territories, or disposing thereof and removing the proceeds wherever they please, without their being subjected on this account to any contribution, tax, or charge whatever.

Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens or acquire those of citizens of the United States, but they shall be under the obligation to make their election within one year from the date of the exchange of ratifications of this treaty, and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.

In the said territories the property of every kind now belonging to Mexicans not established there shall be inviolably respected. The present owners, the heirs of these, and all Mexicans who may hereafter acquire said property by contract shall enjoy with respect to it guaranties equally ample as if the same belonged to citizens of the United States.

Article X, as originally prepared, was stricken out by the Senate, but in the protocol signed by the representatives of the two nations at the time of the ratification, on May 26, 1848, it was stated:

2d. The American Government, by suppressing the tenth article of the treaty of Guadalupe, did not in any way intend to annul the grants of lands made by Mexico in the ceded territories. These grants, notwithstanding the suppression of the article of the treaty, preserve the legal value which they may possess, and the grantees may cause their legitimate (titles) to be acknowledged before the American tribunals.

Conformably to the law of the United States, legitimate titles to every description of property, personal and real, existing in the ceded territory are those which were legitimate titles under the Mexican law in California and New Mexico up to the 13th of May, 1846, and in Texas up to the 2d March, 1836. (Ex. Doc. No. 50, H. R., Thirtieth Congress, second session, p. 77.)



After the acquisition of this territory, Congress, on March 3, 1851 (9 Stat., 631), passed an act entitled "An act to ascertain and settle the private land claims in the State of California," which created a commission to receive and act upon all petitions for confirmation of such claims. Its decision was subject to appeal to the district court of the United States and thence to this court. As originally organized the commission was to continue for three years, but that time was extended by subsequent legislation. Sections 8, 13, 15, and 16 are as follows:

SEC. 8. That each and every person claiming lands in California by virtue of any right or title derived from the Spanish or Mexican Government shall present the same to the said commissioners when sitting as a board, together with such documentary evidence and testimony of witnesses as the said claimant relies upon in support of such claims; and it shall be the duty of the commissioners, when the case is ready for hearing, to proceed promptly to examine the same upon such evidence and upon the evidence produced in behalf of the United States, and to decide upon the validity of the said claim, and within thirty days after such decision is rendered to certify the same, with the reasons on which it is founded, to the district attorney of the United States in and for the district in which such decision shall be rendered.

SEC. 13. That all lands the claims to which have been finally rejected by the commissioners in the manner herein provided, or which shall be finally decided to be invalid by the district or Supreme Court, and all lands the claims to which shall not have been presented to the said commissioners within two years after the date of this act, shall be deemed, held, and considered as part of the public domain of the United States; and for all claims finally confirmed by the said commissioners or by the said district or Supreme Court a patent shall issue to the claimant upon his presenting to the General Land Office an authentic certificate of such confirmation and a plat or survey of the said land, duly certified and approved by the surveyor-general of California, whose duty it shall be to cause all private claims which shall be finally confirmed to be accurately surveyed, and to furnish plats of the same; and in the location of the said claims the said surveyor-general shall have the same power and authority as are conferred on the registrar of the land office and receiver of the public moneys of Louisiana by the sixth section of the act "to create the office of surveyor of the public lands for the State of Louisiana," approved third March, one thousand eight hundred and thirty-one: *Provided always*, That if the title of the claimant to such lands shall be contested by any other person, it shall and may be lawful for such person to present a petition to the district judge of the United States for the district in which the lands are situated, plainly and distinctly setting forth his title thereto, and praying the said judge to hear and determine the same, a copy of which petition shall be served upon the adverse party thirty days before the time appointed for hearing the same: *And provided further*, That it shall and may be lawful for the district judge of the United States, upon the hearing of such petition, to grant an injunction to restrain the party at whose instance the claim to the said lands has been confirmed from suing out a patent for the same until the title thereto shall have been finally decided, a copy of which order shall be transmitted to the Commissioner of the General Land Office, and thereupon no patent shall issue until such decision shall be made, or until sufficient time shall, in the opinion of the said judge, have been allowed for obtaining the same; and thereafter the said injunction shall be dissolved.

SEC. 15. That the final decrees rendered by the said commissioners, or by the district or Supreme Court of the United States, or any patent to be issued under this act, shall be conclusive between the United States and the said claimants only, and shall not affect the interests of third persons.

SEC. 16. That it shall be the duty of the commissioners herein provided for to ascertain and report to the Secretary of the Interior the tenure by which the mission lands are held, and those held by civilized Indians, and those who are engaged in agriculture or labor of any kind, and also those which are occupied and cultivated by Pueblo or Ranchero Indians.

On the trial before the court, without a jury, the findings of fact were in substance that the plaintiffs had the ownership in fee simple of the premises described; that the defendants had no rights or interest therein, and the decree was in accordance therewith. The statement on appeal, prepared by the trial court, disclosed that the plaintiffs introduced in evidence the patent to John J. Warner, which patent recited the filing of a petition by Warner with the land commission praying for confirmation of his title, a title based on two Mexican grants—one June 8, 1840, to Jose Antonio Pico by Juan B. Alvarado, then constitutional governor of the Californias, and the second, November 28, 1844, to petitioner by Manuel Micheltorena, governor-general commandant and inspector-general of the Californias; recited also a decree of confirmation of such title, an appeal to the district court of the United States and an affirmance of the decision of the commission, the return of the surveyor-general of the State showing a survey; and conveyed the premises to Warner, "but with

the stipulation that in virtue of the fifteenth section of the said act neither the confirmation of this claim nor this patent shall affect the interests of third persons." It was admitted that Warner's title had passed to plaintiffs and that the taxes had all been paid by them. On the other hand, the appeal statement showed that the defendants offered copies of the expedientes of both of the grants referred to in the patent, and also oral testimony of occupation by the defendants and their ancestors. Some witnesses were introduced by the plaintiffs to contradict this matter of occupancy, but on final consideration the court struck out all the testimony in reference to occupancy and of the Mexican grants upon which the patent was issued. Upon the evidence, therefore, that was received by the trial court there could be no doubt of the rightfulness of the decree, and the question presented by the record to the supreme court of the State was whether there was error in striking out the testimony offered on behalf of the defense.

Mr. Justice Brewer delivered the opinion of the Court.

Undoubtedly by the rules of international law, and in accordance with the provisions of the treaty between the Mexican Government and this country, the United States were bound to respect the rights of private property in the ceded territory. But such obligation is entirely consistent with the right of this Government to provide reasonable means for determining the validity of all titles within the ceded territory, to require all persons having claims to lands to present them for recognition, and to decree that all claims which are not thus presented shall be considered abandoned. "Undoubtedly private rights of property within the ceded territory were not affected by the change of sovereignty and jurisdiction and were entitled to protection, whether the party had the full and absolute ownership of the land or merely an equitable interest therein which required some further act of the Government to vest in him a perfect title. But the duty of providing the mode of securing these rights and of fulfilling the obligations imposed upon the United States by the treaties belonged to the political department of the Government, and Congress might either itself discharge that duty or delegate it to the judicial department. (*De la Croix v. Chamberlain*, 12 Wheat., 599, 601, 602; *Chouteau v. Eckhart*, 2 How., 344, 374; *Tameling v. United States Freehold Co.*, 93 U. S., 647, 661; *Botiller v. Dominguez*, 130 U. S., 238.)" *Astiazaran v. Santa Rita Land and Mining Co.*, 148 U. S., 80, 81.

*Botiller v. Dominguez* (130 U. S., 238), the last case cited in the foregoing quotation, deserves special notice. The supreme court of California had held in several cases that a perfect title need not be presented to the land commission; that it was recognized by the treaty of cession and required no further confirmation; that the act to ascertain and settle private land claims applied only to those titles which were imperfect and needed the action of some tribunal to ascertain and establish their validity. But in this case, which came from the supreme court of California, we held the contrary. We quote at some length from the opinion. Thus, on page 246, it was said:

Two propositions under this statute are presented by counsel in support of the decision of the supreme court of California. The first of these is that the statute itself is invalid, as being in conflict with the provisions of the treaty with Mexico and violating the protection which was guaranteed by it to the property of Mexican citizens, owned by them at the date of the treaty; and also in conflict with the rights of property under the Constitution and laws of the United States, so far as it may affect titles perfected under Mexico. The second proposition is that the statute was not intended to apply to claims which were supported by a complete and perfect title from the Mexican Government, but, on the contrary, only to such as were imperfect, inchoate, and equitable in their character, without being a strict legal title.

With regard to the first of these propositions, it may be said that so far as the act of Congress is in conflict with the treaty with Mexico that is a matter in which the court is bound to follow the statutory enactments of its own Government. If the treaty was violated by this general statute, enacted for the purpose of ascertaining the validity of claims derived from the Mexican Government, it was a matter of international concern, which the two States must determine by treaty, or by such other means as enables one State to enforce upon another the obligations of a treaty. This court, in a class

of cases like the present, has no power to set itself up as the instrumentality for enforcing the provisions of a treaty with a foreign nation which the Government of the United States, as a sovereign power, chooses to disregard. (*The Cherokee Tobacco*, 11 Wall., 616; *Taylor v. Morton*, 2 Curtis, 454; *Head Money Cases*, 112 U. S., 580, 598; *Whitney v. Robertson*, 124 U. S., 190, 195.)

In reference to the second proposition, after noticing several provisions of the statute, it was declared (p. 248):

It is not possible, therefore, from the language of this statute, to infer that there was in the minds of its framers any distinction as to the jurisdiction they were conferring upon this board between claims derived from the Spanish or Mexican Government, which were perfect under the laws of those Governments, and those which were incipient, imperfect, or inchoate. \* \* \* It was equally important to the object which the United States had in the passage of it that claims under perfect grants from the Mexican Government should be established as that imperfect claims should be established or rejected.

The superior force which is attached, in the argument of counsel, to a perfect grant from the Mexican Government had its just influence in the board of commissioners or in the courts to which their decisions could be carried by appeal. If the title was perfect, it would there be decided by a court of competent jurisdiction, holding that the claim thus presented was valid: if it was not, then it was the right and the duty of that court to determine whether it was such a claim as the United States was bound to respect, even though it was not perfect as to all the forms and proceedings under which it was derived. So that the superior value of a perfected Mexican claim had the same influence in a court of justice which is now set up for it in an action where the title is contested.

Nor can it be said that there is anything unjust or oppressive in requiring the owner of a valid claim in that vast wilderness of lands unclaimed, and unjustly claimed, to present his demands to a tribunal possessing all the elements of judicial functions, with a guaranty of judicial proceedings, so that his title could be established if it was found to be valid or rejected if it was invalid.

We are unable to see any injustice, any want of constitutional power, or any violation of the treaty in the means by which the United States undertook to separate the lands in which it held the proprietary interest from those which belonged, either equitably or by a strict legal title, to private persons. Every person owning land or other property is at all times liable to be called into a court of justice to contest his title to it. This may be done by another individual or by the government under which he lives. It is a necessary part of a free government, in which all are equally subject to the laws, that whoever asserts rights or exercises powers over property may be called before the proper tribunals to sustain them.

The views thus expressed have been several times reaffirmed by this court, the latest case being *Florida v. Furman* (180 U. S., 402), in which, after quoting the passage last above quoted, we said, in reference to statutes of the United States respecting claims in Florida (p. 438):

We are of opinion that these acts applied and were intended to apply to all claims, whether perfect or imperfect, in that particular resembling the California act; that the courts were bound to accept their provisions, and that there was no want of constitutional power in prescribing reasonable limitations operating to bar claims if the course pointed out were not pursued.

See also *Thompson v. Los Angeles Farming, etc. Co.*, (180 U. S., 72, 77), in which it was said in reference to the statute before us:

Every question which could arise on the title claimed could come to and receive judgment from this court. The scheme of adjudication was made complete and all the purposes of an act to give repose to titles were accomplished. And it was certainly the purpose of the act of 1851 to give repose to titles. It was enacted not only to fulfill our treaty obligations to individuals, but to settle and define what portion of the acquired territory was public domain. It not only permitted but required all claims to be presented to the board and barred all from future assertion which were not presented within two years after the date of the act. (Sec. 13.) The jurisdiction of the board was necessarily commensurate with the purposes of its creation, and it was a jurisdiction to decide rightly or wrongly. If wrongly a corrective was afforded, as we have said, by an appeal by the claimant or by the United States to the district court.

These rulings go far toward sustaining the decision of the supreme court of California in the present cases. As between the United States and Warner, the patent is as conclusive of the title of the latter as any other patent from the United States is of the title of the grantee named therein. As between the United States and the Indians, their failure to present their claims to the land commission within the time named made the land within the language of the statute "part of the public domain of the United States." "Public domain" is equivalent to "public lands,"

and these words have acquired a settled meaning in the legislation of this country. "The words 'public lands' are habitually used in our legislation to describe such as are subject to sale or other disposal under general laws." (*Newhall v. Sanger*, 92 U. S., 761, 763.) "The grant is of alternate sections of public land, and by public land, as it has been long settled, is meant such land as is open to sale or other disposition under general laws." (*Bardon v. Northern Pacific Railroad Co.*, 145 U. S., 535, 538. See also *Mann v. Tacoma Land Co.* 153 U. S., 273, 284.) So far, therefore, as these Indians are concerned, the land is rightfully to be regarded as part of the public domain and subject to sale and disposal by the Government, and the Government has conveyed to Warner. It is true that the patent, following the fifteenth section of the act, in terms provides that the patent shall not "affect the interests of third persons," but who may take advantage of this stipulation? This question was presented and determined in *Beard v. Federy* (3 Wall, 478), and the court, referring to the effect of a patent, said (pp. 492, 493):

When informed, by the action of its tribunals and officers, that a claim asserted is valid and entitled to recognition, the Government acts, and issues its patent to the claimant. This instrument is, therefore, record evidence of the action of the Government upon the title of the claimant. By it the Government declares that the claim asserted was valid under the laws of Mexico; that it was entitled to recognition and protection by the stipulations of the treaty, and might have been located under the former Government, and is correctly located now, so as to embrace the premises as they are surveyed and described. As against the Government this record, so long as it remains unvacated, is conclusive. \* \* \* The term "third persons," as there used, does not embrace all persons other than the United States and the claimants, but only those who hold superior titles, such as will enable them to resist successfully any action of the Government in disposing of the property.

If these Indians had any claims founded on the action of the Mexican Government they abandoned them by not presenting them to the commission for consideration, and they could not, therefore, in the language just quoted, "resist successfully any action of the Government in disposing of the property." If it be said that the Indians do not claim the fee, but only the right of occupation, and, therefore, they do not come within the provision of section 8 as persons "claiming lands in California by virtue of any right or title derived from the Spanish or Mexican Government," it may be replied that a claim of a right to permanent occupancy of land is one of far-reaching effect, and it could not well be said that lands which were burdened with a right of permanent occupancy were a part of the public domain and subject to the full disposal of the United States. There is an essential difference between the power of the United States over lands to which it has had full title, and of which it has given to an Indian tribe a temporary occupancy, and that over lands which were subjected by the action of some prior government to a right of permanent occupancy, for in the latter case the right, which is one of private property, antecedes and is superior to the title of this Government, and limits necessarily its power of disposal. Surely a claimant would have little reason for presenting to the land commission his claim to land, and securing a confirmation of that claim, if the only result was to transfer the naked fee to him, burdened by an Indian right of permanent occupancy.

Again, it is said that the Indians were, prior to the cession, the wards of the Mexican Government, and by the cession became the wards of this Government; that, therefore, the United States are bound to protect their interests, and that all administration, if not all legislation, must be held to be interpreted by, if not subordinate to, this duty of protecting the interests of the wards. It is undoubtedly true that this Government has always recognized the fact that the Indians were its wards, and entitled to be protected as such, and this court has uniformly construed all legislation in the light of this recognized obligation. But the obligation is one which rests upon the political department of the Government, and this court has never assumed, in the absence of Congressional action, to determine what would have been appropriate legislation, or to decide the claims of the Indians as though such legislation

had been had. Our attention has been called to no legislation by Congress having special reference to these particular Indians. By the act creating the land commission the commissioners were required (sec. 16) "to ascertain and report to the Secretary of the Interior the tenure by which the mission lands are held, and those held by civilized Indians, and those who are engaged in agriculture or labor of any kind, and also those which are occupied and cultivated by Pueblos or Rancheros Indians." It is to be assumed that the commissioners performed that duty, and that Congress, in the discharge of its obligation to the Indians, did all that it deemed necessary, and as no action has been shown in reference to these particular Indians, or their claims to these lands, it is fairly to be deduced that Congress considered that they had no claims which called for special action.

But we are not compelled to rest upon any presumptions from the inaction of Congress. Turning to the testimony offered in respect to the matter of occupation, it may be stated that there was sufficient to call for a finding thereon if the fact of occupation was controlling. But in the Mexican grants upon which Warner based his application to the commission for a confirmation of his title we notice these things: The first grant was in 1840, to José Antonio Pico. The application was for "the place 'Agua Caliente,' belonging to the mission of San Luis Rey, since it is not needed by the said mission, having a house on it and an orchard of little utility." The report of the justice of the peace was "that the land 'Agua Caliente' is the property of the San Luis Rey Mission, which has improvements, buildings, and an orchard, from which derive their subsistence the Indians who live thereon, which is bounded by the property of Joaquin Ortega, and I believe it can be awarded to the interested party for being worthy, but without prejudice to the Indians, who from it derive their support."

The last paper in the expediente was the following:

*Juan B. Alvarado, constitutional governor of the department of both Californias:*

Whereas José Antonio Pico has petitioned, for his own personal benefit and that of his family, the land known by the name of "Agua Caliente," bounded by the ranch of "San José Valley," with the boundary of the canyon of "Buena Vista" and by the mountains of "Palomar," having previously complied with the writs and investigations corresponding, as required by the laws and regulations, exercising the powers which are conferred on me in the name of the Mexican nation, I have resolved to grant to him the said place, subjecting himself to pay for the place of worship and other improvements that be there, belonging to the San Luis Rey Mission, and not molest (prejudicial) the Indians that thereon may be established, and to the approbation of the most excellent assembly of the department, and to the conditions following, to wit:

First. He is allowed to fence it in without interfering with the roads, crossroads, and other usages (servidumbres). He will possess it fully and exclusively, turning it to agricultural or any other use he may see fit, but within a year he shall construct a house thereon and live in it.

Second. When the property shall have been confirmed to him, he shall petition the respective judge to give him possession thereof, by virtue of this order, and shall mark out the boundaries on whose limits he shall fix the landmarks, some fruit and wild trees that may be of some utility.

Third. The land of which donation is hereby made is of the extent mentioned in the plan, which goes with the "expediente." The judge who should give possession thereof shall have it surveyed according to law, leaving the residue that may result to the nation for other purposes.

Fourth. If he should fail to comply with these conditions, he shall forfeit his title to the land and it will be denounceable by another.

Therefore, I command that this present order be to him the title, and holding it for good and valid, a copy thereof be entered into the proper book and given to the party interested for his protection and other purposes.

No approval of this grant by the departmental assembly appears of record, but the finding of the commission was that whatever of right passed to Pico was transferred by conveyances to Warner. The second grant, that in 1845, was made directly to Warner, upon his personal application, which application was thus indorsed:

OFFICE OF THE FIRST JUSTICE OF THE PEACE,  
San Diego.

In view of the petition which the party interested remits to this office, I beg to state that the said "Valle San José" is, and has for the past two years been vacant and abandoned, without any goods

nor cultivation on the part of San Diego; but said place belongs at the present time to the said mission, and at petitioner's request I sign this in San Diego.

JUAN MA MARRON.

AUGUST 6, 1844.

MOST R. P. VINCENT OLIVAS:

With the object of soliciting in property the place known by the name "Valle de San José," formerly occupied by the mission under your charge, I beg of you to be so kind as to inform me if, at the present day, the Mission of San Diego does occupy the said land, and if not, how long since it has been abandoned.

JUAN J. WARNER.

SAN DIEGO, August 5, 1844.

The "Valley of San José" can be granted to the party who petitions for it, inasmuch as the Mission of San Diego, to whom it belonged, has no means sufficient to cultivate and occupy it, and it is not so necessary for the mission.

FR. VINCENT P. OLIVAS.

MISSION OF SAN DIEGO, August 5, 1844.

The grant was in these words:

The citizen, Manuel Michelorena, general of brigade of the Mexican army, adjutant-general of the same, governor-general, commander and inspector of both Californias:

Whereas Juan José Warner, Mexican by naturalization, has petitioned for his own personal benefit, and that of his family, the land known by the name "Valle de San José," bounded on the east by the entrance into San Felipe and the mountain, on the west by the mountain and canyon of Aguanga; and on the north bounded by the mountain, and the boundaries on the south being the "Carrizo" and the mountain; having previously complied with the notices and investigations on such matters as prescribed by the laws and regulations, exercising the powers conferred on me in the name of the Mexican nation, I have resolved to grant him the said land, declaring it by these presents his property, subject to the approbation of the most excellent assembly of the department, and to the conditions following, to wit:

First. He will not be allowed to sell it, to alienate it, nor to mortgage it, to place it under bond, or to place it under any obligation, nor give it away.

Second. He will be allowed to fence it in, without interference with the roads and other usages (servidumbres). He will hold it freely and exclusively, turning it to agriculture or any other use he may please, and he shall build a house on it within one year and live in it.

Third. He shall apply to the respective judge to give him judicial possession thereof, by virtue of this order; by which he shall mark out the boundaries, whereon he shall place the stakes, some fruit and wild trees of some use or other.

Fourth. The land which is being granted consists of six leagues, more or less (seis sitios de ganado mayor) according to the respective map or plan. The judge who may give possession thereof shall have it surveyed according to law, leaving the residue (sobrante) to the nation for its use.

Fifth. Should he fail to comply with these conditions, he shall forfeit his right to the land, and it will be denounceable by another. Therefore, I order that this present decree be to him his title, and holding it for good and valid notice thereof be entered into the respective books and be given to the interested party for his protection and other purposes.

The grant was subsequently approved by the departmental assembly on May 21, 1845. On the application to the private land commission the matter was investigated, and a report made by Commissioner Felch in these words:

J. J. Warner *v.* The United States, for the place called Agua Caliente y Valle de San José, in San Diego County, containing six square leagues of land.

Two grants are presented and proved in this case: The first, made by Governor Juan B. Alvarado to José Antonio Pico on the 8th day of June, 1840; the other by Governor Manuel Michelorena on the 28th day of November, 1844, to the present claimant. The land embraced in the grant to Pico is designated by the name Agua Caliente, and that described in the grant to Warner is called the Valle de San José. On comparing the descriptions of the two parcels of lands and maps which constitute portions of the two expedientes it is manifest that the grant to Warner embraces the premises described in the previous grant to Pico. The place known by the name of Agua Caliente constitutes the northern portion of the valley known by the name of San José, while the grant to Warner describes the entire valley, and the witnesses testify that the rancho claimed by Warner is known by these names, but more frequently it has recently been called Warner's rancho. The testimony shows that Pico had set out some vines on the place before the grant was made to him, and that he built a house on the place after the grant, but in 1842 he left the place, probably on account of the danger from the Indians, and does not appear to have done anything more in connection with it.

The proof is scarcely sufficient to establish the performance of the conditions of the grant by him; while his absence from the place and the want of any evidence of an attempt to return to it after 1842 indicates an abandonment of it. It was so treated by Warner in petitioning for a grant of the

same in 1844 and by the governor in making the concession to him. If, however, there was any remaining interest in said Pico by virtue of the grant to him, the present claimant has succeeded to that interest by virtue of a conveyance made to him by said Pico on the thirteenth day of January, 1852. This conveyance is given in evidence.

I think, however, that the right of the present claimant must be determined entirely by the merits of the case based on Micheltoarena's grant to him.

This grant was approved by the departmental assembly May 21, 1845.

The testimony of Andres Pico shows that Warner was living with his family on the place in the fall of 1844 and cultivating portions of the land.

His residence on the place appears to have been continued until 1851, when the Indians burnt his buildings and destroyed his stock. Since that time his occupation has been continued by his servants.

In the grant the description of the land petitioned for is such as to embrace the entire valley called San José as laid down on the map constituting a part of the expediente, giving well-defined landmarks and boundaries, which the witnesses testify are well-known objects.

The valley is very irregular in shape and is surrounded by high hills.

Juridical measurement was required and the quantity of six square leagues was granted, but as the measurement was never obtained it is important to determine whether the grantee is entitled to hold the entire premises described in the grant; using the scale given on the desino referred to in the grant, the quantity included in the premises can not exceed six square leagues of land.

The testimony of the witnesses who were interrogated on the subject estimate it variously; some more and some less than the quantity conceded. On an examination of the whole case, however, we are inclined to the opinion that the petitioner should have a confirmation of the premises according to the description contained in the grant to him, and a decree will be entered accordingly.

Upon that report the title was confirmed, which, as heretofore stated, was approved by the district court, and thereupon a patent was issued.

From these papers the following appears: The grant to Pico was made subject to the condition that he should "not molest the Indians that thereon may be established." No such condition was attached to the subsequent grant to Warner. On the contrary the report of the justice of the peace was that the land had been for two years vacant and abandoned; that there was some property rights vested, not in the Indians, but in the Mission of San Diego, and the official of that mission consented to the grant, inasmuch as the mission had no means to cultivate and occupy the land and it was no longer necessary for its purposes.

Some discussion appears in the briefs as to the meaning of the word translated "usages" (*servidumbres*) which appears in both grants, and it is contended by the plaintiffs in error that it is equivalent to the English word "servitudes" and is broad enough to include every right which anyone may have in respect to the premises, subordinate to the fee. We shall not attempt to define the meaning of the word standing by itself. It may be conceded that it was sometimes used to express all kinds of servitudes, including therein a paramount right of occupation; but the context seems to place a narrower meaning upon its use here. Thus, in the first grant not only is there the distinct provision that the Indians established on the land shall not be molested, but the grantee "is allowed to fence it in without interfering with the roads, crossroads, and other usages" (*servidumbres*). In the second the grantee is "allowed to fence it in without interference with the roads and other usages" (*servidumbres*). Obviously, it is in these two clauses contemplated that the fencing is to be without interference with roads and other usages or burdens. It does not mean that the general occupation and control of the property is limited by any so-called *servidumbres*, but only that such full control shall not be taken as allowing any interference with established roads or crossroads, or other things of like nature.

It thus appears that prior to the cession the Mexican authorities, upon examination, found that the Indians had abandoned the land; that the only adverse claim was vested in the Mission of San Diego, and made an absolute grant, subject only to the condition of satisfying whatever claims the mission might have. How can it be said, therefore, that when the cession was made by Mexico to the United States there was a present recognition by the Mexican Government of the occupancy of these Indians? On the contrary, so far as any official action is disclosed, it was distinctly to the contrary, and carried with it an affirmation that they had abandoned their

occupancy, and that whatever of title there was outside of the Mexican nation was in the mission, and an absolute grant was made subject only to the rights of such mission.

For these reasons we are of opinion that there was no error in the rulings of the supreme court of California, and its judgments in the two cases are affirmed.

Mr. Justice White did not hear the argument of these cases or take part in their decision.

### THE CHAMBERLAIN BROTHERS, CŒUR D'ALÈNE RESERVE, IDAHO.

As set forth in my last two annual reports, some years ago six Chamberlain brothers and certain other persons went to the Cœur d'Alène Reservation, Idaho, and asserted a right to share in Cœur d'Alène lands and tribal funds. The office decided that they were not of Cœur d'Alène blood, and were therefore without right upon that reservation. All left the reservation except three, who persisted in their right to remain. They selected lands for homes, made improvements, and filed a claim for \$13,340 of Cœur d'Alène money. With the assistance of the military they were finally removed in 1899, but they returned to the reservation and instituted proceedings in the United States circuit court, northern division of Idaho, to restrain A. M. Anderson, United States Indian agent, from removing them and to secure a decree adjudging them to be members of the Cœur d'Alène tribe of Indians.

The case came up for hearing May 20, 1901. The court found that the allegation set out by the complainants in their bill of complaint had not been proved and ordered that the temporary restraining order theretofore granted against defendant be dissolved; that the complainants take nothing by their bill, and that the defendant recover his costs in the case. In case the complainants were found to be temperate and law-abiding and their example such as in no way to be injurious to the other Indians, the court recommended that they be allowed to remain permanently upon the lands they occupied to the extent of 160 acres for each family, but that they be not allowed to share in the Government annuities or moneys due the Cœur d'Alène Indians, and that they be required to disclaim all claim thereto.

The agent reported that he was satisfied that had the judge been familiar with the character and conduct of the Chamberlain brothers he would not have made that recommendation, and that the presence of the Chamberlain brothers upon the reservation was so detrimental to the best interests of the Indian that they should be required to remove at the earliest practicable date.

July 30, 1901, the Department approved office recommendation of July 27 that the complainants, Bartholomew, Fabian, and Jeremiah Chamberlain and Gregurie Amperville, be required to remove from the reservation within a reasonable time, and August 2 the Indian agent was instructed to require them to remove on or before October 1, 1901.



## CEDED LANDS, FORT HALL, IDAHO.

My last annual report stated that Inspector W. J. McConnell was detailed to appraise the improvements of Indians electing to remove from ceded lands to the diminished Fort Hall Reserve, and Agent A. F. Caldwell, of the Fort Hall Agency, was instructed to make the allotments to Indians on the ceded lands who might elect to remain thereon. October 5, 1900, the agent reported that it would be impossible to finish the allotment work before cold weather and snows would intervene to prevent its completion. Believing that but little would be gained by doing a portion of the field work and suspending the remainder, the office reluctantly authorized him, on October 16, 1900, to postpone the allotment work until spring. He was instructed, however, to resume the work at the earliest practicable date in the spring, and meanwhile to map out and organize it in every detail, so that when resumed not the slightest delay would be incurred. On the same date the office suggested to the Department that the appraisal work by the inspector be also postponed.

March 21 last Agent Caldwell was again instructed to make allotments as soon as the weather would permit, and he was informed that the work should be completed at the earliest date practicable consistent with thoroughness. June 28 he reported that he had completed the work of making allotments in the field and would forward the schedules as soon as they could be prepared, and that 23 heads of families had elected to remove to the diminished reservation, whose improvements could be scheduled and appraised. Inspector McConnell's connection with the service having been severed, the Department, on July 12, approved office recommendation of July 10 that Agent Caldwell be now required to make the appraisements, and he was so instructed July 16.

August 22 Agent Caldwell transmitted his schedule of allotments, and also his schedule of improvements and appraisements. The former contains the names of 90 allottees, to all of whom agricultural lands were allotted—80 acres to each person. The total area allotted is 7,177.17 acres. The schedule of appraisements describes the improvements of 23 Indian heads of families. The total appraised value is \$5,851.50, the several individual holdings ranging in value from \$64 to \$875. The agent states that none of the improvements appraised will be removed by the Indian owners if satisfactory prices can be obtained for them.

April 25, 1901, the Commissioner of the General Land Office expressed the opinion that the ceded lands should be regularly surveyed and the schedules of allotments and appraisements completed and filed in that office before the classification of the lands, as required by section 5 of the act of June 6, 1900, ratifying the agreement, should be commenced. June 8, 1901, he transmitted to the Department copies

of reports from the several deputy surveyors having contracts for the execution of surveys of the ceded lands, stating approximately the dates when they would complete the field work of the surveys covered by their respective contracts. The latest date given was September 30, 1901. August 6, 1901, the Commissioner of the General Land Office stated that it was proposed to have Examiner of Surveys Frank H. Brigham examine the surveys of the Fort Hall ceded lands, and suggested that he might at the same time advantageously make the classification of agricultural lands, grazing lands, etc., required by said section 5. August 10 the office concurred in the recommendation that Mr. Brigham be authorized to make such classification.

### INDIAN TERRITORY UNDER THE CURTIS ACT AND SUBSEQUENT LEGISLATION.

The provisions of the act of Congress approved June 28, 1898 (30 Stats., 495), entitled "An act for the protection of the people of the Indian Territory, and for other purposes," commonly known as "The Curtis Act," were fully discussed in my annual reports for the years 1898, 1899, and 1900, and it will be unnecessary, therefore, for me to enter here into any general discussion of them.

Section 27 of the Curtis Act is as follows:

That the Secretary of the Interior is authorized to locate one Indian inspector in Indian Territory, who may, under his authority and direction, perform any duties required of the Secretary of the Interior by law relating to affairs therein.

The Secretary of the Interior, under its provisions, assigned United States Indian Inspector J. George Wright to the Indian Territory August 17, 1898. Inspector Wright reports to the Department through this office on all matters coming within his jurisdiction.

For convenience the discussion of affairs in the Indian Territory will be divided into two parts, the first being matters over which the United States Indian inspector for the Indian Territory and the United States Indian agent for the Union Agency have supervision. This subject may be properly divided into five subdivisions, to wit: First, educational matters; second, mineral leases; third, collection of revenues; fourth, town sites, and fifth, timber.

The second division includes matters coming within the jurisdiction of the Commission to the Five Civilized Tribes, and relates to the making of the roll of the citizens of each tribe and to the division in severalty among them of the land and other property of the tribe.

#### EDUCATION.

Under the provisions of sections 19 and 29 of the "Curtis Act," the Secretary of the Interior assumed a general and specific control of educational matters of the Choctaw, Chickasaw, Creek, and Cherokee

nations. In the first two nations, under section 29 of the above-quoted act, relating to the revenues arising from coal and asphalt in their limits, a complete control was assumed, so far as those schools were concerned, which were supported out of these revenues. The general supervision of schools in the several nations was exercised through a United States superintendent of schools in Indian Territory and four supervisors.

Important changes have been made during the past three years of Government supervision. At first viewed with suspicion, this feeling has gradually worn away until harmonious relations have been established, and these Indians have begun to realize that the old order must pass away and that the Department is only actuated by a desire to properly prepare these people for their inevitable transition into American citizens. The anomalous conditions existing in Indian Territory could not be permitted much longer, and it was the duty of the General Government to make that transition as early as possible and with the least hardship upon those affected thereby. As stated by one of these officials—

By the aid of a liberal supply of patience, we have been able to effect many changes and improvements and to convince the tribal officials that in the upbuilding of the school there is abundant work for all of us.

As each nation has separate and distinct laws and customs relating to the management of its schools, general control has been modified to meet those conditions, but in the main the educational work may be said to be carried on through the medium of orphan asylums, boarding schools, day or neighborhood schools, contract denominational institutions, public schools, and private seminaries. So far as may be consistent, tribal traditions, customs, and laws have been adapted to the new order established.

The superintendent of schools has held during the past year normal summer schools for each of the respective nations. These indispensable adjuncts to a successful teacher's equipment have grown in favor with pupils, patrons, and employees. At first looked upon with disfavor, their effectiveness is now appreciated, evidencing the wise management of Superintendent Benedict.

Generally speaking, the nepotism and favoritism in appointment of teachers and other employees have passed away, and the Indian parent has been prompt to recognize the resultant benefit to his children. The morale of the force has been elevated and competent employees secured.

A brief résumé of educational work in the Choctaw, Chickasaw, Creek, and Cherokee nations will be separately presented.

**Choctaw Nation.**—As the schools in this nation were supported entirely from the royalties on coal and asphalt within its limits, their

immediate and direct control was vested by the Curtis law in the Secretary of the Interior.

There are 5 academies and about 160 day or neighborhood schools successfully operated. The academies or boarding schools are conducted by contract, the superintendents furnishing the food, clothing, text-books, and all things necessary for the maintenance of the school, except employees.

The supervisor for this nation says:

Manual labor has been one of the prominent features. The boys are taught the use of tools, and seem to take quite an interest in making various articles. The girls are taught how to cook and do general housework, besides given practical instructions in sewing and fancy needlework.

This is an innovation in the curriculum of schools when under control of tribal authorities.

Most of the neighborhood schools opened September 1, 1900, and were in session nine months.

The following table shows the enrollment, average attendance, etc., of these schools for the year:

TABLE 12.—*Enrollment, average attendance, etc., of schools in Choctaw Nation, Indian Territory.*

Schools.	Enroll- men <sup>t</sup> .	Average attend- ance.	Months of schools.	Annual cost.	Average cost per pupil.	Number of em- ployees.
Jones Academy .....	142	101	9	\$14,755.75	\$146.10	13
Tushkahoma Academy .....	123	99	9	14,351.86	144.97	13
Armstrong Academy .....	97	87	9	12,253.97	140.85	9
Wheelock Academy .....	108	92	9	11,608.26	126.18	8
Atoka Baptist Academy .....	55	51	9	5,500.00	107.84	.....
Total .....	525	430	.....	58,469.84	135.98	43
161 neighborhood schools .....	2,879	1,924	.....	34,391.02	17.87	169
47 neighborhood schools <sup>1</sup> .....	305	201	.....	3,147.70	15.66	47
Total .....	3,709	2,555	.....	96,008.56	.....	259

<sup>1</sup> Choctaws who attended public and private schools in the Chickasaw Nation and whose tuition was paid at the rate of \$2 per month for each pupil.

On July 5, 1901, the inspector for Indian Territory forwarded certain correspondence relating to the control of schools in the Choctaw Nation, in response to papers submitted by the Department on May 21. Superintendent Benedict on June 29 reported the result of a conference between himself and the principal chief of the Choctaw Nation, recommending certain modifications of existing school regulations so far as they pertain to this nation, and providing for the appointment of a representative of the nation to act with the United States supervisor of schools in all school matters. In view of the statement made by the superintendent of schools in Indian Territory that some dissatisfaction has been manifested by some members of the tribe concerning the conduct of the schools by the United States Gov-

ernment, Inspector Wright recommended certain changes in their management. Desirous of establishing and maintaining harmonious relations with the Indians, for whose sole benefit the schools are conducted, upon the recommendation of this office the following amendments to "Regulations concerning education in Indian Territory" were approved by the honorable the Secretary of the Interior on August 7, 1901:

1. The superintendents, teachers, and other employees in the schools of the Choctaw Nation shall be selected and appointed 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, to be nominated by the principal chief of the Choctaw Nation, approved by the board of education of the Choctaw Nation, and appointed by the Secretary of the Interior, who may also be removed by the Secretary of the Interior for good cause shown. The compensation of such representative of the Choctaw Nation shall be fixed by the Secretary of the Interior and paid out of the revenue 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). The number and compensation of superintendents, teachers, and other employees shall be fixed by the Secretary of the Interior.

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

3. No persons shall be eligible to admission to the boarding schools of the Choctaw Nation who have not been selected by the regular 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 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 in so far as they conflict herewith.

G. W. DUKES,

*Principal Chief of the Choctaw Nation and ex-officio Chairman of the Board of Education.*

J. W. EVERIDGE,

*Superintendent of Public Instruction, Choctaw Nation.*

AMOS HENRY,

*District Trustee, First District, Choctaw Nation.*

CRAWFORD J. ANDERSON,

*District Trustee, Second District, Choctaw Nation.*

JEFF HULTON,

*District Trustee, Third District, Choctaw Nation.*

The foregoing amendments are approved tentatively, the Department still reserving the right at any time to resume absolute control of all schools operated and maintained out of coal and asphalt royalties.

In carrying out the above amendments the salary of the representative of the Choctaw Nation was fixed at \$1,200 per annum and \$300 per annum for traveling expenses. He is required to devote all of his time to the duties of his office. On July 10, 1901, the principal chief of the Choctaw Nation nominated for this position Eli E. Mitchell, of Redoak, Ind. T., to act as representative of the Choctaw Nation in conjunction with the United States supervisor of schools,

which appointment has been approved by the honorable the Secretary of the Interior.

**Chickasaw Nation.**—Although the children of this tribe were interested in the royalties arising from coal and asphalt within the limits of the nation, yet the authorities of this nation have heretofore steadily denied the right of the Secretary of the Interior to control their schools. In view of the reports made upon their conduct under tribal control, the Department firmly refused to permit the use of these royalties, unless the schools were placed under the management of the Government officials as in the case of the Chickasaw Nation. These revenues were not alone sufficient to maintain a system of schools, and therefore have not been expended. On the other hand, out of their own revenues the Chickasaw Nation has attempted to maintain their own system, but with the results which have finally appealed successfully to their authorities, bringing forth concessions which should give their nation good schools, well managed, and economically administered.

The betterment of these schools was the subject of considerable correspondence and conference, until finally an agreement was effected in this city on April 11, 1901, between the Secretary of the Interior and the principal chief of the Chickasaw Nation.

This agreement is as follows:

As applicable to the disbursement of the Chickasaw coal and asphaltum royalty fund for educational purposes in that nation, the following regulations are hereby approved by the Secretary of the Interior and the Chickasaw Nation by its governor:

1. That a board of examiners, one of whom shall be designated by the Secretary of the Interior, shall be appointed by the duly constituted authority or authorities of the Chickasaw Nation, among whose duties shall be that of examining applicants to teach school in said nation, with a view to ascertaining their qualifications in every respect for the performance of that duty.

2. That after the close of the present scholastic year, to wit, June 30, 1901, no person shall be eligible to teach in the schools of the Chickasaw Nation who has not been examined by such board of examiners and received a certificate from such board as to his mental, moral, and other qualifications to teach, which certificate shall expire one year from the date thereof.

3. That no act of said board shall be effective for any purpose unless concurred in by each and every member thereof.

4. That said board of examiners shall have authority and it shall be their duty to revoke and cancel the certificate of any teacher who may by said board be found guilty of any act of immorality or any conduct which, in the judgment of said board, renders such teacher an unfit person to have charge of a school or to be associated therewith as a teacher, and it shall be the duty of said board to take jurisdiction of any complaint in that behalf which may be made in writing against such teacher. And the decision of said board relative thereto shall forthwith be reported to the board of education of said Chickasaw Nation for appropriate action.

5. 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 the character and conduct of school employees, courses of study, methods of teaching, sanitation, and discipline; and friendly cooperation with such officials, so as aforesaid appointed by the Secretary of the Interior, on the part of school officials, teachers, and other officers of the Chickasaw Nation in the betterment of such schools is assured by said Nation; 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.

6. That the outstanding school warrants of the Chickasaw Nation legally issued, for the service performed or material furnished for school purposes, in accordance with school laws of the Chickasaw Nation since the ratification of the Atoka agreement, shall be paid without unnecessary 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 hereafter be legally issued for such service or such material for school purposes, in accordance with such laws, 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, semiannually, or quarterly, as the Secretary of the Interior may determine best, so long as these regulations shall be observed by the Chickasaw Nation.

Approved:

E. A. HITCHCOCK,  
*Secretary of the Interior.*

D. H. JOHNSTON,  
*Governor Chickasaw Nation.*

WASHINGTON, D. C., *April 11, 1901.*

Under the provisions of section 1 of the above agreement John D. Benedict, United States superintendent of schools in Indian Territory, was appointed by the Secretary of the Interior as a member of the board of examiners, and E. B. Hinshaw, of Kemp, Ind. T., and William F. Bourland, of Ardmore, were appointed as the other members.

On July 25, 1901, John M. Simpson, supervisor for the Chickasaw Nation, resigned, and on September 23, 1901, George Beck, of Wisconsin, was appointed to the vacant position.

Owing to the unbusinesslike methods heretofore prevailing in the management of these schools by the tribal authorities, it is doubtful whether the accumulated coal and asphalt royalty of about \$100,000 will be sufficient to liquidate their entire school indebtedness.

In discussing the Chickasaw schools John D. Benedict, superintendent of schools, in his annual report says:

The Chickasaws deserve credit for their liberal appropriations for educational purposes, but their annual expenses are in excess of their ability to pay. Some of the school employees have been unable to get any money upon their warrants for the past two years without heavily discounting them. Not only are the children in the academies boarded and educated at the expense of the nation, but for several years past the nation has undertaken to pay the board of children who attend their neighborhood schools. Under this arrangement many parents receive pay for boarding their own children at home. Their annual expenses should be curtailed and arrangements made so that the contractors who maintain their boarding schools and the teachers of the nation may receive their pay more promptly.

The enrollment, average attendance, etc., of the schools of the Chickasaw Nation are given in the following table:

TABLE 13.—*Enrollment, average attendance, etc., of schools in Chickasaw Nation,<sup>1</sup> Indian Territory.*

School.	Enrollment.	Average attendance.	Months of school.	Annual cost.	Average cost per pupil.	Number of employees.
Orphan Home .....	54	51	10	\$8,747.31	\$171.44	8
Wapanucka Institute .....	80	60	6	7,800.00	180.00	7
Collins Institute .....	49	40	10	6,400.00	160.00	7
Harley Institute <sup>2</sup> .....	106	72	10	.....	.....	13
Bloomfield Seminary <sup>2</sup> .....	.....	92	10	14,025.00	152.44	.....
Total .....	.....	315	.....	.....	.....	.....

<sup>1</sup>Chickasaw superintendent of schools failed to make any report on neighborhood schools.

<sup>2</sup>Superintendent failed to make complete report.

**Creek Nation.**—The schools of this nation have heretofore been conducted under the Creek law and by the Creek authorities, supervised by the superintendent of schools in Indian Territory and the supervisor of schools for the nation. The Creek school fund, as reported by the supervisor, amounts annually to \$76,468.40, of which amount \$63,300 is annually required for the maintenance of the 10 boarding schools, leaving a balance of \$13,168.40 applicable to the day or neighborhood schools. This amount for school purposes was supplemented during the year by a special appropriation of the Creek council of \$88,900.

The estimate of the principal chief gives a population of 10,000 Creeks and 4,500 Creek freedmen (Indians). For all of these are maintained 9 boarding schools, 6 for Indian children and 3 for children of their freedmen. There are also 64 neighborhood schools, of which 41 are for Indians and 23 for negro children. The attendance at some of these schools was much reduced from an epidemic of smallpox, and dissatisfaction on the part of the full bloods with the individual allotment of lands. At all the boarding schools, except Nuyaka, the superintendents are Creek citizens. The majority of these are reported as fairly competent, while some are careless and neglectful of ordinary sanitary and hygienic conditions, which should always guard a school.

An agreement was made with the Muscogee or Creek tribe of Indians, which was passed by Congress, approved March 1, 1901, and ratified by the Creek Nation on May 25, 1901. Section 40 of this agreement is as follows:

The Creek school fund shall be used, under direction of the Secretary of the Interior, for the education of Creek citizens, and the Creek schools shall be conducted under rules and regulations prescribed by him, under direct supervision of the Creek school superintendent and a supervisor appointed by the Secretary, and under Creek laws, subject to such modifications as the Secretary of the Interior may deem necessary to make the schools most effective and to produce the best possible results.

All teachers shall be examined by or under direction of said superintendent and supervisor, and competent teachers and other persons to be engaged in and about the schools with good moral character only shall be employed, but where all qualifications are equal preference shall be given to citizens in such employment.



All moneys for running the schools shall be appropriated by the Creek national council, not exceeding the amount of the Creek school fund, \$76,468.40; but if it fail or refuse to make the necessary appropriations, the Secretary of the Interior may direct the use of a sufficient amount of the school funds to pay all expenses necessary to the efficient conduct of the schools, strict account thereof to be rendered to him and to the principal chief.

All accounts for expenditures in running the schools shall be examined and approved by said superintendent and supervisor and also by the general superintendent of Indian schools in Indian Territory before payment thereof is made.

If the superintendent and supervisor fail to agree upon any matter under their direction or control, it shall be decided by said general superintendent, subject to appeal to the Secretary of the Interior; but his decision shall govern until reversed by the Secretary.

Under the provisions of this section, on August 27, 1901, the following rules and regulations were prescribed:

1. That, so far as practicable, the rules for the Indian school service, 1898, and the regulations concerning education in the Indian Territory heretofore promulgated by the Secretary, shall apply in the government of the Creek schools.

2. All teachers in the boarding schools and day schools shall be examined and appointed by the superintendent of public instruction for the Creek Nation and the supervisor of schools for the Creek Nation. All boarding-school superintendents and other necessary employees in the boarding schools shall be appointed by the superintendent of public instruction for the Creek Nation and the supervisor of schools for the Creek Nation, and no person shall be employed who is not competent to perform the duties of the position to which he or she may be appointed. In the appointment of superintendents, teachers, and other school employees preference shall be given citizens of Indian blood, where they are competent to pass the necessary examinations and are otherwise duly qualified and suitable for such positions.

The supervisor of schools shall at all times be under the direction and supervision of the superintendent of schools for the Indian Territory.

3. That the superintendent of schools in the Indian Territory shall have the right to disapprove any appointment made as above, for good cause, and remove any school employee for incompetency, immorality, or other just cause, after due investigation, subject, however, to an appeal to the honorable Secretary of the Interior.

4. That the salaries of superintendents, teachers, and other school employees shall be fixed by the Secretary of the Interior, and the number of all employees shall be fixed by the Secretary of the Interior.

5. The superintendent of each boarding school shall, under the direction of the superintendent of public instruction and the supervisor of schools, purchase at the lowest obtainable price such provisions as may be needed for the maintenance of the school of which he is superintendent, and shall keep a complete and accurate book account of all purchases; provided, that the superintendent of public instruction and the supervisor of schools for Creek Nation may, when so directed by the Secretary of the Interior, take bids for furnishing the necessary provisions for such boarding schools, and shall award the contract for furnishing such provisions to the lowest responsible bidder.

6. That at the end of each quarter and within ten days thereafter the superintendent of each boarding school shall submit an itemized report to the superintendent of public instruction and the supervisor of schools, showing in detail the articles purchased by him for such school and the prices thereof. The superintendent of public instruction and the supervisor of schools shall carefully examine such report and shall issue a joint requisition upon the principal chief of the Creek Nation for warrants in favor of all parties from whom proper purchases shall have been made, which

requisition shall be approved by the superintendent of schools in Indian Territory and shall be his voucher for the issuance of warrants in payment of said indebtedness.

7. The supervisor of schools shall file with the Indian agent for the Union Agency duplicate copies of all requisitions issued at the time of the filing of original requisitions with the principal chief of the Creek Nation.

8. All teachers shall be required to make quarterly reports, and their salaries and the salaries of other school employees shall be audited and paid as provided in sections 6 and 7 above.

9. The supervisor of schools and the superintendent of public instruction for the Creek Nation shall purchase such books and supplies as may be needed for the day schools, subject to the direction of the superintendent of schools in Indian Territory.

10. The annual expenses of each boarding school shall not exceed the amount appropriated therefor.

11. The superintendent of schools in Indian Territory shall fix regular times and places of meeting for the supervisor of schools and the superintendent of public instruction for the Creek Nation for the transaction of business which properly belongs to them, and he may notify them to hold special meetings whenever in his opinion it becomes necessary to do so.

12. The superintendent of schools in Indian Territory shall prepare and formulate rules and regulations fixing the duties of the various employees in the Creek schools and providing for the proper conduct and management of said schools, which shall not take effect until approved by the Secretary of the Interior.

13. That the superintendent of each boarding school shall be required to give bond for the faithful performance of his duties and for the proper care of all school property within his control, the amount of said bond to be fixed by the Secretary of the Interior.

14. Whenever the superintendent of public instruction for the Creek Nation and the supervisor of schools shall fail to agree upon any matter under their direction or control it shall be decided by the superintendent of schools in Indian Territory, subject to an appeal to the Secretary of the Interior.

15. That at the close of each scholastic year each of the national boarding schools shall be inspected by a competent architect, at a compensation to be agreed upon by the superintendent of public instruction and the supervisor of the nation, subject to the approval of the superintendent of schools, and should it be found that any of these buildings are in need of repairs or additional buildings are needed, the necessary estimates, including a detailed, itemized estimate of labor and material, together with plans and specifications, if necessary, shall be furnished to the superintendent of public instruction and the supervisor of schools, and if approved by the superintendent of schools in Indian Territory, estimates for such repairs shall be submitted by the superintendent of schools to the national council, in order that the necessary appropriations may be made.

When such appropriations are made the superintendent of schools in Indian Territory shall invite bids for the performance of such work, by printed posters publicly displayed or by advertisement in newspapers, and he shall let the contract therefor to the lowest and most satisfactory bidder.

When the repairs have been completed and inspected, a requisition shall be made in the matter, as indicated in section 6 of the proposed regulations concerning education in the Creek Nation.

Approved August 27, 1901.

THOS. RYAN,  
*Acting Secretary of the Interior.*

The following table gives the enrollment, average attendance, etc., at the Creek schools for the past year:

TABLE 14.—*Enrollment, average attendance, etc., of schools in the Creek Nation, Indian Territory.*

Schools.	Enrollment.	Average attendance.	Months of school.	Annual cost	Average cost per pupil.	Number of employees.
Enfaula.....	114	96	9	\$8,772.46	<sup>1</sup> \$91.38	11
Creek Orphan.....	62	55	9	5,722.64	104.95	7
Euclawee.....	79	55	8	7,255.17	131.90	9
Wetumka.....	84	62	9	7,938.50	128.04	11
Coweta.....	51	39	9	3,991.37	102.34	7
Wealaka.....	35	24	8	3,259.76	135.82	8
Tullahassee (colored).....	92	67	9	7,205.20	107.54	8
Pecan Creek (colored).....	50	35	9	3,264.11	93.26	5
Colored Orphan.....	35	17	9	3,061.19	180.07	5
Total.....	602	450	.....	50,470.40	112.16	71
64 neighborhood schools.....	2,070	957	9	17,788.28	18.58	64
Total.....	2,672	1,407	.....	68,258.68	.....	135

<sup>1</sup>About 10 per cent of the enrollment was day students, for whom the only expenditure was cost of books and tuition.

In the treaty above referred to only 40 acres of land are reserved to each boarding school. As Superintendent Benedict states—

After deducting yards, lots, and orchards, but little land is left for cultivation. Each of these schools should have a good large farm, which, if properly managed, would furnish nearly all the provisions needed for the maintenance of the schools.

It was therefore unfortunate that a larger acreage was not reserved for such purposes.

**Cherokee Nation.**—Under the general supervision of the United States supervisor of schools, the schools of the nation are conducted under tribal laws and by the tribal authorities. The nation school board consists of three members, who serve for three years, but the term of one member annually expires, the vacancy being filled by the council. These officials are all bonded and administer the affairs of the schools. As stated by Supervisor Cappock—

They determine the qualifications of teachers, appoint the same, revoke appointments for cause, establish and discontinue schools according to law, appoint local directors for primary schools, issue requisitions for warrants for teachers' pay, organize the high schools and supervise the same, settle quarterly with the stewards on the financial conduct of the same, issue requisitions for their warrants, and report annually in detail to the council all their financial transactions.

All school warrants, however, are registered and indorsed by the United States supervisor before payments are made thereon. The United States supervisor and the Cherokee board of education examine all teachers and other school employees, whose assignment to positions is subject also to his approval. The special gains of the year are said to be an increased attendance and reduction of cost of maintenance at the high schools, better discipline, more efficient teachers, and the elimination of much of the "baleful influence of politics, favoritism,

and relationship" in their appointments. Due credit is accorded the Cherokees and their tribal authorities for cooperation in the elevation of their schools to a higher plane.

There were conducted 30 full-blood, 80 mixed, and 14 negro primary schools. The sessions were twelve weeks in the fall and sixteen in the spring. Teachers were paid a uniform rate of \$35 per month.

The high schools maintained were the male seminary, the female seminary, the orphan asylum, and the colored high school. While these institutions are boarding schools, they each include a primary and intermediate department.

A summary of educational work is shown in the following table:

TABLE 15.—*Enrollment, average attendance, etc., of schools in Cherokee Nation, Indian Territory.*

School.	Enrollment.	Average attendance.	Months of school.	Annual cost.	Average cost per pupil.	Number of employees.
Male Seminary .....	232	137	9	\$14,875.00	\$108.57	8
Female Seminary .....	221	136	9	14,825.00	109.41	8
Orphan Asylum .....	179	147	9	15,125.00	103.24	8
Colored High School .....	54	35	9	3,450.00	98.57	3
Total .....	686	455	.....	48,275.00	106.10	27
124 neighborhood schools.....	4,153	2,356	7	34,460.00	14.63	124
Total .....	4,839	2,811	.....	82,735.00	.....	151

**Seminole Nation.**—This is the smallest of the Five Civilized Tribes. Its scholastic population is about 900, divided as follows: Indians, 400; negroes, 400; whites, 100. No reports of work among these schools is made to this department, as they are maintained and controlled entirely by the tribal authorities of the Seminole Nation.

**Comparative cost.**—The data contained in the subjoined table will indicate approximately the cost of the educational work among four of the tribes as compared with the previous year. Owing to inadequate facilities for securing correct statements concerning many of the schools, the table can not be considered as absolutely accurate, but sufficiently so for comparative purposes: .

TABLE 16.—*Enrollment and average attendance during the fiscal years 1900 and 1901, showing increase in 1901, also average annual cost per pupil each year.*

[Collated from report of superintendent of schools in the Indian Territory.]

School.	Enrollment.			Average attendance.			Average cost per capita, 1900.	Average cost per capita, 1901.	Increase (+) or decrease (-) in cost.
	1900.	1901.	Increase.	1900.	1901.	Increase.			
<b>Cherokee Nation:</b>									
Male Seminary .....	120	232	112	80	137	57	\$131.75	\$108.57	-\$23.18
Female Seminary .....	135	221	86	105	136	31	150.84	109.41	- 41.43
Orphan Home .....	138	179	41	124	147	23	121.95	103.24	- 18.71
Colored High School .....	45	54	9	23	35	12	147.78	98.57	- 49.21
Total .....	438	686	248	332	455	123	137.81	106.10	- 31.71
124 neighborhood schools .....	.....	4,153	.....	.....	2,356	.....	.....	14.63	.....
Grand total .....	.....	4,839	.....	.....	2,811	.....	.....	.....	.....

TABLE 16.—Enrollment and average attendance during the fiscal years 1900 and 1901, showing increase in 1901, also average annual cost per pupil each year—Continued.

School.	Enrollment.			Average attendance.			Average cost per capita, 1900.	Average cost per capita, 1901.	Increase (+) or decrease (-) in cost.
	1900.	1901.	Increase.	1900.	1901.	Increase.			
<b>Choctaw Nation:</b>									
Jones Academy .....	110	142	+ 32	81	101	+20	\$157.67	\$146.10	-\$11.57
Spencer Academy .....	105	.....	-105	81	.....	-81	152.41	.....	-152.41
Tuskahoma Female Institute.	111	123	+ 12	98	99	+ 1	129.15	144.97	+ 15.82
Armstrong Orphan Academy.	78	97	+ 19	78	87	+ 9	129.41	140.85	+ 11.44
Wheelock Orphan Academy..	87	108	+ 21	78	92	+14	120.18	126.18	+ 6.00
Atoka Academy .....	.....	55	+ 55	.....	51	+51	.....	107.84	+107.84
Total .....	491	525	+ 34	416	430	+14	133.78	135.98	+ 2.20
161 neighborhood schools .....	.....	2,879	.....	.....	1,924	.....	.....	17.87	.....
47 neighborhood schools <sup>1</sup> .....	.....	305	.....	.....	201	.....	.....	15.66	.....
Total .....	.....	3,709	.....	.....	2,555	.....	.....	.....	.....
<b>Creek Nation:</b>									
Eufaula .....	100	114	+ 14	80	96	+16	104.81	291.38	- 13.43
Creek Orphan Home .....	60	62	+ 2	55	55	.....	130.22	104.95	- 25.27
Euchie .....	80	79	- 1	58	55	- 3	123.76	131.90	+ 8.14
Wetumka .....	100	84	- 16	82	62	-20	112.37	128.04	+ 15.67
Coweta .....	50	51	+ 1	38	39	+ 1	131.15	102.34	- 28.81
Wealaka .....	50	35	- 15	39	24	-15	115.37	135.82	+ 20.45
Tallahassee .....	100	92	- 8	80	67	-13	108.22	107.54	- .68
Colored Orphan Home .....	35	35	.....	24	17	- 7	104.13	180.07	+ 75.94
Pecan Creek .....	65	50	- 15	50	35	-15	95.25	93.26	- 1.99
Total .....	640	602	- 38	506	450	-56	103.62	112.16	+ 8.54
64 neighborhood schools .....	.....	2,070	.....	.....	957	.....	.....	18.58	.....
Total .....	.....	2,672	.....	.....	1,407	.....	.....	.....	.....
<b>Chickasaw Nation:<sup>3</sup></b>									
Chickasaw Orphan Home .....	59	54	- 5	47	51	+ 4	180.00	171.44	- 8.56
Wapanucka Institute .....	79	80	+ 1	60	60	.....	216.00	130.00	+ 86.00
Collins Institute .....	38	49	+ 11	38	40	+ 2	173.00	160.00	- 13.00
Harley Institute <sup>4</sup> .....	80	106	+ 26	75	72	- 3	176.00	.....	.....
Bloomfield Seminary <sup>4</sup> .....	92	.....	.....	86	92	+ 6	176.00	152.44	- 23.56
Total .....	348	.....	.....	306	315	.....	184.00	.....	.....

Seminole Nation: No report from schools.

<sup>1</sup> Choctaws who attended public and private schools in the Chickasaw Nation, and whose tuition was paid at the rate of \$2 per month for each pupil.

<sup>2</sup> About 10 per cent of the enrollment was day students, for whom the only expenditure was cost of books and tuition.

<sup>3</sup> Chickasaw superintendent of schools failed to make any report on neighborhood schools.

<sup>4</sup> Superintendent failed to make complete report.

**Denominational schools.**—The early history of the educational movement among these tribes was bound up in the mission and denominational work of the various churches. They were maintained in their infancy by contributions from the "States," but afterwards the different councils were induced to render aid by appropriations, which enabled these people to enlarge their plans and increase their efficiency. Finally the councils undertook the sole management, with the result as shown in previous reports of this department. Deprived of tribal aid, the churches instead of abandoning school work established and maintained for themselves other schools, many of which are considered the best in the Territory. Whites and Indians are admitted on equal terms to these schools, and are taught in the same classes. A fixed tuition fee is charged, although poor children are frequently admitted free.

These denominational schools are named and located in the following table:

TABLE 17.—*Denominational schools in Indian Territory, with location, name of principal, by whom established, and when.*

Name of school.	Location.	President or principal.	By whom established.	When established.
Hargrove College .....	Ardmore .....	Thos. G. Whitten.....	Methodist Church .....	1895
Tahlequah Institute.....	Tahlequah .....	Chas. A. Peterson .....	Presbyterian Church.....	1888
St. Josephs .....	Chickasaw .....	Sister Mary Cosma .....	Rev. Father Isadore .....	1900
Cherokee Academy.....	Tahlequah .....	J. C. Park .....	American Baptist Home Missionary Society.	1886
Whitaker Orphan Home.	Pryor Creek ...	W. T. Whitaker .....	W. T. Whitaker .....	1897
Dwight Mission .....	Marble .....	F. L. Schaub .....	Presbyterian Church.....	1835
Chelsea Academy .....	Chelsea .....	G. A. Bearden .....	C. P. Church .....	.....
St. Agnes .....	Antlers .....	Sister M. Eugenia .....	Father Ketcham .....	1897
Episcopal School .....	Lehigh .....	Geo. Biller, jr .....	Geo. Biller, jr .....	1899
Willie Halsell College .....	Vinita .....	Theo. F. Brewer .....	M. E. Church South.....	1886
Nazareth Institute .....	Muskogee .....	Charles Van Hulse .....	Sisters of St. Joseph.....	1891
Henry Kendall College.	do .....	A. Grant Evans.....	Presbyterian Board of Home Missions.	1894
Friends School .....	Hillside .....	Eva Watson .....	Orthodox Friends.....	1886
Spaulding Institute .....	Muskogee .....	C. M. Coppedge .....	M. E. Church South.....	1881

**Public schools.**—Considering the large white population of the Territory, it will be seen that public school facilities are utterly inadequate for the thousands of children who are growing up in ignorance and vice. The Curtis law made the first provision for these schools by allowing incorporated cities and towns to impose and levy a tax on personal property, including improvements on town lots, for support of schools to be established as provided in the laws of the State of Arkansas. These cities and towns are, however, prohibited from imposing or levying any tax on lands in such cities or towns “until after title is secured from the tribe.” The limitation of taxation above referred to is placed at 2 per cent per annum for all purposes. It can thus be readily seen that the amount available for school purposes is utterly inadequate.

In 1900 there were 90 incorporated towns and cities in Indian Territory, ranging in population from 136 to 5,681. Many of these cities and towns have increased their number since the census was taken. About 12 towns have endeavored to organize public schools, with varying success on account of limited funds. It has been impossible to pay more than meager salaries, much less to build and equip modern school buildings. The superintendent of schools says that “the great majority of these towns are as yet absolutely unable to raise sufficient money by taxation to employ the necessary teachers.” Many new villages are springing up all over the Territory, and under present conditions the lot of the white child is deplorable and pitiable.

The white children of this great and growing section are helpless and justice and humanity demands that some relief should be given.

The following table shows the public schools of the Territory:

TABLE 18.—Table of public schools in Indian Territory, location, enrollment of whites, Indians, and negroes, and average attendance.

School.	Enrollment.				Total average attendance.
	Whites.	Indians.	Negroes.	Total.	
Rush Springs.....	192	9	.....	201	99
Marietta.....	241	19	.....	260	191
Ardmore.....	964	20	214	1,198	923
Chickasha.....	653	1	63	717	373
Marlow.....	458	6	.....	464	284
Paula Valley.....	351	.....	.....	351	246
Purcell.....	499	22	85	606	427
Comanche.....	251	.....	.....	251	.....
Claremore.....	322	.....	15	337	166
Nowata.....	164	79	16	259	133
South McAlester.....	666	17	158	841	362
Tulsa.....	250	51	39	340	234
Eufaula.....	146	21	60	227	113
Checotah.....	235	31	.....	266	144
Wagoner.....	324	.....	61	385	.....
Wynnewood.....	400	23	70	493	.....
Muldrow.....	170	30	.....	200	150
McAlester.....	284	26	.....	310	132
Vinita.....	219	228	105	552	325
Total.....	6,789	583	886	8,258	4,302

**Private schools.**—The smaller towns of the Territory usually have private schools for the whites during a portion of each year. Superintendent Benedict calls attention to the fact that “it often happens that incompetent teachers, those who have failed in examinations or have been unable to secure positions, drift into these towns and ‘keep’ school as long as the people will allow them to remain,” but their terms are usually short.

The principal schools of this class, at which there is coeducation of the races, are shown in this table:

TABLE 19.—Enrollment and average attendance at private schools in Indian Territory.

Name of school.	Enrollment.			Total average attendance.
	Whites.	Indians.	Total.	
Caddo High School.....	89	53	142	51
The Public School.....	72	.....	72	60
Westville School.....	.....	.....	.....	.....
El Meta Christian College.....	95	28	123	98
Pryor Creek Academy.....	140	38	178	80
Total.....	396	119	515	289

**Scholastic population.**—The scholastic population of the Five Civilized Tribes is reported by the superintendent of schools as about 156,416 between the ages of 5 and 20 years, divided as follows: Whites, 119,144; Indians, 22,390; negroes, 14,888.

The following table gives this population by nation, tribe, and race:

TABLE 20.—*Scholastic population between ages of 5 and 20 years, inclusive, in Indian Territory.*

Nations.	Whites.		Indians.		Negroes.		Total.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Cherokee .....	13,422	12,606	5,556	5,663	1,809	1,994	20,787	20,263
Chickasaw .....	26,836	24,651	1,299	1,330	1,930	1,872	30,065	27,853
Choctaw .....	16,161	15,597	2,237	2,308	1,996	1,936	20,394	19,841
Creek .....	4,812	4,621	1,616	1,684	1,449	1,473	7,877	7,778
Seminole .....	243	195	341	356	208	215	792	766
Total .....	71,474	57,670	11,049	11,341	7,392	7,490	79,915	76,501

#### MINERAL LEASES.

The Choctaw and Chickasaw agreement reserves for the benefit of the citizens of the nations the coal and asphalt in and under the lands, and declares that it shall be and remain the common property of the tribes. It will be necessary to treat the leasing of lands for mineral purposes in three parts—one relating to the leasing of lands under that agreement, another to the leasing of lands under section 13 of the Curtis Act, and another under the Creek agreement confirmed by the act of the Creek council May 25, 1901.

**Choctaw and Chickasaw leases.**—The Choctaw and Chickasaw agreement provides for the appointment of two mineral trustees, who shall have supervision and control of the leasing of coal and asphalt lands. These trustees are to be appointed by the President, one to be a Choctaw by blood, to be appointed on the recommendation of the principal chief of the Choctaw Nation, the other to be a Chickasaw by blood, and to be appointed on the recommendation of the governor of the Chickasaw Nation.

The principal chief of the Choctaw Nation nominated Napoleon B. Ainsworth and the governor of the Chickasaw Nation nominated Lemuel C. Burris. These gentlemen entered on their duties about December 1, 1898. All of their official acts are subject to the approval of the Department. The personnel of the trustees was changed during the year, Lemuel C. Burris retiring by reason of the expiration of his term, and upon the recommendation of the governor of the Chickasaw Nation Charles D. Carter was appointed to succeed him.

October 7, 1898, the Department prescribed regulations governing the leasing of coal and asphalt lands in the Choctaw and Chickasaw nations, and established the rate of royalty that should be paid under such leases. As these regulations were modified in many particulars at various times, the Department, May 22, 1900, caused them to be reprinted as modified.



*Coal.*—Since my last annual report coal leases in the Choctaw and Chickasaw nations have been submitted by this office and approved by the Department as follows:

1. Two leases in favor of the Samples Coal and Mining Company, submitted October 2, 1900; October 4, 1900, the Department approved lease No. 1 and disapproved lease No. 2.

2. One lease with the McAlester-Galveston Coal Mining Company, submitted October 8, 1900, and approved October 18, 1900.

3. One lease with H. Newton McEvers, submitted October 11, 1900, and approved October 18, 1900.

4. Six leases with Degnan and McConnell, submitted November 13, 1900; November 16, 1900, the Department approved leases numbered 1, 2, and 3 and disapproved those numbered 4, 5, and 6.

5. One lease with the Folsom-Morris Coal Mining Company, submitted November 19, 1900, and approved November 22, 1900.

6. One lease with the Ozark Coal and Railway Company, submitted April 5, 1900, and approved December 10, 1900. The delay in the approval of this lease was caused by the absence of certain certificates that were required to be attached to the lease on account of a change that had been made in the lease form subsequent to the date when the lease was prepared.

7. Two leases with the St. Louis-Galveston Coal Mining Company, submitted January 12, 1901, and approved January 14, 1901.

8. One lease with the Missouri, Kansas and Texas Coal Company, submitted January 26, 1901, and approved February 12, 1901.

9. Seven leases with the Osage Coal and Mining Company, submitted January 30, 1901, and approved May 7, 1901.

10. Seven leases with the Atoka Coal and Mining Company, submitted May 1, 1901, and approved May 7, 1901.

11. One lease with the Devlin-Wear Coal Company, submitted March 20, 1901, and approved June 17, 1901.

The above 26 coal-mining leases, with the 55 coal leases mentioned in my last report, make 81 leases approved since the passage of the Curtis Act. Of these, the lease with Edmund McKenna and Charles H. and Eldredge C. Amos, approved October 24, 1899, has been canceled. It proved to be an unprofitable venture and the lessees desired to surrender their lease; also, one lease with the Central Coke and Coal Company, which was approved August 27, 1900, was canceled at the request of the company for the same reasons. There are, therefore, at this time 79 approved leases of coal lands in the Choctaw and Chickasaw nations.

The rate of royalty on coal mined is still the same as was fixed by the Department March 1, 1900, to wit, 8 cents per ton of 2,000 pounds, mine run.

During the year royalties on coal amounting in the aggregate to \$198,449.35 have been collected.

Prominent coal operators in February last requested the Department to exempt from liability for royalty coal generally known as "boiler coal." This coal, it seems, is used in generating steam and for general purposes in connection with the operation of mines. The Department considered the matter, and held, by letter of July 20, 1901, to Inspector Wright, that—

While the twenty-ninth section of said act of June 28, 1898, gives the Secretary of the Interior power to reduce or advance royalties on coal and asphalt, the Department considers the amount of royalty now required fair, and that the regulations are in accordance with the law, which requires royalty on all coal mined.

The question of competition and its effect on the different companies operating in the Indian Territory is one for the companies and not for the Department.

Concurring in the recommendation of the Commissioner, you are directed to promptly advise all coal operators in the Choctaw and Chickasaw nations that they must pay royalty on all coal taken from mines by them, regardless of whether the coal produced is sold or is used for operating purposes.

*Asphalt.*—There are six approved leases for the purpose of mining asphalt in the Choctaw and Chickasaw nations—three mentioned in my last annual report and three approved since that date, as follows:

1. One lease with the Downard Asphalt Company, submitted August 29, 1900, and approved October 18, 1900.
2. One lease with Morris and Abraham Schneider, submitted November 20, 1900, and approved November 23, 1900.
3. One lease with the Tar Spring Asphalt Company, submitted January 12, 1901, approved May 12, 1901.

During the fiscal year the royalty from asphalt mined in the Choctaw and Chickasaw nations amounted to \$1,214.20.

The Choctaw and Chickasaw agreement confirms all national contracts covering coal or asphalt lands in said nations upon which actual operations were being conducted April 23, 1897, the date of the agreement, and the following persons and companies are operating under such national contracts: Caston Coal Company, Perry Brothers, R. Sarlls, M. Perona, J. B. McDougall, Turkey Creek Coal Company, Capitol Coal and Mining Company, Southwestern Coal and Improvement Company, Kansas and Texas Coal Company, Hailey Coal and Mining Company.

*Other minerals.*—No lease of any mineral other than coal and asphalt has been granted of lands in the Choctaw and Chickasaw nations, it having been held by the assistant attorney-general for the Department, in an opinion rendered May 11, 1900, as stated in my last annual report, that the Department was not authorized by the provisions of the agreement to lease any mineral other than coal and asphalt "except as an assurance of rights under a lease of oil or other mineral assented to by act of Congress."

*Conflicting applications.*—George D. Moulton made application to the inspector for a lease of certain lands in the Choctaw Nation. C. H. Nash desired to lease part of the same lands. These conflicting applications came on for a hearing before the inspector, and Moulton submitted, among other things, a national contract with the national agent for the Choctaw Nation, dated March 19, 1898, but it was not signed by the national agent of the Chickasaw Nation. Nash claimed that he was entitled to a lease for the reason that he and his associates had discovered the mineral presumed at the time of its discovery to be coal.

The inspector, after considering the evidence submitted by each, held, October 13, 1900, that neither of the parties was, as a matter of right, entitled to a lease, for the reason that neither of their alleged rights to a lease came within the provisions of the Choctaw and Chickasaw agreement confirming national contracts covering lands in actual operation at the date of the agreement.

From the inspector's decision an appeal was taken to this office. The parties to this controversy were granted an oral hearing November 10, 1900. Mr. Nash did not argue his side of the controversy; neither was he present in person or represented by attorney. After having listened to the argument on behalf of Mr. Moulton and having thoroughly considered the controversy, November 16, 1900, the decision of the inspector was affirmed.

January 31, 1901, A. J. Webb, of St. Louis, Mo., filed a motion with this office for a rehearing on the ground of newly discovered evidence, and submitted affidavits and letters of certain parties which he alleged supported his motion. February 11, 1901, after carefully considering the papers filed, the office concluded that the position taken by Mr. Webb was untenable, and that if all of the alleged newly discovered evidence had been before the "trial court" for consideration at the original hearing the "trial court" would not have arrived at a different conclusion. The motion was therefore denied. From this no appeal was taken.

**Cherokee leases.**—No leases for the mining of any mineral in the Cherokee Nation have been granted. The Department has power, under the provisions of section 13 of the Curtis Act, to grant leases for the mining of coal, asphalt, and other minerals in and under the lands of said nation; but as there is no agreement with the Cherokees relative to the distribution of their lands in severalty among the members of the nation, the Department has not as yet exercised its power under the provisions of that act.

My last annual report gave the status at that time of the applications of the Cherokee Oil and Gas Company and others for oil leases covering tracts of 640 acres each, amounting in the aggregate to about

183,000 acres of land in the Creek and Cherokee nations. The Cherokee Oil and Gas Company on March 29, 1901, filed with the Department a supplemental petition relative to its applications. By Department direction of July 11 all of the parties in interest, so far as lands in the Cherokee Nation were concerned, were advised that they would be accorded thirty days from that date within which to make such showing in writing as they deemed proper. The parties notified were the Cherokee Oil and Gas Company, Hon. T. M. Buffington, principal chief of the Cherokee Nation; Richard C. Adams, delegate representing the Delaware Indians, and his attorney, Walter S. Logan. July 30, 1901, the Department directed this office to advise the parties in interest that they would have until September 11 in which to file written briefs and arguments. The office is informally advised that the parties in interest were informed by the Department that the time could be further extended until October 7, 1901. The matter has not, therefore, been finally passed upon by the Department.

Some few parties have been granted temporary permission to mine coal on Cherokee lands. Where coal is mined under this temporary permission the operators are required to pay a royalty of 8 cents per ton, mine run, which is placed to the credit of the nation.

**Creek leases.**—The Creek agreement, ratified by the act of Congress approved March 1, 1901, was, except section 36, confirmed by the national council of the Creek Nation May 25. This agreement contains no provision relative to the leasing of lands for mineral purposes in that nation, and section 41 specifically declares that section 13 of the Curtis Act shall not in any manner whatsoever affect the lands and other property of the Creek tribe of Indians or be in force in the Creek Nation after the ratification of the agreement.

Prior to the adoption of the agreement several parties had been granted temporary permission to mine coal on Creek lands. July 19, 1901, the office recommended that Inspector Wright, who, with the consent of the Department, had granted these temporary permits, be instructed to cancel them. This recommendation was made, believing that the interests of the citizens of the Creek Nation in the matter of the distribution of their landed estate under the provisions of the Creek agreement would be best subserved by preventing the mining of coal in or under the land until such time as the estate should be finally distributed. This recommendation was approved by the Department July 23 and the inspector instructed accordingly.

September 4, 1901, Inspector Wright transmitted a communication from E. H. Brown, agent for the Kansas and Texas Coal Company, requesting permission to mine coal on certain lands in the Creek Nation. Mr. Brown had, since September, 1899, mined coal on the land in question under temporary permission issued by the inspector, which permit the inspector, acting under Department instructions of July 23, had

canceled. This company, through its agent, made application for a renewal of the temporary permit, and produced a contract signed by the Creek citizen in possession of the lands in which it was set forth that he claimed these lands as his allotment. The company also showed that since the date on which the permit was originally granted it had expended in the construction of its plant about \$35,000; that to stop the work would render the plant of little value; that the mining theretofore carried on had all been surface mining, and alleged that it would be detrimental to the interests of the Indians as well as to the company to cease taking out coal.

After a careful consideration of the matter, in a report dated September 10, the office recommended that the inspector be authorized to grant the company permission to continue mining operations on the land in question, and that the contract between it and the allottee be construed as the consent of the allottee to the coal being mined. It was further recommended that the royalty derived from the coal mined be paid to the United States Indian agent and by him placed to the credit of the land and so held until such time as a final distribution of the Creek estate should be made. September 11 the Department concurred in office recommendations and advised the inspector accordingly.

#### COLLECTION OF REVENUES.

Under the laws of the different nations noncitizens residing and doing business within the limits of any nation are required to pay certain taxes for the privilege of so doing. Failure or refusal to pay such tribal tax by noncitizens subjects them to removal by the Department under the provisions of section 2149 of the Revised Statutes of the United States. The refusal of noncitizens to pay this tax has caused considerable friction and because of their refusal many noncitizens have been removed from the different nations.

The only tax or royalty collected by the Department in the Choctaw and Chickasaw nations is that arising from coal and asphalt. All tribal taxes are collected by the tribal authorities. In the Creek and Cherokee nations all taxes are collected by officers of the Department. From July 1, 1900, to June 30, 1901, the sum of \$30,827.60 was collected for taxes and royalty of all kinds in the Creek Nation. In the Cherokee Nation the total amount collected during the same period was \$19,392.65.

#### TOWN SITES.

In my last annual report mention was made of the appointment of four town-site commissions, one for the Choctaw Nation, consisting of John A. Sterrett, of Ohio, and Mr. Butler S. Smiser, of Atoka, Ind. T.; one for the Chickasaw Nation, consisting of Samuel N. John-

son, of Troy, Kans., and Wesley Burney, of Ardmore, Ind. T.; one for the town of Muskogee, Creek Nation, consisting of Dwight W. Tuttle, of Connecticut, and John Adams and Benjamin Marshall, of the Indian Territory, and one for the town of Wagoner, consisting of Dr. Henry C. Linn, of Washington, D. C., and John Roark and Tony Proctor, of the Indian Territory.

At first these commissions reported directly to and received their instructions from this office. But on account of the distance the office encountered much difficulty in supervising their work, and early in March, 1900, it recommended that they be instructed to report to and be under the direct supervision of the United States Indian inspector for the Indian Territory. March 26, 1900, the Department approved this recommendation. Since that time the commissions have reported to the inspector, who in turn transmits to the Department through this office such of their reports as he considers necessary.

**The Choctaw town-site commission** commenced work at the town of Sterrett May 31, 1899. The work was completed early in August, 1899, and the commission then removed to Atoka. The work at Atoka was completed early in November, 1899, and about November 8 of that year the commission commenced work at South McAlester. The commission has completed the surveying and platting of South McAlester and has also supervised the platting of the towns of Guertie, Kiowa, Calvin, and Poteau, the last four having been surveyed and platted at the expense of the towns.

**The Chickasaw town-site commission** surveyed and platted the town of Colbert and commenced work at Ardmore about September 7, 1899. Early in February, 1901, the commission submitted for Department consideration a plat of the town of Ardmore. It was ascertained that this plat was inaccurate and that it would be necessary to make a resurvey of the entire town; the commission was therefore furloughed February 14, 1901. The act of May 31, 1900 (31 Stats., 221), authorizes the Secretary of the Interior, under rules and regulations to be prescribed by him, "to survey, lay out, and plat into town lots, streets, alleys and parks the sites of such towns and villages" in the different nations which have a population of 200 or more. In accordance with this act Ardmore was resurveyed, under the supervision of the inspector until about July 17, 1901, when Arthur W. Hefley, of Downs, Kans., who had been appointed chairman of the commission to succeed Mr. Johnson, reported for duty. The plat of Ardmore has not yet been submitted for final consideration.

**Muskogee town-site commission.**—August 25, 1900, the United States district court for the northern district of the Indian Territory, on the application of the principal chief of the Creek Nation, in conjunction with N. B. Moore, a citizen of the nation, granted an injunction

restraining the commission from advertising for sale or selling any lots in Muskogee under the Curtis Act. Shortly thereafter the Department furloughed the members of the commission indefinitely, without pay.

The plat of the town had been approved June 4, 1900. The commission was recently reinstated and the work of disposing of the lots, which is now being done under the provisions of the Creek agreement, is progressing satisfactorily.

**Wagoner town-site commission.**—The plat of the town of Wagoner, prepared by this commission, was approved October 19, 1900, but in view of the action of the court in the Muskogee case, no steps were taken to sell any of the lots under the Curtis Act, and on April 23, 1900, the commission was furloughed indefinitely, without pay. This commission has also been recently reinstated and is now proceeding with the work of disposing of the lots in Muskogee under the Creek agreement.

**Surveys of towns.**—The act of May 31, 1900 (31 Stats., 221), provides that the surveying, laying out, and platting of town sites shall be done by competent engineers. In addition to the surveyors who had previously been appointed by the Department for town-site work, the following surveyors have been appointed during the year: John G. Joyce, jr., John F. Fisher, E. E. Colby, Henry M. Tinker M. Z. Jones, J. T. Payne, Frank Hackelmann, C. E. Phillips, S. T. Emerson, F. H. Boyd, and Charles L. Wood. These surveyors entered on duty at different dates between July 13, 1900, and March 22, 1901. Mr. Mark Kirkpatrick, who had previously been surveyor for the Choctaw town-site commission, has been engaged in regular town-site work, under the supervision of Inspector Wright, since December 14, 1900.

The exterior limits of the following-named towns have been established:

In the Choctaw Nation, the towns of—

Enterprise.	Grant.	Canadian.	Redoak.
Wilburton.	Wister.	Coalgate.	Spiro.
Heavener.	Howe.	Stigler.	Cowlington.
Whitefield.	Antlers.	Talihina.	Durant.
Hoyt.	Allen.	Tamaha.	
Krebs.	Lehigh.	Cameron.	
Wapanucka.	McAlester.	Caddo.	

In the Chickasaw Nation, the towns of—

Comanche.	Hickory.	Center.	Stonewall.
Ada.	Leon.	Oakland.	Terral.
McGee.	Ryan.	Davis.	Cumberland.
Minco.	Sulphur.	Earl.	Roff.
Orr.	Tishomingo.	Erin Springs.	Pauls Valley.
Berwyn.	Minco.	Kemp.	Cornish.
Durwood.	Chickasha.	Wynnewood.	Connerville.
Emet.	Ravia.	Purcell.	Paoli.
Lebanon.	Marietta.	Pontotoc.	
Lonegrove.	Marlow.	Silo.	
Duncan.	Mannsville.	Johnson.	

## In the Cherokee Nation, the towns of—

Grove.	Choteau.	Webbers Falls.	Centralia.
Adair.	Hanson.	Vinita.	Nowata.
Welch.	Afton.	Oolagah.	Claremore.
Bartlesville.	Chelsea.	Ramona.	Sallisaw.
Fairland.	Muldrow.	Talala.	Collinsville.
Bluejacket.	Vian.	Pryor Creek.	
Fort Gibson.	Tahlequah.	Stillwell.	
Catoosa.	Westville.	Lenapah.	

## In the Creek Nation, the towns of—

Clarksville.	Checotah.	Holdenville.	Sapulpa.
Okmulgee.	Eufaula.	Bristow.	Tulsa.

In the Choctaw Nation the plats of the following towns have been approved:

Antlers.	Tamaha.	Cameron.	Talihina.
Caddo.	Whitefield.	Enterprise.	Howe.
Grant.	Calvin.	Hoyt.	Guertie.
Poteau.	Kiowa.	Redoak.	South McAlester.

In the Chickasaw Nation the plats of Woodville and Silo have been approved.

None of the towns in the Cherokee Nation have yet been surveyed and platted, and in the Creek Nation only Muskogee, Wagoner, and Mounds have been surveyed and platted.

**Segregating land for town sites.**—The Indian appropriation act of May 31, 1900, authorizes the Secretary of the Interior, upon the recommendation of the commission to the Five Civilized Tribes, to segregate land for town-site purposes in the Choctaw, Chickasaw, Creek, and Cherokee nations “at such stations as are or shall be established in conformity with law on any line of railroad which shall be constructed or be in process of construction in or through either of said nations prior to the allotment of lands therein.” September 12, 1900, the commission recommended that land for town-site purposes in the Creek Nation be segregated at the following stations: Mounds, 160 acres; Beggs, 160 acres; Okmulgee, 160 acres; Winchell, 160 acres; Henrietta, 157.13 acres; Alabama, 80 acres; Wetumka, 160 acres; and Yager, 120 acres; also in the Chickasaw Nation at the following stations: Francis, 160 acres; Ada, 160 acres; Rolf, 160 acres; Scullen, 160 acres; Bryant, 155.45 acres; Ravia, 157.02 acres; Madill, 160 acres; Helen, 156.09 acres; Woodville, 160 acres; and Gray, 80 acres.

The lands were segregated by the Department, but the Department afterwards decided that land for the town site of Gray, in the Chickasaw Nation, should not have been segregated, inasmuch as it appeared that a town would never be built there. Therefore, July 31, 1901, the Department revoked its former action in segregating land for town-site purposes at that station.



May 24, 1901, the commission recommended that certain lands in the Creek Nation be segregated for town-site purposes at stations on the Missouri, Kansas and Texas Railway known as Oktaha and Summit, and May 27, 1901, it recommended that lands in the Creek Nation be reserved from allotment for town-site purposes for the stations known as Mazie, Rosedale, Blackstone, Ross, Halls, Leliaetta, Gibson Station, Inola, Kelleyville, Taneha, and Red Fork. Some of these stations are located on the St. Louis and San Francisco Railroad, while others are on the Arkansas Valley Railroad and the Missouri, Kansas and Texas. In these recommendations the office concurred. The Department afterwards instructed the commission to report specifically why, in its opinion, lands should be segregated at the points named, and subsequently refused to segregate land at the stations of Oktaha and Summit. So far as the office is advised, it has not yet acted upon the commission's recommendation as to the other stations named.

#### TIMBER AND STONE.

The act of June 6, 1900 (31 Stats., 660), authorized the Secretary of the Interior to prescribe rules for the procurement of timber and stone for domestic and industrial purposes from lands of the Five Civilized Tribes. It provides that the full value of the timber shall be paid, and prescribes as a penalty a fine of not more than \$500 or imprisonment for not more than twelve months, or both, for the cutting, sale, or removal of any timber contrary to the provisions of the act or the regulations to be prescribed thereunder. This act is published in full in my last annual report, as are also the regulations prescribed under its provisions.

During the year the following contracts for the procurement of timber and stone have been approved:

December 11, 1900, a contract in favor of Osgood & Johnson, St. Elmo, Ill., for the procurement of 200,000 ties from the Creek and Chickasaw lands.

May 7, 1901, a contract with William N. Jones, of Fayetteville, Ark., for the procurement of 450,000 ties from lands in the Choctaw and Chickasaw nations.

May 20, 1901, a contract in favor of Bernard Corrigan, of Kansas City, Mo., for the procurement of 8,000 cubic yards of sandstone and 100,000 linear feet of timber for piling, and 500,000 feet B. M. of timber for bridges from lands in the Choctaw and Chickasaw nations.

July 20, 1901, a contract with the Missouri, Kansas and Texas Railway Company for the purchase of about 200,000 cubic yards of stone ballast, to be taken from section 1, township 1 north, range 12 east.

No contracts for the procurement of timber or stone from any of the lands of the Five Civilized Tribes except those above mentioned have been entered into. April 27, 1901, the regulations were modified

so as to permit of the sale of timber in the Indian Territory for "props and caps for mines and ties and pilings for railroads" only.

#### COMMISSION TO THE FIVE CIVILIZED TRIBES.

No change was made in the personnel of the commission during the year. It consists at this time of Hon. Henry L. Dawes, of Massachusetts; Tams Bixby, esq., of Minnesota; Thomas B. Needles, esq., of Illinois, and Hon. Clifton R. Breckenridge, of Arkansas.

The commission was originally organized under the authority contained in section 16 of the act of March 3, 1893 (27 Stats., 612-645), which authorized the appointment of commissioners to enter into negotiations with the Cherokee, Choctaw, Chickasaw, Creek, and Seminole nations—

for the purpose of the extinguishment of the national or tribal title to lands within the territory now held by any or all of said nations or tribes, either by cession of the same or some part thereof to the United States or by the allotment and division of the same in severalty among the Indians of such nations or tribes, respectively, etc.

A clause in the Indian appropriation act approved June 10, 1896 (29 Stats., 221-339), directed the commission to hear and determine the applications of all persons who might apply to it for citizenship in any of the Five Civilized Tribes, and provided that such applications should be made to the commission within three months from the date of the passage of the act, and further—

That the rolls of citizenship of the several tribes as now existing are hereby confirmed, and any person who shall claim to be entitled to be added to said rolls as a citizen of either of said tribes and whose right thereto has either been denied or not acted upon, or any citizen who may within three months from and after the passage of this act desire such citizenship, may apply to the legally constituted court or committee designated by the several tribes for such citizenship, and such court or committee shall determine such application within thirty days from the date thereof.

A clause contained in the act of June 7, 1897 (30 Stats., 62-84), required the commission to investigate and report whether "Mississippi Choctaws under their treaties are not entitled to all rights of Choctaw citizens except an interest in the annuities."

The act of June 28, 1898 (30 Stats., 495), generally known as the Curtis Act, required the commission to identify the Mississippi Choctaws, and also to make a roll of all the citizens of each nation, and to distribute the property belonging to the various tribes, per capita, according to value.

A clause in the Indian appropriation act approved May 31, 1900 (31 Stats., 221), declared that the commission should continue to exercise all authority theretofore conferred upon it by law, and provided that it should not—

receive, consider, or make any record of any application of any person for enrollment as a member of any tribe in the Indian Territory who has not been a recognized

citizen thereof and duly and lawfully enrolled or admitted as such, and its refusal of such applications shall be final when approved by the Secretary of the Interior.

This clause also provides—

That any Mississippi Choctaw duly identified as such by the United States Commission to the Five Civilized Tribes shall have the right, at any time prior to the approval of the final rolls of the Choctaws and Chickasaws by the Secretary of the Interior, to make settlement within the Choctaw-Chickasaw country, and on proof of the fact of bona fide settlement may be enrolled by the said United States commission and by the Secretary of the Interior as Choctaws entitled to allotment: *Provided further*, That all contracts or agreements looking to the sale or incumbrance in any way of the lands to be allotted to said Mississippi Choctaws shall be null and void.

Another paragraph in that act authorized the Secretary of the Interior, upon the recommendation of the Commission to the Five Civilized Tribes, to set aside and reserve from allotment lands in the Choctaw, Chickasaw, Creek, or Cherokee nations for town-site purposes, not exceeding, however, 160 acres in any one tract.

The Indian appropriation act approved March 3, 1901 (31 Stats., 1058), provides, among other things, that—

The rolls made by the Commission to the Five Civilized Tribes, when approved by the Secretary of the Interior, shall be final, and the persons whose names are found thereon shall alone constitute the several tribes which they represent; and the Secretary of the Interior is authorized and directed to fix a time by agreement with said tribes or either of them for closing said rolls, but upon failure or refusal of said tribes or any of them to agree thereto, then the Secretary of the Interior shall fix a time for closing said rolls, after which no name shall be added thereto.

#### CITIZENSHIP IN THE FIVE TRIBES.

**Mississippi Choctaws.**—Section 21 of the Curtis Act provides that:

Said commission shall have authority to determine the identity of Choctaw Indians claiming rights in the Choctaw lands under article fourteen of the treaty between the United States and the Choctaw Nation, concluded September twenty-seventh, eighteen hundred and thirty, and to that end they may administer oaths, examine witnesses, and perform all other acts necessary thereto, and make report to the Secretary of the Interior.

The commission, with its reports of December 3, 1900, and March 4 and June 15, 1901, transmitted the record in the cases of 161 Mississippi Choctaws, whom, under the provisions of the Curtis Act and the Indian appropriation act of May 31, 1900, it had refused identification.

April 13, 1901, this office forwarded the record in one of the cases, that of Lizzie Woodward, to the Department, and took the position that the examination of the applicant by the commission had not been as exhaustive as it should have been, and recommended that the record be returned to the commission. The Department concurred, and June 10 returned the record to the commission, with instructions to advise the claimant of its action, and to afford her an opportunity to present such further testimony as she might be able to produce.

After having carefully examined the records in all of the Mississippi Choctaw cases pending, the office reported to the Department June 18 that it was not believed that any of them would meet the requirements laid down in office report of April 30, 1901, concurred in by the Department June 10; it was therefore recommended that the cases whose record this office did not consider sufficient for the Department to act upon be returned to the commission. This was authorized by the Department June 21. Of the 161 Mississippi Choctaw cases, 141 have been returned to the commission (12 of them through the Department), 6 have been forwarded to the Department with the recommendation that the commission's action be approved, and 14 are pending in this office.

**Choctaws by blood.**—December 3, 1900, and February 15 and June 15, 1901, the commission transmitted the records in 52 cases wherein the applicants claimed to be Choctaws by blood. These records were forwarded to the Department with recommendation that the decisions of the commission be approved. The commission's action in 39 cases has been approved, 13 not having yet been acted on by the Department.

**Chickasaws by blood.**—December 3, 1900, the commission transmitted the records pertaining to the application of 10 persons for enrollment as Chickasaw citizens by blood, which the commission, under the provisions of the act of May 31, 1900, had refused to enroll. These cases were transmitted to the Department with recommendation that the action of the commission be approved. The Department has acted upon 9 cases and sustained the commission's decision.

**Cherokee cases.**—The commission, May 28 last, forwarded the records pertaining to the application of 158 persons who desired to be enrolled as citizens of the Cherokee Nation. The records in 156 of those cases have been forwarded to the Department with recommendation that the action of the commission in refusing to enroll the applicants be sustained, and 2 cases have been returned to the commission for further hearing and consideration. The Department has approved the action of the commission in 73 cases and has not yet acted upon the remainder.

**Creek cases.**—May 2, 1901, the commission transmitted the records in 10 cases, and May 20, 1901, the records in 20 cases, wherein the parties had made application for enrollment and had been refused. All of these have been transmitted to the Department for consideration; 9 have been returned to the commission for further hearing. In 14 cases the commission's action in refusing to enroll the applicants has been sustained and 7 cases, which the office recommended be returned to the commission for further hearing, have not yet been acted upon by the Department.

Early in June last Warwick Moore, of Fort Scott, Kans., forwarded to the office an application in the form of an affidavit for

enrollment as a member of the Creek tribe of Indians. Section 28 of the Creek agreement provides, among other things, that—

no person except as herein provided shall be added to the rolls of citizenship of said tribe after the date of this agreement, and no person whomsoever shall be added to said rolls after the ratification of this agreement.

This application was forwarded to the Department July 8, with the recommendation that the applicant be advised that the Department had no authority to grant him relief under existing law.

**Seminole rolls and citizenship.**—December 26, 1900, the commission transmitted the complete Seminole roll. January 11, 1901, the office forwarded the roll to the Department with the recommendation that it be approved after the commission's action relative to enrolling certain persons with the Seminoles and refusing to enroll others had been explained.

The roll as prepared by the commission shows the names of 1,899 citizens of the Seminole Nation by blood and 858 Seminole freedmen, making in the aggregate 2,757 citizens of that nation.

The Curtis Act declares:

The several tribes may, by agreement, determine the right of persons who for any reason may claim citizenship in two or more tribes, and to allotment of lands and distribution of moneys belonging to each tribe; but if no such agreement be made, then such claimant shall be entitled to such rights in one tribe only, and may elect in which tribe he will take such right; but if he fail or refuse to make such selection in due time, he shall be enrolled in the tribe with whom he has resided, and there be given such allotment and distributions, and not elsewhere.

No person shall be enrolled who has not heretofore removed to and in good faith settled in the nation in which he claims citizenship.

In July, 1899, Sam Mahasdy complained to this office that while his father was a Chickasaw and his mother a Seminole by adoption, yet the commission had refused to enroll him and his brothers with the Chickasaws, although it had so enrolled his father. In forwarding the Seminole roll the office stated that the name Samuel Mahasdy was not found thereon, but that the name Samuel Mahardy, which did appear, probably referred to the same person, and it was recommended that the commission be called upon to explain why it had enrolled him with the Seminoles when he desired to be enrolled with the Chickasaws. The Department concurred, and January 12, 1901, the commission was instructed to furnish the information called for.

But seven applicants for enrollment as Seminoles were refused by the commission. The commission's action in these cases was sustained by the Department and the roll of the Seminole Nation, which was made by the commission as of date December 15, 1900, was approved by the Department April 2, 1901. The commission's action in enrolling Samuel Mahardy with the Seminoles was also sustained.

## ALLOTMENTS.

**Seminole.**—The Seminole agreement, approved by the act of July 1, 1898 (30 Stats., 567), declares that—

All lands belonging to the Seminole tribe of Indians shall be divided into three classes, designated as first, second, and third class; the first class to be appraised at five dollars, the second class at two dollars and fifty cents, and the third class at one dollar and twenty-five cents per acre, and the same shall be divided among the members of the tribe, so that each shall have an equal share thereof in value so far as may be, the location and fertility of the soil considered; giving to each the right to select his allotment so as to include any improvements thereon owned by him at the time.

The Seminole agreement, approved by the act of June 22, 1900 (31 Stats., 250), is in part as follows:

First. That the Commission to the Five Civilized Tribes, in making the rolls of Seminole citizens, pursuant to the act of Congress approved June twenty-eighth, eighteen hundred and ninety-eight, shall place on said rolls the names of all children born to Seminole citizens up to and including the thirty-first day of December, eighteen hundred and ninety-nine, and the names of all Seminole citizens then living, and the rolls so made, when approved by the Secretary of the Interior as provided in said act of Congress, shall constitute the final rolls of Seminole citizens upon which the allotments of lands and distribution of money and other property belonging to the Seminole Indians shall be made, and to no other persons.

Second. If any member of the Seminole tribe of Indians shall die after the thirty-first day of December, eighteen hundred and ninety-nine, the lands, money, and other property to which he would be entitled, if living, shall descend to his heirs who are Seminole citizens, according to the laws of descent and distribution of the State of Arkansas, and be allotted and distributed to them accordingly.

The commission reported June 17, 1901, that the lands of the Seminole Nation had been appraised, and that the total appraised value thereof was \$851,266.46, thus making the standard value of an allotment \$308.76. With that report were forwarded letters of May 29 and June 10, 1901, from the commission to Frederick T. Marr, chief of the commission's allotment office at Wewoka, Seminole Nation, instructing him in the matter of making allotments to Seminole citizens. June 26, in transmitting the report, this office approved the instructions given by the commission as to Seminole allotments and the Department concurred July 1.

June 6 last the commission asked to be advised whether or not the Department considered it the duty of the commission to distribute among his heirs the land to which a deceased Seminole would be entitled if he were living. The commission gave it as its opinion that it was "required to allot to the heirs, and hence must by a proper proceeding first determine the heirs, meanwhile reserving the land to be disposed of." July 16 the office transmitted the commission's report to the Department, and expressed the opinion that whatever land any Seminole who died since December 31, 1899, would be entitled to if

living should be allotted to his heirs generally, without mentioning what heirs, and that the duty of determining who are the proper heirs devolves upon the courts and not upon the commission.

Upon a similar inquiry of the same date, relative to allotting lands to the heirs of deceased Creek citizens, the office took the same position. In both instances it was approved by the Department July 25, 1901.

It is understood that up to and including August 31, 1901, the commission had made allotments to 1,842 of the 2,757 Seminole citizens.

**Choctaw and Chickasaw.**—No allotments, prospective or otherwise, have, so far as this office has been advised, been made in the Choctaw and Chickasaw nations. The Choctaw and Chickasaw agreement declares that—

each allottee shall select from his allotment a homestead of one hundred and sixty acres, for which he shall have a patent, and which shall be inalienable for twenty-one years from the date of the patent.

August 23, 1900, the commission asked questions relative to making allotments in the Choctaw and Chickasaw nations, as follows:

First. Shall a Choctaw or Chickasaw Indian be allotted one hundred and sixty acres as his homestead irrespective of the value of the same, or shall he be allotted one hundred and sixty acres as a homestead, providing that the same does not exceed his fair and equal share of the lands of these two nations, considering the character and fertility of the soil and the location and value of the land?

Second. Are Choctaw and Chickasaw freedmen to be allotted forty acres of the lands of these two nations irrespective of value of the same as his homestead right, or are they to be allotted a tract of land equal in value to forty acres of the average land of these two nations?

The commission's report was forwarded to the Department August 31, 1900, and September 6 the matter was referred by the Department to the Assistant Attorney-General for the Interior Department for his opinion upon the questions propounded. January 15, 1901, the Assistant Attorney-General rendered an opinion, which was approved by the Department the same date.

With reference to the first question, he said:

The provision that all the lands belonging to the Choctaws and Chickasaws shall be allotted to the members of said tribes "so as to give to each member of these tribes, so far as possible, a fair and equal share thereof, considering the character and fertility of the soil and the location and value of the lands," is manifestly the main feature of the agreement in respect to the division of the lands, and controls the provision that "each allottee shall select from his allotment a homestead of one hundred and sixty acres." This homestead is to be selected by the allottee *from his allotment*, and the allotments are to be made so as to effect an equal distribution of the value of the lands. It was evidently assumed that in this distribution each Indian will receive more than one hundred and sixty acres, and hence the direction that he "shall select from his allotment a homestead of one hundred and sixty acres," but this assumption as to the probable acreage of the several allotments can not be given such effect as to defeat or modify the general plan of dividing the lands according to

their value. I think that the selection of a homestead is secondary or subordinate to the making of the allotment, and that it is only when the allotment equals or exceeds in area one hundred and sixty acres that the full complement allowed as a homestead may be selected from the allotment.

Concerning the second question, the Assistant Attorney-General held that—

The provision "that the said Choctaw and Chickasaw freedmen, who may be entitled to allotments of forty acres each, shall be entitled each to land equal in value to forty acres of the average land of the two nations," conforms to, and tends to intensify, the controlling intention of the agreement that the allotment or division of the land shall be made according to value rather than according to acreage. That the lands allotted to the freedmen are to be appraised is especially shown by this provision and by the direction that they shall be deducted from the body of lands to be allotted under the agreement "so as to reduce the allotment to the Choctaws and Chickasaws by the value of the same." Their value can only be ascertained by appraisal, and the only purpose in their appraisal is to enable an allotment thereof to be made according to value. It seems to me to be intended that each freedman entitled to an allotment shall receive land which in value equals "forty acres of the average land of the two nations"—that is, land the value of which neither exceeds nor falls short of what would be the value of forty acres if the lands to be allotted were all of the average value ascertained by the appraisal.

The treaty of April 28, 1866, contemplated the making of allotments among the Indians and freedmen on an acreage basis, irrespective of value, but the agreement ratified by the act of June 28, 1898, provided a different basis, as herein indicated, and is therefore controlling.

No allotments have been made except such as have been made to the Seminoles and those which were made to the Creeks prior to the adoption of the Creek agreement and which are, "so far as there is no contest," approved by section 6 of that agreement.

**Conflicting allotments in Creek Nation.**—Many contests between Creek citizens in the selection of their prospective allotments have been filed with the commission. In some cases the unsuccessful applicant has appealed to this office from the decision of the commission, and again from this office to the Department. The decisions of the commission have as a general thing been sustained by this office, and the decisions of this office have been generally sustained by the Department, except in a certain line of cases which involved the question as to whether or not the setting of posts or the driving of stakes was occupying lands within the meaning of the law. The office held that the setting of posts or the driving of stakes without further action on the part of the claimant did not reduce the land to possession. The Department, however, held otherwise.

#### AGREEMENTS.

March 18, 1900, the commission entered into an agreement with representatives of the Creek Nation relative to the distribution of the lands in severalty to the members of the nation and April 9, 1900, it entered



into an agreement with representatives of the Cherokee Nation for the same purpose. These agreements were both ratified by acts of March 1, 1900, and can be found in 31 Statutes at Large, pages 861 and 848, respectively.

The Creek agreement except section 36 was approved by the Creek council May 25, 1901, and the President issued his proclamation June 25, 1901, declaring that the agreement had been duly confirmed and that all of its provisions had become law.

The Cherokee agreement provided that it should be of full force and effect "if ratified by a majority of the votes cast by the members" of the tribe at an election to be held for that purpose. This agreement was defeated April 29, 1901.

Immediately after the rejection of the agreement the council of the Cherokee Nation at a special session, passed an act, which was approved by the principal chief May 11, 1901, which provided for the appointment of a commission to negotiate with the commission to the Five Civilized Tribes relative to framing another agreement pertaining to the distribution of the lands and other property of the Cherokee Nation among its citizens. The act was submitted to the Department May 31 by Inspector Wright for the approval of the President. Office report of June 8 recommended that it be not approved, since an agreement dated January 14, 1899, with the Cherokee Nation, which had been confirmed by the nation and submitted to Congress, had failed to receive action by Congress, and since the ratified agreement of April 9, 1900, had been defeated by the Cherokees. This act of the council was disapproved by the President June 11, 1901.

There is at this time no agreement between the Government and the Cherokee Nation relative to the distribution of the land and other property of that nation among its individual citizens, and all work in the Cherokee Nation under the jurisdiction of the Dawes Commission, or other officers stationed in the Indian Territory, is being carried on under the provisions of the Curtis Act and subsequent acts of Congress.

February 7, 1901, the Commission to the Five Civilized Tribes entered into an agreement with the Choctaws and Chickasaws for the purpose of fixing a date after which no name should be added to the rolls of the Choctaw and Chickasaw nations; but the agreement not only fixed that date but treated of other matters also. The agreement was forwarded to this office by the Department February 15, 1901, and was informally returned to the Department February 21, at which time its provisions, and especially the unsatisfactory ones, were fully discussed by the Assistant Attorney-General on the part of the Department, Mr. Breckenridge, representing the commission, John F. McMurray, one of the attorneys for the Choctaw and Chickasaw nations, and myself.

February 23, the Department forwarded to Congress the original

agreement and the agreement as amended by the Department, and they may be found in House Doc. No. 495, Fifty-sixth Congress, second session; but no action was taken by Congress looking to the ratification of the agreement.

#### MISSISSIPPI CHOCTAW SCHEDULE.

In January, 1899, the commission proceeded to Mississippi for the purpose of identifying Mississippi Choctaws who claimed a share in the lands of the Choctaw Nation under the provisions of the treaty of 1830. March 10, 1899, it made a report to the Department, to which was attached a schedule comprising nearly 2,000 names of Mississippi Choctaw claimants whom the commission had identified as "Choctaw Indians residing in Mississippi claiming rights in Choctaw lands, under article 14 of the treaty between the United States and the Choctaw Nation concluded September 27, 1830, as directed in section 21 of the act of Congress approved June 28, 1898." The schedule was not accompanied by any evidence as to the right of the parties to participate in the distribution of the Choctaw lands. The report and schedule were referred to this office by the Department June 6, 1899, and on June 13, 1899, the office suggested that, as the act of June 28, 1898, gave the commission jurisdiction over the question relating to the identity of Mississippi Choctaws, it would seem that the Department was without power to supervise the action of the commission in this particular. However, August 10, 1899, the Department decided that—

*prima facie* the persons appearing on said schedule containing the names of the Mississippi Choctaws entitled to enrollment as adopted Indians would be entitled to such enrollment, subject, however, to the final action of the Department, when the final rolls shall have been submitted by the commission for the approval of the Secretary.

November 5, 1900, the commission reported that it proposed to visit Mississippi again for the purpose of identifying Mississippi Choctaws. This report was forwarded to the Department with office report of November 17, 1900, in which the position was taken that the fullest opportunity should be given all persons to present their claims to enrollment as members of any of the Five Civilized Tribes, and expressed the opinion that the commission should be permitted to make a second appointment in Mississippi for the purpose of identifying Mississippi Choctaws who claim to be entitled to share in the lands of the Choctaw Nation.

The Department concurred, and December 3, 1900, directed that the commission notify the principal chief of the Choctaw Nation and the governor of the Chickasaw Nation of the time and place at which it would hear applications from those "claiming to be Mississippi Choctaws under the provisions of the fourteenth article of the treaty of

1830," in order that each of those nations could, if it so desired, have a representative at that hearing. The Department also directed the commission to impress upon the minds of the applicants the requirements of the acts of June 28, 1898, and May 31, 1900—

so that they would not receive the impression that by being identified by your commission they will have a right to be enrolled as members of the Choctaw and Chickasaw nations, and be entitled to a share of the lands of said nations without making settlement therein.

November 27, 1900, the commission requested permission to withdraw from the files of the Department its report of March 10, 1899, and the schedule attached. December 3, 1900, the office approved the request, but suggested that the duplicate copy be retained in the files of this office for future reference. In this, December 8, 1900, the Department concurred. December 28, 1900, the commission requested to be permitted to withdraw "the report in its entirety for reconsideration and modification." January 5, 1901, the office expressed the opinion that the request should not be granted, in which the Department concurred by letter of January 9 to the commission. January 22 the commission reiterated its request, stating that "the report referred to has now been withdrawn, and is of no more force and effect than as though never made. A copy, therefore, of a report which has no official existence should not be extant." January 31 last the office held, that while it was true that one of the bound volumes showing the commission's report and the schedule of Mississippi Choctaws identified by the commission had been withdrawn, yet both reports were in reality originals, although one was marked original and the other duplicate, and that if either volume were lost or destroyed the one in existence would be of full force and effect, and would be competent evidence to establish the action of the commission. It was therefore recommended that the commission be not permitted to withdraw the copy of its report and the schedule then on file in this office, and that it be instructed to return to the files of this office, when it should have finished with it, the other copy which had been returned to it December 14, 1900. February 7, the Department concurred in that recommendation.

No further action has been taken relative to this report and schedule; neither has it been determined whether or not the persons whose names appear on the schedule shall be permitted to participate in the distribution of the land and other property of the Choctaw and Chickasaw nations.

The Indian appropriation act approved May 31, 1900 (31 Stat., 221), declares, however—

that Mississippi Choctaws, duly identified as such by the Commission to the Five Civilized Tribes, shall have the right at any time, prior to the final approval of the rolls of the Choctaw and Chickasaw nations by the Department, to make settlement

“within the Choctaw-Chickasaw country, and on proof of the fact of bona fide settlement may be enrolled by the United States commission and by the Secretary of the Interior as Choctaws entitled to allotment.

#### MISCELLANEOUS.

The commission is now engaged in completing the rolls of the various nations and in classifying and appraising the lands. The only roll of citizens of any of the Five Civilized Tribes that has thus far been approved by the Department is that of the Seminole citizens already referred to.

**Classifying lands.**—As the agreements and the Curtis Act provide that the lands shall be allotted in severalty to the members of the tribes according to value, taking into consideration “the nature and fertility of the soil” and the location of the land, the work of appraising and classifying the lands of the different tribes has been a matter of considerable magnitude. On account of the peculiar wording of the law it has been necessary for the appraising parties to go upon and examine the nature of the soil of almost every 40-acre tract in the Indian Territory. This has required considerable time and has necessitated the incurring of considerable expense. All the expense in connection with classifying, appraising, and allotting the lands and the making of rolls of the various tribes is borne by the United States Government. The appraising parties, in classifying and appraising the land, fix the value thereof, except on account of its location and its proximity to the market. This value is added by the commission after the appraisers shall have determined the value of the land in accordance with the character and fertility of the soil.

**Chickasaw incompetents.**—The act of Congress approved May 31, 1900 (31 Stats., 221), contains the following clause:

That the Secretary of the Interior be, and he is hereby, authorized and directed to pay out and distribute in the following manner the sum of two hundred and sixteen thousand six hundred and seventy-nine dollars and forty-eight cents, which amount was appropriated by the act of June twenty-eighth, eighteen hundred and ninety-eight, and credited to the “incompetent fund” of the Chickasaw Indian Nation on the books of the United States Treasury, namely: First, there shall be paid to such survivors of the original beneficiaries of said fund and to such heirs of deceased beneficiaries as shall, within six months from the passage of this act, satisfactorily establish their identity in such manner as the Secretary of the Interior may prescribe and also the amount of such fund to which they are severally entitled, their respective shares; and second, so much of said fund as is not paid out upon claims satisfactorily established as aforesaid shall be distributed per capita among the members of said Chickasaw Nation, and all claims of beneficiaries and their respective heirs for participation in said incompetent fund not presented within the period aforesaid shall be, and the same are hereby, barred.

Acting under this authority of law, the Indian agent was instructed to give notice that those persons who claim to be Chickasaw incompetents or the descendants of Chickasaw incompetents would be allowed

to file their claims and evidence up to and including October 31, 1900. It was afterwards discovered that the six months provided for in the act did not expire until November 30, 1900. The time was extended accordingly.

Two hundred and forty-three claims for a right to participate in this fund, amounting in the aggregate to over \$175,000, were filed with the agent for the Union Agency. These claims, with the evidence submitted, were forwarded by him to this office with recommendation that all the claims be disallowed. Most of these cases have been forwarded to the Department, and with but one exception this office has concurred in the agent's recommendation. So far as the Department has taken action the claims have been disallowed; the claim which this office recommended be allowed has not yet been acted upon.

### CHIPPEWA AND MUNSEE INDIANS IN KANSAS.

The ninth section of the Indian appropriation act, approved June 7, 1897 (30 Stats., p. 92), provided for the disposition of the lands and the capitalization of the funds of the small band of Chippewa and Munsee or Christian Indians in Franklin County, Kans. Patents have been issued and been delivered to those allottees or their representatives who retained ownership of their allotments, and receipts therefor have been filed.

The 24 allotments which could not be partitioned among the heirs of deceased allottees were sold by the Commissioner of the General Land Office March 13, 1901, and a schedule has been prepared showing the proposed distribution of the amount which each allotment brought, less the cost of sale. This schedule, which is given on page —, has been approved by the Department, and steps are being taken to pay over the proceeds to the heirs or parties entitled.

At the same time last March the lands held by the tribe in common, as well as such allotments as had been abandoned or the whereabouts of the allottee were unknown, were sold by the General Land Office, the net price received being \$4,544.46, which sum is to be distributed per capita between 54 claimants, who are members of the tribe but have never received an allotment of land. This sum of money has been deposited in the Treasury of the United States, and each claimant is to receive his share when he shall have arrived at the age of 21 years.

The tribal fund, with the interest thereon, has been disbursed by the United States Indian agent to the members of the tribe except the share due one member, who was unknown to the Indian agent or to the members of the council. It remains in possession of the Government for further consideration as to its distribution.

## NORTHERN CHEYENNE RESERVATION, MONT.

As reported last year, it was decided that white settlers or beneficiaries of the appropriation made by the act of May 31, 1900 (31 Stats., p. 239), "to pay for certain lands and improvements" within the Northern Cheyenne Reservation, Mont., should be paid by warrants drawn in their favor on the United States Treasury, and that the heads of 46 Indian families residing east of Tongue River should be paid for their improvements through the United States Indian agent of the Tongue River Agency on that reservation.

With one exception all of the white settlers for whom appropriation was made have been paid as per their agreements, and they have removed from the reservation. Payment has been withheld from Charles B. Jefferis until he shall be able to convey to the Government a clear title to his land and improvements. Meantime he has left the reservation and his premises are under the care of the agent. Mr. Jefferis and wife duly executed a deed, but the abstract of title, dated September 12, 1900, showed that a notice *lis pendens* was filed on the same date of a suit by W. C. de Normandie against C. B. Jefferis. The Department therefore directed, October 11, 1900, that the deed should not be accepted nor payment for the land made until that suit should be finally disposed of. Mr. Jefferis's attorney has been so notified.

Otho S. Hon, one of the settlers, has filed claim for \$2,400, in addition to the \$2,100 which was paid him upon his execution of a quitclaim deed for his lands and improvements. His claim has not been disposed of.

The 46 Indian families have been paid for their improvements and proper vouchers have been filed by the agent.

The survey of the northern boundary of the reservation developed the fact that seven additional settlers are within the reservation boundaries. They are without title to the lands occupied, and their improvements are small, estimated to aggregate only \$2,965. January 29, 1901, this office recommended that Congress be asked to make an appropriation to pay for their improvements, but Congress failed to make the appropriation requested.

## THE CASE OF LITTLE WHIRLWIND, A NORTHERN CHEYENNE.

In the annual report of this office for 1897 (pp. 80-87) are fully set out the facts relating to the killing of a white sheep herder, John Hoover, by David Stanley, a Northern Cheyenne Indian belonging to the Tongue River Agency, Mont., and to the arrest, trial, and con-

viction of Stanley for murder in the State court at Miles City, Mont. He was sentenced to only five years' imprisonment in the penitentiary.

At the time of the trial Stanley was induced, by promise of leniency of punishment by the State authorities, to implicate in the crime Little Whirlwind and his brother Spotted Hawk, also belonging to the Northern Cheyenne tribe; and these Indians were tried for complicity in the murder. Little Whirlwind was convicted and sentenced to imprisonment for life in the State penitentiary, and his brother was sentenced to be hanged. Spotted Hawk's attorney, however, secured a new trial for him, and upon taking the case before the supreme court obtained his release for the reason that there was not sufficient evidence upon which to convict him. In the case of Little Whirlwind the evidence was similar to that of his brother, but the attorney neglected to take exceptions to the rulings of the court and failed to file a motion for a new trial.

November 28, 1899, Mr. S. M. Brosius, agent of the Indian Rights Association, appealed to this office in behalf of Little Whirlwind, and stated that Stanley, who died in prison October 19, 1899, admitted in his ante-mortem statement that he alone was the murderer of Hoover, and that neither Little Whirlwind nor Spotted Hawk was in any way implicated with him; and that he was induced by promises of leniency by the State authorities to testify falsely as to the complicity of the two brothers, neither of whom was present when Hoover was murdered. Mr. Brosius stated further that the principal witness against Little Whirlwind was an Indian boy named Shoulder Blade, who was induced by promises, etc., to testify falsely concerning the complicity of Little Whirlwind and Spotted Hawk in the killing.

December 1, 1899, the office submitted to the Department the evidence furnished by Mr. Brosius, and stated that it would seem from the facts in the case that there were the best of grounds for believing that Little Whirlwind was entirely innocent, and recommendation was made that the governor of Montana be requested to pardon him. The Department replied February 2, 1900, that the matter had been submitted to Indian Inspector James McLaughlin "for investigation, with instructions to consult the State authorities in regard to the status of the case, and to use his efforts in the name of the Department in behalf of Little Whirlwind," and that the inspector had reported, January 26, 1900, that the present time was deemed inopportune to press the subject of a pardon for this Indian, but that favorable results might be hoped for at a later period.

The matter was again called up by Mr. Brosius February 4, 1901, with request that another attempt be made to obtain pardon for this Indian. The correspondence was submitted to the Department February 13, with recommendation that the governor of Montana again

be requested to grant the desired pardon. The case was once more taken up, and July 1 last Little Whirlwind was pardoned and released. An escort was provided by the agent of the Tongue River Agency for the return of the Indian to his home, and on July 11 the agent reported that he had arrived safe at the agency.

### THE REVIVAL OF THE MESSIAH CRAZE IN MONTANA.

May 5, 1900, Agent James C. Clifford reported a serious condition of affairs existing at the Tongue River Agency, Mont., growing out of the prospective revival among the Northern Cheyennes of the "Messiah craze," with its attendant "ghost dancing," which some ten years ago prevailed at widely separated points throughout the Indian country. Porcupine, a Northern Cheyenne, who was the leader of the Messiah craze of a decade ago, had advised the Indians not to obey the orders of the agent or of the Department, but to listen to him, as he was an inspired "medicine man;" and he had made his followers believe that he was endowed with supernatural powers. He assured them that if they did not heed his advice they would certainly die, and that the resurrection was surely coming in the summer, when all the dead Cheyennes would come to life and sweep the whites out of existence.

The agent's report was submitted to the Department May 14, 1900, and was communicated to the Secretary of War, who instructed Brigadier-General Wade, U. S. A., to look into the matter; this he did, reporting May 23, 1900, that he did not anticipate any serious trouble from the Indians concerned.

About a month later (June 8) the agent reported further particulars as to the doings of this troublesome Indian, as follows:

On April 2 Red Robe, an employee of this agency, reported that a meeting of the Messiah men had been held in the tepee of Little Hawk, on the Rosebud, in which Porcupine, the organizer and chief oracle of the ghost dancers, took a prominent part. Porcupine told them that he intended to go on a journey to see the Messiah; that they must do as he told them. On April 16 the police reported to me that Porcupine, Crook, White, an old Arapaho Chief, of Rosebud Creek, and Howling Wolf, of Tongue River, were on Upper Tongue River engaged in "making medicine," as they call it. Among the senseless acts performed was the cutting off of small pieces of skin from the wrist and forearm of one of those present who desired to talk with a deceased friend or relative. By simply blowing the breath upon the pieces of skin the spirit called for would appear and lend his assistance in making medicine. Of course the Indians believe this, being so superstitious.

I instructed the police to break up this gathering and to send the participants of this meeting home and to tell them to stay there. The police told me that Crook told them that Porcupine was teaching him to be a "medicine man," endowing him with great power. Shortly after this, Crook was reported as being on Tongue River, engaged in his medicine feasts. He and Porcupine were telling the Indians not to listen to the agent or to the commissioner, and not to obey them; that they should listen to Crook and Porcupine, and that all the Indians should stay together and then all would be well with them. Policeman Little Sun and other Indians heard this talk.



On April 29 I ordered Crook brought to the agency, the police starting after him on the 30th. Instead of coming in quietly, about twenty of the worst element on the Rosebud came in with him. They refused to go into the council room when told to do so, saying that they could talk outside on the prairie. They were then outside in front of the office, and were all armed. A short distance away Roach, a son of Kills Night, fired a revolver, whereupon this armed band charged down upon the agency, with their horses running their fastest. This fact alone showed their evil intentions.

\* \* \* The wife of White walked up and down the line, saying that if any of the men ran she would push them back. She was bearing arms supposed to belong to her husband and to Crook, her son. Crook was reported to have said that the Great Father in heaven had directed him to procure the blanket he was then wearing—a bright red one—which was bullet-proof. \* \* \*

There are about forty, probably, of these Indians who are firm believers in Porcupine and his power, and they are, of course, the worst ones to do anything with in the way of advancing them, for they will pay no attention to what they are told after they get out of sight.

I am still of the opinion that the best interests of the Northern Cheyennes and the service would be subserved by the removal of at least Porcupine and Crook from the reserve and their being held in custody until such time as they are thoroughly cured of their dangerous ideas. This man Porcupine is a smooth talker and a cunning Indian. Crook is a younger man and easily led, and he has been in trouble before.

\* \* \*

June 27, 1900, Agent Clifford reported that Porcupine had left the reservation without permission, taking with him several of his followers; that it was said he had gone to visit the "Great Messiah," and that the party ought to be arrested and returned to the reservation. About two weeks later he advised the office that the destination of Porcupine was the Fort Hall Reservation, Idaho, where he no doubt intended to inculcate his doctrines. The Fort Hall agent was therefore instructed to keep the office fully advised as to the movements of this fanatic, in order that if he attempted to make trouble among the Bannocks at Fort Hall he could be properly dealt with.

August 1, 1900, the Tongue River agent forwarded to this office the formal proceedings of a council held July 26, 1900, with the Indians under his charge and signed by 328 "headmen and members of the Northern Cheyenne Indians." They condemned the disrespectful language used against Inspector McLaughlin by a few of Porcupine's band, and said: "Porcupine has been for years trying to lead the young men on the road which has made trouble for us, and if he is not stopped we fear trouble will come as soon as he returns." They earnestly requested that Porcupine be taken away from the reservation and put "in prison at some place far away for two or three years, until he learns some sense and quits his Messiah teachings and attempts at ghost dancing."

October 10, 1900, the agent reported that, with the cooperation of the agents of the Fort Hall and Shoshoni agencies, Porcupine and party had been arrested among the Bannocks in Idaho and brought back to the Tongue River Agency under charge of the Indian police, "without seeing the 'Great Messiah' or even securing the 'medicine arrows'

he promised to bring back to use on the whites." They arrived at Tongue River on August 27 and were at once confined in the agency guard-house. The agent was convinced that the removal of Porcupine from among the Indians would have the effect of entirely breaking up the bad influence he had among his followers.

October 20, 1900, the office reported to the Department on this matter, as follows:

The Indian "Porcupine," referred to by Agent Clifford, is doubtless the same "Cheyenne medicine man Porcupine" who started the craze in 1890 and whose operations at that time were first reported through the War Department.

In the annual report of this office for 1891 a history of the "Messiah craze" is given, and it is stated that this Indian "claimed to have left his reservation in November, 1889, and to have traveled by command and under divine guidance in search of the Messiah to the Shoshone Agency, Salt Lake City, and the Fort Hall Agency, and thence—with others who joined them at Fort Hall—to Walker River Reservation, Nev.; and that he by the next summer had returned to his reservation and declared himself to be the new Messiah. The present movements and actions of Porcupine would seem to parallel those of ten years ago, except that his successful return to Tongue River has been prevented by his having been arrested and brought back under guard.

From the agent's reports and the petition of the Northern Cheyennes themselves, it appears that the presence of this Indian on the reservation is a constant source of trouble and danger, and is very detrimental to the peace and welfare of the said Indians. In fact, viewing his recent actions in the light of his record of a decade ago, this office regards his continued presence at the Tongue River Agency as a most dangerous obstacle to the proper government and welfare of not only the Northern Cheyennes but also of the Indians of the other tribes who were once infected and crazed by his pernicious teachings. So long as he is allowed to continue to spread his fanatical religious ideas among the Indians without being properly punished, he will remain a dangerous menace to the service.

It is therefore respectfully recommended, should it meet your approval, that authority be granted for the removal of Porcupine from the Northern Cheyenne Indian Reservation, Mont., in accordance with the provisions of section 2149 of the Revised Statutes, as his presence thereon is detrimental to the peace and welfare of the Indians of the same; and this being done, that he be taken under guard and turned over to the commanding officer of Fort Keogh for confinement at hard labor at that post until such time as he shall be thoroughly disciplined and taught to respect and obey the officers of the Government and otherwise properly demean himself, and give satisfactory assurance to the military officers that in the future he will behave himself and cause no further trouble. \* \* \* The War Department will be reimbursed by this Department for the cost of the rations issued to the prisoner during his confinement.

October 22, 1900, the Department recommended to the Secretary of War that Porcupine be confined and punished at Fort Keogh or elsewhere. Accordingly Porcupine was turned over to the commanding officer at Fort Keogh and confined at hard labor.

February 28, 1901, the commandant of this post reported that Porcupine appeared to be thoroughly disciplined. His conduct had been excellent in every respect since his confinement, and he had promised that in the future he would behave himself and cause no more trouble;

he therefore recommended that Porcupine be released. No objection being made thereto by the Tongue River agent, Porcupine was released from custody March 28 and allowed to return to his home on the reservation. Since then nothing further has been heard from him, and it is believed that the punishment has been effective.

### ZUÑI PUEBLO GRANT, NEW MEXICO.

A bill (H. R. 8635) was introduced in Congress February 16, 1900, "To confirm title to certain land to the Indians of the pueblo of Zuñi, in the Territory of New Mexico," and was favorably reported (Report 1571) without amendment from the Committee on Indian Affairs May 17, 1900, but no further action seems to have been taken on the bill.

The recommendation made in the last annual report is respectfully urged upon the coming Congress, that the title to their land be confirmed to these Indians, inasmuch as all the title papers held by them for land occupied by them for over two hundred years were a few years ago accidentally destroyed by fire.

### NEW YORK INDIANS.

By the Indian appropriation act of March 3, 1901 (31 Stats., 1077), the Secretary of the Interior was directed to withhold \$10,000 from the amount appropriated by the act of February 9, 1900 (31 Stats., 27), to pay the judgment of the Court of Claims in favor of the New York Indians, for the purpose of defraying the necessary expenses of ascertaining the beneficiaries of that judgment.

June 12, 1901, the Department directed this office to take immediate preliminary steps to ascertain and determine those who are entitled to participate in the distribution of the fund and suggested a method of notifying prospective claimants to present their claims for adjudication, etc.

July 27, 1901, the office submitted to the Department a form of advertisement giving notice to claimants of the proposed payment and to file their applications in this office on blanks prepared for that purpose. An amended form of advertisement was approved by the Department August 6 and the same was published by this office September 1. By its terms the enrollment will close on December 1, 1901.

### WENATCHI INDIANS, WASHINGTON.

The removal of Wenatchi Indians to the Colville Reservation, Wash., was not accomplished last spring, as had been intended. From the facts reported March 28, 1901, by Agent Albert M. Anderson, of the Colville Agency, in response to office instructions of February 16 last,

and from the information obtained from other sources, the office became convinced that the removal proposed had developed into a much larger undertaking, as well as a more expensive one, than had been anticipated. It is believed that it will be best to allow a considerable majority of these people to remove, including even some of those who now have lands, especially where the land is undesirable and ill suited for Indian homes. Most of these Indians are very poor, and while the office feels that assistance by the Government in connection with the removal should be restricted to absolute necessities, it is realized that in most cases they must be provided with subsistence during a portion of the first year and that some farming implements, utensils, and materials for fences and houses must be furnished. The office has not had sufficient funds at its disposal for this purpose. It is now purposed to ask Congress at its next session for a small appropriation to defray the expenses of removing these Indians and establishing them on the Colville Reservation.

Agent Anderson was instructed, June 7, 1901, to visit Mission and Wenatchee, Wash., for the purpose of ascertaining the real condition and needs of the different families so far as practicable, to find out what ones should be removed, and obtain data upon which to base a detailed estimate of their requirements. He was told to submit his report in time for transmission to Congress at an early date.

#### YAKIMA BOUNDARY CLAIM, WASHINGTON.

The Crow, Flathead, etc., Commission, as stated in my last annual report, was instructed to negotiate with the Indians of the Yakima Reservation, Wash., for the adjustment of their claim to lands adjoining their reserve on the west excluded by the Government boundary survey of 1890. After negotiating for several weeks the commission, August 14, 1900, reported its failure to secure an agreement for the reason that the Indians demanded a larger sum for the disputed tract than the Department had authorized or was willing to pay.

May 22, 1901, Inspector James McLaughlin was instructed by the Department to proceed to Yakima and if possible secure an agreement with these Indians for the adjustment of this claim. July 13 he reported that three days were spent by him in traveling over the disputed tract. He found the soil throughout to be light, porous, and composed of volcanic ashes, the climate arid, and, owing to the elevation, so cold that none of the cereals could be matured, thus making farming unremunerative. The entire tract is covered with a scattered growth of timber, most of which is too small for profitable milling. There is very little undergrowth and only a scant stand of grass. On the southern three-fourths of the tract over 75 per cent of the timber is dead and decaying rapidly.

On the 9th of July the Indians were met in council, and at the inspector's suggestion a committee of seven leading Indians of the reservation were designated to confer with him on the terms of an agreement. The inspector offered them \$125,000 for the disputed tract, which was accepted by the committee; but the terms of payment could not be agreed upon, the Indians demanding a larger sum in cash than the inspector was willing to agree to, and also expressing their unwillingness to have any considerable sum used for irrigation purposes. Deeming it best not to accede to the terms demanded by the Indians, the negotiations were closed.

The inspector states that he was very much handicapped in his work by the previous negotiations of the Crow, Flathead, etc., Commission, which had held various councils with the Indians since February, 1897, and had offered the Indians \$1,400,000, practically in cash, for their surplus lands—more than \$3 per acre for the sterile, arid, mountainous, and least valuable portions of the reservation. This offer, although it was rejected by the Indians, notwithstanding it was more than double the value of the land, left the impression in the minds of the Yakima that their lands were very valuable and much desired by the Government. Also, Inspector McConnell, who visited these Indians during the autumn of 1900, is alleged to have made the Indians an offer of \$1 per acre, or \$300,000 for the disputed tract. These propositions have given the Indians erroneous impressions as to the value of their lands, so that the prices they now place on them are fictitious, and it will require some time to overcome such mistaken ideas.

It appears, also, that these Indians have been led to believe, through the representations of members of their tribe, that Congress will act favorably upon this matter and adjust it during the coming session, and the inspector therefore suggests that no further negotiations be attempted until after Congress adjourns next year.

#### STOCKBRIDGE AND MUNSEE INDIANS IN WISCONSIN.

October 2, 1900, the Office recommended to the Department that Inspector Cyrus Beede be assigned to the duty of conferring with the Stockbridge and Munsee Indians of Wisconsin, with the view of formulating a plan for the allotment in severalty of the common lands of their reservation. October 8, 1900, the Department detailed the inspector to that duty, and October 27, 1900, the office submitted instructions for his guidance, which were approved by the Department October 31.

Inspector Beede reported to this office, December 26, that he had held three general councils with the tribe, at which their affairs were thoroughly discussed and various plans presented; that the larger portion of the tribe seemed anxious for some kind of a settlement, but

were not in accord on all points; that a minority, known as the Miller faction, seemed to prefer no amicable adjustment, but desired to settle their differences in the courts; that a third party, closely allied to the Miller faction, but disagreeing as to certain details, was in evidence; and that neither of the smaller parties could be induced to meet with the larger one in conference, although they attended every meeting called by the inspector.

The inspector's labors resulted in the following "Proposed plan of settlement with the Stockbridge and Munsee tribe of Indians," which bears the signatures of 79 male adult members of the tribe, constituting a majority of such members:

We, the undersigned members of the Stockbridge and Munsee tribe of Indians, under the jurisdiction of the Green Bay Agency, constituting a majority of the male adult members of said tribe, do hereby agree, on behalf of ourselves and said tribe, to accept the following conditions as a full and complete settlement of all obligations of the Government, of whatever nature or kind, either expressed or implied, from whatever source the same may have accrued, whether under the treaty approved February 5, 1856, any act of Congress, or otherwise, save and excepting only any interest which may be found to attach to the Stockbridge and Munsee tribe of Indians in the judgment recently obtained by the Six Nations of New York against the United States through the Court of Claims; and upon performance by the Government of said conditions any and all claims, grievances, and rights which we may have or claim to have against the Government, save as aforesaid, shall be deemed to have been fully paid, satisfied, and discharged.

First. That the land reserved to the said Stockbridge and Munsee tribe of Indians by the treaty approved February 5, 1856, and which has not heretofore been sold or patented, either to the State or individuals, shall be patented, so far as there is sufficient land for said purpose, to such Indians as were enrolled under the act of 1893, and who have not heretofore received their patents, and to their children: *Provided, however,* That where patents have heretofore been issued by the United States to a head of a family or a married man, a member of said tribe as aforesaid, the same shall be deemed to have been in satisfaction of the claims of both husband and wife, and no allotments shall be issued hereunder to such persons: *Provided further,* That the issuance of such patent shall in no wise prejudice the rights of their children to share in the allotment of land hereunder, and that with the above exceptions such allotments shall be issued to all members of said tribe, as aforesaid, living on the 1st day of January, 1901, in the following manner, to wit:

A. 80 acres of land to each head of a family: *Provided,* That the term "head of a family" shall be construed to be a provision for the parents only, or the surviving parent in case of the death of either, the unmarried children being provided for in the second clause hereof.

B. 40 acres of land to every other person specified herein and not provided for as above.

That whereas there is not sufficient land on said reservation to give each person above designated an allotment within the boundaries of same, the available reservation land shall first be allotted to the heads of families and others residing on said reservation until the same may be exhausted; that the Government may purchase land elsewhere to carry out the above provisions: *Provided,* That in cases where members of said tribe may have made selections, whether filed with the business committee of said tribe or otherwise, it shall be obligatory upon such member or members to accept said selections, not to exceed the acreage prorated as above, and

that in all other cases it shall be optional with said members to accept such allotment, or in lieu thereof the sum of \$2 per acre, which is hereby agreed to be the equivalent of said land: *Provided further*, That where the selections made as above do not equal the acreage to which such persons may be entitled hereunder, said members may elect to take the balance due them in land or money, as per above.

That whereas under the act of February 6, 1871, about 140 members of said Stockbridge and Munsee tribe of Indians were refused enrollment with said tribe and debarred from the enjoyment of any rights and privileges to which said tribe was entitled; and whereas the tribal funds were divided, under said act, between those enrolled and admitted members of the tribe who became citizens of the United States pursuant to said act and received said money as their supposed share of the tribal funds and those who were enrolled under the act as Indians, which portion was left in the Treasury of the United States to the credit of said tribe; and whereas said money should have been divided on the basis of an additional membership of 140; and whereas said Indians so excluded as above, protesting against said act, have since maintained and defended their rights to such enrollment and under the act of March 3, 1893, established their rights to such enrollment and were duly enrolled as members of said tribe; and whereas if said tribal funds had been divided on the basis of the present corrected and approved enrollment of said tribe a much larger sum of money than is now the case would be on deposit to the credit of said tribe and would have been drawing interest since 1871, it is expressly provided that in consideration of the relinquishment of the aforesaid claims and rights, and especially as an atonement for and a satisfaction of our claims arising out of said wrong and grievance, Congress shall appropriate, out of the funds in the Treasury of the United States and belonging to the United States, a sufficient sum to provide land for all members of said tribe in accordance with the above provisions; provided, with the exception above stated, that any member or members may elect to receive \$2 per acre in lieu of said allotment on condition that such election shall be made within sixty days after the passage of an act of Congress to carry out the above agreement.

Second. That all funds now on deposit to the credit of said tribe shall be divided pro rata, share and share alike, between the living members of said tribe and their children, as per the enrollment above referred to governing the allotment of land hereunder.

Signed at the Stockbridge and Munsee Reservation, Shawano County, Wis., this 8th day of December, 1900.

February 1, 1901, in accordance with office recommendation of January 24, the Department transmitted the report of the inspector and accompanying papers to Congress, with recommendation for favorable consideration and urgent request for speedy action. They were printed in House Document No. 405, Fifty-sixth Congress, second session, but no further action seems to have been taken by Congress on the matter.

It is earnestly hoped that the affairs of these Indians will receive consideration at the next session of Congress and that the proposition of settlement negotiated by Inspector Beede, or some equally meritorious plan, will receive Congressional sanction.

#### THE WINNEBAGO OF WISCONSIN.

Henry W. Lee, of Wisconsin, filed a claim in the Department January 30, 1888, against the Winnebago Indians of Wisconsin for the sum of \$5,000 on account of alleged services as attorney for these

Indians. No contract for services rendered by Mr. Lee to these Indians was ever authorized or approved by the Department, and this office, as well as the Department, has uniformly denied his claim and refused to pay any part of it. Mr. Lee therefore appealed to Congress for relief.

Senate bill No. 3499, Thirty-sixth Congress, first session, reads as follows:

The Secretary of the Interior is hereby directed to pay to Henry W. Lee, or his legal representatives, the sum of ten thousand dollars, provided to be paid him out of the moneys of the Winnebago Indians of Wisconsin by the act of Congress approved August twenty-third, eighteen hundred and ninety-four, said sum when so paid to be in full discharge of the claim of said Lee for services rendered said Indians.

This bill was referred to the Court of Claims under the following resolution from the Senate Committee on Indian Affairs:

*Resolved*, That the bill (S. 3499) entitled "A bill for the relief of Henry W. Lee," now pending in the Senate, together with all the accompanying papers, be, and the same is hereby, referred to the Court of Claims, in pursuance of the provisions of an act entitled "An act to provide for the bringing of suits against the Government of the United States," approved March 3, 1887. And the said court shall proceed with the same in accordance with the provisions of such act, and report to the Senate in accordance therewith, showing, among other pertinent matter, the value of the services referred to in said bill, if any, which were performed by the said Henry W. Lee, what compensation he has already received therefor, and what balance, if any, is still his due.

It will be observed that the bill increases his claim from \$5,000 to \$10,000. In his original and amended petitions now pending in the Court of Claims and under investigation and consideration by the Department of Justice he claims a fee of \$64,144.90, less \$508.14 paid him, as he admits, by the Indians.

Upon a communication dated June 14, 1901, from L. C. Pradt, Assistant Attorney-General, relating to this claim, this office reported that after a very thorough investigation of the matter it was confirmed in the belief that the claim of Mr. Lee was not only unjust, but fraudulent, and that he should not be allowed any additional compensation for services alleged to have been rendered the Indians. In fact, the rapidity with which his claim increased from its original sum is sufficient to stamp the whole matter as a fraud.

Very respectfully, your obedient servant,

W. A. JONES,  
*Commissioner.*

THE SECRETARY OF THE INTERIOR.





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PAPERS ACCOMPANYING REPORT OF COMMISSIONER OF INDIAN  
AFFAIRS.

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# REPORTS OF AGENTS AND OTHERS IN CHARGE OF INDIANS.

## REPORTS CONCERNING INDIANS IN ARIZONA.

### REPORT OF AGENT FOR COLORADO RIVER AGENCY.

COLORADO RIVER AGENCY,  
*Parker, Ariz., July 1, 1901.*

SIR: I have the honor to submit herewith my fourth annual report for the Indians of the Colorado River Reservation for the fiscal year ending June 30, 1901.

The year has been one of prosperity to the Indians of this reservation. The steam irrigating plant, raising water to the height of from 10 to 16 feet from the Colorado River into a canal, from which it is distributed over 400 or 500 acres of land, has continued its satisfactory work. Not only do the Indians raise a large amount of subsistence from the land thus irrigated, but the cutting of the wood to supply the plant with fuel keeps the Indians occupied and prevents much idleness that would otherwise produce dances, visiting, and "powwows."

Opportunities for earning money adjacent to the reservation have increased through the development of mining claims and the opening up of ranches. These Indians have made acceptable workmen around the mining camps, especially in wheeling out ore and waste, in cutting wood, and in the transporting of supplies on the river. This river transportation, built up entirely since I have been in charge, is a prominent factor in the earnings of the Mohave Indians. Not only do they transport all Government supplies, earning about \$2,500 yearly, but with their 20 or more row-boats they compete to quite an extent with the steamboats in transporting miners and their supplies down the river.

With these earnings and the sale of hay and wood to the agency and school and to miners and prospectors, the Indians of this reservation are no longer the especial objects of national pity. The agent's report is no longer an annual tale of woe. Health has increased and the death rate diminished through more wholesome food and better modes of living. Each year their homes become more homelike. Beds, tables, and chairs, in lieu of the ground, now quite generally serve their proper uses in the homes of the more progressive Indians of the reservation. All have comfortable adobe houses with windows, doors, and fireplaces. A few have cooking stoves, and a number have sewing machines purchased with their own money.

Yet the picture is not wholly roseate. I have noted with increasing prosperity a greater disposition to shirk work on the part of certain Indians. Orders of the agent are not so quickly and explicitly obeyed as in the days when the agent and the Government flour house alone offered a means of assuaging hunger. The police have been less attentive to their duties, and it has required greater vigilance on the part of agent and employees to keep the Indians industrious and orderly. Some changes in the police force are being made with a view to securing better discipline and renewed activity. The necessity for an active and aggressive police force is greatly increased by the new order of the Department in reference to marriage and divorce.

The agency boarding school closed June 14, with an attendance of 105 pupils—an increase over any previous year. The pupils enjoyed good health throughout the year, escaping all contagious diseases and epidemics, excepting the usual run of la grippe. Commendable progress was made in literary work, in English speaking, and in most lines of industrial work. On account of shortage in employees and the lack of an industrial teacher during almost the entire school year, the outdoor discipline and deportment of the pupils has not been up to the former high standard. The former superintendent returned to his work in September, far gone with consumption, and three months later resigned, to die shortly after. For several months the school was without an official head other than the agent, but in March Frederick

Rapson, one of the teachers, was, at the request of the agent, made principal teacher in immediate charge, and the position of superintendent abolished.

The difficulty which the Indian Office has had in filling vacancies in the corps of school employees in this school has been due more to past conditions and reports than to the conditions that now prevail here. For many years agents and other employees were anxious to secure the removal of the agency and school to a point in Arizona across the river and a little above Needles, Cal. Inspecting officials lent willing aid to the plan. Thus the hardships and isolation of the place were given prominence, and the meagerness of the plant enlarged upon. In order to secure removal, no effort was made to improve the plant and surroundings.

Now conditions are largely changed, and this is no longer a particularly undesirable place for employees. Several new buildings have been built, and there are now fairly comfortable and amply roomy quarters for each employee. A few have quarters in modern brick buildings, with hot and cold water, sewerage, etc., and the others in adobe buildings with shady porches. Brick walks connect the principal buildings, and they are bordered by small lawns. The adjacent agency grounds are well shaded by giant cottonwoods, palms, and pepper trees, and the school grounds are becoming more inviting in this respect. Graveled driveways and a surface covering of adobe clay are transforming the school grounds, that were once a mass of drifting white sand, into something that at least suggests the coming of beauty and comfort.

The ice plant does much to mitigate the hardships of the hot summers, and such wholesome drinking water as we enjoy the year round is not to be found at every school. For eight months—from October to June—there is no finer climate on earth. Very hot weather may usually be expected during most of the remaining four months, but the vacation period covers the worst of this season. Furthermore, there has never been a case of serious illness here during the heated term, the dry desert heat, intense and uncomfortable as it is, being rather a tonic than otherwise.

Outside of this desert summer heat, common to and no worse than at a half dozen other Southwestern schools, the only other serious drawback is the difficulty of getting in to and out from the agency. But a 90-mile trip in a rowboat is really quicker and less expensive than a trip of the same distance over rough mountain roads. It is generally possible to arrange for the trip in a small steamboat; but a rowboat, manned by trusty, thoroughly reliable Indian oarsmen, is the most satisfactory way of reaching this place. It is possible to reach the agency by special and necessarily expensive overland conveyance from either Congress or Wickenburg, Ariz., with a distance of about 140 miles, or three days' travel; but I see nothing to commend such a method.

For the past five years there has been no serious trouble among the employees here and no "investigations" of any kind. The agency and school have given the Indian Office little trouble, and the Indian Office or inspectors have made none for the agent or employees. Such things count in the life and service of an employee. There has not been an employee voluntarily transferred from this place during the past five years, so far as I can recall, who has not made an effort to return to his former or some other position here.

Full descriptions of this reservation and the characteristics and customs of these Indians have been given in my former reports, and I have not felt like thrashing over the old straw in a year that has presented few new features or startling changes. During the vacation I have the permission of the Department to visit Washington for the purpose of discussing the future plans of these Indians and of the 1,500 or more Indians belonging to this reservation, but now living mostly near Needles, Cal. As two or three alternative problems will be under consideration, recommendations for the future will best be deferred until a settled plan of action is agreed upon.

Thankful to the Indian Office for the uniform courtesy and consideration with which I have been treated, and gratefully appreciating the work of loyal and faithful employees, I remain,

Very respectfully,

CHARLES S. McNICHOLS,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

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REPORT OF SUPERINTENDENT OF COLORADO RIVER SCHOOL.

PARKER, ARIZ., July 4, 1901.

SIR: I have the honor of submitting my first annual report of the Colorado River Boarding School, of which I was acting superintendent from November 28 to February 19, when, upon the death of Supt. Francis M. Neel, the position of superintendent was abolished and I was appointed principal teacher in charge.

We have been particularly unfortunate the past year in the matter of vacancies, the positions of carpenter, seamstress, assistant seamstress, assistant laundress, cook, and industrial teacher having been vacant during a portion of the year or else filled by temporary employees. Of these the lack of an industrial teacher proved the most serious. Early in the year a prospector was induced to take the industrial work for a few weeks and he held it long enough to grade and partially plant our garden.

The work in the schoolroom has been very satisfactory. Considerable attention has been given to the correct speaking of English, and with excellent results.

The boys have worked faithfully, cultivating the school garden, sowing 2 acres of alfalfa, building fences, hauling wood, caring for the teams, and a few have tried their hands at carpentry.

The work of the girls in kitchen, laundry, sewing room, and matron's department has been very good.

The past year the new building, with dining room, kitchen, and quarters for four employees, closets and bathrooms, supplied with hot and cold water and sewer, has been completed. A portion of the grounds has been graded and a fairly nice lawn has been started. Two small tracts have been cleared, graded, fenced, and added to our garden, which has been a great success. A new pump has been set up. Several cottonwood and palm trees have been set out. Brick walks now connect the main buildings. Several hundred adobe bricks have been made by the boys for use in the erection of a new bakery. All the buildings have been sewer.

**Needs.**—1. A new mess house. The one now in use is constructed of cloth and wire netting, and is a sweat box in the summer and a pneumonia trap in the winter.

2. More water. All our drinking water has to be hauled in barrels from the river, over a mile distant. A pump at the river and a standpipe on some high point would give us more water, better water, excellent fire protection, which we have not now, and would cost less than the present method does.

3. A school farm, with cows, pigs, chickens, etc. Probably very few schools have as good a situation for farming as this one. With a soil that will grow almost everything that can be raised in the country with a little care and plenty of water, situated in one of the few valleys along the Colorado River where the water can be used for irrigating purposes, with a large river at our doors to supply the water, we should do something. As it is now our boys learn practically nothing in the industrial line that will help them in after life. They learn a little about gardening, the care of a team, a touch of carpentry, the science of chopping wood, and the art of manipulating a washing machine.

No official visitors called on us this year.

To the honorable Commissioner, for granting all requests in our behalf; to Agent McNichols and the agency employees, for their many kindnesses; to the school employees, whose readiness to work and ability to harmonize has made the year a success, we return thanks.

Respectfully submitted.

FREDERICK RAPSON,  
*Principal Teacher in Charge.*

The COMMISSIONER OF INDIAN AFFAIRS.  
(Through Agent Charles S. McNichols.)

REPORT OF AGENT FOR FORT APACHE AGENCY.

FORT APACHE AGENCY,  
*Whiteriver, Ariz., June 30, 1901.*

SIR: I have the honor to submit my third annual report of this agency, with the usual statistics, for the year ending June 30, 1901.

These Indians have prospered as well during the past year as in former years, except the disadvantage arising from a failure in their corn crop, as a result of the long drought, and failure on the part of the Indian Office to grant authority at the proper time to issue goods intended for the comfort of the Indians. The forest and grazing, being protected for the first time, enabled them to fill their contract for hay with the War Department, even during the dry season. The cash derived from the sale of hay, grain, and wood is about all they handle.

The following table shows the population under this agency:

Indian children of school age:	
Males .....	245
Females .....	248
Total .....	493
Males of all ages .....	908
Females of all ages .....	1,044
Total population this year .....	1,952
Total population last year .....	1,928
Increase of population .....	24

The following number of domestic animals are owned by the Indians of this reservation:

Horses .....	5,976	Burros .....	205
Mules .....	66	Cattle .....	751

These Indians have sold to the Government this year the following products of their labor, receiving the following prices:

To the War Department:

29,864 pounds barley, at \$2 per 100 pounds .....	\$597. 28
9,330 pounds corn, at \$2 per 100 pounds.....	186. 60
1,389,515 pounds hay for feed, at \$1 per 100 pounds.....	13, 895. 15
201,450 pounds hay for bedding, at 75 cents per 100 pounds .....	1, 510. 87
1,488½ cords wood, at \$3 per cord .....	4, 466. 25
759 bushels charcoal, at 20 cents per bushel .....	151. 80
Total .....	20, 807. 95

To the Interior Department:

250 cords wood, at \$2.75 per cord .....	687. 50
47 tons hay, at \$25 per ton .....	1, 175. 00
45,304 pounds corn, at \$2.25 per 100 pounds .....	1, 019. 34
1,500 pounds beans, at \$4.75 per 100 pounds.....	71. 25
Total .....	2, 953. 09

In a previous report I recommended that the Government expend a few thousand dollars in preparing a system of irrigation along the streams for these Indians. Authority was granted to employ a competent engineer to prepare plans and specifications for such a system. Mr. E. R. Stafford made the survey, and submitted plans and specifications at the close of the fiscal year, which were forwarded to the Indian Office, consisting of the following:

One ditch to be taken out of the North Fork of White River 1½ miles above the Interior sawmill. This may necessitate the moving of the mill that much farther up the stream, which in a very short time should be done for more convenience to the timber. Should the ditch at times drain nearly all the water at that point from the stream, there will always be an ample supply from Diamond Creek, emptying into the North Fork 5 miles above the agency, to propel the water wheel and to supply the school with both water and electric light.

Ditches have also been surveyed on Cibicu and Bonito creeks, which when constructed will place enough acres of land under cultivation to render these Indians self-supporting.

Forest fires have given no trouble this year, being the first time in many years that forest fires have not raged through the forest of this reservation during the months of May and June. The lack of such is practically due to stockmen not being permitted to use the reservation and the Indians being restrained from setting the forest on fire.

On account of lack of seed very little barley will be raised, but the corn crop will be heavier than for several years.

The test case of fall wheat was very promising until the latter part of June. Rain failing to come will cause the yield to be light.

**Improvements.**—One cottage for agent partially constructed; one stable and chicken house have been built for the issue clerk; one Indian employees' quarters has been constructed; two employees' quarters repaired; one storehouse built; an addition made to sawmill.

The old school buildings are continually needing repairs. They are both dangerous and uncomfortable, as well as unsightly. The main schoolroom was nicely refitted inside and a number of other rooms repaired, as well as some of the porches made new.

Two new footbridges, to take the place of old ones across the North Fork of White River on the road leading to Fort Apache. Some good pieces of road have been constructed, and considerable repairing done to others. A telephone line was built during the past winter between the agency and Fort Apache, a distance of 4 miles, and the line has been in perfect working order ever since it was established, which proves a great convenience. Work was done by the agency employees, including the Indian policemen.

No crimes were committed during the past year punishable in Territorial courts, except two Indians were convicted and sentenced one year each to the penitentiary for cattle stealing. Only one fine of \$76 was assessed for the trespassing of stock.

On my return from Washington, D. C., during the winter I requested the Indians to desist from gambling. On account of this request several of the chiefs offered their resignation, a part of whom soon after asked to be reinstated; but the leaders in the movement, who have been so much opposed to all civilizing influences, were rejected.

There is no doubt but a rapid reduction of chiefs will prove beneficial to this tribe. Most of the chiefs are quite old and superstitious, and their natural influence over their bands is bad. As a result of this restriction, there have been fewer games played and less gambling done than at any time in their history. There has been less tiswin made and used by these Indians during the past year than at any time since they learned the art of making it.

There is a wide field for missionary work among these Indians. \* \* \*

Most of the barbed-wire fencing on this reservation was made previous to my taking charge. While I am opposed to barbed-wire fencing, I recommended the purchase of wire to fence a tract of land to make a test case of growing fall wheat, because it was in the forest, where fire would destroy other kinds of fencing.

A new planer and lath machine have been furnished for this agency. The planer lacked bits suitable to make rustic siding which was required to finish the agent's cottage. Your office was notified of that fact May 1 and request made for the bits. \* \* \*

The present school site should be retained according to Inspector Graves's recommendation, notwithstanding Jenkins's report to the contrary, and a system of supplying water for domestic and fire protection in accordance with plans submitted by Engineer E. R. Stafford December, 1900. The same old system of carting water for the school still prevails, and the system of pumping water with a turbine wheel should have been established long ago. \* \* \*

Very respectfully,

A. A. ARMSTRONG,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF FORT APACHE SCHOOL.

FORT APACHE BOARDING SCHOOL,  
*Whiteriver, Ariz., July 15, 1901.*

SIR: I have the honor to submit this my third annual report of Fort Apache Boarding School.

We started in September 1 with 29 boys and 13 girls, which number increased during the month to 61 boys and 33 girls. In a few days more we had 100 in all, when 4 boys whom the physicians pronounced unsound were sent out and their places filled by more hopeful pupils. Attendance was very regular, averaging 99 up to March, when a gradual falling off, owing to ill health, brought the number down to 90 at close of school.

The schoolroom work was much more satisfactory than heretofore, although not as yet brought to the standard we aim at. For one cause and another quite a number of the older pupils did not return, and their places were filled by transfers from the kindergarten primary, making room for the many new pupils, who were mostly of kindergarten age.

With the exception of a detail of 4 boys to the agency carpenter and one to the blacksmith, the industries were only those necessary to run the school.

In the sewing room, besides turning out all new garments needed and doing most of the mending, classes were formed of small girls from the kindergarten and each half day instructed in the rudiments of neat sewing. Most of them learned to use the needle quite dexterously in making button-holes and doing practice work of all kinds.

In the kitchen the work was well done; the most made of rations, meals on time, and well served. Boys and girls were both on detail here, taking half days alternately, thus giving the few large girls we had a chance to learn this very important branch of training.

The laundry force, composed of boys detailed each half day for a month at a time, never failed to turn out exceptionally good work—work that would compare favorably with that of any steam plant, although done without the modern appliances.

An unusually dry season setting in the latter part of last summer made a scarcity of water for irrigation when badly needed, thus working sad havoc on our promising garden; so we got very little, aside from cabbage and pumpkins.

As we have done before, we reiterate the fact of the great inconvenience of our water supply for the school. The constant tramp back and forth up and down the steep hill with a heavy water-tank wagon, the exposure of the boys to all kinds of weather, and the standing of the horses in water every day in the year is cruel and dangerous to both man and beast. It is necessary to be very careful whom we detail to this work, as few pupils can stand much of it.

The health of the school was a matter of serious concern. In the early fall "grippe" struck us in what seemed to be a light form, but as the winter progressed we noticed that those pupils who had been victims of this dreaded disease were more susceptible to colds and lung trouble, and required constant watching and timely remedies to keep them up.

One death occurred in the school, that of a small boy, it being termed by the physician a case of cerebro-spinal meningitis.

Six girls died in camp soon after being sent out from the school. These deaths we attribute to exposure and want of food. To children accustomed to three full meals per day, good beds, and warm clothing, the change to camp life is too trying to benefit one who is what we call "running down." Therefore, while to those unacquainted with the conditions it might seem cruel and inhuman to try to retain a sick child rather than turn it over to friends to take into these comfortless camps to be operated upon by medicine men, we hold that it is merciful and obligatory upon us to provide for them.

Therefore, a proper place in the way of a hospital, including a trained nurse, should be among the necessary equipments of every agency, if not every school. With us here, the lack of such a place was most keenly felt when one after another of our pupils were ordered out and died of want.



Under the new régime we feel confident that it will not be long before another order of affairs exists at this agency and the condition of the Indians is materially helped.

Grateful for kindness and consideration extended by the Indian Office and by visiting officials,  
I am, very respectfully,

ELLA L. PATTERSON,  
*Superintendent Fort Apache School.*

The COMMISSIONER OF INDIAN AFFAIRS,  
(Through United States Indian agent.)

### REPORT OF AGENT FOR NAVAHO AGENCY.

NAVAHO AGENCY,  
*Fort Defiance, Ariz., August 20, 1901.*

SIR: I have the honor to submit this my third annual report of the affairs of this agency for the fiscal year ending June 30, 1901.

I feel gratified to be able to note the continued improvement of these people. It is demonstrated in various ways. They are each year more anxious to procure work. When I first took charge of this agency, October, 1898, they were very indifferent, and did not seem to care to talk about labor or what was required to be done to make a living or to acquire wealth. I very soon saw the necessity of giving these people a daily lesson on the line of industry and economy, and they are beginning to take very kindly to it, often coming in and inquiring when I can send more of them to work on the railroad, etc. At present there are nearly 300 working on the road. There are also 42 at work in the beet fields in Colorado. They are getting \$1 per day for work in the field, while on the road they get \$1.10 per day, either of which is of great benefit to them, outside of the question of wages, as it is an educator and teaches them the mode and manner in which the whites do their work.

Their breadth of comprehension and desire for general knowledge has increased most wonderfully in the last two years. Soon after coming among these people I incidentally told them of the war we had with Spain, what brought it on, and the results. Later on I told them of the trouble with the people in the Philippine Islands. In these matters they have taken great interest, and frequently make inquiry relative to such matters. They are greatly more interested in the affairs of the country than ever before. Two years since they gave no care or thought of anything beyond the reservation or their own people, but now they are anxious to hear of other parts of the country.

This was demonstrated at a council held on the 10th instant, there being over 400 in attendance, and after the business was transacted for which they were called together they then wanted me to tell them all that was going on in the country. They inquired about the crops of the white people, whether they have more rain than the Indians have. They wanted to know how we were coming out with the wars I had told them of. It was explained to them that the Government was sending great numbers of teachers to educate other people than the Navaho. It was also stated that there was a strong probability of a law being enacted to compel all Indians to send their children to school; that if they wanted to keep in good favor with the Government they should rush the children in and keep the schools full and be ahead of the law. They appeared to take very kindly to this, and made good promises. How long this may remain fresh in their minds remains to be seen.

Last year was no exception to the past three years, being very dry, and but very little corn was raised, with the exception of the fields along the San Juan River, where they have some ditches; and on some of the farms along the river the crops were almost destroyed by grasshoppers. I am just informed by Mr. Shoemaker, supervisor of constructed ditches, who resides at the river, that the same conditions exist this year; that the crops of twenty families are entirely destroyed and the people left entirely destitute.

On account of failure of crops last year we have been compelled to issue more rations during the last winter and up to the present time than usual, but this year the country looks more prosperous, as we have had more frequent rains, which has given the grass a good start, and the sheep, goats, and horses are looking fairly well. The corn crop will be better than for the last three years, and the Indians are now beginning to eat the green corn. The Indians are having unusually good success this year with their lambs and young goats, hence their flocks will be increased fully 50 per cent.

One great drawback to these people is the fact that they will insist on keeping more worthless horses than they should, which eat and destroy the grass that the sheep and goats should have. I have labored hard to induce them to dispose of the great number and only keep what they actually need; a few of them have promised to do so.

The Indians have generally been quiet and peaceable during the last year, and but very little drunkenness on the reservation; but off the reservation along the railroad liquor is being sold to the Indians seemingly just as they desire it.

There have been but two murders reported to me during the year, and they both off the reservation. In each case I have had the parties taken before the civil authorities, and in each case they were acquitted, one being on the military reservation near Fort Wingate. In this case there was an altercation between four Navahos, in which one was killed. The court found from the evidence that the killing was justifiable, being in self-defense.

On the 22d of July, a few miles from Wingate station, a white man who was conducting a trading post was shot and the store burned down over him. Two Indians were accused of the crime; they were arrested and taken before the civil authorities, but there was not sufficient evidence to convince the court that they were in any way connected with the murder, hence the court discharged them for want of evidence. Efforts are being made to try and find the real murderer or murderers.

**Improvements.**—During the last year the Government has erected for the Navaho Boarding School a fine large brick dormitory for the boys, with capacity to accommodate 100, with all the modern improvements—baths, sewerage, steam heat, and gasoline gas light, etc. The halls of the new dormitory have been painted; also the floors in the bathrooms. A new floor has been put down in the hall and the bathroom in the girls' building. This has been painted and drainage pipes relaid and put in the best possible sanitary condition. A new kitchen has been built for the school mess. All of these repairs have been done by agency and school employees without any extra expense to the Government for labor. About 2,000 feet of good substantial picket fence has been put up to take the place of old broken barb-wire fence. During the present fiscal year I hope to have every rod of barb-wire fence removed and good picket fence in its place, thus saving many dollars in preventing the children's clothing from being torn on the wire fences. All the metal roofs of school and agency buildings have been painted and considerable of the woodwork.

Three new stone cottages for the agency were built last year, which were completed in February.

A new adobe dormitory was built at the Little Water School with a capacity to accommodate 40 pupils. A good line of sewerage was also put in at that school.

The schools have done very good work during the last year, both at the agency and Little Water. We have had a very efficient class of teachers, and the work has progressed finely. We very much need a new school building at the agency with an assembly room in connection therewith; the rooms we have are entirely inadequate.

**Missionary work.**—There are three missions established on the reservation—one at the agency, one at Little Water, and one at Two Gray Hills, the two former under the auspices of the Christian Reform Church of America, the one at the agency conducted by Rev. Mr. Fryling, the one at Little Water by Rev. Mr. Brink. Rev. Mr. Fryling informs me that he has baptized 9 and taken them into the church during the year. The mission at Two Gray Hills was established and maintained by the Women's National Indian Association. There is also a Catholic mission established just off the reservation, about 8 miles from the agency. All of them appear to be doing good work among the Indians.

There is a mission school in successful operation at Jewett, N. Mex., just off the reservation on the north. This is supported by the Methodist Episcopal Church. They have a regular attendance of some 14 pupils.

We have two field matrons—Mrs. Mary L. Eldridge, located at Jewett, N. Mex., and Mrs. H. G. Cole at the Two Gray Hills—both well adapted for the work.

**Allotments.**—None. The country being more mountainous than otherwise, it is not susceptible of being allotted.

**Marriage customs.**—Marriages are usually by contract made with the mother of the girl, she selling the daughter for a stipulated price, although there was one marriage solemnized by Rev. Mr. Fryling in a civilized manner, the parents on both sides being perfectly willing. They were a couple who had attended our school here. Divorces are quite frequent and without ceremony.

**Road making.**—The Indians have made about 12 miles of new road over the mountains during the year and have repaired many places in other parts.

There were about 10,000 Indians on the reservation one year ago, but many have returned to the reservation since that time, and I should think there are probably 12,000 now on the reservation and possibly 8,000 off, divided quite equally between the Territories of Arizona and New Mexico. There are about 3,000 of school age on the reservation.

I transmit herewith the report of the superintendent of the Navaho Boarding School for the fiscal year ending June 30, 1901.

The Indians are building more and better houses each year and the call for lumber from the sawmill keeps increasing; but as yet comparatively few live permanently in the same place, especially those who have large flocks of sheep and goats, as they must often move to grazing lands; but the demand for lands to cultivate and make permanent homes on are becoming more frequent.

During the year we have been favored with a visit from Inspector Graves, Special Agent Jenkins, and School Supervisor Holland.

My sincere thanks are due to the Indian Office for uniform and kind treatment in all matters, with timely advice and instruction. Also to agency and school employees, who have been courteous and efficient.

Very respectfully,

G. W. HAYZLETT,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF NAVAHO SCHOOL.

NAVAHO BOARDING SCHOOL,  
*Fort Defiance, Ariz., July 9, 1901.*

SIR: I have the honor to submit the following annual report of the Navaho Boarding School for the year ending June 30, 1901:

School opened the first Monday in September, and although the attendance for the first quarter 1901 was more than two and one-half times as large as that for the first quarter of the previous year and almost eight times as large as the attendance for the first quarter of the year before I took charge of the school, yet this attendance was not satisfactory.

Every effort was made to induce the Indians to return their children promptly at the beginning of the school year. All the parents who came for their children at the close of school were personally interviewed and told how important and necessary it was to have all the children in school at the beginning of the year, and every parent promised to return them promptly. Notwithstanding all this, there were many late in coming in. The Navaho seem to think that they are conferring a great favor upon the whites by bringing their children to school, and that they ought to be compensated for this favor. Though the generous spirit and intention of the Government have been explained to them many times, they do not properly appreciate the efforts made in their behalf. I think a larger percentage of the former year's pupils were returned this year than ever before, yet the feeling and disposition of camp Indians on the reservation toward schools and educational work generally is not encouraging. This sentiment may be overcome in time, but just now the work is very trying and the prospect of making valuable citizens is not very brilliant.

The fact that there is very little on the reservation to induce white people to come among the Navaho is responsible for their being so largely "left alone in their glory." Being shut in "by the nature of the place," as it were, and coming in contact to a very limited extent with other peoples, it is not surprising that they cling tenaciously to the time-honored customs and superstitions of their race.

Although no epidemics have occurred this year, yet there has been considerable sickness among the pupils, and 6 deaths have occurred at the school and a number of pupils have been withdrawn on account of poor health. Almost all these cases were some form of tuberculosis, which is quite prevalent among the Navaho.

A number of girls have been regularly detailed to the kitchen, laundry, and sewing room, and very good progress has been made in these departments, under the efficient management of the present matron, Miss Mary E. Keough.

Owing to the relatively small number of girls in school, a number of boys also have been regularly detailed to the kitchen and laundry, as well as to the garden and shops. The facilities in the way of agency shops are very limited, and for a considerable time we were without a wheelwright and carpenter, so that not much could be done in the way of teaching trades. We hope to have better shops soon and to be able to do more in this line next year.

The soil and climate in this vicinity are such as to make gardening and agriculture very difficult. The most hardy varieties of trees and plants require very careful attention to keep them alive, and the more tender varieties can not be produced here at all. Considering these difficulties, the school garden promises fairly well.

In the matter of schoolroom work and in music the pupils have made very commendable progress. The singing in the evening exercises and in Sunday school has been remarkably good. A Sunday school has been conducted throughout the year. We have had a literary society, attended by all the employees and the older pupils, with regular biweekly meetings. These meetings were also kept up throughout the year, with the exception of the month of June. The progress made in this line of work has been very satisfactory.

The buildings, with the exception of the old dormitory building, are in fairly good state of repair. Some new floors and minor repairs will be necessary. These can be made during vacation.

Our water supply is still inadequate, but the present system can not be further improved. Inspector Graves and Supervisor Holland both gave especial attention to the water supply during their visits here, and we hope that their recommendations will secure for us a new system that will be satisfactory.

Very respectfully,

C. H. LAMAR, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.  
(Through Agent G. W. Hayzlett.)

REPORT OF AGENT FOR PIMA AGENCY.

PIMA AGENCY,  
*Sacaton, Ariz., August 15, 1901.*

SIR: I have the honor to submit my third annual report of Pima Agency, being for the fiscal year ending June 30, 1901, together with the annual statistics, reports of D. D. McArthur, superintendent of the Pima Boarding School, and J. M. Berger, farmer in charge of the San Xavier Reservation.

Having given a detailed description of the reservations in former reports the following brief summary is given for the information of those who have not seen those reports.

Pima Agency is located at Sacaton, Ariz., 16 miles north of Casa Grande, Ariz., on the Southern Pacific Railroad, our railroad and telegraph station, from which place there is a stage daily, except Sunday.

There are three tribes of Indians located on four reservations under this agency, as follows:

Tribe.	Number.	Location.
Pima.....	4,500	Gila River Reservation.
Maricopa .....	350	Do.
Pima.....	450	Salt River Reservation.
Papago.....	100	Gila Bend Reservation.
Do .....	520	San Xavier Reservation.

The Gila River Reservation contains about 350,000 acres, the other reservations being comparatively small. The Pima Indians occupy the eastern and middle portions of the Gila River Reservation and the Maricopa the western. There are also a few Maricopa on the Salt River Reservation. In addition to the above there are between 2,000 and 2,500 nomadic Papago scattered over southern Arizona south of the Southern Pacific Railroad, over whom the agent exercises little more than nominal control and supervision.

There is a friendly feeling existing between the Pima and Papago, they being more or less dependent upon each other. The Papago, off the reservation, being a people of nomadic habits, migrate to the Gila River Reservation about harvest time, where they help harvest the wheat, giving their labor in exchange for a part of the crop, and also trade cattle and horses for a part of the grain. In former years, when the Pima had plenty of water and raised large crops, this interchange was more common than now. Owing to the failure of the water supply during the last few years, and the consequent failure of crops, the Papago have been unable to obtain much grain.

In my last report I expatiated on the starving and helpless condition of the Indians under my charge and the necessity for the building of a storage reservoir by the Government. Practically the same conditions exist now, and the experience of the past year has confirmed me in my opinion and emphasized the need for the reservoir.

The Department authorized an expenditure of \$3,000 for seed wheat and barley, and I accordingly purchased 220,000 pounds of wheat and 16,000 pounds of barley, which was issued for seeding purposes during October, November, and December, 1900. This seeded about 4,000 acres, and with plenty of water would have yielded 4,000,000 pounds of wheat. There was sufficient water in the early part of the season, but before the wheat matured the water supply gave out, the wheat shriveled up, and much of the grain failed to mature at all. About 1,000,000 pounds of wheat were harvested, of which, perhaps, 30 per cent is good and sound.

After putting forth every possible effort (such efforts as white men would never make) to raise a crop and make themselves self-sustaining, these worthy Indians are again stranded on the desert with scant provisions, sufficient for only a few weeks' existence. While the crop raised is nearly twice as large as that of last year, such other resources as they had are practically exhausted. There is no water for their crop of corn, beans, pumpkins, etc., which is usually planted after the wheat is harvested. The weather is dry and hot, with no immediate prospect of rain. Within a few months the Indians will have to depend on the Government for subsistence.

I can not say too much in praise of these Indians, considering the trying circumstances under which they have endeavored to support themselves. Many have

sought work off the reservation, but there has been little opportunity during the past year to secure outside work for any large number. There are many who have families and can not leave home. Some eke out a meager existence by cutting and marketing dead wood, of which the supply is now about exhausted, or gathering cactus fruit and mesquite beans.

The soil on this reservation is very productive, the climatic conditions favorable to the Indians, and with sufficient water to irrigate their small ranches they would make a good living and become good citizens. Until sufficient water is furnished I see no better way to provide for them than that followed last year, viz, to furnish work for the able-bodied on the reservation and provide subsistence for the old and helpless.

The \$30,000 appropriated by Congress for the relief of the Pima Indians during 1901 was of inestimable value. It was expended approximately as follows:

In the open market, purchase of subsistence, etc.....	\$10,000
In the open market, purchase of seed wheat and barley.....	3,000
In making 150,000 brick .....	800
Implements and subsistence received by consignment.....	2,600
In developing water for irrigation .....	13,000
	29,400

Among other things there were purchased 675,000 pounds of wheat, 60,000 pounds of beans, 16,000 pounds of barley, and 7,675 pounds of bacon. In expending this \$30,000 the policy followed was not to ration the Indians in the sense that regular rations are issued at some agencies, but all able-bodied Indians were required to work, either for cash or to an amount equal to the value of the subsistence issued them. Only the old and helpless was subsistence issued without requiring labor in return.

Ten thousand dollars were expended on irrigation ditches on the Gila River Reservation and \$3,000 on the San Xavier Reservation. For an account of the work accomplished see report of J. M. Berger, farmer in charge, herewith. On the Gila River Reservation the principal ditch is about 3 miles long, 10 feet wide, and from 6 to 8 feet deep. This ditch was made with the intention of developing seepage water, but our efforts met with but little success, the water being lower than the depth of the ditch. Nevertheless, some water was developed, and is still running in the ditch; enough, perhaps, to irrigate 4 or 5 acres. Some other new ditches were made and several old ones cleaned and repaired, all of which helped to utilize what water we had.

About 100 Indians are now working on a railroad in California at good wages, and more are going. There are also about 100 Papago working on a railroad in Arizona.

**Schools.**—There are three Government schools under this agency, one boarding and two day schools, all of which have done good work. The report of Mr. McArthur, superintendent of the Pima Boarding School during the past year, submitted herewith, gives, I think, a complete and careful review of the year's work. I believe that the school, with its increased facilities, has accomplished more than ever before. The day schools at Salt River and Gila Crossing are great factors in the advancement of both young and old. The older Indians see the advantage of education to their children and look upon the schools with more and more favor. A day school is now being built for the Maricopa in the extreme west end of the Gila River Reservation. I can see no reason that it will not do the same good work as the other day schools are now doing.

There are also two day schools, one on the Gila River and one on San Xavier Reservation, under the control of the Catholic church.

**Scholastic population.**—The scholastic population is estimated as follows:

	Male.	Female.	Total.
Pima .....	460	430	890
Maricopa .....	40	35	75
Papago .....	160	145	305
Nomadic Papago .....	250	220	470
<b>Total .....</b>	<b>910</b>	<b>830</b>	<b>1,740</b>

The enrollment and average attendance for 1901 were as follows:

	Enroll-ment.	Average attend-ance.
Pima Boarding School.....	259	254
Gila Crossing Day School.....	58	33
Salt River Day School.....	53	45
St. John's Day School (Catholic).....	77	45
San Xavier Mission Day School (Catholic).....	100	82
Total.....	547	459

In addition to this, there were 725 pupils attended nonreservation schools, leaving over 450 children of school age not in any school. The Government schools are well filled, and every effort is made to place as many children as possible in nonreservation schools and otherwise.

In addition to the day school being built for the Maricopa, we should have two more, at least—one at Blackwater, 10 miles east of the agency, and one at Casa Blanca, 10 miles west of the agency, providing water is furnished to irrigate the land. There are more than enough pupils to fill them. The greater part of the children not in school are nomadic Papago and hard to get at. Much attention should be given this matter and efforts made to place all the children in school.

**Improvements.**—The improvements made here during the past year, with those contemplated in the near future, will make the Pima school one of the best equipped of its class. It now accommodates more pupils than any other reservation boarding school in the Indian Service.

The transfer of the class work to the new schoolhouse, which made possible the use of the old building as a boys' dormitory, and the addition of a new wing to the main dormitory, permitted a large increase in the number of pupils at the beginning of the past school year. The new laundry, with its machinery, has been a great help, and has relieved the children of work which taxed their strength, and which they were not able to perform in a satisfactory manner. The recently built ice plant is doing all that was expected of it, and will perhaps do more for the comfort of pupils and employees than any other one thing could do. The school, however, is still cramped for room, and the proposed new mess hall, with employees' quarters above, will be more urgently needed than ever next fall.

For some time little has been done for the improvement of the agency plant. The urgent need of a suitable dispensary and residence for the physician has already been brought to the attention of the Department. A new office building is absolutely essential to the proper conduct of agency business. The present building, originally a hospital and converted into an office as a temporary expedient, is much too small for the work that must be done therein, and has no facilities for the proper disposition and care of official papers.

**Indian court.**—Considering the large number of Indians under the agent's charge, there has been little trouble, and very few cases have required the attention of the court. Many trifling differences have been settled out of court. I make it a rule, whenever the nature of the case permits, to discuss the matter informally with the parties concerned and try to get them all to agree to whatever may appear right and just, and I believe this course saves much trouble and averts much ill feeling.

Very few cases of intoxication have come to my notice, and in only one could I find the man who furnished the liquor. He was tried at Florence, Ariz., convicted on the evidence I was able to furnish, and sentenced to one year's imprisonment in the penitentiary at Yuma. The police are vigilant and faithful, and are very successful in maintaining order and good conduct in the different villages. The following cases were taken from the records of the United States courts:

A-1161. Territory of Arizona *v.* Miguel, a Papago. Sentenced on April 13, 1901, to five years in the Territorial prison for assault with a deadly weapon.

C-1472. United States of America *v.* Julius Cæsar. Sentenced on October 16, 1900, to sixty days in Pima County jail and fined \$100 for selling liquor to an Indian.

C-1475. United States of America *v.* Francisco Ramirez. Sentenced on October 8, 1900, to sixty days in Pima County jail and fined \$100 for selling liquor to an Indian.

C-1509. United States of America *v.* Vicente Robles. Sentenced on April 19, 1901, to one year and one day in the Territorial prison and fined \$50 for selling liquor to an Indian.

**Miscellaneous.**—There have been two epidemics of smallpox near this agency during 1901, but prompt action was taken and it did not spread among the Indians. The general health is fair, although there is some tuberculosis among the Indians. Many students from nonreservation schools return to the agency afflicted with consumption.

On the Salt River Reservation a form of self-government has been established which works well. They have a council of 12, which settles troubles among the Indians and promulgates rules for their government, subject to the approval of the agent. The Indians of this reservation have sufficient water to irrigate their land and are prosperous and self-sustaining.

The Gila Bend Reservation is in about the same condition as stated in my last report, and will never be of any value to the Indians or the service unless water is developed for irrigation. I am still of the opinion that the Indians on this reservation—about 100—should be placed on the Gila River Reservation, and Gila Bend Reservation disposed of for the benefit of the Indians.

The different missionaries on the reservations are a great factor in the civilization of the Indians, and are all doing good work. The communicants attend church regularly, and the churches are crowded every Sunday. The following letter just handed me is of interest in this connection:

SACATON, ARIZ., July 18; 1901.

MR. ELWOOD HADLEY,

*United States Indian Agent, Sacaton, Ariz.*

DEAR SIR: Concerning the work of the Presbyterian Church among the Pima and Maricopa Indians, I would state that it has been fairly prosperous during the past year. Our present adult membership is 1,012, and the attendance at our six churches is very good, though the weather has been unusually hot for a month or more.

Quite a number of our young men have gone to California to work, because they did not have water sufficient to irrigate their fields. A large number of our people raised little or no wheat this year on that account. They greatly need a storage reservoir to enable them to remain self-sustaining.

Thanking you for your kind interest in our work, I remain,

Yours, very respectfully,

CHAS. H. COOK, *Missionary.*

**Recommendation.**—That a reservoir be constructed on the Gila River for impounding the flood waters to irrigate the Gila River Reservation, which contains sufficient fertile soil to sustain all the Indians of this agency and make them self-supporting, independent, and a happy people. That Congress be asked to build this reservoir at once, thereby giving the Indians work to make them self-sustaining until their lands can be irrigated.

Appreciating favors given and courteous treatment of the office, I have the honor to be, sir,

Very respectfully,

ELWOOD HADLEY,  
*United States Indian Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF PIMA SCHOOL.

PIMA AGENCY BOARDING SCHOOL, *Sacaton, Ariz., June —, 1901.*

SIR: I have the honor to submit the annual report of the Pima Agency Boarding School for the fiscal year 1901.

**Enrollment:**

Male .....	134
Female .....	125
Total .....	259

**Average attendance:**

First quarter .....	248
Second quarter .....	256+
Third quarter .....	254+
Fourth quarter .....	250+

**Previous schooling:**

Not any .....	68
One year .....	101
Two years .....	32
Three or more years .....	58

In many respects this school is very favorably situated. But little effort is required to have a full attendance. The attendance being voluntary, pupils remain contented. When the contemplated enterprises have been completed for irrigating the Gila River Reservation this school will be admirably situated to give training in the various branches of agriculture. A piece of land should be selected and set aside for school purposes as soon as possible. A portion of this land should be irrigated by means of a centrifugal pump until such time as water is available from other sources. So far as conditions will allow the Pima and Papago are fairly successful as agriculturists, but very primitive in their methods. The natural inclination of the pupils is toward agricultural pursuits. Hence the school should furnish practical modern training along such lines of industry.

The following is a summary of pupils engaged in industrial work during the year:

Occupation.	Number of pupils.	
	Male.	Female.
Carpentry, painting, kalsomining, etc.....	15	
Blacksmithing.....	6	
Wheelwright.....	5	
Plastering and bricklaying.....	6	
Shoemaking (repair work).....	6	
Assistants to engineer.....	2	
Baker.....	3	
Gardening and care of stock.....	45	
Laundry work.....	20	60
Miscellaneous.....	26	
Sewing.....		44
Kitchen and dining-room work.....		70
General housework.....		125

Details have been changed every two months, except in cases where pupils were making a specialty of some particular trade.

The following is a list of articles manufactured in the sewing room during the year:

Aprons.....	347	Shirts.....	5
Curtains.....	60	Skirts.....	253
Dresses.....	547	Suits, union.....	169
Garters (pairs).....	465	Tablecloths.....	52
Napkins.....	780	Towels.....	625
Nightdresses.....	188	Towels, dish.....	200
Nightshirts.....	244	Waists, boys'.....	45
Pillowslips.....	20		
Rugs.....	11	Total number of articles.....	4,304
Sheets.....	293		

List of improvements made by the school mechanics with the assistance of the boys:

The old school building has been remodeled, repainted, repaired, and fitted up for use as a boys' dormitory; the boys' bathroom and lavatory has been completed; nearly all of the old buildings have been refloored; a new roof has been put on the agency dwelling and the building has been repainted inside and outside; an additional storehouse has been built; a well house and a boiler house have been built; new swings, a sprinkling tank, and numerous miscellaneous articles have been manufactured; the water system has been extended to irrigate the garden; the roofs of nearly all the buildings have been repainted; the outside of both dormitories has been repainted; foundations of buildings and plastered walls have been kept in repair; considerable grading, fencing, tree planting, and work on lawns has been done during the year.

List of contract buildings and other improvements provided during the year:

School building; water and sewerage system; laundry; addition to girls' dormitory; eight water-closets (small), two water-closets (range); ice-making and refrigerating plant; boiler, engine, washer, centrifugal wringer, and mangle for laundry; piano and band instruments; four head of cattle; enlargement of grounds by purchase of Indian improvements; weights, cord, etc., for use in hanging windows of old buildings.

List of buildings and other improvements required:

Employees' hall, plans furnished; large boys' dormitory, plans furnished; bakery, dining hall and kitchen, steam cooking apparatus, portable bath tub and another water-closet for hospital, boiler and centrifugal pump to irrigate garden and fields.

With the foregoing additional improvements this school could accommodate 300 pupils.

**Domestic.**—The discipline of the girls has been good and their general conduct and interest in all of the domestic departments has been particularly noticeable.

The seamstress has been indefatigable throughout the year. The list of new articles manufactured gives but a partial statement of the work accomplished. Her interest and hearty cooperation has enabled the matron to keep the girls exceptionally well dressed.

The laundry work has been very heavy, but has been creditably done. The steam machinery arrived too late to be of service, except during a few days at the close of the year. Its introduction is greatly appreciated and will relieve this department of much of the drudgery and be the means of affording more time for practical instruction in skilled hand work.

**Hospital.**—This school has felt the need of a competent nurse for a long time. In the early part of this year the position of trained nurse was authorized and filled. Rooms suitable for isolating and caring for the sick were provided. The school escaped all epidemics except la grippe, yet the nurse has been kept busy in attending to the many miscellaneous ailments of pupils. A few cases of sickness were quite serious. Two deaths occurred.

**Literary.**—Four teachers, instead of five, as in previous years, conducted this branch of the school work. Satisfactory work was done in each of the class rooms. By reason of the large number of pupils transferred from this school during the past three years, the attendance this year, as shown in the first part of this report, has been mostly made up of pupils with little or no previous schooling; hence the work has been mostly primary.

**Music.**—Miss Ella R. Gracey, teacher of the more advanced grades, gave considerable attention to voice training in the classes. All the grades were taught to sing patriotic and devotional songs. A band was organized, which was mostly composed of returned students. The band has been a source of much pleasure to the school.

**Religion.**—A Sunday school has been maintained during the year. Dr. A. E. Marden addressed the pupils on moral and religious subjects once each week. The pupils attended the regular services at the church each Sunday.

**Athletics.**—Baseball has been the principal sport for the boys. The girls took considerable interest in basket ball.

**Drill.**—Both boys and girls have received regular training in military drill. The instructions of the Indian Office have been complied with in reference to fire drills.



**Sociables.**—The girls were provided with a very cozy sitting room. This room has been furnished with rugs, tables, rockers, couches, etc. In it were given occasional parties attended by the larger girls and boys. Light refreshments were served on these occasions.

A few public entertainments were given during the year and were of great value to the pupils and much enjoyed by employees and visitors. The pupils performed their part very creditably.

**Employees.**—The employees of the school, individually and collectively, have rendered efficient service. The following additional positions have been recommended for the ensuing year: Teacher, engineer, shoemaker, and assistant matron.

**Conclusion.**—I stated in my last report that the prospect seemed to be bright for the future of the Pima School. The history of the year just closed establishes me more firmly in this opinion. The school to-day is in far better condition than at any previous time, and is in a position to make further advancement.

Notwithstanding the fact that this school has such a large attendance, and that over 1,000 Pima and Papago children are in attendance at other schools, there are yet on the Gila River Reservation a sufficient number of pupils of school age unprovided for to fill at least two day schools. There is a large number of Papago children not attending schools. These considerations lead me to recommend the improvements I have heretofore enumerated, so that the Pima Agency Boarding School will have a capacity of 300 pupils and be able to teach a greater number of these Indian children in the primary branches and prepare them for transfer to the nonreservation schools, where perhaps better facilities can be afforded in the teaching of industries.

Thanking your office for considerations shown and improvements made, and with appreciative acknowledgment to Mr. Elwood Hadley, United States Indian agent, for his active interest and cooperation, I am,

Very respectfully,

D. D. McARTHUR, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through Mr. Elwood Hadley, U. S. Indian agent.)

#### REPORT OF FARMER IN CHARGE OF SAN XAVIER PAPAGO.

PIMA AGENCY, ARIZ.,

*San Xavier Reservation, August 17, 1901.*

SIR: In compliance with your instructions, I have the honor to submit this my eleventh annual report of the affairs of this reservation for the fiscal year ending June 30, 1901. I submit also the usual annual report of statistics and the census of the Indians.

Our nearest post-office is Tucson, the county seat of Pima County, 9 miles north of the reservation, from where we have to get our mail whenever we have a chance to send for it, as there is no regular mail service between the two places. Tucson is also our nearest railroad station and telegraph office.

The census roll accompanying this report shows the following population of the San Xavier Reservation (a decrease of three in number in comparison with census of last year):

Males over 14 years .....	163
Males under 14 years .....	106
	269
Females over 12 years .....	159
Females under 12 years .....	88
	247
Total population .....	516
Thereof are children of school age between 6 and 18 years—	
Males .....	78
Females .....	72
	150
Total school children .....	150

The annual increase or decrease, as it may be, of the population is wholly due to the constant coming and going of the nonallottees. The birth rate and the death rate of the allottees have been about the same since 1890, the time the allotment was made and the first correct census was taken.

In regard to farming, our chief industry during the past year, I may say that the Indians did well; in fact, better than could be expected under the very unfavorable conditions existing last fall and winter at the time of seeding. The water supply was then very low, and one of the two ditches had dried up entirely. With the expectation that the Government would assist us in developing water, as suggested by me, the Indians took chances and planted as usual, and fortunately help came, late, but still in time, and the result was a first-class crop of grain and barley hay. All the early-sown barley in this country was damaged by late frosts; but as the Indians planted later, their barley and wheat were not enough advanced to be injured by the frost, and the hay of the Indians was considered the best and brought a better price than any other hay in the market. It can justly be said that they received very good returns for their winter planting.

Most of the Indians had also good-sized patches of melons and pumpkins in a promising condition, and preparations were made for the planting, after the first rain, of the so-called second crop of corn and beans, which can be planted here as late as the 15th of August, yielding a good crop.

Everything was looking well for the Indians until the 20th of July last, when a general heavy rain fell over the country. Our Santa Cruz River (as a rule nearly dry for ten or eleven months out of the twelve), on the banks of which all of our cultivated land is situated, began to rise rapidly and to such a height as was never before known. In a few hours all the farming land was entirely under water, ruining everything cultivated, with the exception of only two fields. The whole valley was one great lake. The water began to rise at nighttime and the Indians living in houses upon their land had hardly time enough to remove their families to some higher and safer place. All their wheat and barley grain which they had stored for seed, and also their peas and beans harvested from the first crop, together with the hay stacked for next winter, was washed away or damaged sufficiently to make it worthless. Several houses and a number of horses and cattle and all their chickens were carried away by the rush of the waters.

The loss sustained by most of the Indians, who made their permanent homes upon their land, may be justly called great, taking their general condition into consideration, but I think that they will get over the calamity. As a rule the Papago are kind one to the other, and I have no doubt that the better situated ones, who have not lost anything, or only little, will help their suffering brothers until they get over their trouble.

The damage to ditches, roads, bridges, and fences can not yet be estimated, but they are undoubt-

edly very great, principally to the ditches and roads, and it will be a very laborious task for the Indians to make the necessary repairs. All four bridges over the Santa Cruz River near the city of Tucson were carried away by the waters.

The danger is not yet over. The floods commencing July 20 have continued up to date, and only two days ago reached the highest mark. For nearly a month we had frequently for three and four days at a time no communication with Tucson. The floods undoubtedly caused great damage to the Indians, but otherwise they did much good, as the considerable amount of sediment which they brought and deposited upon the land is an excellent fertilizer.

Of the \$30,000 appropriated by Congress for the relief of needy Indians of the Pima Agency, the Department kindly permitted \$3,000 to be used in developing water at the San Xavier Reservation, under instruction to employ in this work nomadic Papago and such Indians as were needing subsistence, at the rate of \$1 per day and dinner. Work began February 23 and ended April 19, under my personal supervision, when \$2,757 was expended in labor and \$243 in the purchase of provisions for dinner; each dinner cost about 9 cents.

In regard to the question where and how the contemplated development of water should be done, your office instructed me to use my own judgment and get for the amount of money to be expended as much water for irrigation as possible. I did so, and the result, in my judgment, has been perfectly satisfactory. It may be said that each day of our work increased the amount of water, and at the end we had in our two ditches a great deal more than we have had for many years—in fact, sufficient to irrigate all our plantings—and it is only through this increased quantity of water that the Indians were able to harvest such a good crop as they did. Without the development of water their farming would have been a failure this year, as anticipated in my last year's report. Instead of the 680 tons of barley hay which they made this year they would hardly have raised 200 tons. This item alone shows a gain for the Papago farmers of near \$5,000, and fully warrants the expenditure made.

As the money available to develop water had been appropriated to help needy Indians in the first instance, I was not at liberty to select good laborers only. I had to employ many old men and a number of boys whom I knew were the sole supporters of families, but whose work was far from worth the dollar per day paid therefor; but taking everything into consideration the investment was a good one, and certainly of great benefit to the Indians.

Probably, if I had had at the time the advice of irrigation inspector, Mr. Graves, as I very much desired, I would have done still better; but unfortunately, last September, at the time this gentleman made a short visit to this reservation, I was absent taking 54 children to Grand Junction, Colo. I sincerely wish that the Department will, in the near future, allow Inspector Graves the necessary time to carefully investigate this important water question at the San Xavier Reservation, which I so fully explained in my last year's report.

The only school upon this reservation is the San Xavier Mission day school, conducted and maintained by the Sisters of St. Joseph at their own expense. This school has been established eleven years, [and from a small enrollment of about 20 children in the first year, has increased to 100 scholars—54 boys and 46 girls. During the past year the school was in session nine months, with an average daily attendance of 84. There are three large ventilated schoolrooms, with three teachers—one for the larger boys, one for the larger girls, and one for the smaller boys and girls. The school is well managed and is, therefore, in a very satisfactory condition, and is also of great benefit to the Indians. During the past year the Sisters for the first time furnished lunch for the children at noon time, which innovation has given good results. No efforts are spared to make the school interesting to the children as well as to the parents.

The enrollment of scholars has decreased from 114 for the previous year to 100 this year. This decrease is fully explained by the fact that a large number of children have been sent by me to United States industrial schools. Two years ago I collected over 30 pupils for Santa Fe, N. Mex., last summer 20 left for the same place, and last September I took 54 to Grand Junction, Colo. To-day I have sent off, in charge of my policeman, Hugh Norris, 22 to the industrial school at Chilocco, Okla. Many of these children have been enrolled in the Sisters' day school, while others belonging to the so-called nomadic Papago had never attended any school at all. I have been very successful in collecting children for other schools, and judging from letters received from superintendents of such schools these Papago boys and girls are giving good satisfaction. One of these superintendents, of many years' experience, says, "they are among the best Indian children with whom I have ever worked."

During the past year I had many calls from railroad contractors for Papago labor, and many of these contractors said that experience had shown to them, as a rule, that the Papago is a more steady worker and far less troublesome in every respect than other laborers of that class, and that he is therefore preferable to others. Notwithstanding the fact that many of the Indians had been seared by bad treatment which they had received in the past from their employers I was able, with the assistance of my policeman, who is an educated Papago, to send several parties of Indians abroad to work on the railroads, earning from \$1.25 to \$1.75 per day.

Last summer about 50 Papago left for Los Angeles, Cal., where they worked for several months for a railroad contractor. They were treated well and paid well, but after they had finished their job they did not get back transportation to Yuma (250 miles) as promised at the engagement; consequently they had to walk back or disburse the greater part of their savings for railroad fare. From Yuma to Tucson the Indians used their passes which I had given them at the time of starting. In Arizona Indians have free rides on freight cars, provided they have a pass from the agent.

One poor fellow of this party was hurt by an accident and was left sick in a Los Angeles hospital. After he got well enough the Southern Pacific Railroad Company, upon my request with full explanation of the case, very kindly furnished free transportation on regular passenger train for one person to go to Los Angeles (500 miles) and bring back the convalescent Indian.

I was also able to send over 75 Papago to work on the Bisbee-Naco Railroad in southeastern Arizona. Some of these Indians are still there working; others returned with quite considerable savings. In fact, two of them had enough money to buy a new wagon and harness costing over \$100 for each of them.

In June I sent off 54 Papago to El Paso, Tex., to work there for the railroad contractors, Good & Co. According to reports all these Indians have given good satisfaction to their employers, who have informed me that they are more constant workers and far less troublesome than other laborers.

The conduct of the Indians on this reservation during the past year has been very satisfactory, and good order and discipline has been maintained without difficulty. On the reservation the liquor traffic has been entirely suppressed; but it is an easy matter for the Indians to obtain liquor in the city of Tucson, 9 miles from here, the place where all their business, selling as well as buying, is done. In fact, I believe that at present more spirits are sold to Indians in Tucson than at any time before.

For many years a few Papago families have been living south of Tucson, just outside the city limits, maintaining themselves honestly by doing odd jobs in the city, the men chopping wood, etc., and the women washing and doing housework. These Indians behaved themselves well, and consequently were liked by the people with whom they came in contact.

To-day not less than 200 of the nomadic Indians have made their homes near Tucson, to the great annoyance of everybody, city and county authorities included. A great number of these Papago

do not care for work to make an honest living, but, on the other hand, their main occupation is gambling and drinking. They are regular sharps at cards and other devices and by any dishonest means, even by stealing, try to get from their more industrious brother his honest earnings. They can always obtain liquor easily, being well acquainted with localities and persons where they can buy same. They have, of course, no trouble to induce the better Indians to drinking and gambling in order to get hold of his money, as all Papago are inclined to gambling. These Indians appeal to the agent only when they, through their perversity, find themselves in trouble. Their presence does certainly not improve the habits of the better class of Indians, and they are a great detriment to the San Xavier allottees. I do not see how I can remedy this condition of affairs. The county authorities will not interfere. Can the Department offer any suggestions to me?

When I assumed charge of the San Xavier Reservation over eleven years ago there was much room for improvement and there is still some yet, but nevertheless, I can justly say that the Indians have done well; they have improved gradually from year to year. They have not only considerably advanced in civilization, but they are also in a far more prosperous condition than they ever have been.

Very respectfully,

J. M. BERGER,  
*Farmer in Charge.*

ELWOOD HADLEY,  
*United States Indian Agent.*

### REPORT OF AGENT FOR SAN CARLOS AGENCY.

SAN CARLOS AGENCY, *September 28, 1901.*

SIR: I have the honor to submit herewith the annual report of the San Carlos Agency for the fiscal year ending June 30, 1901.

The census shows the following to be the population of the reservation:

Males above 18.....	789
Females above 18 .....	899
School age, 6 to 18.....	783
	1,441
Males, total.....	1,441
Females, total .....	1,574
	3,015
Total.....	3,015

I assumed charge of the agency April 1, 1901, relieving Capt. W. J. Nicholson, Seventh Cavalry, acting Indian agent.

**Civilization.**—I have been much surprised at the advanced condition of these Indians. Almost without exception the men wear the clothing of the whites, the general costume being a shirt and pair of overalls and shoes, and most of them cut their hair short. The women wear a loose blouse and very full skirt, which falls to their feet when riding astride, as is their custom. They prefer moccasins when they can get them, but buckskin is difficult to obtain by hunting and is very high priced.

As a rule they are industrious, and eagerly seek work on the railroad, among the white farmers, at the mines, and, in fact, anywhere they can hear of a job. They have established a reputation as good workers, and their capacity runs from railroad work to washing dishes. There are several who are capable of running and caring for stationary engines, and quite a number are familiar with the use of drills and dynamite in mining. They learn very rapidly when thrown in contact with the whites, and little trouble has arisen from such association.

They live in tepees made of brush in which the ventilation is perfect, and frequently move to a fresh piece of ground. Any smell, except tepee smoke, is abhorrent to these Indians. They practically live out of doors, and the clap-trap talk of "filth and degredation" is an unjust exaggeration. When anyone dies they burn the tepee, which as a sanitary measure can not be improved upon. In a day's time, with a few wagon loads of brush, any energetic squaw will build another house. They used invariably to bury their dead in the rocks in the canyons, but now many are brought here to the agency to be buried in coffins in the cemetery. Nearly all the educated ones and school children are buried here.

**Education.**—There are two Government schools on the reservation, and one small missionary establishment. Internal dissensions reduced the efficiency of the school at this agency very materially last year, but I am glad to say that it has started up again under very favorable circumstances, with almost an entire change of employees.

The school at Rice Station is bonded and in charge of Supt. Robert A. Cochran. It is an excellent institution and is ably managed.

The capacity of both these schools could be doubled and there would be plenty of children to fill them. The opening attendance at both these schools was very gratifying, and while the Indians do not volunteer to send their children they accept the inevitable with a good grace. They are gradually realizing the necessity of an education for their children.

**Irrigation.**—This is the most important question always in a country where nothing can be raised without it, and the economical use of the available water supply here

is a pressing need. The ditch on the Upper Gila has resulted in a complete transformation of that district, and a similar one should be constructed on the opposite side of the river, where there is a splendid body of land. The Indians do an immense amount of work every year putting in temporary dams which are sometimes swept out by a rise that comes from 100 miles above, where there has been a rain. With proper surveys the head of a ditch can usually be run out so that a dam will be unnecessary, except to divert the water when low. Most of the ditches the Indians have surveyed themselves, and it is much to their credit that they did as well as they did. All of the land that can be irrigated is used, and the boys who return from school have a hard time finding a place to make a home.

**Agriculture and stock.**—The Indians have something over 1,200 head of cattle, but they are not good stockmen. The cravings of their stomachs overcome their desire for wealth, and permit or no permit, the cattle disappear. They are usually ready to explain that "the cowboy steal him," but I think most of them go down their own throats.

They have a great many ponies, and the little brutes are very useful. They are tough and hardy, and seem capable of standing anything. They are big enough for the light wagons issued to the Indians, and are no trouble to keep. The experiment of breeding up with big stallions was tried here, and it was a failure, as it will always be where every foot of land is required to grow something for the people to eat. Moreover, the heat, the scarcity of water, and the rough character of the grazing make it impracticable for these Indians to keep big animals. They would much prefer small mules, and jacks should be bought and bred to their mares. Mules stand this country even better than the ponies, and they are better foragers. Besides they very seldom die.

**Storehouses.**—One of the greatest needs of these Indians is a place to store their property where it will be secure from the depredations of animals, out of reach of storms, and under lock and key. This year they have had splendid crops of barley and wheat, and so has everybody else. The result has been that the market has been slow for a time and the Indians had to keep their grain. The only place they had to put it was in their tepees, and the heavy rains did a great deal of damage.

A small storehouse, say 10 by 12 feet, would be for each family a veritable blessing. In it they could store their seeds of all kinds for the next year, put away what annuity clothing they could not wear, and their provisions where the multitude of dogs could not devour them. These storehouses I consider much more urgently needed than dwellings for the Indians themselves. The grain would then be a bank account to be drawn on when needed.

**Liquor.**—Like all Indians they get more or less whisky. The money and the desire will always find a vendor. But every effort is made to prevent the traffic, and frequent prosecutions, and punishment of the Indians, too, has a beneficial effect.

The use of tiswin is much more difficult to prevent, and a good deal is made in spite of the vigilance of a very faithful and efficient police force. It is a very mild drink, and it takes gallons to produce intoxication, so its concealment is no easy matter. There are usually a number of Indians in the guardhouse for this offense. There has not been a time in their history when they can not remember having tiswin, and they claim it is both food and drink. But I am of the opinion that they are more thirsty than hungry when they use it. And they could just as well eat the corn they make it of.

**Agency buildings.**—The agency buildings are in as bad a condition as possible to be habitable at all. I refer to those which are supposed to be for the employees to live in. They are unsanitary, full of centipedes, scorpions, snakes, and the choice assortment of poisonous vermin and reptiles for which Arizona is justly famous. The floors, ceilings, and roofs are in just the right condition to give them free range. The old agency buildings were put up in a square as a measure of protection in the hostile days. The science of architecture was given little attention here at that time, it being more essential to save one's scalp. But now it is hardly reasonable to expect these antiquated structures to do service any longer.

**Employees.**—I consider myself fortunate in finding at this agency employees of experience in their various departments. The business of the agency is carried on without friction and in a businesslike manner.

**Conclusion.**—The lands of this reservation capable of irrigation should be put under a ditch system as soon as possible. Accurate surveys should be made to determine the area available, and the work of providing each Indian with a farm secure to himself alone should proceed as rapidly as possible. In a few years their lands could be allotted and the ration issue discontinued. With the present inadequate system of irrigation this is of course impossible.

Storehouses should be built to foster a spirit of providence. They do not really need dwellings in this climate and would probably live in them in such a way as to propagate disease. Consumption is quite common among them.

The Apaches are a very sensible Indian, and are, in my opinion, progressing toward civilization in a very satisfactory manner.

Very respectfully,

GEORGE D. CORSON,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORTS CONCERNING INDIANS IN CALIFORNIA.

### REPORT OF FARMER IN CHARGE OF DIGGER INDIANS.

JACKSON, CAL., *July 18, 1901.*

SIR: I have the honor to submit my annual report for the fiscal year ending June 30, 1901, as farmer in charge of Digger Indian Reservation, near Jackson, Cal. The farm of 320 acres, all inclosed, needs one wire and more posts, three wires not being enough to keep the young stock out, and the posts being too far apart. The wire and posts purchased last fall were used in building partition fence. We have 25 acres in cultivation, 18 acres seeded to grass, from which I harvested 7 tons of hay to feed Government stock, the hay crop being short this season on account of north wind drying out the land too quick.

The Government buildings consist of 2 dwelling houses, 1 apple house, 1 barn, 1 spring house, 2 stock sheds, and 3 houses built for the Indians, which never have been occupied; all in good condition, except apple house.

The Government stock is in good condition, the Government harness needs to be repaired. We need some garden hoes and scythes, the same on hand being worn out.

The Indians in clearing 8 acres of brush and second growth of timber cut therefrom, 12 cords of stove wood which they sold at \$3 per cord, besides cutting 45 cords of 4-foot wood for outside parties adjoining the reservation at \$1.50 per cord, and other work, such as hauling and putting up hay at \$1.25 per day and board.

Had them to plant 3 acres to gardens, and from the 3 acres will be harvested—

Dry beans.....	pounds..	1,000
Corn.....	bushels..	60
Melons.....	number..	350
Onions.....	pounds..	500
Squash.....	number..	75
Potatoes.....	pounds..	2,000

besides other vegetables, such as cucumbers, tomatoes, garlic, radishes, lettuce, pease, etc. Must irrigate to raise gardens. Have built tool house and wood shed, white-washed Government buildings, cleaned up about Indians' houses and barnyard, built 80 rods of fence, repaired 180.

Need some calico, gingham, domestic, flannel, shoes, and stockings, the same required for clothing women and children. Also clothing for the men is needed for the coming winter.

Number of males above 18 years of age.....	8
Number of females above 14 years of age.....	13
Number of school children between the ages of 6 and 16.....	7

We have no school on the reservation; five Indian children attending public school. I can see some improvement about the Indians' houses and themselves; they are not quite so filthy. Also the Indians do not get intoxicated quite so often. Glad to see the improvement.

Very respectfully,

GEO. O. GRIST,  
*Farmer and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF HUPA VALLEY AGENCY.

HUPA VALLEY AGENCY, CAL., *July 20, 1901.*

SIR: I have the honor to submit my third annual report of the affairs of the Hupa Valley Agency and Boarding School.

The reader desiring a comprehensive view of the geographical, social, and industrial situation is referred to my last annual report, for the year 1900, which enters more into detail than is necessary in this statement.

The extension or connecting strip.—Owing to the topography of this part of the reservation and the fact that a greater or less proportion of the population is always

absent from their homes engaged in labor, it is impracticable to take an absolutely correct census. The population is about 560, divided as follows:

Males above 18 years .....	147
Females above 14 years .....	217
Children under these ages .....	196
<b>Total</b> .....	<b>560</b>

These people, as explained in the report for last year, are only nominally under this agency. They continue to progress from year to year. A new district school was established by the county at the village of Weitchpec, which had an enrollment of about 30. With this the number of public schools on the extension supported by the county is three.

The attendance of pupils from the extension at the boarding school decreased from 68 in 1900 to 35 in 1901. This was due partly to the establishment of the school at Weitchpec and partly to the fact that six of our pupils died at their homes after school dismissed from complications following the measles, of which an epidemic existed at the school in 1900.

By reason of the machinations of two white men several of the Indians are in immediate danger of losing their holdings opposite the village of Cawtep. Land which had been occupied and cultivated by these Indians for years was filed upon eight years ago by a white man, who, by false swearing unknown to the Indians and their friends, succeeded in securing legal title to the tracts in question, and efforts to dislodge him and his successors up to this time have been unsuccessful. The matter is now before the office.

**The Hupa Valley Reservation.**—The census returns this year are as follows:

Males above 18 years .....	122
Females above 14 years .....	145
Children under these ages .....	145
<b>Total</b> .....	<b>412</b>
Children between 6 and 16 years .....	79
Indians who can read .....	90
Indians who speak English .....	400

Consumption in different forms has made greater havoc in Hupa Valley the past year than during any other recent year. The number of deaths from this disease was 12, and the total number of deaths from all causes was 15. The number of births was 9. The large number of cases of tuberculosis, the majority of which were children, was due to the fact that the measles was epidemic on the reservation the previous year, which caused complications to those predisposed to disease, the lungs usually proving the seat of the greatest weakness.

The people continue to till their lands, build new fences, provide for irrigation, increase their herds of cattle, and progress in a general way, and quite satisfactorily to those who realize that the evolution of a race will not and can not take place in a decade.

The demand for the beautiful baskets made by our Indians has increased during the past year, with a consequent rise in the prices received. A renewed interest is observed, and several of the younger women who previously took only a passing interest in the manufacture of baskets are rapidly developing into very superior weavers.

The following is a careful estimate of the products of the Indians:

Wheat..... bushels..	1,200	Beans .....	bushels..	120
Oats..... do.....	5,200	Other vegetables .....	do.....	5,000
Corn .....	800	Hay.....	tons..	400
Potatoes .....	1,000	Butter.....	pounds..	300
Turnips .....	200	Wood, cut.....	cords..	500
Onions .....	240			

The Indians' earnings during the past year were:

Freighting for Government.....	\$1,128.40
Freighting for others .....	1,470.00
Labor for wages for Government .....	1,280.00
Labor for others.....	2,300.00
Value of products sold Government.....	6,066.06
Value of products sold others.....	7,879.50
<b>Total cash earnings.....</b>	<b>20,123.96</b>

The court of Indian offenses has proved its value beyond question. Its work has been hampered in some little degree owing to there being no guardhouse for confining Indians whom it was necessary to punish for misdemeanors. This building is now in course of construction and will soon be finished.

Two Indians were arrested for bringing liquor on the reservation and served terms in the county jail as a result of their hearings before the United States commissioner at Eureka.

Owing to a change in the management of the mission, no missionary was present during the first half of the fiscal year. January 1 Miss M. E. Chase arrived and later in the spring Miss Nellie McGraw was sent as her assistant. These ladies are very earnest in their work. Religious services are held at the missionary chapel regularly and work is also done in the field.

The Government granted the required appropriation for the removal and reerection of the sawmill to the new site early in the year, and the new mill is now in running order. The Indians will soon be in position to resume the erection of new dwellings and other buildings and the repair of old ones, which has been impossible the past few years owing to the lack of lumber.

**The Hupa Valley Boarding School.**—The average attendance for the year shows an increase from 140 to 151. However, as the school was closed a part of the previous year because of the presence of measles at the beginning of the term, there has really been a falling off in attendance and we did not have as many pupils at the close of school this year as we did last year by 29.

The falling off is accounted for by the small attendance from the extension, as already explained; by the establishment of public schools in the tributary country, and also by our refusing to admit certain children of mixed blood whose fathers are white men, citizens of the United States, and who are able to give their children the necessary care and education.

The general health of the pupils has been reasonably good. Two pupils died at the school during the year and six pupils at their homes.

The schoolboys have received instruction in gardening, and our large garden has been well kept and very productive under the management of the assistant industrial teacher during the past two years. Instruction has been given also in irrigation and the care of live stock. The acreage of forage has been increased by two fields of alfalfa, and the herd of cows has been increased.

Under the carpenters boys have done repair work, some construction, glazing, and painting. Two boys received instruction in the blacksmith shop, and one made very rapid progress. Some were taught baking, and others the repairing of shoes and harness. Some assisted in the work at the sawmill. Besides these lines of work the boys performed the usual routine labor, such as sawing and splitting the stove wood, caring for their dormitory, and policing the grounds.

A band of thirteen pieces was organized and successfully drilled by the industrial teacher, and learned to play quite skillfully. This undertaking, entirely new here, was a source of much pleasure to the school and reservation people.

The school girls have been detailed in regular rotation, two months at a time, to the kitchen, laundry, and sewing room. In these departments they have received the customary instruction. A class in embroidery was successfully taught by a lady sojourning at the school. Girls were also taught family cooking in small classes, and a few girls received instruction in nursing. The school poultry was also cared for by the girls, under the supervision of the cook. The small girls were taught to make and sew carpet rags, which it is intended to weave into rugs for use in the girls' building.

The work in the class rooms has ranged from fair to good. Some of the younger pupils made surprising progress. Two literary societies, one of boys and one of girls, were successfully conducted, and the benefits to the members thereof were noticeable.

Both indoor and outdoor fire drills were given from time to time as required.

The discipline was good, but it is observed that the children are inclined to grow a little more mischievous each year, becoming more and more like white children in this respect, which must no doubt be considered a sign of progress.

Especial pains have been taken to provide wholesome amusement for the pupils, and as one means to this end a room was fitted up with a large variety of parlor games and opened every Saturday evening. This was very successful. Other social diversions were had, as well as entertainments, musicales, and debates in the schoolhouse. The outdoor swimming pond is always popular during the warm weather, and the chute down which the pupils coast to the water in every imaginable position is especially attractive. A donkey and cart has furnished intense enjoyment to the little ones.

The employees have rendered efficient service in the main, and some have excelled in their work.

A new dormitory for boys must still be mentioned as the principal necessity.

In conclusion, and especially in view of the fact that my labors in the Indian service will soon cease, I desire to heartily thank my official superiors for the kind consideration and the generous support I have at all times received at their hands.

I have the honor to be, sir, very respectfully, your obedient servant,

WILLIAM B. FREER,  
*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF AGENT FOR MISSION AGENCY.

SAN JACINTO, CAL., *September 20, 1901.*

SIR: In compliance with custom and in obedience with your instructions, I have the honor to submit this my fourth annual report, together with the census rolls and the usual statistics.

**Population.**—So widely separated are the reservations of this agency that to obtain a perfectly reliable census of the Indians seems impossible. An obstacle to a perfect enrollment is the fact that the Indians are very restless and constantly shifting, "here to-day, there to-morrow," like gypsies, many of them, traveling over the country to obtain employment, and "home is wherever night overtakes them." However, my rolls are revised every year according to instructions, and will be found approximately correct, being made up from the best sources of information at my command. The census rolls show a population as follows:

Males.....	1,579
Females.....	1,423
Total.....	3,002

This shows a decrease of 79 since the last annual report.

**Allotments.**—No allotments have been made during the year, and I can only reiterate the statement contained in the report for 1900, that 6 small reservations have been allotted, aggregating 361 allotments.

I have had some difficulty in settling disputed land cases, due to the death of the allottees and where two families of children have come forward to claim the land. This is owing to the loose system of marriages among the Indians. I can see plenty of trouble in store away in the future for whoever shall have the final adjustment of the allotted claims.

**Boundary lines.**—There is increasing demand for a resurvey of the reservations. The boundary lines should be well defined and plainly and conspicuously marked by stakes and monuments. Even the allotted lands will need to be resurveyed; the corners are indistinct, and most of them can not be found at all. The numerous disputes over boundary lines can never be settled without a resurvey, and this should be done by some perfectly honest person interested in the Indians and their welfare.

The Santa Ysabel Reservation is a good example of the obnoxious system of "floating" lines to suit interested parties. Several lines have been run, and every time to the disadvantage of the Indians. Each time the Indians are moved a little farther into the mountains.

**General conditions.**—The Mission Indians as a class are industrious, and during seasons when labor can be obtained very few are found idle. At least 75 per cent of the younger Indians support themselves and their families by labor in civilized pursuits. I am glad to be able to report that during the present season the demand for Indian labor is more than equal to the supply, the result being plenty to eat and wear while work lasts, but owing to their improvidence, many who are dependent on wages for labor will be destitute for subsistence when winter comes on. As a rule, very few Indians have learned to save anything for the future. This is a lesson they must learn before they can be independent and self-supporting. Very little permanent advancement has been made by Indians in agriculture on their own lands. There are a few excellent Indian families who are thrifty and saving and ask no assistance. These families are favorably located as regards land and water, and they appreciate their homes and make good citizens. There is another class who treat their homes simply as stopping places when they are unable to find labor elsewhere. Their land is worthless and unproductive, and repeated failures have made them discouraged and indifferent. They are, indeed, an unhappy lot and deserve sympathy.

The most noteworthy and unfortunate event that has occurred during the year, or perhaps ever occurred in this agency, was the decision by the United States Supreme



Court relative to the Warner's ranch land cases, and by which the Indians will lose their ancestral homes. As this matter is of much importance to all, I feel justified in referring at some length to these land cases.

Some years ago there was commenced in the superior court of San Diego County two cases entitled *J. Downey Harvey, administrator of the estate of John D. Harvey, deceased, and the Merchants' Exchange Bank of San Francisco v. Allejandro Barker et al.*, and also *J. Downey Harvey, administrator of the estate of John D. Harvey, deceased, v. Jesus Quevas et al.*, being suits brought by the plaintiffs against the Indians occupying various portions of the tract of land known as Warner's ranch, in San Diego County, Cal., for the purpose of quieting the title of the plaintiffs to this tract of land.

These suits were tried in the superior court of the county of San Diego and decrees rendered in favor of the plaintiffs. The cases were subsequently appealed to the supreme court of California, were reconsidered by the supreme court, and the decrees of the superior court of San Diego County affirmed. They were further taken, by writs of error, to the Supreme Court of the United States and there argued on March 20 and 21, 1901, and decided on May 13, 1901, in which the decision of the Supreme Court of the United States affirmed the decision of the supreme court of California, thereby placing the plaintiffs, *J. Downey Harvey, administrator, et al.*, in position to remove the Indians from the tract of land.

On this tract of land thus in litigation there have been from time immemorial at least five bands or settlements of Indians. One at the hot springs (*Agua Caliente*), one known as *Puerta de la Cruz*, one as *San Jose*, one as *Puerta Ignoria*, and the fifth as *Mataguay*, in all these various localities about 215 Indians, the larger village being at the hot springs.

These hot springs are quite noted in southern California, being probably the largest flow of mineral water of the character known in this part of the State and having for many years more or less of reputation for their medicinal properties. These springs furnish a stream of about 50 inches of water under 4-inch pressure, constant flow. This water has been by the Indians conducted to a reservoir and there accumulated and used to irrigate about 200 acres of land, at least in part. The presence of visitors and persons seeking the benefit of these springs has afforded the Indians in that neighborhood a very considerable income and has rendered those at the hot springs practically self-supporting for a number of years. The Indian women do washing for the visitors in the summer season, others rent their adobe houses to them for occupancy and live during the summer months in temporary brush sheds, others haul wood to the campers at the springs, while some four families have had bath houses constructed in a rude way and give baths to the visitors.

The Indians located at the other small settlements mentioned were apparently attracted in the earlier days to the places of their settlement by reason of moist land, springs coming out from the mountain or hill sides, where they found sufficient water to inclose small pieces of land and render them more or less productive.

After the litigation in the Supreme Court of the United States was finally decided I was advised by your office that the owners of the tract of land had consented not to enforce their decree as against the Indians until after the session of Congress and an opportunity was afforded the Government to take some steps for the relief of the Indians so occupying this tract of land, and thus the matter stands at present.

There is also pending in the superior court of the county of San Diego a suit of like character by a corporation owning the *San Felipe* ranch against a band of Indians, between 30 and 40 in number, occupying that tract of land, and I am advised that the application of the same doctrine applied by the Supreme Court of the United States in the Warner case will probably result in the removal of these Indians from this tract. It lies easterly from Warner's ranch, and the village of Indians located there is about 15 miles distant from the hot springs, on the other tract.

There is also in this agency at other points a number of small bands of Indians, remote from the white settlements, very poorly provided with land, and who have been, during my administration in this office, very greatly in need of assistance by reason of their inability to maintain themselves on the lands set apart for them: From the tabulated statement giving the names of the reservations and the general condition of the lands embraced you will be able to form a pretty fair estimate of the value of the reservations for farming purposes.

There is also a band of Indians in my jurisdiction located at *Santa Ynez*, in *Santa Barbara* County, on a Spanish grant, the title to part of which is in the bishop of *Monterey*, *Rev. George Montgomery*. For the purpose of determining and adjusting the rights as between the Indians and the bishop a suit was commenced some time ago against the Indians occupying the land lying within the limits of the tract held by the church. An agreement, which has been heretofore reported to the honorable Commissioner of Indian Affairs, was made through this agency, and the matter

has stood awaiting a decree according to the terms of this agreement, the attorneys of the bishop having reported that delay had occurred in getting service on all the necessary defendants, they desiring to have personal service upon all the Indians or minors belonging to the band occupying or who might claim any interest in the tract of land. In regard to this matter the special attorney of the Mission Indians will no doubt embody in his annual report the facts more in detail than I am able to give them.

There are about 75 Indians in this band in Santa Barbara County, at Santa Ynez, and as soon as the rights of the Indians and the Government can be adjusted by decree a schoolhouse should be placed there for the accommodation of the Indian children. While it is close to the village of Santa Ynez, where there are schools, we find it impossible to prevail upon the Indian children to attend school among the white people, as there is very great disparity in the ages of the children in the same classes, and the Indian children are sensitive, as are our own, and do not like to be classed among the younger and more advanced white children. There is also great apathy among the parents in many instances in looking after the attendance at school, and in a great many cases it requires the attention of the Indian police, under the direction of the school-teacher, to keep them properly in attendance.

The following tabulated statement shows the names of the reservations (or villages), their population, distance from agency headquarters, and the condition of the land upon which the Indians live:

Names of reservations.	Population.	Miles from agency.	General condition of land.
Agua Caliente No. 2.....	27	50	Desert land; subject to intense heat; very little water for irrigation.
Augustine.....	43	75	Desert; no water.
Cahuilla.....	161	35	Mountain; valley; stock land; little water.
Capitan Grande.....	121	130	Portion good; very little water.
Campo.....	21	170	Poor land; no water.
Cuyapiqui.....	39	125	Do.
Cabezon.....	41	70	Desert; produces nothing; no water.
Injaha (Anahuac).....	43	100	Small amount of poor land.
Morongo.....	290	25	Fair land, with water.
Mesa Grande.....	206	75	Small amount of farming land, but little water; portion good stock land.
Pala.....	64	40	Good land; water; allotted.
Patuma.....	62	50	Portion good land, with water.
Potrero.....	225	75	Portion good; water on part allotted.
Rineon.....	146	65	Sandy; portion good, with water, allotted.
San Ignacio.....	52	85	Mountainous; very little farming land.
San Ysedro.....	47	80	Do.
Sycuan.....	39	110	Small quantity of agricultural land allotted.
Santa Ysabel.....	96	80	Mountainous; stock land; no water.
San Felipe.....	78	85	Title in dispute.
San Jacinto.....	142	6	Mostly poor land; very little water.
San Manuel.....	38	55	Worthless; dry hills.
Santa Rosa.....	54	52	High mountains; timber; practically no farming.
Santa Ynez.....	67	240	Good land; plenty of water; in litigation, but an agreement for settlement very favorable to the Indians.
Tule River.....	146	480	Good reservation; small amount of farming land; stock and timber land; well watered.
Temecula.....	186	35	Almost worthless for lack of water; allotted.
Torres.....	519	75	Desert, subject to intense heat in summer; for lack of water no farming; artesian water could be obtained in abundance; land would then be very productive.
Twenty-nine Palms.....	21	190	Desert.
Agua Caliente No. 1.....	134	60	A compact Indian village; some good land; small portion watered by springs; value lies in hot mineral water.
Mataguay.....		35	Fair land; no water.
Puerta La Cruz.....	10	55	Small amount of good land with springs.
Puerta Ignoria.....	51	60	Fair land with little water.
San José.....		60	Small amount of good land with springs.

The last five-reservations are situated on the well-known Warner ranch, as already stated. These lands have been in litigation for many years, and in May, 1901, the Supreme Court of the United States decided adversely to the Indians; hence something over 200 Indians have been deprived of their homes and some provision will have to be made for them elsewhere.

**Education.**—The eleven day schools of this agency have had a satisfactory year.

With slight exception the teachers and other school employees have been faithful and earnest in the discharge of their respective duties. A zealous and kind-hearted

school-teacher is a very material aid in the improvement and advancement of the older Indians; the teacher's good offices should extend to all the Indians of the reservation. Indians are quite quick to discover their friends, and no teacher can hope to be successful with a reservation school who limits his duties simply to the schoolroom and who does not earnestly sympathize with the Indians and give them kindly assistance and advice.

I have visited the several schools under my charge when a visit seemed necessary and my multiplied duties would permit me to leave the agency office to inspect the schools and advise with the teachers. The teachers are furnished from time to time, from the agency headquarters, with the various supplies and materials needed to carry on the work.

I submit herewith a brief description of the several day schools, with some recommendations for improving the school plants.

**Tule River day school** is situated on the Tule River Reservation, 20 miles east of Porterville, Tulare County, Cal., in the Sierra Nevada Mountains.

This is the largest although not the most populous reservation in this agency. There is a school population of 55 and it would appear that the school should have a larger average attendance than the reports show. The comparatively small attendance is due to the fact that many of the families live too far from the school to attend regularly in this mountainous district. I believe the teacher works conscientiously to keep up his attendance, but I fear that he has not the cooperation of all the older Indians. The school building needs painting, and a pipe line should be put in to convey pure water to the school grounds. The supply is now furnished through an open ditch.

**Potrero day school.**—This school is located on the Morongo Reservation, 5 miles north of Banning, Riverside County, on the slope of the Sierra Madre Mountains. Potrero has always been a flourishing school and well attended. The attendance has decreased the past year or two, owing to so many transfers to boarding schools and to the Catholic school located near. The water system at Potrero should be improved by placing a cement cistern near the main ditch and running a pipe to the school grounds; this could be done for a small outlay. The buildings need painting.

**Martinez day school.**—This school, considered the most undesirable of all from a teacher's standpoint, owing to the excessive heat, is situated 15 miles from Indio on the Colorado desert, 135 feet below the sea level. The school is fairly well attended and has been a great benefit to the desert Indians. The building is inadequate for school purposes. There is but one living room for the teacher's family and the school-room proper is small and uninviting. The old building should be repaired and enlarged or replaced by a new structure. Water is furnished by a surface well and is poor in quality.

**Soboba day school.**—On the San Jacinto Reservation, 6 miles from the town of that name, is Soboba, a prosperous school and ably conducted. A windmill furnishes an abundance of water. The grounds are kept neat and inviting, and there is a small orchard as an object lesson to the Indians. In connection with this school the teacher has a large garden, in which vegetables are raised for use of the teacher's family and the school. This building needs painting and the tank roof needs repairing.

**Pechanga day school.**—Located on the Temecula Reservation, 35 miles south of San Jacinto, is the Pechanga day school. This is a poor reservation, but the school is well attended. The two living rooms are very small and the present teacher and housekeeper live some 3 miles from the school building.

Until this year lack of water has been a serious problem to contend with. By your authority and instructions I improved the water system at this school by enlarging and deepening the well and placing a good windmill with a galvanized tank, and we now sincerely hope that the water famine at this school is at an end. This school building also needs painting.

**Cahuilla day school.**—This school is situated in an elevated mountain valley some 3,500 feet high. This is a stock country and the Indians are scattered, but the school has been fairly well attended. Many of the Indians, unable to support themselves here by farming, leave the reservation in quest of work elsewhere and take their children with them, thus decreasing the attendance. The buildings are in very poor condition, and water for school use is carried in buckets from a distance.

**Agua Caliente day school.**—This school is located on the well-known Warner's ranch, in San Diego County. This is the most compact reservation and Indian village in the Mission Agency, and were it not for the interference of the Catholics, who have a local representative here, and by whose influence many children are obtained for the Catholic missions, the day school would be largely attended. Despite this fact, the school has done well. No noonday lunch is served at this school.

I may add here that at the balance of the day schools, ten in number, a noonday meal is provided.

During the year, by your authority, I had constructed a splendid new school building, 60 by 20 feet, costing \$1,200. Besides the schoolroom there are three fine living rooms, and in every way the school plant is complete. If the Indians must finally be removed from this place, I am of the opinion that the school building could be carefully taken down and moved either to Mesa Grande or Santa Ysabel. At the latter place the Indians are anxious for a school.

**Mesa Grande day school.**—This school is located 75 miles south of the agency headquarters, in San Diego County. While there is a large school population, the attendance has been only fair. The scholastic tables show 71 of school age; 13 enrolled in the home school, 36 in boarding schools, including Catholic missions, and 22 not attending any school. Many of the children live several miles from the school and can not attend regularly. The buildings are very poor; there is insufficient water. The teacher, who is a most conscientious lady, informs me that if a new school plant could be established at a more central point a good full school would be certain.

**La Jolla day school.**—Seventy-five miles south of the agency, in the broken mountains of San Diego County, is the La Jolla day school. The school is well attended and is doing excellent work. The teacher is in earnest and the Indians like him. The buildings here need painting. There is a good supply of mountain water.

**Rincon day school.**—Southwest 10 miles from La Jolla is the Rincon school, one of the most flourishing and best-conducted schools in the agency. It is really a model school. The attendance at this school is always satisfactory. Some minor repairs should be made here. The building needs painting very much, and about 1,200 feet of iron pipe should be put down to convey water to the school grounds. The water furnished now runs in an open ditch from a mud reservoir, and is very poor and unhealthy.

**Capitan Grande day school.**—This school is located 35 miles from San Diego, in a mountain canyon. The teacher and housekeeper at this school have done faithful work, but the attendance has been only fair. Too great distance from the school prevents many children from attending, and some families are away to obtain work. Like the balance of the schools, this building should be painted, and a well should be sunk for water. Water is carried in buckets throughout most of the school term.

I herewith submit a tabulated statement showing the names of the teachers, their compensation, the location of the day schools, number of days' attendance at each school, the average number of pupils enrolled during the year, and the average attendance during the fiscal year 1901:

Teachers.	Compensation per month.	Location of schools.	Number days' attendance.	Average number pupils enrolled.	Average attendance.
Nelson Carr .....	\$72.00	Tule River .....	3,193	19	14.44
Sarah E. Gilman .....	72.00	Potrero .....	2,749	18	13
Charles J. Goodrich .....	72.00	Martinez .....	3,099	20	16
Edwin Minor .....	72.00	Soboba .....	3,763	22	19
Belle Dean .....	72.00	Pechanga .....	4,101	27	19
Stephen Waggoner .....	72.00	Cahuilla .....	2,762	17	14.53
J. H. Babbitt .....	72.00	Agua Caliente .....	3,286	20	17.50
Mary C. B. Watkins .....	72.00	Mesa Grande .....	1,787	14	10.51
Will H. Stanley .....	72.00	La Jolla .....	3,843	26	18.75
Ora M. Salmans .....	72.00	Rincon .....	4,437	26	18.92
Leonidas Swaim .....	72.00	Capitan Grande ..	2,342	13	12

I herewith submit a tabulated statement showing scholastic population at reservations where day schools are located:

Reservation.	School population.		What school attending Dec. 15, 1900.		
	Male.	Female.	Home school.	Boarding school.	No school.
Tule River .....	20	19	25	5	9
Morongo .....	37	35	19	33	20
Martinez .....	16	12	18	2	8
Soboba .....	22	17	25	14	0
Pechanga .....	27	20	26	17	4
Cahuilla .....	14	11	15	3	7
Agua Caliente .....	25	30	25	30	.....
Mesa Grande .....	38	33	13	36	22
La Jolla .....	35	40	27	35	13
Rincon .....	26	22	27	17	4
Capitan Grande .....	17	15	19	13	.....

**General remarks.**—I am unable to discover any great moral advancement among these Indians. They are strongly addicted to drink, and they have no trouble to obtain a supply of intoxicants from low whites and Mexicans, who supply them clandestinely and get well paid for it. Indians will not testify against parties who furnish them with liquor. Some arrests have been made and others will follow whenever it is possible to get evidence to convict.

Another outrageous feature of our Indian life is the "fiesta." Under pretext of some religious ceremony, the Indians assemble at a stated point and give themselves up to the pleasures of the feast, which generally ends in drunken debauch. I have notified the Indians that the Government has forbidden fiestas, but they will not desist. It will require considerable force to stop this old-time practice.

The health of the Indians has been fairly good. During the winter there was a smallpox scare, but I did not hear of a single case among the Indians. A portion of the Indians were vaccinated by the physician.

During the year I have had no clerk, and all the clerical work has devolved on me in addition to my other duties. I do not hesitate to say that no one man can perform the work of both positions promptly and satisfactorily, either to the Government or to himself.

I thank the Department for the support and favors shown.

Respectfully submitted.

L. A. WRIGHT,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF ROUND VALLEY AGENCY.

COVELO, CAL., *August 15, 1901.*

SIR: I have the honor to submit the annual report of affairs at this agency and school for the fiscal year ending June 30, 1901.

I am pleased to report a decided improvement in the condition of the Indians on this reservation since my last report, especially in the matter of providing for those dependent upon them and their general home life. They have also been much more industrious than at any time since they received their allotments, though by reason of continued cold and wet spring the statistics accompanying this report in the matter of crops raised by no means justly represents the amount of labor done. Considerable new land has been cleared and otherwise improved by the erecting of dwelling houses and the building of fences. The refusal of the superintendent to permit the sale of lumber to outside parties has caused much of this improvement, and thousands of feet which would have been sold to white people have been used here instead. Improvement also in their dress and appearance is noticeable, and neatness and cleanliness in both their persons and homes receives considerable attention.

**Health.**—The health of the Indians has been generally good, a few dying, principally of old age. These Indians are giving up the idea of Indian doctors, with their sweat houses and accompanying prescriptions, and have, with a few exceptions, accepted the medicine of our physician, in whom they have great confidence. The climate of this section is considered very healthy, and by reason of our isolated position few epidemics reach us.

**Marriages and divorces.**—There have been but three marriages during the year just passed, though several have recently expressed their desire to be properly married and will no doubt do so in the near future. The authority recently conferred upon the superintendent to issue licenses and the hearty cooperation of the present missionary in the matter of their marriage will soon result in much good to these people. Only one divorce during the year.

**Industries.**—Farming and stock raising are the principal pursuits of these Indians. This year has been a very discouraging one on account of the unfavorable season for crops and the loss of nearly all their hogs by the cholera. A cold and wet spring, with a heavy frost on June 11 and a lighter one July 3, destroyed the gardens and much of the grain, especially corn. Nearly all of the Indians go hop picking or sheep shearing, which pays them well and helps provision them for the winter.

**Liquor selling.**—This traffic had almost become a thing of the past, and it is only recently that it has commenced again, though on a smaller scale. It is at present carried on in two places only in Covelo. I am carrying on a vigorous campaign against these places and have recently placed sufficient evidence in the hands of the United States district attorney to convict one of the parties, and the matter will be placed

before the grand jury at their next session. This is the most difficult duty an agent has to perform, especially at this place, as the dealers have intimidated the Indians and they are afraid to give testimony against them and will swear a lie rather than testify of whom they purchased the stuff.

**Crimes.**—Several Indians have been sentenced to serve terms in the county jail for misdemeanors of various kinds during the year, and one is under bond to appear before the United States court for stealing cattle from the United States. Two white men were convicted for stealing lumber from Indians belonging to this reservation, and another is under bond for stealing hogs. The best citizens of the valley have organized an association, of which I have the honor to be president, for the protection of their stock and the detection and prosecution of thieves. This organization has made itself felt already, and will no doubt in the near future be much more effective.

**Roads.**—The road work for this year consisted of building 3 miles of new road and repairing 4 miles of old. A road was built to the new sawmill site. Several bridges were built and others repaired.

**Missionary.**—The religious interests of the Indians were looked after by the Rev. Len Schillinger, whose report is herewith inclosed.

**Recommendations.**—For the best interests of the service at this agency, I have the honor to recommend that a gristmill be established as soon as it can possibly be done. The miller in Covelo charges \$7.50 cash per ton for grinding, which is an unreasonably high charge, and I could secure the custom of nearly all of this valley, which would make the mill self-supporting and furnish this school with flour at a price much less than we at present have to pay. The Indians on the reservation would derive the greatest benefit from such improvement.

**Returned pupils.**—Two pupils have returned to this reservation after a few years in school, one from Phoenix, Ariz., and the other from Chemawa, Ore. Both seem to have been greatly benefited and are doing nicely.

Following is the census, by tribes:

Concow.....	164
Yuki and Wailaki.....	281
Little Lake and Redwood.....	121
Pit River and Nomelacki.....	71
Total.....	637

**School.**—The agency boarding school has just finished a very successful year in all its departments and has made great gains in attendance over that of last year. The attendance at this school has increased almost double during the past two years, and several more new pupils will be added October 1 of this year. Very little objection to school is met with among these Indians, and little or no trouble is experienced in securing the attendance of all children of school age belonging to this reservation.

Five pupils were transferred to Phoenix, Ariz., four of whom are reported as doing nicely. The other was returned on account of ill health and has since died.

In this connection I desire to state that in my opinion the action of superintendents of nonreservation schools with reference to returning pupils to their homes at the expiration of their time is doing the service an injury instead of a good. Pupils are taken from the reservation for two or more years, and written consent of their parents is obtained for that period and assurance given them that they will be returned at its expiration. Instead of doing as promised the pupils are kept without their or their parents' consent or without even a request for same. There is little doubt in my mind but that it is the best thing for them to remain in school; but one should keep one's word to these Indians, and when it is not done it makes the procuring of pupils for nonreservation schools almost impossible.

**Health.**—The health of the pupils has been fairly good, though we were visited by an epidemic of whooping cough and chicken pox during the last year. Colds were frequent and severe also, by reason of late spring. A few cases of the customary sore eyes necessitated the absence from school of the pupils so afflicted.

**Literary.**—Notwithstanding the fact that in this department many changes have taken place since my incumbency, much progress has been made. The salary of principal teacher at this school is so small that it seems impossible to retain a good employe in that capacity. Two left during the year by reason of having received positions with higher salary, one in the middle of the term. The present teachers are good employees.

**Stock.**—As recommended in my last report, our old stock has been sold and better purchased, which was a much-needed improvement and one of great importance to this school, which has so few facilities for giving pupils industrial training.

**Band.**—The band has made great progress and the members are now able to read first-grade music at sight and with a little practice can play much second-grade. We furnished the music for the celebration of July 4 in Covelo, and arrangements are under way to make a trip to Ukiah and play for the fair to be held in October. The transferring of some of the members to Phoenix crippled us somewhat for a time, but others soon took their places and are doing well.

**Improvements.**—A new building, used as dining room, kitchen, and boys' dormitory, has been added to our plant, which increases our accommodations to 125 in the matter of dormitory and dining-room space. Graveled walks have been built, and farm greatly improved by the cutting of timber and willow brush.

Other necessary improvements are, first, a school building; second, a commissary and office building; third, a shop building; fourth, laundry and bath house; fifth, acetylene-light plant; sixth, sewer system.

**Discipline.**—The discipline has been fairly good.

**Visitors.**—Inspector Tinker and Supervisor Holland paid official visits, and we are indebted to each for valuable assistance. Many visitors from among our neighbors and friends were much appreciated, and we hope for a continuance of their interest.

**Industries.**—The boys are taught farming, dairying, gardening, and the care of stock, consisting of horses, cattle, and hogs. The farming is taught by the agency farmer and industrial teacher, and consists of such information as is needed to manage successfully a farm in this valley, where all the land is located. All the older boys are taught to plow, sow, and reap; to care for grass and grain hay, and the proper curing of each. They are instructed with regard to what crops are best suited for certain soil, taking into consideration its nature and degree of moisture. They are taught how properly to ditch the land, and are regularly instructed in the proper care of all implements, tools, harness, etc.

With reference to dairying, all boys are taught how to milk, the best feed for milch cows, and the kind of hay which should be stored for their winter use. They are instructed as to the best method for weaning the calves and when this should be done, together with all information relative to the best breeds for milch cows and beef cattle.

With reference to gardening, the boys are taught the best method of preparing and conditioning the ground for seeding, the proper time for planting, and what seed is best suited for certain soil. Fertilizing and irrigation are also taught, the latter on a small scale, as it is very seldom necessary here. Instruction is given each as to the manner of cultivating the different plants, thinning and transplanting, and when each is ready for table use. As in farming, all are taught the proper care of tools.

With reference to the care of stock, the older boys are taught branding and marking, salting, and driving; they are also instructed in skinning and care of hides.

The girls are taught cooking, sewing, laundering, and general housework. In the kitchen the older girls are instructed in the art of making bread, pies, cakes, puddings, etc.; to cook meat and prepare vegetables for table use; to prepare food for sick. They are also taught to make butter, and to can fruit, jam, jellies, and preserves; in fact, everything that they will, in all probability, be called upon to perform in future life.

**Sewing room.**—In the sewing room all the girls are instructed in the art of cutting and making, from patterns, underclothing, dresses, aprons, and to do the darning and mending necessary for a school of this size. Girls from 6 to 8 years of age have been taught to darn and mend stockings, mate them properly, and to overcast seams. Girls from 8 to 10 years of age have been taught to mend, baste on waists and sleeves, overcast seams, make buttonholes, and sew on buttons properly. Girls from 10 to 13 years of age have been taught to make underwear for girls and boys, underskirts, aprons, and to do all kinds of plain sewing, such as making sheets, pillowcases, napkins, towels, curtains, shams, etc. All girls over 12 years of age have been taught to take measures, cut plain garments for girls, also boys' underwear and waists. They have been taught neatness and economy in all their work.

**Matron's department.**—In the matron's department the girls are taught hemstitching, drawn work, embroidering, and the making of rugs and other adornments for the home. They are especially taught the making of beds, house cleaning, the care of sick, and all duties most likely to devolve on a housewife. All girls over 6 years of age were taught to make their beds properly and to care for the sitting rooms and dormitories. The smaller girls were taught to dust furniture, clean lamp chimneys, and sweep stairways. Two girls, 11 and 12 years of age, embroidered doilies and sofa pillows. Four girls from 10 to 12 hemstitched sheets and pillow slips for hospital. Three girls, aged 12, 15, and 16, made drawn-work pillow slips, handkerchiefs, and cushions. Six girls from 9 to 12 made rugs of cloth, and six from 12 to 16 years of age made rugs of wool.

Outside of a few cases of whooping cough in a light form, we have had but one case of sickness, one child having fever. Two girls, aged 13 and 15, relieved the matron in caring for the patient.

**Employees.**—The employees have been both loyal and efficient, and have at all times been deeply interested in the welfare of the Indians of the reservation and the success of the school. I feel deeply grateful to them for such loyalty and interest, as well as to your honorable office for the many favors shown me during my incumbency.

Very respectfully,

HARRY F. LISTON,  
*Superintendent, Special District Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF MISSIONARY ON ROUND VALLEY RESERVATION.

COVELO, CAL., August 15, 1901.

DEAR SIR: I have the honor and pleasure of submitting the following report for the Round Valley Mission:

These Indians are coming to a much better knowledge of morality and what the law requires of them as citizens, and as a result of the authority conferred upon the superintendent to issue them licenses to marry free of charge, many have been properly married and more will do so in the near future.

The matter of divorcees is causing considerable trouble, as many who would desire to be lawfully married can not do so, owing to a previous marriage and to the fact that they have not sufficient money to procure a divorce.

Our church is steadily growing in spirituality and in numbers.

Very respectfully submitted.

REV. LEN SCHILLINGER, *Missionary.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT CONCERNING INDIANS IN COLORADO.

REPORT OF AGENT FOR SOUTHERN UTE AGENCY.

SOUTHERN UTE AGENCY,  
*Ignacio, Colo., August 22, 1901.*

SIR: I have the honor to submit my annual report for the fiscal year 1901:

**Health.**—A mild form of smallpox made its appearance during the fall and many of the Indians were attacked, but in no instance was the disease serious enough to confine the patient to his bed, and was soon stamped out. The death rate among the allotted Utes has been comparatively small. They resort to the agency physician in cases of sickness, and when dangerously ill are sent to the Mercy Hospital in Durango, and no case thus treated has been lost. Deaths among the unallotted Utes have greatly exceeded the births, and the general health has not been so good as with the allotted. This is doubtless due to the poor water, food, and mode of living of these people, many of whom reside in caves and dugouts reeking with filth and vermin. Allotted Utes, deaths 19, births 12; unallotted Utes, deaths 55, births 8.

**Farming.**—The advancement in this line, while noticeable, was greatly retarded by the discontinuance of seed issue last spring, it having been customary in the past to issue seed to Indian farmers, and they have never realized the necessity of saving any for the succeeding year, in consequence of which many were without when sowing time came. Most of those who were destitute, however, succeeded in getting in a small crop. The principal farm products are hay, oats, and wheat, the first mentioned being grown extensively and is mostly of alfalfa variety. Two and three cuttings are made in a season. All crops find a ready market at home at good prices, and this fact is the best inducement to the Indians to farm. The yield the present season has been fairly good, and will slightly exceed that of last year.

No farming is done by the unallotted Utes, their land being destitute of water.

**Irrigation.**—This is the most important matter pertaining to the advancement of these Indians. They own land that is fertile and productive when supplied with water, without which the greater part is worthless. The general character of the country is sagebrush mesas and valleys, mostly devoid of trees and grasses, but when put in cultivation and under water cereals and grasses flourish. The Department has realized the necessity of irrigating the Indian lands at the earliest practicable date, and has pushed this work in the past two years, authorizing the construction of ditches necessary to secure permanent water rights, thereby establishing a priority



for the Indians before the water in the streams could be appropriated by white settlers. The allotted Utes now have a system of irrigation second to none in this part of the State, though still incomplete. The San Juan and Piedra ditch systems have been completed in the year past, and are splendid examples of irrigation engineering. All the manual labor on these ditches was performed by Indians, who derived considerable revenue therefrom. These two systems water the Indian lands along the San Juan and Piedra rivers, on the eastern end of the allotted portion of the reserve.

White settlers have taken advantage of the Government expenditures in several instances and tapped the Indian ditches to secure water for ranches settled on. The Department of Justice has taken hold of this question, and a trial case is now in court pending a decision.<sup>1</sup>

**Leasing.**—Leasing of the lands belonging to these Indians should be encouraged, but the requirements of the Department are practically prohibitory. The lands being covered with sagebrush, without trees or grass, as before stated, should be leased to white men on reasonable terms, enabling the Indian to go upon an improved farm at the expiration of the lease. They will not, except in rare cases, properly improve a farm for themselves, and a whole family of relations will reside on one small place instead of endeavoring to improve their individual allotments. The terms of leasing at this agency should be modified and a good class of lessors invited to settle on the undeveloped allotments.

**Department.**—There have been few crimes committed by Indians, and these of a minor character. A very undesirable class of Mexicans reside among the Indians, without any visible means of support, deriving a livelihood from them by gambling, bootlegging whisky, etc., and most cases of crime and theft can be traced to Mexican origin.

**Education.**—A majority of the allotted Utes wear citizen's dress and present a clean and civilized appearance. They converse readily in the language of the country, i. e., Mexican, besides their native tongue; but they have steadfastly refused to recognize Fort Lewis as their reservation school, and it has been extremely difficult to get children to attend there, though every fair effort has been made in that direction. There were 22 children sent to this school in the past year, 3 of whom died.

There is authorized, and will be built this summer and fall, a boarding school at the Ignacio Agency of 80 pupils capacity, and there is little doubt that this institution will be liberally patronized, as the Indians express great satisfaction over the fact that they are going to have a school of their own.

**Unallotted Utes.**—There is little encouraging to report regarding these people. Their condition is gradually growing worse with each succeeding year since they were removed to the desert in which they live, and instead of advancing they are drifting backward. A trip to the Navaho Springs Agency and through the reservation will discover but few Indians. They drift up into the mountain fastnesses and shun the presence of the white man. This condition has been the subject of many communications to the Department by agents, inspectors, and others who have seen the situation.

In 1895 a commissioner from the Department, Major Kidd, was sent to this agency to treat for a portion of the Indian lands. I was at that time an employee of this agency and was present when the treaty was made. The Wiminuche band was averse to giving up any more of their land, saying they had gradually been driven backward from the eastern slope of the Rockies until now they had but a narrow strip of land in the southwestern portion of the now State they once owned. The Moache and Capote bands, however, were induced to accept allotments, and the Wiminuche promised by the representative of the Department a system of irrigation if they would remove to the western part of the reservation, then and now a veritable desert. Through these assurances and the persuasion of interested parties in the city of Durango who wished to see the land opened to settlement, the treaty was made and the Indians moved to Navaho Springs, where an agency was established in 1896. With customary diligence in the matter of Indian treaties the Government has not as yet fulfilled its pledge, and the Indian with his characteristic patience is still waiting for his water supply. They are now in a sad plight, and the long drought of the present season has dried up the few springs and the Indians, as usual, have gone to the mountains away from the reserve in search of food and water.

The Department is aware of the trouble arising each year, from these excursions, between the Indians and stockmen of the West. The Indians have very little stock besides ponies, though the few sheep and goats they do own are taken to places where grass and water may be had. Complaints are made to the agent to return the Indians, and the governors of this State and of Utah have taken the matter up

<sup>1</sup> See page 65 of this report.

on several occasions, resulting in considerable expenditure of ink and paper. That a clash will eventually occur is demonstrated by the fact that on several instances serious conflicts have been narrowly averted. Stockmen claim that the place for the Indian is on the reservation, and the Indian claims with reason that it is impossible to exist there, and he has as much right to roam on Government land as the white man until such time as the Government makes it possible to live on his reservation. Many herds of sheep were destroyed in this section during the present season, being shot and poisoned, presumably by cattlemen; but fortunately none belonged to Indians or trouble would have followed.

The Department files are burdened by reports, special and regular, on the subject of the unallotted Utes; and Congress, three years ago, authorized the honorable Secretary of the Interior to contract for a water system and money was appropriated for this purpose. I can not understand the obstacles in the way of the consummation of this work, and there must be a great misconception of facts or other misunderstanding by those in authority, as the Dolores River will furnish abundant water when reservoired to provide these Indians with water for domestic and irrigation purposes, all statements to the contrary notwithstanding.

With water the lands owned by the unallotted Utes would be fertile and productive as any in the State of Colorado. The average altitude is 4,500 feet. Cereals of all kinds, grasses, fruits, and melons would grow abundantly, and it would be but a short time until the Indians would be self-sustaining and their present miserable condition changed to one reflecting credit upon the Government and its representatives.

In justice to these once proud owners of the State of Colorado, now utterly destitute, I trust that the ensuing year will witness the establishment of a system of irrigation for the unallotted Utes in Colorado.

Very respectfully,

JOSEPH O. SMITH,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORTS CONCERNING INDIANS IN IDAHO.

### REPORT OF AGENT FOR FORT HALL AGENCY.

FORT HALL AGENCY,  
*Rossfork, Idaho, August 15, 1901.*

SIR: I have the honor to submit my annual report on the affairs of this agency for the fiscal year ended June 30, 1901.

**Location.**—This agency is located at Rossfork, Idaho, immediately on the Oregon Short Line Railroad, 12 miles north of Pocatello. The post-office address is Rossfork, Idaho. Telegrams should be sent to Pocatello, Idaho, whence they may be sent direct to the agency by telephone, if desired. A telegraph office will probably be opened at Rossfork at an early date, a depot building being now under construction.

**Census.**—A census was taken June 30, 1901, and a copy has been sent to your office. The total population is shown to be 1,408. Males, 716; females, 692; males above 18 years of age, 429; females above 14 years of age, 481; children between the ages of 6 and 16 years, 285.

**Agriculture.**—These Indians—Bannock and Shoshoni—have made considerable advancement in agriculture, having broken much new ground and fenced it, using not only 20,000 pounds of wire issued to them, but also several thousand pounds which they purchased. Their crops of oats were good and were used principally to feed stock instead of being sold, as heretofore, although about 13,000 pounds were purchased from them by me for subsistence of agency stock. Eight thousand bushels of wheat were raised. It was thrashed by Indians using agency machines under direction of the farmers, and much of it was converted into flour and feed at the agency mill. Many families produced garden stuff sufficient for their needs during summer and autumn, but few of them had anything for winter use. About 1,000 tons of lucern were stacked and 4,000 tons of wild hay were saved in the Fort Hall bottoms. More than 2,200 tons of wild hay were sold to stockmen at \$4 per ton, and 400 tons of lucern were sold at \$5 per ton.

**Indian offenses and judges.**—Twelve Indians have been convicted and sentenced to terms of from three to seven weeks at hard labor at this agency by the court of Indian offenses. I have had no occasion to make any change in judges, nor have I had to alter their decision in any case. They are selected from the leading men of the two tribes and are honored as much as are judges in a white community.

**Morality and marriage.**—Immorality does not exist to a great extent among these Indians, except that the women are inveterate gamblers. The usual form of marriage is that of consent, although several couples were married by ministers. Five couples were divorced by the court of Indian offenses, most of them on the flimsy ground that either the man or the woman had found another mate who seemed more suitable. One case of rape (carnal knowledge of a female under 16 years of age) was tried in the United States court at Pocatello, both parties being of mixed blood, and the man was sentenced to a term of nine months in jail.

**Allotments.**—No allotments have been made on the reduced reservation, but about twenty heads of families and their wives and children have received allotments on that part of the reservation ceded to the Government under the act of June 6, 1900, and which has not yet been opened for settlement. However, each Indian on the reduced reservation who so desired has had a piece of land of his own selection assigned him for a farm which he has fenced and cultivated. Many of them hold by right of use certain common unfenced land in the Fort Hall bottoms, from which they cut wild hay.

**Industries.**—Several miles of road leading through otherwise impassable places have been made by Indians to enable them to reach timber which they wish to use in building log houses and farm buildings, as there is no sawmill on this reservation. This was a difficult piece of work, much of it being among rocks that had to be broken before they could be moved. This breaking was accomplished by heating the rocks with brush fires and then pouring water over them while they were hot.

Some of the women buy deer hides and make them into gloves, of which they sell large quantities to local dealers. All of the women make beadwork of various kinds and uses, and the Bannocks are becoming expert in making rough and fancy baskets, selling their wares at good prices. These baskets are made of rushes and willows, some of them trimmed with beads, and are of many sizes and shapes.

**Irrigation.**—All old ditches have been in use and have served their purpose; but the new ditch constructed by the Idaho Canal Company has been a source of worry and a cause of disappointment. Last year those who made new fields on the line of this ditch were sorely tried. They sowed their crops only to see them scorched before they were more than half matured, they being powerless to prevent it, as the ditch furnished little or no water when it was most needed. This year no crops were sowed under this ditch, and last year's fields have gone to waste. Those who made crops on Rossfork Creek have done fairly well, but they have used the whole of the water in that creek, so that when the Idaho Canal Company's ditch was broken the creek was dry at the agency and the farmer had to water the stock at the agency well. The ditch above mentioned has broken several times, at one time leaving us without water for more than six days. Until this or another ditch is put in such condition that it can be depended upon no one will try to utilize it for irrigating purposes. I urge that some arrangement be made whereby the Government may gain control of it and put it in shape for practical use.

The Indians settled on Bannock Creek are short of water, and with the opening of the ceded portion of the reservation to settlement the time is at hand when a system of reservoirs for storage should be commenced, and at an early date I shall lay the matter before you.

**Annuity and issues.**—During September, 1900, the first annual installment of money due these Indians for land ceded to the Government was paid. The amount distributed was \$100,000, making \$71.68 per capita. Most of this money was put to good use in paying debts and in buying clothing, subsistence, etc. It is unfortunate for these Indians that their annuity is payable in September, as they then have plenty of money to keep themselves, since they get pay for their hay, cattle, oats, and wheat during September and October. Their income from these sources will keep them from want until January or February of the succeeding year, and they should then be paid their annuity, which will give them sufficient funds for use until spring, when food is more easily procured by labor. I recommend that steps be taken to defer the 1902 annuity payment until January 15, 1903.

All articles of issue furnished by the Government have been given Indians as they were earned and needed, and subsistence to the extent of about 28 per cent of their total requirement was issued—600,000 pounds of beef, gross, of which 300,000 pounds were purchased from Indians, were issued. Before issuing wagons I required that every Indian who was to receive one should cut his hair and keep it cut, and all complied.

**Intoxicants.**—Only one man (white) has been prosecuted for selling liquor to Indians, and through a misunderstanding as to the position of the prosecuting witness he was acquitted. The use of intoxicants by the these Indians is limited, especially among the full-bloods. By the arrest of two white men, who are await-

ing trial, I think the sale of intoxicants has been practically broken up, although a few unprincipled men in towns bordering the reservation occasionally furnish Indians whisky. I have used my utmost effort to ascertain the names of these men, but so far without definite success, as in most cases the Indians who buy from them do not know their names, and if they do know them it is almost impossible to induce them to expose them.

**Education and religion.**—The Fort Hall School has had a prosperous year and fully justifies the early completion of the new plant to be erected near this agency at a cost of \$75,000, which is to be paid from funds deducted from the \$600,000 allowed the Indians for land ceded to the Government, and as provided by act of June 6, 1900. Although more than fourteen months have passed since this money became available the site for the school has not been selected. However, I have been informed by your office that an inspecting official will definitely locate the site at an early date. This delay has been the source of some uneasiness to the Indians from the fact that I have been unable to give them any information concerning the new school plant. It is almost impossible to get them to understand why the matter is delayed, especially as I do not fully understand it myself. On this account I may have some trouble in getting the children into school next year, as during the cold months most of the Indians live 25 miles, and some of them 40 miles, from the present school, and they consider these distances too great to travel in winter when they wish to see their children.

The report of Mr. Hosea Locke, superintendent of the school, is herewith transmitted.

Religious instruction is in the care of Miss Amelia J. Frost, who is in charge of the new Presbyterian Church, soon to be dedicated, and Miss Susan C. Garrett, who has charge of the Protestant Episcopal mission.

Miss Frost has been for many years working among these people, and her influence has certainly been for good. As a result of her work, during the past year seven Indians have been baptized, two of whom are communicants. The church building for her use is now complete, and she freely instructs and counsels all who come to her. Her work will undoubtedly prosper, as she has many of the most influential men in sympathy and working with her.

At the Protestant Episcopal mission, where work was begun in March, 1900, nine children were taught and boarded in the school and eight persons were baptized, two of whom are communicants. The funeral services were read many times over Indian dead, and services and preaching for Indians are held at the mission, Bishop J. B. Funsten having given his personal services for a part of the year. Miss Garrett is devoted to her work, and the progress of this mission is encouraging.

Among other pleasing incidents was the donation of \$85 from the ladies residing at the agency, the proceeds of a dinner prepared and served by them. The money was divided equally between the Presbyterian Church and the Episcopal mission.

**Buildings.**—Agency. All the newer buildings at the agency are in good repair, except that they need painting. The slaughterhouse has been moved to a point about 900 yards west of the agency office, and a new hide house has been built. Many of the old agency buildings are unfit for use and should be demolished, both for sanitary reasons and on account of danger from fire. The material in some of them could be used to build houses for use of the laborers and the police on duty, and would supply all the room needed for those purposes. A hospital is needed at this agency, and I have asked for authority to build a combined hospital and dispensary, at a cost of \$900, for which sum a good stone building of suitable size and accommodations can be constructed.

**School.** The buildings at the Fort Hall school have long since served their usefulness, economically, but as a new plant is to be constructed I do not think it necessary to describe their needs further than to state that extensive repairs must be made in order to make them habitable for another year.

**General.**—The agency employees have all been faithful and in no case have I had to request a change. The police force is fairly efficient, especially since I have dispensed with the services of some who failed in their duty. The affairs of this reservation are in good order in every respect. The Indians are generally contented and are making better progress than might be expected, considering their condition a few years ago. The Bannocks and Shoshonis are so intermarried that it is impossible to distinguish them for census and statistical purposes. If these Indians can be held on the way they are now started they will show great improvement in a few years. They are selling their ponies and are buying cattle and better horses. They are learning to do farm work, and if they can have enough water to irrigate their crops they will soon be able to produce sufficient vegetables, beef, grain, and forage for the subsistence of themselves and their stock.

There is little game on this reservation other than rabbits, ducks, geese, grouse, and sage hens, but the streams are well supplied with fish. The Indians make use of these advantages and thus partially procure their food. Some of the men work on the railroad and others are employed as herders and laborers. The majority of them still wear blankets, leggins, and long hair, but the more progressive have adopted citizen dress. Very few of them are averse to indulging in an occasional drum, grass, or rain dance, and I have been often requested to allow the sun dance, but have always prohibited it without trouble.

Returned Indian pupils are having a good effect upon some of the older Indians, and their influence is noticed wherever they have located. Those who have been taught at the Fort Hall school are always a help to their parents, although the ambition of many of them is to become cowboys. As they will probably have to make their living at the combined stock and farming business this ambition is not so unworthy as it may at first seem, since they usually marry soon after leaving school and settle on a piece of land and go to raising hay and oats for their stock.

The sanitary condition of the reservation has improved over that of last year, due to the efforts of Dr. Bridges, agency physician, who reports as follows:

	Male.	Female.
Taken sick or injured.....	371	334
Died, over 5 years of age.....	22	16
Died, under 5 years of age.....	5	7
Treatment discontinued.....	4	1
Recovered.....	330	304
Remaining under treatment.....	10	6

Number individuals visited.....	133	Number miles traveled.....	5,083
Number visits made.....	243	Number births: 19 male, 21 female.....	40

Fifty deaths were caused by the following diseases:

Tuberculosis.....	13	Influenza.....	2
Bronchitis.....	4	Suicide.....	4
Pneumonia.....	3	Miscellaneous.....	10
Diarrhea and dysentery.....	5	Unknown.....	9

There was no disease epidemic. Smallpox constantly threatened, and we were not free from periodical scares. Comparatively few have been vaccinated—not near the number who require it. Measures should be taken to vaccinate every person on this reservation.

To the present the construction of a hospital has not been advocated, the people not being sufficiently advanced to avail themselves of its benefits. The reverse of this is now true. During the year there were ten applications for hospital treatment, all except one being cases of injury or acute illness that could have been received had there been suitable room. Three cases were taken into an improvised hospital and given 85 days' treatment. All recovered, and the preservation of at least one of these lives is most certainly due to the accommodations you so willingly furnished.

While an increased number of Indians have sought my services, there still remain those who cling to their medicine men. Of deaths from unknown causes, six were school children excused from the school, and who died under the care of medicine men. I reiterate, as in former reports, that the practices of medicine men, especially in the cases of school children and policemen, should be prohibited.

Very respectfully,

T. M. BRIDGES, *Agency Physician.*

In case of death it is the custom of these Indians to abandon the place where it occurred, moving tepee and all other equipage, and sometimes abandoning their fields. In consequence of this and other practices, as well as to teach them domestic duties, I shall recommend that a field matron for these Indians be allowed next year.

Very respectfully,

A. F. CALDWELL,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF FORT HALL SCHOOL.

FORT HALL AGENCY, IDAHO, *August 1, 1901.*

SIR: I have the honor to submit herewith, in compliance with the rules of the Indian School Service, my seventh annual report of the Fort Hall School, Fort Hall Agency.

**Remarks in general.**—For the first five years of my incumbency we did considerable in the way of improvements—ditching, fencing, and general repairs to the buildings, so that at the present time the school plant is in better condition than it was six years ago. For the last year we have been patching and painting the buildings on the inside, trying to keep up as respectable an appearance as possible, feeling quite sure that new buildings would be ready for us September 1, 1901. But as I now

understand the situation, the location of the plant is not fully decided upon, although \$75,000 has been available for nearly one year for the new school. The treaty agreement with the Indians locates the school at or near the agency at Rossfork, which is 18 miles from its present location.

School opened September 3 and closed June 15. The highest enrollment for the year was 190 and the average attendance 155 and a fraction. The early closing was considered best, as we will begin to gather the children in August 24 next.

On April 2 twelve pupils were transferred to Fort Shaw, Mont.

**Education.**—Miss Mary C. Ramsey, principal teacher, has conducted the literary department with general satisfaction and success. The teachers have all worked hard and in harmony.

Miss Ida L. Palmer, kindergartner, as usual, has made very satisfactory advancement in her department.

The request made in Education Circular No. 43, September 19, 1900, has been followed as closely as possible in a reservation school. A close connection has been aimed at between the literary and manual course of training.

**Sanitary.**—The sanitary department has been carefully looked after by our school physician, Dr. William L. Shawk, who, in addition to his duties as physician, has also given the children lectures in physiology and hygiene. The following is taken from the physician's report:

"The general health of the pupils and the employees of the school has been good during the past year. We have had three deaths at the school, two suicides from eating the wild parsnip, the deadly effects of eating this root being well known to all Indian children, and one death from tubercular meningitis. The wild parsnip sends up its green shoots early in the spring. It grows along the creeks and ditches and is a deadly narcotic poison of rather sweetish and not unpleasant taste. A small portion of the root when taken into the stomach is rapidly absorbed, producing deep coma, convulsions, and death, baffling the efforts of the physician if not seen soon after its ingestion. The eating of this root affords these Indians ready method of taking their own lives, often on trivial pretext.

"The water supply of the school is good, coming from the mountains 6 miles distant, but the creek should be fenced for some distance from the school to keep out stock.

"Excreta from the closets are carried out upon the fields by an abundant supply of running water. This affords an excellent system of sewerage and protects the health of the children.

"An abundance of fresh vegetables of all kinds prevents scurvy and has been a valuable adjunct in keeping the children in a healthy condition.

"The prevailing diseases have been tuberculosis in its many manifestations, scrofula and scrofulous abscesses, eczema, and an epidemic of varicella or chicken pox. Although we have had small-pox on all sides of us during the past year, a thorough vaccination and revaccination has acted as a preventive. Every child enrolled, I believe, has been protected through vaccination.

"Our school hospital is entirely too small, it having been often necessary to send sick children to the dormitories to make room for more urgent cases.

"The same condition exists as to dormitory space. The air space is entirely too small for sleeping purposes, and the crowded condition is dangerous to the sanitary condition of the school.

"The bathing facilities at this school are culpably most unsatisfactory and unhygienic, the only means of bathing being the washtubs in the laundry; and I would urgently request that some more suitable method be adopted at the earliest opportunity."

**Farm and garden.**—C. E. Stewart, farmer, has put up 142 tons of hay and estimates 60 tons additional from the second crop of alfalfa. He estimates the oats at 600 bushels, wheat at 100 bushels, potatoes at 1,200 bushels. All of the beef for the fiscal year will be produced by the school herd. This amounts to 90,000 pounds, gross.

R. D. Shutt, industrial teacher, has a very fine garden, from which vegetables—such as cabbages, onions, beets, carrots, turnips, pumpkins, and squash—will be produced in very large quantities for fall and winter use.

**Miscellaneous.**—Frank L. Curtis, shoe and harness maker, has done his work well and gave general satisfaction.

We have a good set of band instruments, but no band teacher, and I trust the Department will allow us an instructor for a part, at least, of the next school year. The salary might be paid to an irregular employee, from class 4, miscellaneous receipts.

The matrons, seamstress, laundress, and cook have all been energetic in their work and given general satisfaction.

There have been but few changes in employees during the year. On the whole, we have had peace and harmony, but I regret to say some changes I felt compelled to ask for another year. One undesirable employee may keep a whole school in trouble, more or less.

I desire to tender Agent A. F. Caldwell my sincere thanks for his untiring efforts to make the Fort Hall School one of the leading reservation schools; also to teachers and employees and inspecting officers for courtesies shown.

The following is the programme of the closing exercises: 10.30 a. m., band concert; 2.30 p. m., ribbon drill; 3 p. m., military drill; 3.30 p. m., field sports; evening, literary exercises. The prejudices of the parent are fast giving way as they see their children taking part in the closing programmes. They can comprehend this better than the literary work of the schoolroom.

Girls are instructed in housekeeping, dressmaking, nursing, and cooking. Fire drills are held weekly and have been so perfected that when the bucket brigade takes position the girls and small boys can be marched out of the dining room or dormitories in less than two minutes.

Sabbath school and Christian endeavor meetings were held regularly, all of the pupils attending. Sabbath school literature was obtained by voluntary contributions among the employees and pupils.

Respectfully submitted.

HOSEA LOCKE, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS,  
(Through A. F. Caldwell, Indian Agent.)

## REPORT OF AGENT FOR LEMHI AGENCY.

LEMHI AGENCY, IDAHO, August 15, 1901.

SIR: In compliance with your request, I have the honor to submit my fourth annual report of affairs at this agency for the fiscal year ending June 30, 1901.

**Census.**—The following table represents, by tribes, the number of these Indians as shown by the census report of June 30, 1901:

Shoshoni .....	301
Bannock .....	99
Sheepsteater.....	98
Total (males, 223; females, 275).....	498
Males above 18 years of age.....	144
Males 18 years and under.....	79
Females above 14 years of age.....	172
Females 14 years and under.....	103
Total of all ages.....	498
Number of children between 6 and 18 years:	
Males .....	43
Females .....	73
Total.....	116

This shows but little change from last year—an increase in female population of 17 and a decrease of 12 males, making a net gain of 5 in population. This increase is due to 4 outside Indians, formerly of this Lemhi Reservation, having taken up permanent residences here, and 1 increase of births over deaths. Thirteen deaths and 14 births have been reported during the year. Of the deaths, 7 were males and 6 females, while the births show 7 each.

However strange it may seem, the number of children of school age are the same as last year, 116, but this census shows 43 males and 73 females against 50 males and 66 females last year, a decrease of 7 of the former and an increase of 7 of the latter.

**Condition.**—While the condition of the Indians is not as promising as might be desired, yet it has, despite all opposition and difficulties, materially improved. There has been more work done and more permanent improvements made this year than ever before. Especially is this true of the farming classes, who continue to enlarge their farms by inclosing and breaking up new lands. Seven new log houses have been erected for dwellings, at an approximate cost to the Government of \$4.50 each. Fifty-nine Indian families occupy houses now against 52 last year. They had 833 acres of land in cultivation last season, which has been increased this year to 1,002 acres, the greater part of which has been seeded to tame grass. I can report 1,707 acres of land under fence, which is an increase over last year of 256 acres. Also 936 rods of new fence have been erected and 1,731 rods repaired.

Experience teaches me that these Indians as a rule are not eager to make a change whereby their condition might be improved. Such changes must be forced upon them. Time is nothing except as it can be consumed in eating, gambling, or given to vice and idleness. Many of them feel no sense of responsibility, their principal care being to live without work, having no regard for the future. Generally speaking, every effort put forth for the betterment of these people is met with opposition on the part of the Indians. There is, however, a marked difference in the habits and condition of these people. Some are self-reliant, industrious, and really anxious to become self-sustaining. Others are contented while drifting along the easiest way possible, having little or no desire to better their condition. No preparations whatever are being made by this class for the time when they are to receive no aid from a generous Government. I am firmly convinced that the latter class will never attain to a self-supporting position of their own free will and that some stringent measures must necessarily be employed in their transformation. I find they can, when compelled, do many useful things. The great difficulty is to get them to see the necessity for work and establishing comfortable homes, when they can, in their primitive way, exist without either.

**Labor.**—Last year it was stated in my annual report that I was of the opinion that “many of our Indians would work more if they had implements to do with,” and, “that they would be glad to work for wagons, plows, harness, harrows, etc., if

given an opportunity." This spring, to prove or disprove this opinion, I explained to the Indians that they were really expected to render labor, either for themselves or for the benefit of the tribe, in amount equal to the value of the supplies received, and that they would be required and expected to perform such labor. Some stubbornly protested against such a policy and declared they would never work for supplies sent them by the Government, and became quite hostile over the matter. They soon quieted down, however, when they learned that some of their more progressive kinsmen were willing to work and even anxious for an opportunity to earn those needed articles. This policy will, I believe, result beneficially to all concerned and redound to the advancement and upbuilding of the tribe, and is in thorough keeping with the regulations of the Department. No particular trouble was experienced in finding Indians willing to labor for these supplies. Besides, it is consoling to know that when they work for a wagon or harness they do so because they are in need of and want such supplies for individual use, and not to trade and traffic, as was formerly the case, when such articles could be had simply by asking for them.

Some Indians have rendered labor in full for such supplies, others only partially, but will work out the balance on canals and ditches this fall. They were allowed \$3 per day for man and team and \$1.50 per man. Labor to the amount of \$133 has been performed in leveling the school and agency grounds at such times as would not interfere with their farm work. The yard being quite uneven, the work has added greatly to the appearance of the agency grounds. Besides having taught a lesson in industry, they better appreciate the implements thus earned, which fact causes them to use greater economy in their use and care.

**Habits and morals.**—Every effort has been made to improve the moral status and habits of these people, and in some respects much has been accomplished during the past year. More particularly is this noticeable in their habits. For instance, 127 Indians wear citizen clothes wholly, against 73 last year, while 121 wear them in part. This change is due to the fact that when the Indians received their clothing in January last they were admonished to wear them, and not to be sold or otherwise disposed of. Soon after, however, I noticed the Indians about the agency clad in their blankets and leggings, as usual, and thereupon issued an order that all male Indians who had received clothing seen about the agency on Saturday (ration day) wearing blankets and leggings would forfeit their right to rations. It is needless to say that henceforth blanket Indians about the agency were scarce. As they must wear their clothing issued to them in order to receive their rations, it has produced a greater incentive to wear than to sell them.

While the habits and morals of some of these Indians are good, some still cling to the Indian customs—live in tepees and persist in perpetuating their old-time practices and mode of life. Fully one-half indulge in alcoholic drinks, and the evil is fostered by unscrupulous parties in the adjacent towns, in whose hands the Indian falls an easy prey. I am unable to obtain sufficient evidence to convict anyone, and consequently the perpetrators go unpunished, and the degrading vice of intemperance, I regret to say, has a strong hold upon the Lemhi Indians.

**Disposition.**—I can not notice any perceptible change in the disposition of these Indians. Generally they are disposed to do as they please, which usually is something of little moment or benefit and adds nothing to their progress. They have little or no desire to work at gainful occupations and respond only to the applications of such forcible means as I can employ. In this, as in all other efforts on my part tending toward their welfare and progress, they are encouraged by whites of influence throughout the valley, who listen with sympathetic ear to their groundless complaints, and incite their inclinations to idleness and vagabondage and their disposition to oppose the authority of the agent.

**Progress.**—These Indians have made favorable progress in operating their farms, to which increased attention has been given. There are 71 Indian families who own and reside on farms, an increase of 6 over last year. Also some 41 male Indians labor for and assist other Indians in the cultivation of their farms. The year just closed has been the most successful and profitable in the history of these Indians. Quite a few have very good improved farms, with comfortable log dwellings, barns, and outhouses, are at peace and enjoying McKinley prosperity. Others have no desire whatever to engage in civilized pursuits and never will, perhaps, until forced to do so. The contrast between the thrifty farming Indians and the miserable squalor and degradation of the blanket Indian is the contrast between civilization and savagery. 'Tis a pity that all can not see the necessity for an education and of establishing homes for themselves while receiving support from the Government. One great disadvantage is their roving disposition, which is hard to eradicate, and no inducement has yet been sufficient to cause some of them to abandon their nomadic life. However, continuous effort is being made to correct this evil, as the importance of this work can not be overestimated.



**Agriculture.**—These Indians are awakening to the necessity of farming and in this respect have taken on renewed energy. The manner in which their work is being carried on this season is greatly encouraging. Their progress heretofore has been retarded by their nonprogressive chief, who has used every effort to prevent them from advancing or exercising individual thought in order to hold them under his tyrannic and uncivilized power. However, a change is being inaugurated and there is a strong move for the better. Nothing has done so much to accelerate this movement as the partial breaking of the chief's power.

Many are beginning to realize their dependent and hazardous position, and express a desire to acquire a knowledge of farming. As the Indian sees and realizes the beneficial effects of agriculture they become more attached to homes, and have less desire to roam or return to their superstitious ways of the past. In their efforts to establish themselves fully in civilized pursuits and gainful occupations they need the fostering care of the Government until they attain to the position of self-support. The chase is becoming less productive each year, and this fact can be used as good argument in prevailing upon them to abandon this precarious mode of life and assume the more stable one of farming.

In the way of agricultural products the appended table will show that their work has been more successful than heretofore, and shows an increase for this year over last, as follows:

Products.	1900.	1901.	Decrease.	Increase.
Wheat.....bushels..	554	1,400	.....	846
Oats.....do.....	2,960	2,800	160	.....
Rutabagas.....do.....	768	900	.....	132
Carrots.....do.....	641	750	.....	109
Beets.....do.....	335	300	35	.....
Potatoes.....do.....	1,082	4,650	.....	3,568
Turnips.....do.....	578	875	.....	297
Onions.....do.....	465	505	.....	40
Parsnips.....do.....	100	250	.....	150
Other vegetables.....do.....	324	545	.....	221
Hay.....tons.....	617	647	.....	30

**Earnings.**—The amount earned by these Indians during the fiscal year 1901, for produce, etc., sold to the Government and elsewhere, including transportation, is shown by the following table:

Transporting 43,857 pounds of freight.....	\$438. 57
Cutting and delivering 155 cords of wood.....	775. 00
Products sold to United States Government.....	1,056. 91
Sale of gloves, moccasins, etc. (estimated).....	910. 00
<b>Total.....</b>	<b>3,180. 48</b>

**Stock raising.**—In regard to cattle raising, I regret to say that hitherto nothing has been done, either by the Department or Indians, for their advancement along this line. This reservation is admirably adapted to this industry; besides this branch of agricultural life is more in keeping with Indian ideas, and for which he is most adapted. They take a special interest in stock growing, while farming calls for much hard work and entails duties that some will not perform, and requires an intelligence which they do not possess and care little to acquire. Their stock range is by nature best adapted for cattle raising, their farming ground more favorable for grass culture, so that cattle breeding and raising becomes the most profitable industry to them, while at the same time most congenial and civilizing, and it furnishes a healthy occupation and one conducive to wealth, and the one having the greatest tendency to their progress and self-support. At present they raise hay and, having no cattle, feed it to worthless ponies, to the care of which many devote much of their time; which ponies, at best, are but a nuisance and a menace to the tribe. If they had cattle, to which to feed their hay, they would, doubtless, dispose of their cayuses and divert their attention to the breeding of cattle. If each of the farming Indians were given a cow, I believe it would materially improve their condition and would be an incentive to them to labor and follow civilized pursuits. Nothing would contribute more to their encouragement than a few head of cattle for them to maintain and provide for.

They have during the past two months sold some 300 head of ponies at from \$2.50 to \$4.50 per head. The money received from the sale of these horses, however, has

not been judiciously spent, but squandered in unprofitable ways, and in so doing they have neglected their crops, all of which has produced a disparaging effect. Money in the hands of Indians tends to lead them to vice and degradation, and they will not work as long as they possess a dollar. Money has no value to them, except to buy some worthless trinket, and to my mind property and not money is what they need to lift them from a dependent to a self-supporting position.

These Indians own 1,800 horses, 1 mule, and 127 domestic fowls.

**Irrigation.**—It has been thoroughly demonstrated that this land will produce in abundance all kinds of tame grasses, such as alfalfa, timothy, and clover; also cereals, such as wheat, oats, and barley, and the hardy vegetables with proper cultivation and irrigation. The completion of the canal has contributed greatly to the irrigation and reclamation of considerable new land, but not to the extent I had anticipated; although as land becomes scarce desirable tracts are in greater demand, and gradually the vacant land covered by this canal is being taken up and cultivated, and eventually the entire tract will become homes for various families.

No allotments have ever been made to the Indians on this reservation.

**Education.**—The Lemhi Boarding School has been successfully conducted under the management of John F. Mackey, teacher in charge, and was opened on September 1, 1900, with 7 scholars in attendance. During the year 54 pupils were enrolled, and at the close, June 30, 1901, 51 were registered and in attendance, the largest in the history of this school.

The plant will not comfortably accommodate more than 36 pupils, and as there are now 15 more than this number every hall and room is crowded to its utmost capacity. Besides those in attendance many others could be had, but under present conditions it is impossible to care for them. Therefore the erection of new quarters becomes necessary, and I would respectfully recommend that a special appropriation be made at once to relieve and alleviate this situation. Quarters having at least a capacity of 75 pupils are urgent.

The work in the industrial department, especially in the field, dairy, laundry, kitchen, and sewing room, has been very satisfactory and indicates a gradual progress. All things considered, the school has done exceedingly well and even better than I had expected, and much credit is due to all the employees connected with this work.

Upon my recommendation, and approval of the Indian Office, some 30 pupils are now spending their vacation at the school, and are required to perform such duties only as are absolutely necessary. This has had a tendency to eliminate the undesirable influence of their camp-life environments, and will greatly increase the average attendance at school next year. I forward, herewith, the teacher's report on this school.

**Sanitary.**—There have been no epidemics of any kind on the reservation during the year, and the general sanitary condition of these Indians has been very good. Thirteen deaths have been reported, of which the majority have been from old age.

**Police.**—Four police patrol and maintain order on this reservation and are only reasonably efficient.

**Court of Indian offenses.**—This court is composed of three of the most intelligent and competent Indians of this tribe, who have during the past year tried and convicted five offenders, and have punished them by sentences, of various durations of time, at hard work at the agency during the day and confinement in the agency jail at night. This mode of punishment has proven most beneficial and salutary to refractory Indians, and gives them an opportunity to become penitent.

**Missionary work.**—These Indians have no idea of religion in any form, and it is little or no concern to them, and other than occasional visits made by Nez Percé Indian preachers no missionary work has been done, and very few of our Indians can be induced to attend divine service. However, I am at this time communicating with the Right Rev. J. B. Funsten, Protestant Episcopal missionary bishop of Idaho and Wyoming, with the purpose of establishing a mission on this reservation. Five acres of land has already been selected and steps are being taken toward the early erection of a church building.

In order for civilization to advance and ameliorate the depraved conditions of an uncivilized race, they must possess some of the potent factors of purification, such as morality, chastity, honesty, and gallantry as a base upon which to operate, and as such virtues are in low estimate among these people it is to be fervently hoped that the work of this mission may raise such standards and establish a moral basis among them necessary to their future reformation and Christianization.

**Recommendations.**—In addition to my former recommendations made in this report I would urge upon the Department the importance of a new schoolhouse and girl's dormitory, recommended and embodied in the report of John F. Mackey, teacher, which is herewith appended; also the necessity for a water and sewerage system.

In closing this report I desire to express my gratitude for the many favors and support accorded me by your office. Much credit is also due the employees for their united efforts and hearty cooperation.

Respectfully submitted.

E. M. YEARIAN,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF TEACHER OF LEMHI SCHOOL.

LEMHI BOARDING SCHOOL,  
*Lemhi Agency, Idaho, June 30, 1901.*

SIR: I have the honor to submit the report of the Lemhi Boarding School for the fiscal year now closed.

**Attendance.**—The school closes this year with an attendance of 51, the largest ever attained in its existence. This number overcrowds the buildings greatly beyond their reported capacity of 36, but falls short of including all the children of this reservation who are entitled to school privileges. With a school population of 116, according to the last census, and allowance made for all who are exempt through marriage, disease, and all other disqualifications, there are still left at least 20 children growing up in the squalor and degradation of the camp, without the benefits of education, and for whom there is no rescue unless the capacity of this school be suitably enlarged.

The small attendance during the autumn months, which makes such disastrous inroads upon our average, is primarily due to this want of full accommodations for all the children who should attend school. As long as it is impossible to take all it will be difficult to get any. Naturally those of the Indians who are called upon to give up their children, while others are not subjected to the same exaction, feel themselves treated unjustly, and their consequent unwillingness greatly increases the difficulty of securing every pupil who is ordered to attend school. With a force of police deplorably lax in efficiency and loyalty, it is greatly to the credit of the agent of this reservation that he has secured so many, and it was not done without much difficulty on his part and that of the white employees of the agency.

As a measure of relief from future repetitions of this trouble, I would respectfully recommend that all pupils who come in tardily and with reluctance be kept at the school during the vacation months, so as to insure their prompt attendance at the beginning of the next year. This plan should certainly be adopted in the case of all girls over 10 years of age, to save them during these two months from the utterly depraved environment of the wickiup.

**School work.**—The pupils show a fair capacity for learning and an interest in study equal to the average whites. For drawing they possess uncommon aptitude, and some of the larger pupils have a fondness for reading, which has been encouraged by loaning the supplementary readers to be taken to the dormitories and read during leisure hours.

**Industrial work.**—Beyond work in the garden, field, and stable, and at the wood pile, this school offers at present no opportunities for progress in this most important part of the young Indian's education. Some of the older boys display an aptitude for skilled labor and a mechanical expertness which would, with technical training, fit them for lives of industry and usefulness. These boys should be transferred at once, regardless of parental opposition, to a school that could give them the needed training, and it is to be deplored if their talents are forced to remain undeveloped and to be idly wasted in the repression of reservation life through the ignorance and prejudice of their people.

**Moral and religious status.**—The moral tone of the school during the past year has been generally good, and goes to prove that these children, if given a fair allowance of healthy, innocent recreation and subjected to firm but gentle government, are as capable of decent behavior as human beings generally. This is encouraging in view of the disreputably low standard which holds among their elders and the corrupting influences to which they have been exposed from infancy, and helps to sustain the belief that as a people they may yet show themselves worthy of the efforts made for their betterment.

There are no missions or other means of religious teaching here, and the only opportunity for such instruction afforded these children is that which they receive at school. Meetings for the boys have been held every Sunday morning and Sunday school for both sexes in the afternoon, both conducted by the school employees.

**Buildings.**—*Schoolhouse.*—This building is altogether unfit for the purpose. It was cheaply and unskillfully built, and consists of 1 room occupying the entire space, without cupboard or anteroom, the walls being of rough pine boards with chinks that admit daylight between, and the ceiling of cheese cloth tacked to the crossbeams. It is too small to accommodate more than one-third of the present membership of the school, and in order to meet present demands it is so crowded with the necessary furniture that it is difficult to move about the room. For purposes of shelter in inclement weather it is scarcely more serviceable than a tent. During rain storms the water pours through the leaky roof in sufficient quantities to quench the fire in the stove, and in severe cold weather, with the stove crammed with fuel and drafts wide open, it is impossible to maintain a temperature more than 5° above the freezing point. The windows are located with no regard to the accommodation of light; the doors are inconveniently placed, and the equipment in the way of blackboards, storage for books, apparatus, etc., is very unsuitable and incapable of improvement except by the erection of a new building.

*Girls' dormitory.*—This building is also unfit for the use to which it is put. It is a 1½-story cottage, 40 feet in length, 28 feet wide, and 20 feet from ground to ridgepole. The lower floor consists of a sewing room, wash room (which is also the girls' sitting room), sick room, and two rooms for employees. The sleeping quarters for the girls consist of a 2-roomed attic 14 feet wide, combined length 30 feet, with side walls sloping to the pitch of the roof, giving an average ceiling height of about 6 feet. Were it not well supplied with ventilators and windows, which are kept open every night regardless of weather, it would be as deadly in its atmospheric conditions as the Black Hole of Calcutta. To accommodate the increased attendance of this year the sick room has been turned into a dormitory annex, and in case of sickness among the pupils there is now no place to put the patient. Twenty-six girls are at present hived in this building barely affording suitable accommodations for twelve. Under any circumstances it should be condemned at once as a dormitory and a suitable building erected for the purpose, and the rapid increase in the growth of the school renders this need absolutely imperative.

**Employees.**—The roll for this school shows 4 whites and 1 Indian. This is a small force to care for 50 pupils and perform the work necessary to carry on the school. Each employee is obliged to perform double duty, the matron combining her work with that of seamstress, the cook with that of laundress, etc. This arrangement compels employees to extend their service over a wide diversity of duties and imposes upon them an excessive amount of work, which tends to diminish their efficiency, and also causes dissatisfaction on their part with the place and a desire to transfer to another school where the conditions are easier. Result, frequent changes in the force, which is unfavorable to the welfare of the school. If the twenty or more children who are now shut out by want of room could be admitted, the work would not be materially increased and the apportionment would then warrant the addition of two or three more employees.

In conclusion, I thank the Office of Indian Affairs for all favors granted, and the agent for his unvarying kindness and his constant support of all undertakings for the welfare and progress of the school.

Very respectfully,

JOHN F. MACKEY, *Teacher.*

The COMMISSIONER OF INDIAN AFFAIRS.  
(Through United States Indian agent.)

REPORT OF AGENT FOR NEZ PERCÉ AGENCY.

NEZ PERCÉ AGENCY,  
*Spalding, Idaho, August 26, 1901.*

SIR: I have the honor, in compliance with your instructions, to transmit herewith my third annual report of affairs at this agency:

**Population.**—This tribe consists of—

Males over 18 years of age.....	431
Females over 14 years of age .....	566
Children between 6 and 16 years of age .....	333
Total number belonging to this reservation.....	1,567

Being a decrease of 67 from last year's report.

**Location.**—This reservation is principally embraced within the county of Nez Percé, a small part being in Shoshone and Idaho counties. It is traversed by 105 miles of railroad, the nearest station being North Lapwai, on the Spokane and Palouse, a branch of the Northern Pacific Railroad, 1 mile from this agency.

The reservation is traversed by the Clearwater River a distance of 85 miles, several small streams putting into it at different points. These feeders and the river itself are located in deep valleys ranging from one-quarter to 2 miles in width. In these valleys the Indians make their homes, farming small tracts. The major part of the allotted lands lies on high plateaus which surround these valleys.

**Agriculture.**—It is folly to expect an Indian immediately to abandon his savage life and apply himself industriously to the tilling of the soil. The Indians of this tribe have received and spent the greater part of the \$1,626,222 paid them by the Government for their surplus lands, the last payment having been made in November last. During the period of these payments, to wit, the five years last past, this tribe has devoted but little attention to agriculture or any other means of securing a livelihood. A growing attention, however, is noticeable in this line as necessity dawns upon these people.

**Leasing.**—This is the most important and laborious task that confronts the office force at this agency. There are in the neighborhood of 700 leases in operation and in various stages of perfection covering land on this reservation at the present time, producing a revenue of about \$35,000 for the present year, with obligations increasing the amount to \$40,000 for next year's crop. There are seven well-defined towns on this reservation, which pay a monthly rental aggregating \$380 per month. All of these moneys are collected and pass through the hands of the agent. The estimated value of all improvements placed on these allotments this year under lease and contract, under the supervision of the Indian agent, will exceed \$10,000. The regulation requiring part of the rents to be expended in improvements on the leased lands meets my hearty approval and is rigidly enforced.

Many able-bodied Indians have left this office in disgust when refused the privilege of leasing their land. The restriction requiring able-bodied men to farm a reasonable amount of their land, or being otherwise legitimately employed before being permitted to lease their lands, is fraught with good results. Many instances can be cited wherein the rejected lessor has returned to his allotment and followed a plow and seed drill until a reasonable amount thereof had been seeded by his own efforts, to return and solicit reconsideration of his application to lease the residue of his allotment or other land of which he is in whole or in part owner.

**Health.**—The health of the Nez Percé tribe has been uniformly good, and no epidemics of any nature have visited the tribe during the last year. Care has been

exercised in warning Indians against visiting reservations infected with contagious diseases; and since the smallpox scare a year ago the Indians have been more observant of the restrictions placed upon them by the agent.

There have been several violent deaths during the year, all of which can be attributed to the use of liquor. As I have said in a former report, the appetite for strong drink seems to be easily acquired by these Indians; and once it is acquired, there seems to be no limit to their exertions to obtain any of the various spirituous liquors. Five of such deaths have occurred, as follows: One drowned, one stabbed, one committed suicide, one found dead by the roadside, and one ran over by a railroad train, all of whom were in a beastly state of intoxication when they lost their lives.

**Crime.**—I am sorry to state that crime is on the increase among the Indians, and I am impelled to believe that it is caused by the success that the white criminals have met with in evading conviction for their offenses. Three Indians for horse stealing and two for bootlegging have been sent to the penitentiary since my last report.

There is constant complaint at this agency by the Indians against white settlers for petty pilfering committed, especially during the heated term, during which time a great many Indians go to the mountains. Fencing, barbed wire, doors, windows, and, in a few instances, large quantities of hay, have been carried away; and it is very difficult to trace the stolen property. So general has been the loss by theft of cattle and horses that the majority of the Indian stock raisers (and I may say whites, too) have sold off their herds and have devoted more attention to farming.

**Allotments.**—There are about 1,890 allotments held by these Indians, all of which are wholly or in part cultivable land, and if properly handled will support an ordinary family. Much of the land is on a very high plateau, producing large crops of wheat, oats, flax, and barley without irrigation. On account of the peculiar climate and altitude, these lands are much sought after for the raising of flax, and many Indians are turning their attention to this industry. Several of them have from 25 to 50 acres in crop, which is yielding at the present time from 15 to 25 bushels per acre, and at the present price is netting them \$1 per bushel.

There have been twelve new allotments made during the past year, which completes the list of allotments to all those known to be entitled to the same.

**Religion.**—Another year only adds to my firm conviction that mental, industrial, and religious education is essential and desirable acquisition of the coming generation of this tribe; and this alone will raise them from semisavagery to desirable citizenship.

There are five Presbyterian churches on this reservation, all presided over by native ministers; and during the summer months, and at the present time, four native ministers have gone to various reservations to spread the gospel among other tribes, leaving their churches on this reservation to be presided over by elders. One Catholic church, with a white missionary, is located and being maintained on this reservation, with a fairly large congregation. The education and dissemination of the gospel according to the Presbyterian faith on this reservation is largely due to the efforts of Miss Kate McBeth, who has for over a score of years devoted her life to the religious training of these Indians.

At the meeting of the last State legislature I caused to be drafted and passed by said legislature a compulsory educational law, which will compel all Indians of a school age to attend the Government schools for a period of nine months during the year, thus educating the younger generation so that they may become sufficiently intelligent not only to accept the religious doctrines but to go forth upon their allotments and till the soil and make good and desirable citizens.

**Fencing and roads.**—The allottees are, through the lessees and by their own work, continuing to fence their allotments, and in but a few years every acre of Indian land on this reservation will be under fence. The whites, who have hundreds of homesteads scattered among the Indian allotments, are also doing a great deal of fencing, and consequently there is considerable conflict over line fences and the amounts due both Indians and whites for their share or portion of the copartnership fencing; and until this reservation is all settled and these fences are all erected and roads are permanently located there will be constant friction among the whites and Indians, and a demand is constantly placed upon all of my spare time in adjusting these difficulties.

A few Indians this summer have bitterly opposed the working of roads, claiming that the white supervisors have no jurisdiction over them, and in all probability a few prosecutions under the State law will follow. There would have been no opposition to the working of roads had not certain Indians returning from your office made false and misleading representations to these Indians, advising them that they could not be compelled to pay a road tax.

**Liquor.**—The inordinate desire for spirituous liquor is still maintained and gratified by these Indians without apparently much effort on their part. There were ten prosecutions instituted by myself for the selling of liquor on this reservation in the past year. Nine convictions were secured and one jury disagreed, and the case will come up again for trial this fall. And I am pleased to state that the judge of this district does not share the opinion of many other judges that this is a minor offense, and in the cases above cited three offenders were given two years in the penitentiary, two eleven months, one fifteen months, one thirteen months, and two were sent to the county jail for sixty days. Of those convicted, two were Indians. These prosecutions have, to a great degree, checked the boldness of these illicit "bootleggers," and it is hoped, with the moral aid given by the church members on the one hand and the fear of the law on the other, drunkenness will be reduced to the minimum in the course of time.

Very respectfully submitted.

C. T. STRANAHAN,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

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## REPORTS CONCERNING INDIANS IN INDIAN TERRITORY.

### REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF QUAPAW AGENCY.

QUAPAW AGENCY, IND. T.,  
*Seneca School, Wyandotte, Ind. T., August 29, 1901.*

SIR: I have the honor to submit the report of the Quapaw Agency and Seneca school for the fiscal year 1901, as follows:

This year of the history of the agency is made memorable by two events—first, the sudden and tragic death of United States Indian Agent Edward Goldberg on the 8th day of October, 1900, and of Mrs. Goldberg the day following. It came as a great shock to all the community, and an especially heavy blow to the relatives, all of whom were away except a son. The cause of the death was poisoning from toadstools served by mistake for mushrooms.

The second event, coming as a result of the first, was the abolishment of the agency, changing the management of affairs from a triumvirate (composed of the Indian agent and two school superintendents); to the superintendent of the Seneca School. The one official does not find himself overworked, and while there has been a saving to the Government of several thousand dollars per annum, there seems to be no deterioration of the service. The agent's residence has been removed from its ancient site in the Shawnee Reservation to the school, and is now used as teachers' quarters. A superintendent's cottage will soon be added, giving the school opportunity to take better care of its pupils than heretofore by the vacating of rooms now used by employees.

The ending of the agency, which has been accomplished, should be followed by the closing of the Seneca School and the withdrawal of all Government support and supervision just as soon as the territory effects an organization, with a public-school system. Many of these people were citizens in good standing more than a generation ago, but at the invitation of the Government gave up that proud distinction, removed to the "Territory," and became again wards of the United States. There is not an Indian within the bounds of this agency, though many are not enlightened, who will become better fitted for independent living than he now is until all distinction between him and other American citizens, except perhaps in the right to dispose of his land, is removed.

The status of the Indians in this locality is very much better than that of most of the white people in the same community, and as there are three of the latter to every one of the former the white problem here will readily be seen to surpass the Indian problem in importance. To ameliorate the grave condition of the whites, recommen-

dation has been made that appropriation be asked for from Congress for public schools opened to both white and Indian children, to be supported by the General Government only until such time as a Territory or State is organized, when they should be turned over to it. Schools that charge tuition will not meet the necessity, for those who most need them are the children of parents without enlightenment, pride, or property, who consider a reasonably good supply of hog and hominy all there is worth striving for. Conditions brought about and fostered by the Government are responsible for the presence of these people here, and it would be infinitely better to suspend temporarily the objection to affording Federal aid to white children than to bear the reproach of allowing a class to grow into citizenship fitted for it only by size and age.

The chief influences that make against the progress of the Indian population are the annuity payments still made to the Senecas and Eastern Shawnees and the existence in most of the tribes of surplus or unallotted lands. The following table shows the number of allotments held in each tribe, the number of acres in each allotment, the total number of acres allotted, and the amount of tribal lands remaining:

Tribe.	Number of allotments.	Acres in each allotment.	Acres allotted.	Tribal lands (acres).
Quapaw.....	247	240	56,245	0
Seneca.....	302	80	25,821	26,086
Wyandotte.....	241	80	20,695	535
Shawnee.....	84	80	10,484	2,543
Peoria.....	153	200	30,460	16,851
Miami.....	65	200	12,982	
Ottawa.....	157	80	12,714	1,587
Modoc.....	68	48	3,976	24
Total.....	1,317	.....	173,377	37,626

1 Miamis, three-fifths; Peorias, two-fifths (estimated).

The indebtedness to the tribes, so far as known, was capitalized by the last Congress. The shares of all adult Indians should be paid at the earliest possible opportunity and those of the minors as they attain majority; the tribal lands should be disposed of by allotment or sale, thus making an end of all community-property interest.

Since July 1, 1900, thirty deeds have been submitted to your office for action. Of this number twenty-one were approved, one withdrawn, one disapproved, and the remainder await disposition. The price paid for the lands transferred varies from \$5 to \$50 per acre, averaging \$12.84.

Within the limits of the agency are three incorporated towns, viz. Miami, in the Ottawa Reservation; Wyandotte, in the Wyandotte Reservation, and Peoria, in the Peoria Reservation, having 1,569, 224, and 144 inhabitants, respectively. Miami is a very enterprising town, maintaining a public-school system that is extremely creditable and an object lesson on what can be done in the way of education when the necessity presents itself. Its leading citizens are from the neighboring States, and are displaying in their new home a degree of energy that is very beneficial to that part of the agency.

The population of the eight remnants and portions of tribes residing here is given below, together with the changes during the past year and the number of children of school age:

Tribe.	Population.		Population, 1901.		Children of school age between 6 and 18.	Males above 18.	Females above 14.
	1900.	1901.	Males.	Females.			
Wyandotte.....	339	342	156	186	90	92	127
Seneca.....	337	345	167	178	99	79	107
Quapaw.....	251	259	117	142	72	63	76
Peoria.....	175	181	92	89	79	40	46
Miami.....	101	96	47	49	37	17	31
Ottawa.....	170	166	78	88	62	50	42
Eastern Shawnee.....	93	94	42	52	36	18	28
Modoc.....	49	49	27	22	6	16	17
Total.....	1,515	1,532	726	806	481	375	474

The enrollment in the Seneca School during the year was 192 and the average attendance a little under 140. There is quite a difference between the enrollment and the average attendance, due to the fact that the school is too near home and that the somewhat unusual course has been pursued of showing the actual average attendance. However, since the capacity of the school is but 120, the buildings have been as full as health would permit.

A new sewer and water system was installed, as reported by the Indian agent last year. The water service is satisfactory, but much of the sewer system was poorly planned and shabbily executed. It is impossible to heat any bathroom on account of the location and extremely small size. The closets are built in the main part of the buildings, without other ventilation than the doors and windows, and one range closet was put in and the vent stack forgotten. Not a vent or soil pipe has been found that would stand any government or city test. The trouble is that the system was built and accepted, as I understand it, without any proper inspection.

The pupils are, in all but color, and many of them in that particular also, essentially white, and under competent leadership are alert and responsive. A poor field is afforded here for incompetent employees, as the students are quick to discover and take advantage of them, to the discomfort of the employees and the detriment of the institution. The year, as a whole, has been one of harmonious work and commendable progress.

In conclusion, I wish to repeat the statement that these people are ready to take up the burden of their own education, and should do so as soon as there is a school system. There is no reason why, since they have the same opportunities, they should not be held to the same requirements as their neighbors. However, until there is an educational system under the control of the Territory the efficiency of this school should be constantly increased, to enable it to hold a place in the estimation of its patrons as a real educational institution.

Respectfully submitted.

EDGAR A. ALLEN,  
*Superintendent, Acting United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF AGENT FOR UNION AGENCY.

UNION AGENCY,  
*Muskogee, Ind. T., Sept. 3, 1901.*

SIR: In compliance with instructions, I have the honor to submit herewith this my third annual report of the affairs at this agency for the fiscal year ended June 30, 1901, in which I have incorporated certain statistical information.

By way of preface, in order that a clearer conception may be had of the volume and character of business coming before this agency for attention and adjudication, I shall briefly call attention to the area and population of the territory over which this agency exercises jurisdiction, the source and method of government, and the vast forward strides that have been made in the matter of development of the Indian Territory and the increase in population by these Five Nations in the last decade.

In 1890 the total population of the Indian Territory was 178,000, of which 50,000 were Indians. In 1900 the population of the Indian Territory, according to the Twelfth Census, is 391,960, of which about 70,000 are Indians, showing an increase in the total population of 117 per cent.

The area of the Indian Territory is 33,000 square miles, an area greater than that contained in any one of the States of Connecticut, Delaware, Maine, Maryland, Massachusetts, and an area equal to that of Indiana, and has a greater population than any one of the States of Montana, Idaho, Nevada, North Dakota, Arizona, South Dakota, Wyoming, Utah, Washington, or the Territory of New Mexico. If a State it would be entitled to two Senators and two Congressmen.

During the fiscal year ended June 30, 1901, there has been disbursed by this office \$304,292.52, and collected and deposited (less exchange of \$142.96) to the credit of the Treasurer of the United States on account of royalties and from sale of town-site maps, \$286,371.06; and in addition I have also deposited unexpended balances of Government funds, or, in other words, returned to the Treasury the sum of \$46,028.35; total \$636,691.93.



Below I give a statement of the disbursements made and for what expended:

To pay salaries of school-teachers in the Choctaw Nation and incidental expenses in connection with the management of Choctaw schools.....	\$57, 278. 33
Paid Choctaw warrants out of the \$75,000 appropriated by the act of Congress of March 3, 1899 (30 Stat. L., 1099).....	4, 130. 78
Paid Choctaw warrants issued to school-teachers in Choctaw Nation for services rendered prior to the Government's taking charge of the schools of the Choctaw Nation and after the passage of the act of June 28, 1898.....	607. 70
Paid expenses in connection with town-site work.....	37, 263. 08
Paid expenses in connection with the suppression of the spread of smallpox in the Indian Territory.....	41, 328. 56
Paid Creek warrants.....	138, 788. 93
Incidental expenses in connection with the management of the office and payment of salaries of employees.....	23, 924. 18
Paid Creek indigents.....	828. 00
Paid exchange.....	142. 96
Total.....	304, 292. 52

Hereafter in this report I will, in the mention of the nations, give the total amount of royalty collected for each and the source from which it arose.

**Location.**—As heretofore stated in my former annual report, the agency is located at Muskogee, Ind. T., on the main line of the Missouri, Kansas and Texas Railway, about 100 miles south of the Kansas line and 157 miles north of the State of Texas.

The offices of the Indian agent are on the second floor in what is known as the Masonic Building, and are owned by and rented from Messrs. C. W. Turner et al., of Muskogee. In the same building and on the same floor are the offices of the United States Indian inspector for the Indian Territory, the superintendent of schools in Indian Territory, the supervisor of schools for the Creek Nation, the revenue inspectors for the Cherokee and Creek nations, and the supervising engineer for Indian Territory town-site surveys.

It is proper to add that at this place the Government owns no buildings.

**Correspondence.**—The correspondence at this agency during the past fiscal year was voluminous, and is constantly increasing. The numerous remittances require acknowledgments, and complaints are constantly being made to this office against intruders, and other matters are brought to my attention requiring careful consideration. The correspondence embraces almost every conceivable topic. I try in every instance to give a satisfactory answer to all inquiries and explain the laws and conditions as well as I can to every inquirer.

**Indian police.**—The Indian police force at this agency has been reduced from 1 captain, 2 lieutenants, 3 sergeants, and 22 privates to 1 captain, 2 lieutenants, and 8 privates. As a rule the police have been faithful and obedient, prompt and energetic in the suppression of crime and in informing this office of the names of persons who commit unlawful acts within their respective districts. The compensation for captains and lieutenants is \$15 per month and for privates \$10 per month. I have restricted these policemen so as to render the most efficient service, considering the limited number.

I renew my recommendation, heretofore made, that the captain be allowed a salary of \$100 per month and the lieutenants and privates a salary of \$50 per month and their actual and necessary expenses while traveling on official business under orders. If the salaries just mentioned are paid to the policemen, I think that a more efficient service can be had and better men can be secured to fill the places.

**Financial—Choctaw and Chickasaw nations.**—In my former reports reference is made to the regulations prescribed by the Secretary governing mineral leases in the Choctaw Nation, Ind. T., under provisions of the act of June 28, 1898. These regulations provide, among other things, that the Indian agent for the Union Agency, Ind. T., shall receive and receipt for all royalties paid into his hands when accompanied by sworn statements, and when so collected to be deposited with the assistant treasurer of the United States, St. Louis, Mo., to the credit of the Treasurer of the United States for the benefit of the Choctaw and Chickasaw nations. The royalty on coal is at the rate of 8 cents per ton of 2,000 pounds of mine-run coal, or coal as it is taken from the mines, including that which is commonly called "slack." On asphalt, 60 cents per ton for each and every ton produced weighing 2,000 pounds for refined and 10 cents per ton for crude asphalt.

Any other royalties due these nations, such as tax on merchandise, permit, occu-

pation, and tax on cattle, are collected by the tribal authorities, as was the custom prior to the passage of the act of June 28, 1898.

The revenue derived from royalty on coal and asphalt, or so much as is necessary, is used for the education of children of Indian blood of the members of the Choctaw and Chickasaw tribes (freedmen excepted). Upon my requisition the Indian Office places to my official credit with the assistant treasurer of the United States, out of the asphalt and coal royalties, certain sums of money, and I use this in paying the salaries of school-teachers employed in the academies and neighborhood schools of the Choctaw Nation. The Chickasaw Nation has up to the present time managed their own schools, and this office does not, therefore, pay any of the employees or teachers connected therewith.

The mining trustees of the Choctaw and Chickasaw nations are appointed by the President of the United States, one upon the recommendation of the principal chief of the Choctaw Nation and one upon the recommendation of the governor of the Chickasaw Nation, each of whom shall be members of the Choctaw and Chickasaw nations, respectively. Their salaries are paid by the respective nations, and they are required to make reports of all their acts to the Secretary of the Interior quarterly. No lease entered into by them is valid until the same shall have been approved by the Secretary of the Interior.

I give below a list of the leases that have been entered into by the mining trustees, the date of the approval of the same, and the person, firm, or corporation operating the same:

Name of lessor.	Number of leases.	Date of approval by Secretary of the Interior.
<b>Coal:</b>		
Choctaw, Oklahoma and Gulf Rwy. Co.....	30	Mar. 1, 1899
John F. McMurray.....	8	Apr. 27, 1899
D. Edwards & Son.....	3	Aug. 22, 1899
McKenna, Amos & Amos.....	1	Oct. 24, 1899
McAlester Coal Mining Co.....	2	Feb. 19, 1900
Choctaw Coal and Mining Co.....	3	May 4, 1900
San Bois Coal Co.....	6	June 25, 1900
Central Coal and Coke Co. <sup>1</sup> .....	1	Aug. 27, 1900
William Busby.....	1	Sept. 6, 1900
Samples Coal and Mining Co.....	1	Oct. 4, 1900
McAlester and Galveston Coal Mining Co.....	1	Oct. 18, 1900
H. Newton McEvers.....	1	Do.
Dogman & McConnell.....	3	Nov. 16, 1900
Folsom-Morris Coal Mining Co.....	1	Nov. 22, 1900
Ozark Coal and Railway Co.....	1	Dec. 8, 1900
St. Louis-Galveston Coal Mining Co.....	2	Jan. 14, 1901
Missouri, Kansas and Texas Coal Co.....	1	Feb. 12, 1901
Atoka Coal and Mining Co.....	7	May 7, 1901
Osage Coal and Mining Co.....	7	Do.
The Devlin-Wear Coal Co.....	1	June 17, 1901
Total number of leases.....	81	
<b>Asphalt:</b>		
Brunswick Asphalt Co.....	1	Mar. 20, 1900
Caddo Asphalt Co.....	1	Apr. 21, 1900
Elk Asphalt Co.....	1	May 3, 1900
Downard Asphalt Co.....	1	Oct. 18, 1900
M. & A. Schneider.....	1	Nov. 25, 1900
Tar Spring Asphalt Co.....	1	May 13, 1900
Total number of leases.....	6	

<sup>1</sup> This lease has been canceled.

There are other mining operators in the Choctaw and Chickasaw nations, Ind. T., operating under what are known as national contracts, and a few other small operators that have neither leases nor contracts. This last-mentioned class do but little business, and the royalties received from them are therefore small. A list of these two classes of mine operators follow:

Coal: J. B. McDougal, Kansas and Texas Coal Company, Southwestern Coal and Improvement Company, Hailey Coal and Mining Company, Pat Harley, Perry Brothers, M. Perona, Caston Coal Company, Capitol Coal and Mining Company, Bache & Denman, Turkey Creek Coal Company, Choctaw Mining and Mercantile Company, C. G. Adkins, Mrs. Mary A. Ford, Fitchburg Coal and Mining Company, Leslie Watkins. Asphalt: Gilsonite Roofing and Paving Company, Rock Creek Natural Asphalt Company, George D. Moulton.

Below I give a statement in reference to the royalty collected by me for the Choctaw and Chickasaw nations from July 1, 1900, to June 30, 1901:

Coal royalty .....	\$198, 449. 35
Asphalt royalty .....	1, 214. 20
<b>Total</b> .....	<b>199, 663. 55</b>

As compared with amount collected during the fiscal year ended June 30, 1900:

Coal royalty .....	\$137, 377. 82
Asphalt royalty .....	1, 108. 58
<b>Total</b> .....	<b>138, 486. 40</b>

it shows an increase of \$61,177.15.

There have also been collected by me for the benefit of the Choctaw and Chickasaw nations during the period ended June 30, 1901, the following amounts, arising from the sources named:

Coal .....	\$198, 449. 35
Asphalt .....	1, 214. 20
Town lots .....	25, 090. 91
Cemeteries .....	50. 00
Stone royalty .....	122. 29
Timber royalty .....	11, 326. 91
<b>Or a grand total of</b> .....	<b>236, 253. 66</b>
Less exchange .....	53. 51
<b>Total</b> .....	<b>236, 200. 15</b>

which is the net amount I have deposited to the credit of the Treasurer of the United States for the benefit of the Choctaw and Chickasaw nations.

**Town lots.**—Section 29 of the act of June 28, 1898, provides that the owner of improvements on each lot shall have the right to buy one residence and one business lot at 50 per cent of the appraised value of such improved property and the remainder of such improved property at 62½ per cent of the said market value within sixty days from the date the notice is served on him. If he purchase same he shall, within ten days, pay into the Treasury of the United States one-fourth of the purchase price and the balance in three equal annual installments, and when the entire sum is paid he shall be entitled to a patent to the same.

The instructions to the town-site commission for the Choctaw and Chickasaw nations state that the United States Indian agent for the Union Agency will be charged with the collecting and accounting for the purchase money on all lots in each town. Among other things, he is directed to notify the town-site commissioners, at the proper time, of all defaults in the first payment on improved lots.

In accordance with this law and the regulations all payments on account of town lots in the Choctaw and Chickasaw nations are made to me, and this is the source from which the royalty mentioned above as town lots is derived. After the town-site commissioners for the Choctaw and Chickasaw nations have finished the town-site record book of any particular town, the same is filed in this office, together with the original notices of appraisal, showing the time of service of said notices. The town-site commission instructs all persons upon whom these notices have been served to make remittances to this office on account of any payments they may desire to make on account of town lots that have been appraised to them.

I have now in my possession the town-site record books of Colbert, Chickasaw Nation; Sterrett, Atoka, Calvin, Guertie, Kiowa, South McAlester, and Poteau, Choctaw Nation. Remittances from these towns are being constantly received. It is my duty to see that these remittances are made within the time required by law, that the amount remitted is the correct amount due, and that the person who remits the same is the proper person to do so. The blanks to accompany these remittances have been prepared in this office, and are supplied upon application.

Unimproved lots are sold by the town-site commissioners of the Choctaw and Chickasaw nations, after proper advertisement has been published, stating therein the time and places that said lots will be offered for sale, and when sold the schedule of the sale is sent to this office.

Under date of March 22, 1900, the Indian Office directed that the Indian agent

be present at the sale of unimproved town lots in the Choctaw and Chickasaw nations and receive and accept for any payments made to him. The Department requires the successful bidder to deposit with him (the Indian agent) at the time of the sale 10 per cent of the purchase price, which shall be forfeited and be and become the property of the Choctaw and Chickasaw nations unless the said purchaser shall pay the balance of the first installment, one-fourth of the sale price of the lot, within ten days from the date of sale. Acting under these instructions, I have, whenever unimproved town lots have been sold in any town of the Choctaw and Chickasaw nations, detailed one or more of my clerks to attend said sale and collect the 10 per cent required or receive any other amount of the purchase price that the successful bidder may pay.

In a recent ruling of the Department it was held that—

While it was true that section 29 of the act of June 28, 1898 (30 Stat. L., 495), provides that a failure for sixty days to make one payment to be a forfeiture of all payments made and all rights under the contract, it is not believed the failure to make payment when due of itself works a forfeiture: that until such time as proper action shall have been taken declaring a forfeiture the purchaser would have the right to make the payment and the agent would be justified in accepting the same.

However, before doing so, I have been directed to notify the authorities of the Choctaw and Chickasaw nations of payments that have not been made within the time required by law for the purpose of seeing whether, as such authorities, they had any objection to my accepting said payments. This requires considerable correspondence between myself and the respective executives of the Choctaw and Chickasaw nations. As yet no definite policy has been decided upon by said executives as to this matter.

This office insists upon a strict compliance of the law requiring that remittances on town lots shall be made within the time prescribed; but in special cases, or where the circumstances are such that the remittances can not well be made, it is thought, rather than work a hardship upon any persons, or deprive them of any vested rights, that some discretion should be used in accepting payments not made within the time required by law.

Section 29 of the act referred to provides that the commissioners shall locate, within a suitable distance from each town site, not to exceed 5 acres, to be used as a cemetery, and when any town has paid to me \$10 per acre therefor, it shall be entitled to a patent to the same and shall dispose of same at reasonable prices in suitable lots for burial purposes, the proceeds of such sale to be applied by the town government to the proper care and improvement of said cemetery. The \$50 remittance referred to above, under the head "Cemeteries," was received from the town of Kemp, Chickasaw Nation.

**Timber and stone.**—Under date of July 14, 1900, the Department promulgated regulations governing the procurement of timber and stone for domestic and industrial purposes in the Indian Territory, as provided in the act of June 6, 1900 (Public—No. 174). These regulations require that the Indian agent for the Union Agency—

enter into a contract, upon application made in the form of affidavits, upon blanks prescribed, when approved by the Secretary of the Interior, with any responsible person, persons, or corporations for the purchase of timber or stone from any of the public lands belonging to any of the Five Civilized Tribes, and to collect, on or before the end of each month, the full value of such timber or stone as the Secretary of the Interior shall hereafter determine should be paid.

The moneys collected are to be placed to the credit of the tribe or tribes to which the lands belong from which such timber or stone was secured, but no timber or stone shall be taken from any lands selected by any citizen of any of the Five Civilized Tribes as his prospective allotment without his consent, and only from such land being cleared, or to be cleared, for cultivation, and not until a contract shall have been entered into by the United States Indian agent and the persons or corporation desiring to procure such timber or stone. The price to be paid under such contract shall be satisfactory to the prospective allottee, providing that the provisions of this section shall not apply to all tracts now in possession of any citizens of any of the Five Civilized Tribes who intend to include such tracts in their prospective allotments; the moneys so derived to be deposited with the assistant treasurer of the United States at St. Louis, Mo., and when the tract or tracts from which the said timber or stone was taken shall have been allotted, the Secretary of the Interior shall cause to be paid to the citizen or citizens taking the said tract or tracts as his or her allotments, if found to be entitled to such moneys.

I am also required to keep an accurate list by legal subdivision of the lands from which said timber or stone is taken, and also a correct list of all moneys derived from the sale of all timber or stone taken from each legal subdivision. The value of the timber and stone taken from unappraised selected land must be added to the appraisal when made.

I have entered into contracts with the following-named persons and corporations, under the regulations referred to:

Name of holder of contract.	Date of approval by Secretary.
Wm. N. Jones, Fayetteville, Ark.....	May 7, 1901
Osgood & Johnson, St. Elmo, Ill.....	Dec. 11, 1900
Bernard Corrigan, Kansas City, Mo.....	May 20, 1901
Missouri, Kansas and Texas Rwy. Co.....	July 20, 1901

The royalty to be paid on timber and stone taken under these contracts has been fixed by the honorable Secretary of the Interior.

In order to account properly for any moneys that come into my hands on account of any stone or timber removed from the lands of the Five Civilized Tribes, I have prepared a record book, which shows the following:

First. Name of person with whom contract has been entered into.

Second. Date of approval of contract by Secretary of Interior.

Third. Address of persons securing the contract.

Fourth. Date of contract, and whether for timber or stone removed.

Fifth. Date when remittance was received at this office.

Sixth. The period in which the timber or stone was removed and the legal subdivisions of the land from which it was taken.

Seventh. The number of pieces of timber or yards of stone, as the case may be; the rate, amount remitted, from which nation removed, and the name of the allottee of the land from which the timber or stone was taken, together with a blank in which to insert the date of the patent to the citizen when the same shall have been issued, and a column for remarks.

There has also been prepared an index book, showing the number of townships in each nation. It is found that there are in

The Choctaw Nation.....	360
The Chickasaw Nation.....	260
The Creek Nation.....	165
The Cherokee Nation.....	220
The Seminole Nation.....	30

After the remittance has been properly entered into the record book from the cash book it is then taken to the index and the township and section of the township from which the timber or stone was taken annotated therein, together with the number of pieces of timber or yards of stone removed. In this way, by reference to these books, one can see at a glance the number of pieces of timber or yards of stone that have been taken from any tract of land in the Indian Territory. I find it no small task to keep these records.

As mentioned above, there have been received at this office, under the regulations above referred to, remittances to the amount of \$122.29 on account of the royalty on stone taken from the lands of the Choctaw and Chickasaw nations.

The royalty on timber removed from the lands of these nations amounted to \$11,326.91.

**Salaries of school-teachers.**—From the moneys collected by me on account of the royalty on coal and asphalt mined, I disbursed in the payment of salaries of school-teachers employed and for incidental expenses connected with the management of schools in the Choctaw Nation during the fiscal year ended June 30, 1901, \$57,278.33. There are four academies in the Choctaw Nation, employing about fifty persons. In addition to the above I pay the salaries of about one hundred and fifty neighborhood school-teachers. These teachers are paid by me in checks drawn on the assistant treasurer of the United States at St. Louis, Mo.

**Payment of Choctaw warrants.**—The act of Congress of March 3, 1899 (30 Stat. L., 1899), appropriated \$75,000 out of the Choctaw moneys held in trust by the United States to pay outstanding warrants when found to have been issued for a valid and subsisting obligation of said nation. In my last annual report I stated that I had disbursed out of this \$75,000 the sum of \$69,710.08, leaving a balance on hand of \$5,289.92.

During the fiscal year ended June 30, 1901, I have disbursed out of this \$5,289.92 the sum of \$4,130.78 in payment of certain Choctaw warrants favorably passed upon by the Department and ordered paid. This leaves an unexpended balance of the \$75,000 the sum of \$1,159.14.

In addition to the warrants that have been paid out of the \$75,000 referred to above, I have also disbursed \$607.70 in payment of warrants issued to school-teachers in the Choctaw Nation for services rendered prior to the Government's taking charge of the schools of the Choctaw Nation and after the passage of the act of June 28, 1898. These last-mentioned warrants were paid from royalties collected by me on account of coal and asphalt mined.

**Town-lot patents.**—Patents to town lots in the Choctaw and Chickasaw nations, under the provisions of the act of Congress of June 28, 1898 (30 Stats., 495), issue under the joint hands of the principal chief of the Choctaw Nation and the governor of the Chickasaw Nation, and convey the title to said lots, save and except, however, all coal and asphalt therein. These patents are filled out in this office and forwarded to the respective named executives to be dated, signed, and the great seals of the nations impressed thereon. So far there has been issued 445 patents conveying town lots in the towns in the Choctaw and Chickasaw nations, as follows:

Colbert, Chickasaw Nation .....	24
Kiowa, Choctaw Nation .....	42
Sterrett, Choctaw Nation .....	129
Atoka, Choctaw Nation .....	9
South McAlester, Choctaw Nation .....	140
Guertie, Choctaw Nation .....	63
Calvin, Choctaw Nation .....	36
Poteau, Choctaw Nation .....	2
Total .....	445

When these patents have been returned to this office properly signed by the executives, the date of the signing of the same by the said executives is duly recorded in the town-site record opposite to each particular lot conveyed. They are then delivered to the proper parties, without cost to them.

**Financial, Cherokee Nation.**—Under the general provisions of the act of Congress of June 28, 1898, the Secretary of the Interior promulgated certain rules and regulations governing mineral leases and the disbursement and collection of revenues in the Cherokee Nation. Under these rules and regulations the United States Indian agent is required to receive and receipt for all royalties, rents, taxes, and permits of whatsoever kind and nature that may be due and payable to the Cherokee Nation. Such revenue is deposited to the credit of the Treasurer of the United States with the assistant treasurer of the United States at St. Louis, Mo., for the benefit of the Cherokee Nation.

I give below a detailed statement of the royalties collected by me during the fiscal year ended June 30, 1901, for the Cherokee Nation:

Coal royalty .....	\$6,326.87
Hay royalty .....	6,469.17
Ferry tax .....	200.00
Merchandise royalty .....	2,437.47
Cattle tax .....	1,127.25
Gravel royalty .....	490.18
Town lots, proceeds .....	10.02
School revenue .....	2,321.19
Telephone tax .....	10.50
Total collected .....	19,392.65
Less exchange .....	37.13
Balance .....	19,355.52

Which sum is the net amount deposited to the credit of the Cherokee Nation, as compared with \$19,455.05 for the fiscal year ended June 30, 1900, a decrease of \$62.40.

The Cherokee Nation imposes a tax of one-fourth of 1 per cent on all merchandise introduced and offered for sale in the Cherokee Nation. Joseph A. Gill, judge of the United States court for the northern district of the Indian Territory, in a recent decision held that the Department of the Interior could not enforce this law against citizens of the Cherokee Nation by blood who are doing business within the limits of said nation. Therefore this merchandise tax is collected now only from noncitizen merchants.

The royalty on coal is at the rate of 8 cents per ton on all coal mined, including that which is commonly called "slack." No extensive coal operators are at work in this

nation, and for that reason the coal royalty collected in this nation is not anywhere near as much as that collected for the Choctaw and Chickasaw nations.

The Cherokee law imposes a tax of 20 cents per ton on all hay shipped from its limits. This royalty is collected by this office and is mentioned above.

Persons who have introduced and held cattle in the Cherokee Nation have, in accordance with the laws of said nation, to pay an introduction tax of 25 cents per head.

License to operate ferries is granted by the treasurer of the nation. On the Arkansas and Canadian rivers the annual tax is \$25 per annum. On the Illinois, Grand, Verdigris, and Neosho rivers the tax is \$10 per annum.

Under date of September 28, 1898, the honorable Secretary of the Interior granted a permit to the Kansas and Arkansas Valley Railway Company to take and remove gravel from the bars and beds of Grand River within the limits of certain described territory. This land lies close to the mouth of the Grand River and near Fort Gibson, Ind. T. The Secretary fixed the rate of royalty on such gravel removed at the rate of 2 cents per cubic yard, measured when loaded upon the cars of said railway company, the royalty thereon to be paid to this office monthly.

The Cherokee laws, which were in full force and effect prior to the passage of the act of June 28, 1898, provided that the town commissioner could sell lots in the towns of said nation. A number of lots were sold in this nation, and after the passage of the act of June 28, 1898, which abolished his office, certain persons, although not solicited to do so, paid into this office and completed payment on their lots \$10.02 during the fiscal year just ended.

Under date of June 27, 1901, the Indian Territory Telephone Company paid into this office \$10.50, that being the amount of revenue due the Cherokee Nation from said company, at the rate of one-half of 1 per cent of the net proceeds derived from the operation of said telephone company during the period ending June 1, 1901.

The Cherokee law provides that pupils of the male and female seminaries and the colored high school shall pay, before entering said school, the sum of \$5 per month for board, in three regular installments, the first one-third at the beginning of the term and the other two-thirds at stated periods in advance. There has been collected and remitted to this office on this account and termed "School revenue," \$2,321.19.

**Cherokee warrants.**—No payment of Cherokee warrants was made during the fiscal year ended June 30, 1901. The last payment of Cherokee warrants took place April 28, 1900. It was the original intention to make another payment on the same day of the next succeeding year.

A clause in the agreement negotiated between the commission to the Five Civilized Tribes and the Cherokee tribe of Indians at the city of Washington on the 9th day of April, 1900, and which, before becoming a law, must be ratified by a majority of votes cast by said tribe at an election held for that purpose within ninety days of the approval of the act by the President of the United States, provided that the Secretary of the Interior shall cause to be paid all just indebtedness of said tribe existing at the date of the ratification of this agreement. The principal chief proclaimed by proclamation that on April 29, 1901, the members of said tribe should decide by vote whether or not the agreement should be ratified or rejected. Inasmuch as the whole indebtedness could have been paid at once if said treaty had been ratified, it was decided to not make a payment on April 28, 1901, but await the result of the vote in reference to the ratification or rejection of the treaty. Later, by a count of the votes cast, it was ascertained that the treaty had been rejected. Thereupon I issued an advertisement stating that on July 1, 1901, I would disburse the sum of \$211,657.22 of Cherokee moneys in payment of certain Cherokee warrants, a copy of which advertisement is given below:

Notice is hereby given that I, J. Blair Shoенfelt, United States Indian agent and disbursing officer, acting under instructions from the honorable Secretary of the Interior, at my office in Muskogee, Ind. T., will, on July 1, 1901, and subsequent days until disbursement is completed, disburse the interest due the Cherokee Nation from the United States Government on their invested funds, amounting \$211,657.22.

The said sum of \$211,657.22 is applicable to the payment of warrants drawn on the respective funds, as follows:

Warrants drawn on general fund .....	\$110,401.19
Warrants drawn on school fund .....	64,559.49
Warrants drawn on Orphan Asylum fund.....	31,712.35
Warrants drawn on Insane Asylum fund.....	4,984.19
Total.....	211,657.22

The said disbursement will be made under the laws of the Cherokee Nation, in so far as they do not conflict with the rules and regulations prescribed by the Department of the Interior and the United States Treasury for the government of disbursing officers.

By the terms of the act of the Cherokee council, approved by the President of the United States on January 5, 1900, interest on outstanding Cherokee warrants became due and payable annually. Interest on Cherokee warrants has been paid up to April 28, 1900. Upon warrants which are hereby

advertised for payment and cancellation all interest will be paid. The interest on all warrants issued prior to April 27, 1900, will be paid. Interest will not be paid on warrants issued subsequently to that date, for the reason that it is not deemed to be due, and these warrants should not be presented.

In making this payment the indorsement of the original payee will be required before either the interest or principal will be paid; or, if the original payee is deceased, then the indorsement of the legally appointed administrator or executor of the estate will be necessary. Certified copies of the letters of administration must be furnished in cases where indorsements are made by administrators. Powers of attorney will not be recognized.

In the payment of the principal and interest the present legal holder of the warrant will be required to receipt for the same over his signature.

The following warrants, if legally issued for a valuable consideration to the Cherokee Nation, will be paid:

**Insane Asylum fund.**—E 24, and interest thereon to April 3, 1899, this warrant having been heretofore advertised for payment on that date; E 40, 41, 50, 52, and 73, and interest due thereon to April 28, 1900, these warrants having been heretofore advertised for payment on that date; also warrants E 76 to E 117, inclusive; E 251 to E 256, inclusive, and D 3 and 4, and the interest due thereon to June 22, 1901.

**Orphan Asylum fund.**—F 142, 153, 167, and 179, and interest due thereon to April 3, 1899, these warrants having heretofore been advertised for payment on that date. Warrants C 33 and 40, and the interest due thereon to April 28, 1900, these two warrants having been heretofore advertised for payment on that date; also warrants numbered from C 41 to C 121, inclusive, and the interest due thereon to June 22, 1901.

**School fund.**—K 471 and interest due thereon to April 3, 1899, this warrant having been heretofore advertised for payment on that date, and K 224, A 9, 22, 81, and 89, and interest due thereon to April 28, 1900, these warrants having been heretofore advertised for payment on that date; also warrants numbered from K 245 to K 248, inclusive; A 121 to 281, inclusive, and B 1 to 223, inclusive, and the interest due thereon to June 22, 1901.

**General fund.**—Warrants C 762, 767, 768, 769, 770, 773, 774, 1148, 1149; D 40, 42, 46, 51, 65, 73, 84, 95, 98, 115, 116, 117, 119, 135, 149, 152, 158, 159, 168, 176, 178, 203, 204, 228, 231, 240, 243; O 33, 45, 47, 52, 65, 66, 67, 71, 82, 83, 87, 93, 95, 98, 110, and 128, and the interest due thereon to April 3, 1899, these warrants having been heretofore advertised for payment on that date; also warrants C 1162, 1165, 1166, 1168, 1173, 1190; D 263, 265, 270, 280; O 198, 200, 203, 219, 224, 263, 264, 265, 266, 307, 330, 356, 367, and 374, and interest due thereon to April 28, 1900, these warrants having been heretofore advertised for payment on that date; also the following warrants: A 1 to A 45, inclusive; D 361 to D 506, inclusive; C 1196 to C 1388 inclusive; C 1393 to C 1462, inclusive; O 690 to O 748, inclusive, and interest due thereon to June 22, 1901.

Warrants should not be presented for payment prior to July 1, 1901.

If any further information is desired, apply to the United States Indian agent, Union Agency, Muskogee, Ind. T.

The payment has been in progress since the 1st day of July, and will be practically completed by September 1, 1901.

**Creek Nation.**—During the fiscal year ended June 30, 1901, there was collected for the Creek Nation \$30,827.60, arising from the following sources:

Coal royalty.....	\$4, 128. 22
Pasture tax.....	1, 950. 00
Mechandise tax.....	14, 247. 98
Occupation tax.....	5, 109. 37
Stone royalty.....	169. 52
Timber royalty.....	4, 313. 50
Insurance.....	909. 01
Total.....	30, 827. 60
Less exchange.....	52. 32
Net amount deposited.....	30, 775. 28
As compared with.....	26, 370. 19
Collected for the fiscal year ended June 30, 1900, or an increase of.....	4, 457. 41

Prior to January 1, 1901, the Creek Nation imposed a tax of 1 per cent on all merchandise introduced and exposed for sale within its limits. At the October, 1900, session of the national council a permit law was passed, which law was approved by the principal chief on November 5, 1900, and was afterwards approved by the President of the United States on November 22, 1900.

Following is the law in full:

PERMIT LAW.

*Be it enacted by the national council of the Muskogee Nation:*

SECTION 1. That all persons who are not citizens by blood of the Muskogee Nation, or who have not been adopted by the Muskogee Nation, and whose names do not appear on authenticated rolls of the Muskogee Nation, who shall desire to engage in any manner of business in the Muskogee Nation, shall obtain the consent of the United States Government and shall pay to the United States Indian agent at Union Agency, Muskogee, Indian Territory, for the benefit of the Muskogee Nation, the annual permit tax hereinafter fixed, the same to be paid quarterly, in advance in all cases, except where based on the cost of goods offered. Quarters to begin January 1, April 1, July 1, and October 1 of each year.

All legitimate business houses, of whatsoever character or capacity, engaged in the sale of all manner of dry goods, groceries, provisions, hardware, lumber, drugs, millinery, leather goods, or any other article known or designated as merchandise, shall pay an annual tax of one-half of 1 per cent



## 228    REPORTS CONCERNING INDIANS IN INDIAN TERRITORY.

of the first cost of all goods offered for sale, excepting such goods as have been actually produced in the Muskogee Nation, or shall have been bought within the limits of the nation, from a trader who shall have previously paid this tax of one-half of 1 per cent of such goods; all payments to be accompanied by sworn statements, said statements to be verified by personal inspection by a proper inspector of the original invoices or the books of the trader.

The rate of taxation on all other classes of business shall be as follows:

On each dealer in hides, peltries, furs, wool, pecans, and other country produce.....	\$50
On each hotel affording accommodations for 30 or more guests.....	36
On each hotel affording accommodations for 20 or more guests.....	24
On each hotel affording accommodations for less than 20 guests.....	12
On each printing office.....	12
On each oil, grist, or flouring mill.....	24
On each cotton gin.....	24
On each livery and feed stable.....	24
On each feed stable or yard.....	12
On each dray or freight wagon or passenger hack, other than those owned by livery stables paying as such.....	12
On each blacksmith or wagon shop.....	12
On each insurance agent (life or fire).....	50
On each physician having certificate from the national medical board.....	25
On each dentist having diploma.....	25
On each butcher shop, selling meat only.....	24
On each restaurant or lunch counter (stand).....	12
On each laundry or laundry agency.....	12
On each barber shop.....	12
On each bakery and confectionery or lemonade and ice-cream stand.....	12
On each merry-go-round.....	24
On each gunsmith, tinsmith, locksmith, or watch repairer.....	12
On each lawyer.....	25
On each tombstone or marble dealer.....	12
On each shooting gallery.....	12
On each billiard and pool table.....	5
On each show or concert, in hall or tent, per day.....	5
On each circus without menagerie, per day.....	10
On each circus and menagerie combined, per day.....	25
On each banking establishment one-half of 1 per cent of capital stock invested, assessment to be made on the bank on account of the shares thereof.	
On each peddler, street, or traveling vendor, 5 per cent of goods offered for sale.	
On each establishment selling nonintoxicating ales, tonics, meads, or any other form of drink intended as a substitute for malt or spirituous liquors.....	100

SEC. 2. Should any person refuse to pay the tax herein provided when due and when demand is made, or should any person refuse to permit a personal inspection to be had of original invoices, books, etc., such person shall be reported to the proper authorities for removal from the Muskogee Nation.

Failure to pay within ten days after tax is due and demand has been made shall constitute a refusal to pay.

SEC. 3. This act shall become a law upon the approval of the President of the United States, and shall be in full force and effect from and after January 1, 1901.

All laws heretofore enacted by the national council of the Muskogee Nation relating to permit tax which are in conflict with this act are hereby repealed.

SEC. 4. All classes of business in operation or which may hereafter be established in this nation not included in the above list shall be assessed by the principal chief, subject to the approval of the United States Indian agent.

There was collected from merchants and other persons pursuing occupations in the Creek Nation during the fiscal year ended June 30, 1901, as stated above, the sum of \$19,357.35.

Rent to the amount of \$1,950, as shown above, has been paid to me during the past year by cattlemen for use of certain pastures which had not been selected by any individual Creek citizen as his or their prospective allotments.

Under the act of June 6, 1900, there were paid into this office on account of timber and stone removed from the lands of the Creek Nation the sum of \$4,483.02. This timber and stone was used principally in the construction of the St. Louis, Oklahoma and Southern Railroad, said line of railway running from Sapulpa in a southerly direction through the lands of the Creek and Chickasaw nations to Sherman, Tex. I have heretofore given, under the head, "Chickasaw and Choctaw nations," the manner of caring for moneys received from these sources.

It will be noted in the above that I have mentioned as revenue, \$909.01, under the head "Insurance." This was the amount that was collected by the principal chief of the Creek Nation from certain insurance companies and turned over to me as the amount paid for damages done by fire to certain buildings belonging to the Creek Nation, and occupied and used by the Colored Orphan Asylum.

Royalty on coal, as stated above, amounted to \$4,128.22. The principal mines are located at or near Howard, on the line of the St. Louis and San Francisco Railway. The rate of royalty on coal mined is the same in the Creek Nation as in the Choctaw and Chickasaw nations, viz, 8 cents per ton on all coal mined, including that which is commonly called "slack."

To assist in the collection of revenue for the Cherokee and Creek nations, there have been appointed by the Secretary of the Interior two revenue inspectors, Guy P. Cobb, for the Creek Nation, and Frank C. Churchill, for the Cherokee Nation, and

their salaries and expenses paid from moneys collected for the benefit of the respective nations.

All remittances, without reference to the source or from whom received, are accompanied by statements in duplicate. One copy of these statements is given to the revenue inspectors for the Cherokee and Creek nations for their information and guidance.

**Sale of town-site maps.**—There have been placed on file in this office photolithographic copies of the town-site maps of Muskogee, Wagoner, and Mounds, in the Creek Nation, and of Woodville, Chickasaw Nation, with directions to sell same in the open market, as follows: Mounds and Woodville, 40 cents each; Wagoner and Muskogee, 50 cents each.

During the fiscal year ended June 30, 1901, I have disposed of the following maps in the towns named:

Muskogee, 59, at 50 cents each .....	\$29. 50
Wagoner, 5, at 50 cents each .....	2. 50
Mounds, 1, at 40 cents.....	.40
<b>Total</b> .....	<b>32. 40</b>

I have sold no map of the town of Woodville, Chickasaw Nation. This \$32.40 referred to has been by me deposited with the assistant treasurer of the United States to the credit of the Treasurer of the United States for the benefit of the fund "Town-site commissioners, Indian Territory, 1901."

**Payment of expenses incurred in connection with town-site work in the Indian Territory.**—Acting under directions of the Department, and since January 1, all expenses connected with the town-site work in the Indian Territory, except the salaries of the town-site commissioners and the supervising engineer, are paid by this office. There are twelve surveying parties in the field, and the salaries of the surveyors, transitmen, chainmen, rodmen, etc., are paid monthly. I also pay the salaries of such employees in this office and that of the United States Indian inspector who do town-site work. This includes draftsmen and clerks. Up to June 30, 1901, as stated in the opening of this report, I disbursed out of the town-site fund, to pay expenses of the character mentioned above, about \$37,263.08. Inasmuch as the surveyors are constantly traveling from town to town and have a good many irregular employees, this necessarily increases the work done by this office to a very considerable extent.

**Creek indigents.**—The act of the national council of the Muskogee Nation approved by the principal chief of said nation November 5, 1900, and by the President December 3, 1900, appropriated \$7,236 to be paid to 201 Creek indigents, at the rate of \$3 per month per person. The Creek national council determine who are indigents, and the principal chief of the nation furnishes me with a list of the names certified to him as being Creek indigents by said council, and I pay these indigents the \$3 per month they are allowed by the act of their council just above referred to. Up to June 30 I have disbursed in the payment of Creek indigents, for the amounts due them for the quarter ending March 3, 1901, \$828, as heretofore stated in this report.

**Payment of Creek warrants.**—During the fiscal year ended June 30, 1901, I received for disbursement Creek moneys aggregating \$140,301.91, under the following heads, to wit:

"Indian moneys, proceeds of labor, Creek" .....	\$15, 693. 26
"Fulfilling treaties with the Creeks".....	50, 447. 35
"Interest on Creek general fund".....	74, 161. 30
<b>Total</b> .....	<b>140, 301. 91</b>

Of this amount \$138,788.93 was used to pay warrants drawn by the principal chief of the Creek Nation to pay expenses incurred in the management of the affairs of the tribe. This leaves an unexpended balance of \$1,512.98, under the fund "Interest on Creek general fund." This unexpended balance is to be used in paying certain Creek warrants heretofore advertised, and which have not yet been presented.

In this connection it is proper to add that I have recently been advised by the honorable Commissioner of Indian Affairs that there are available for disbursement Creek funds aggregating \$95,000, and I have issued an advertisement notifying the public that a payment of Creek warrants will begin at this agency on September 2, 1901, and continue until the said sum of \$95,000 is completely disbursed. After this disbursement has been completed it will leave the Creek Nation in debt to the extent only of about \$6,000.

**Smallpox.**—In my last annual report I referred to the outbreak of smallpox throughout the Indian Territory, and the work this office did in connection with the boards of health of the Choctaw, Cherokee, and Creek nations in suppressing the same.

The act of Congress approved May 31, 1900, contained the following clause:

Fifty thousand dollars, or so much thereof as may be necessary, to be immediately available, in payment of liabilities already incurred, and for an amount necessary to be expended in suppressing the spread of smallpox in the Indian Territory among those residents of said Territory not members of an Indian tribe or nation therein, all accounts to be first carefully examined and approved by the Secretary of the Interior as just and reasonable.

*Cherokee Nation.*—In this nation the total expense was found to be, after a careful examination, \$18,756.25. Of this amount \$2,198.88 was for supplies furnished in connection with the suppression of the spread of smallpox; \$681.67 of this amount was paid from Cherokee funds, and the balance, \$1,517.21, from the \$50,000 appropriated by the act of Congress, supra. The total expense of this nation on account of the employment of irregular labor, such as doctors, guards, physicians, and nurses, was \$16,557.37. Of this amount \$5,120.54 was paid from Cherokee funds and \$11,397.33 from the \$50,000 appropriated by the act of Congress. All of the expenses incurred in this nation, save and except \$39.50, has been paid. This \$39.50 is due to some guards who rendered service, but who have not yet applied for payment, they having doubtless left the country, and the amount due each so small that they have never taken the trouble to collect it.

The nationality of each person cared for when afflicted with smallpox was kept separate, in order that the expense incurred in treating white persons could be paid from the \$50,000, and the Indian citizens from the funds belonging to the tribe to which they belonged. This was done for the reason that the amount appropriated by the act of Congress referred to was only available to pay the expenses of treating and caring for persons not members of any Indian tribe or nation.

*Creek Nation.*—The total expense of suppressing the spread of smallpox in the Creek Nation was \$15,741.74; of this amount \$3,853.32 was used in payment of supplies furnished; payable from Creek funds, \$3,060.84; from the \$50,000 appropriated by the act of Congress, \$792.48. The balance of the \$15,741.74, viz, \$11,888.42, was reserved to pay irregular labor, such as doctors, nurses, guards, etc. Of this amount I have disbursed the following sums: payable from Creek funds, \$8,077.71; from the \$50,000 appropriated by the act of Congress, \$3,734.96, leaving yet to be paid the sum of \$75.75. This balance is due to certain persons who performed services as guards and who have never applied for payment of same. The proportion of expenses in the Creek Nation was ascertained in the same manner as in the Cherokee Nation; that is, with reference to the total expenses of the camps and the number of Indian citizens and noncitizens treated therein.

*Choctaw Nation.*—After a very careful examination of all the accounts presented in this nation it was found that the total expense that could be paid out of the \$50,000 appropriated by the act of Congress referred to was \$30,572.17. Of this amount \$15,014.90 was in payment of supplies furnished, and the balance, \$15,557.27, to pay irregular labor, such as guards, physicians, nurses, etc. The supplies in each one of these nations were paid for under departmental instructions by means of a certified voucher issued by me and forwarded to the Indian Office for examination and certification to the Treasury Department for payment direct to the claimant. Persons irregularly employed, such as guards, doctors, nurses, etc., were paid direct by this office by means of checks drawn on the assistant treasurer of the United States, said checks being handed direct to the persons who performed the service, after they had signed the proper vouchers therefor. All of the moneys reserved to pay irregular labor in the Choctaw Nation, save \$2,559.25, has been disbursed. This amount will be paid to persons entitled to receive payment as soon as they can be located and the correctness of their claims ascertained.

From the above it will be seen that the total expense incurred in suppressing the spread of smallpox is as follows:

Cherokee Nation:	
From Cherokee funds .....	\$5,814.46
From \$50,000 appropriated by Congress.....	12,941.79
Creek Nation:	
From Creek funds.....	11,197.81
From \$50,000 appropriated by Congress.....	4,543.93
Choctaw Nation:	
Approved for payment from the \$50,000 appropriated by Congress.....	30,572.17
Total .....	65,070.16

Of this amount there has actually been paid for the purposes mentioned in this report \$62,395.66, leaving a balance yet to be disbursed of \$2,674.50. From the above

it will be noted that the total amount disbursed and yet to be paid out of the \$50,000 in the three nations is \$48,057.89, leaving a balance available of this sum of \$1,942.11.

It is thought proper to add that all accounts, either for supplies furnished or for work done in connection with the suppression of the spread of smallpox in the Cherokee, Creek, and Choctaw nations, were first carefully examined in this office and that of the United States Indian inspector for the Indian Territory before they were submitted to the Department for approval. It was found, upon examination and after very careful consideration, that it was necessary in many instances to reduce for various reasons the claims of physicians and others connected with this work. In the case of supplies furnished the prices charged were found to be in excess of those usually charged in commercial circles for like articles, and in every instance a reduction was made.

**Seminole Nation.**—In my annual report for the fiscal year ended June 30, 1899, I stated that in December, 1897, the Seminole Nation and the Commission to the Five Civilized Tribes, otherwise known as the Dawes Commission, entered into an agreement which provided for the allotment of their lands and the establishment of a United States court at Wewoka, in said nation, and gave to the United States court exclusive jurisdiction of all controversies growing out of the ownership, occupation, or use of real estate owned by the Seminoles, and to try persons charged with homicide, embezzlement, bribery, and embracery committed in the Seminole country, without reference to the citizenship of the person charged with such crime. I added that the Seminole Indian courts are allowed to retain the jurisdiction which they now have, except as it is transferred to the United States courts, and for the gradual extinguishment of the tribal government.

By reason of this agreement, which was afterwards ratified by Congress, the Seminoles are not under the provisions of the act of Congress of June 28, 1898, and the Indian agent does not receive or disburse any of their moneys, it being done by tribal officers. However, under the provisions of the act of June 6, 1900, governing the procurement of timber and stone for domestic and industrial purposes in the Indian Territory, there was paid into this office \$7.71 on account of royalty on 257.14 yards of stone at 3 cents per yard. This money was afterwards deposited by me with the assistant treasurer of the United States to the credit of the Treasurer of the United States for the benefit of the Seminole Nation.

The Seminoles, as I stated above, manage their own affairs, and this agency has little to do with them except to assist in the enforcement of their tribal revenue laws and the collection of taxes. I have one policeman stationed in this nation, and he cooperates with and assists the principal chief of said nation, Hon. John F. Brown, in enforcing intercourse laws when directed to do so by this office.

**Creek agreement.**—The act of Congress approved March 1, 1901 (Public—No. 112), ratified and confirmed an agreement with the Muskogee or Creek tribe of Indians, entered into between the Commission to the Five Civilized Tribes and the said tribe of Indians at the city of Washington on the 8th day of March, 1901, with certain amendments, and the same was to be in full force and effect when ratified by the Creek national council. On May 25, 1901, by a majority of votes, the Creek national council, then in session for that purpose, ratified and confirmed said agreement, as therein amended, and it became law by the terms thereof. Announcement of the same was made by the President of the United States by means of a proclamation, dated at the city of Washington on the 25th day of June, 1901.

This agreement provides for the general allotment of lands and confirms selections of citizens heretofore made and who held certificates of said selections issued by the Commission to the Five Civilized Tribes. It also provides for the laying out and plating of town sites of all towns having a present population of 200 or more.

The titles to lands are to be conveyed by a deed issued by the principal chief and to be approved by the Secretary of the Interior, which shall serve as a relinquishment to the grantee of all right, title, and interest of the United States in and to the lands embraced in his deed. All deeds when so executed and approved shall be filed in the office of the Commission to the Five Civilized Tribes and there recorded without expense to the grantee, and such records shall have like effect as other public records.

A certain number of acres were set aside for the boarding schools of the Creek Nation and certain other mission societies, 1 acre each for six established court-houses with improvements thereon, 1 acre each for all churches and schools outside of towns now regularly used as such.

The act also permits municipal corporations in the Creek Nation, with the approval of the Secretary of the Interior, to issue bonds and borrow money thereon for sanitary purposes and for the construction of sewers, lighting plants, waterworks, and schoolhouses, subject to all of the provisions of law of the United States in force in

the organized territory of the United States in reference to municipal indebtedness and issuance of bonds for public purposes, and said laws were to be in force in this nation and made applicable to the cities and towns therein the same as if specially enacted in reference thereto.

The agreement also provides for the settlement of all just claims of the Creek Nation against the United States.

The agreement also provided that the Commission to the Five Civilized Tribes should complete at the earliest time practicable a complete roll of all citizens of said Creek Nation, and when completed the same to be approved by the Secretary of the Interior.

The United States agrees to pay all of the expense incident to the surveying, platting, and disposition of town lots, and of allotments of all lands under the provisions of the agreement, except where town authorities have been or may be duly authorized to survey and plat their respective towns at the expense of such towns.

Section 37 provides that Creek citizens can rent their allotments when selected for a term not exceeding one year, and after receiving title thereto, without restriction if adjoining allottees are not injured thereby, and cattle grazing thereon shall not be liable to any tribal tax; but when cattle are introduced into the Creek Nation and grazed on lands not selected by Creek citizens, the Secretary of the Interior is authorized to collect from the owners thereof a reasonable grazing tax for the benefit of the tribe. Section 2117 of the Revised Statutes of the United States shall not apply to Creek lands.

A citizen of the Creek Nation, having his allotment, may dispose of any timber thereon; but if he disposes of such timber, or any part of same, he shall not thereafter select other lands in lieu thereof. His allotment shall be appraised as if in condition when selected. The timber is not to be taken from lands not selected without payment of royalty thereon, under contract to be prescribed by the Secretary of the Interior.

All teachers are to be appointed under and by direction of the superintendent of Creek schools and the supervisor for the Creek Nation, preference to be given to Indian citizens in the employment of teachers. The expense of running the schools to be appropriated by the Creek national council, not to exceed the sum of \$76,468.40. But in the event of failure to make such appropriation, the Secretary may direct the use of a sufficient amount of the school fund to be used in the payment of the expense necessary to the efficient conduct of the schools, strict account thereof to be rendered to him and the principal chief.

The United States agrees to maintain strict laws in the Creek Nation against the introduction, sale, barter, or giving away of liquors or intoxicants of any kind whatsoever.

The tribal government of the Creek Nation is not to continue longer than March 4, 1906, subject to such further legislation as may be deemed proper.

Section 8 of this agreement provides that the Secretary of the Interior shall, through the United States Indian agent in said Territory, immediately after the ratification of the agreement, put each citizen who has made selection of his allotment in unrestricted possession of his land and remove therefrom all persons objectionable to him; and when any citizen shall thereafter make selection of his allotment as herein provided, and receive certificate therefor, he shall be immediately thereupon placed in possession of his land. The honorable Secretary of the Interior has recently directed that I proceed in this matter by giving public notice to all persons in possession of land, and having no lease with a citizen who has filed on or selected the same, to remove therefrom not later than October 1, 1901.

**Cherokee agreement.**—The Cherokee agreement negotiated between the Commission to the Five Civilized Tribes and the Cherokee Tribe of Indians at the city of Washington on the 9th day of April, 1900, and ratified by the act of Congress of March 1, 1901, with certain amendments, failed to become a law for the reason that at an election held for the purpose of ratifying or rejecting the same a majority of the votes cast at said election were against the ratification of said treaty. This places the Cherokee Nation under the provisions of the act of June 28, 1898, otherwise known as the Curtis Act.

**Education.**—The increase of interest in the upbuilding of educational matters in the Indian Territory is due largely to the untiring efforts of Mr. John D. Benedict, superintendent of schools in the Indian Territory, assisted by the various supervisors of the several nations in this agency. The educational work of the Territory has moved along quietly during the past year. A better understanding has been reached between the Government school officials and the tribal officials of the Territory, and all are working harmoniously now. Superintendent Benedict and his supervisors have devoted a good share of their time to visiting schools in all parts of the Territory, and they always receive a cordial welcome from the Indians.

Smallpox and other contagious diseases at times attack the schools, and the attend-

ance is often very materially reduced thereby. Parents, too, are often indifferent about sending their children regularly to school. It seems hard to convince many Indians of the evils of absenteeism.

The general interest in educational matters is on the increase, however, and the summer normal schools for teachers which have just been held in each nation will not only prepare the teachers for better work, but will doubtless create a livelier interest in the educational work of the Territory. The report of the superintendent shows that a larger number of schools were maintained during the past year than ever before. The school finances are also much better managed than formerly. Instead of having to wait from one to two years for their pay, as in former times, teachers are now beginning to receive their salaries with reasonable promptness.

**Chickasaw incompetent claims.**—The Indian appropriation act (Public—No. 131) approved May 31, 1900, contained the following provision:

That the Secretary of the Interior be, and is hereby, authorized and directed to pay out and distribute in the following manner the sum of two hundred and sixteen thousand six hundred and seventy-nine dollars and forty-eight cents, which amount was appropriated by the act of June twenty-eighth, eighteen hundred and ninety-eight, and credited to the "incompetent fund" of the Chickasaw Nation on the books of the United States Treasury, namely: First, there shall be paid to such survivors of the original beneficiaries of said fund and to such heirs of deceased beneficiaries as shall within six months from the passage of this act satisfactorily establish their identity in such manner as the Secretary of the Interior may prescribe, and also the amount of such fund to which they are severally entitled, their respective shares; and, second, so much of said fund as is not paid out upon claims satisfactorily established as aforesaid shall be disbursed per capita among the members of the Chickasaw Nation, and all claims of beneficiaries and their respective heirs for participation in said incompetent fund not presented within the period aforesaid shall be, and the same are, hereby barred.

The Commissioner of Indian Affairs, under date of July 17, 1900, called my attention to the fact that it was the duty of the persons who claimed to be entitled to share in the distribution of the above amount to establish satisfactorily their identity in such manner as the Secretary of the Interior might prescribe, and that the Secretary of the Interior is authorized and directed to pay to each person who shall establish his identity the portion of the fund to which he is entitled. In order that the provisions of the act above quoted could be carried out, I was directed to issue a notice to be published in the newspapers of the Chickasaw Nation, both in English and Chickasaw language, as was necessary to notify all persons that evidence tending to establish the identity and claims of Chickasaw incompetents or the descendants of those incompetents who are dead, would be received at this agency up to and including October 31, 1900. I inserted in said notice that the Chickasaw Nation had the right to file evidence rebutting that filed by any particular claimant, and that after October 31, 1900, papers in each case would be forwarded to the Department for such action thereon as was deemed appropriate.

I was also directed to notify by mail the governor of the Chickasaw Nation of the filing of each claim, giving the date, name of the beneficiary, the amount of the claim, and that the proper representative of the Nation would be allowed to examine any evidence which might be filed in this office in relation to any of said cases, also to file evidence against the allowance of any particular claim; and further, that after October 31, 1900, I was to carefully examine each case and make report and recommendation thereon—this report to be submitted to the Indian Office and by it to be transmitted to the Department with appropriate recommendations.

A copy of said notice is herewith:

DEPARTMENT OF THE INTERIOR,  
UNITED STATES INDIAN SERVICE,  
*Union Agency, Muskogee, Ind. T., July 23, 1900.*

NOTICE TO CHICKASAW CITIZENS.

The Indian appropriation act approved May 31, 1900, contains the following provision:

[Same provision as quoted above.]

It will be observed that it is made the duty of the claimants to satisfactorily establish their identity in such manner as the Secretary of the Interior may prescribe, and that the Secretary of the Interior is authorized and directed to pay to each person who shall establish his identity the portion of the fund to which he is entitled.

Notice is hereby given that evidence tending to establish the identity of claims of Chickasaw incompetents, or descendants of those incompetents, who are dead, will be received at the Union Agency up to and including October 31, 1900, and all such evidence should be addressed to the United States Indian Agent, Union Agency, Muskogee, Ind. T.

The Chickasaw Nation has a right to file evidence rebutting that filed by particular claimant, and for that purpose shall be allowed to examine any evidence which may be submitted pertaining to any claimant.

Parties forwarding any claims should set forth in detail treaty, laws, and relationship upon which claims are based and the amount claimed. Before such claims can be considered it will be necessary for parties to satisfactorily establish their claims to such amounts independent of any payments heretofore made by the Chickasaw authorities in 1889, or at any other time.

After October 31 parties having submitted claims will be duly notified of the time when they can personally appear before the United States Indian agent for the purpose of furnishing any additional desired information or proof.

J. BLAIR SHOENFELT,  
*United States Indian Agent for the Five Civilized Tribes.*

It was the intention of this office to take oral testimony in the matter of claims of persons to share in the incompetent fund, but the Indian Office advised me later that it was not contemplated by the Department that oral testimony should be taken, but that it was expected and intended that claimants should establish their identity to the satisfaction of the Secretary of the Interior by written evidence in the form of affidavits or depositions, or such documentary evidence as they might be able to supply; and, further, that no evidence in support of the claim of any alleged incompetent could be received or considered after the 30th of November, 1900, and I should at once notify each person who claims to be an incompetent or descendant of an incompetent, and who has given me notice of such claim, that they would be required to file evidence upon which they rely in support of their claims in this office prior to the date mentioned, to wit, November 30, 1900, this notice to be given publicly in the same manner as I gave the original notice. A copy of this supplementary notice herewith:

DEPARTMENT OF THE INTERIOR, UNITED STATES INDIAN SERVICE,  
*Union Agency, Muskogee, Ind. T., October 15, 1900.*

SUPPLEMENTAL NOTICE TO CHICKASAW CITIZENS.

The Indian appropriation act approved May 31, 1900, contains the following provision:  
[Provision quoted above.]

It will be observed that it is made the duty of the claimants to satisfactorily establish their identity in such manner as the Secretary of the Interior may prescribe, and the Secretary of the Interior is authorized and directed to pay to each person who shall establish his identity the portion of the fund to which he is entitled.

Notice is hereby given that evidence in the form of affidavits or depositions, or such documentary evidence as claimants may be able to supply, tending to establish the identity of claims of Chickasaw incompetents, or descendants of those incompetents who are dead, will be received at the Union Agency up to and including November 30, 1900, and not later; and all such evidence should be addressed to the United States Indian Agent, Union Agency, Muskogee, Indian Territory.

The Chickasaw Nation has the right to file evidence rebutting that filed by any particular claimant, and for that purpose shall be allowed to examine any evidence which may be submitted pertaining to any claim.

Parties forwarding claims should set forth in detail treaty, law, and relationship upon which claims are based, and the amount claimed; and it will be necessary for parties to satisfactorily establish their claims to such amounts independent of any payment heretofore made by the Chickasaw authorities in 1889, or at any other time.

I will not appear at any time or place in the Chickasaw Nation for the purpose of taking oral testimony in connection with these claims, but all claims must be satisfactorily established in the manner above indicated, and same, together with the testimony pertaining thereto, must be filed in my office on or before November 30, 1900, as above stated. This is in pursuance of a recent order of the Department.

J. BLAIR SHOENFELT,  
*United States Indian Agent for Five Civilized Tribes.*

There have been filed in this office 243 claims, aggregating in amount something over \$175,000. The proof submitted was in the form of affidavits, and not depositions. A number of the claimants offered no proof as to their identity, except their own statement "that they believe they were the only living heirs of the original incompetents."

Under the provisions of the treaty of 1834, for the purpose of dividing their lands, the Chickasaws were divided into three classes, to wit, "competents," "incompetents," and "orphans." The competents were those persons who could obtain a certificate of their competency and ability to attend to their own affairs and the incompetents were those persons who could not obtain such certificates. The competency and incompetency of such persons was passed upon by a commission under the provisions of article 4 of the treaty of 1834. Such persons as could not obtain such certificates as to their competency were placed upon a separate roll known as the "incompetent roll" and their lands were disposed of by the Government of the United States, and the consideration resulting therefrom was to be held by the Government until such time as the chiefs in council might see fit to recommend that it be paid to the claimants.

The records in some of these claims were voluminous and were very difficult of solution, and in order that fraud might not be perpetrated upon the nation, but that justice might be done, I took each case up separately and arrived at my conclusion only after a careful examination of all the evidence submitted. An examination of the records of the 1899 payment showed that at that time in a great majority of cases different persons applied and different relationships were established to that now claimed, and to persons entirely different to those now claiming a portion of the fund was paid to them as heirs of incompetents.

While it is not contended that the 1899 records were conclusive and that the persons

establishing their identity at that time were in truth and fact heirs of the incompetents; however, in view of the fact that such proceedings were had openly and in the presence of a commission duly appointed by the Chickasaw Nation for that purpose, I am of the opinion, as stated in a number of my conclusions, that they are entitled to a fair consideration.

A comparison of the incompetent roll of 1834 with the rolls of the Chickasaw Indians of 1818 develops a condition as regards many of the claims which would seem to me to render them impossible of establishment. The incompetent roll of 1834 is merely a list of names and amounts, without information as to the sex or family relationship, while the 1818 roll, made sixteen years before that time, is made up by families and contains full and complete information.

A great many of the original affidavits filed in support of claims are couched in practically almost the identical language and contain essentially the same statements. It was contended on the part of the Chickasaw Nation that many of the persons who gave testimony are known as "standing witnesses," ready to testify for a consideration. I did not permit such statements to influence my judgment in passing upon the claims. Many of the witnesses afterwards made statements, in the form of supplementary affidavits, that the statements made by them were neither read nor interpreted to them.

As before stated, the work of examining and reporting on these claims required a great deal of work in itself and was a monumental task. I had to examine the rolls and records carefully and compare them, and so prepare my report as to enable the Department to pass intelligently upon each claim.

**Snake uprising.**—In my last annual report I mentioned that a few full-blood Indians in the Creek Nation, under the leadership of Chitto Harjo and Hotulka Fixico, were strenuously opposing the allotment of lands, and had banded together and refused to appear before the Commission to the Five Civilized Tribes to select their allotments. These Indians were deluded with the hope that there was a possibility of their securing the consent of the Government to permit them to return to their old customs and have their tribal governments restored and live apart and separate from the rest of the world. From time to time they banded together in conventions and made speeches and endeavored to propagate this retrogressive sentiment among other Creek Indians.

They did all they could to oppose the policy of the Government in reference to the allotment of the lands in severalty and the giving of an individual title instead of holding the land together in common. It has been and is the custom of the Commission to the Five Civilized Tribes to issue what are termed certificates of selections. These disaffected Indians did all they could to persuade the more progressive Creek Indians from making their selections of lands and receiving these certificates.

These Indians termed themselves the adherents of the "Hopothleyahola" treaty. They sent a number of delegations to Washington to protest against the change in land tenure. Persons ignorant of the situation here, and with ulterior motives, persuaded these Indians that the Department would recognize them and led them to believe that the policy of the Government with reference to the allotment of their lands in severalty and the gradual breaking up of their tribal governments would be abandoned, and that they would be permitted to return to their old-time customs. Letters along this line were written to members of the faction here in the Territory and caused disturbances among the Creek Indians.

In October, 1900, matters culminated among these disaffected Indians, who will hereafter be referred to as the "Snake Band," for the reason that the English of Chitto Harjo's name is Crazy Snake and he was their principal leader in their electing a principal chief, a second chief, an advisory council (or cabinet), composed of twelve members, a legislative body of Indians (senators) and warriors (representatives), and a judicial tribunal termed "lawyer." They procured a seal quite similar to the great seal of the Muskogee Nation and established their government with Hickory Ground as its capital. They reenacted some of their old laws and were taking steps to enforce them by appointing light horsemen (or sheriffs), and threatened and intimidated those Indians who declined to recognize their so-called government.

Prior to this time their meetings had not been regarded as of special significance, but early in November, after numerous complaints had been made to this office, I deemed it essential to warn these Indians of the illegality of their government and urged them to disband. This they refused to do.

About this time, November, 1900, Hon. P. Porter, the principal chief of the Creek Nation, appealed to the United States marshal for the northern district of the Indian Territory, the Hon. Leo E. Bennett, for protection for the progressive Indians from these deluded Indians, who were very threatening toward the members of the regular



Creek council. On the 3d day of November, 1900, the United States marshal, Leo E. Bennett, issued the following proclamation:

PROCLAMATION BY LEO E. BENNETT, UNITED STATES MARSHAL FOR THE NORTHERN DISTRICT OF THE INDIAN TERRITORY.

*To whom these presents may come, greeting:*

Whereas it has come to my knowledge that a number of citizens of the Creek Nation, living in the Deep Fork neighborhoods and other portions of the northern district, have riotously, unlawfully, and tumultuously assembled and counseled together for the purpose of setting aside the laws of the United States, conspiring together to injure, oppress, threaten, and intimidate citizens in the free exercise and enjoyment of their rights and privileges secured by the Constitution and laws of the United States;

And whereas it has been made known to me that a band, known as the "Snake Band," has organized and is attempting to enforce laws of its own, contrary to law and against the peace and dignity of the United States:

Now, therefore, as authorized and directed by law, I, Leo E. Bennett, United States marshal for the northern district of the Indian Territory, do hereby command all persons so banded or assembled together to immediately disperse and peaceably depart to their habitations or lawful business, under the pains and penalties pronounced by law against those who refuse and fail to obey this warning.

Given under my hand at Muskogee, Ind. T., this 3d day of November, A. D. 1900.

(Signed)

LEO E. BENNETT,  
*United States Marshal.*

The Snake Band heeded this warning proclamation and dispersed to their respective homes, and committed no other overt acts until January, 1901, when they reconvened their council and declared that they intended to carry on their government and to enforce their laws. Their principal chief, Lah tak mek ko, sent notice to this effect to the President, and generally announced it throughout the Creek Nation by posting copies of their laws in public places. In this printed notice they warned all Creek Indians not to make selections of allotment or to rent any lands to noncitizens or to employ white labor in any capacity whatsoever. Their light horse were directed to arrest all persons committing any violation of any act of their council and to arrest any person who did any of the things heretofore mentioned. It was their intention, after any Creek Indian had been found who had violated any of their laws, to whip him and fine him, and they did arrest and whip several persons. They also required that all persons who had received certificates of allotment should surrender them to their officials. Many certificates were taken by their light horse and turned in to Lah tak mek ko.

This created widespread alarm throughout the Creek Nation and Indian Territory, for the reason that the pullback sentiment was growing among other Indians of the Choctaw, Cherokee, Creek, and Seminole nations in the Indian Territory.

The matter having been brought to my attention, and after a conference with United States Marshal Bennett, I telegraphed the Department that, in my opinion, in order to prevent a repetition of the outrages mentioned and the shedding of blood, it was deemed expedient to have a troop of cavalry sent to the Territory. Marshal Bennett made a similar request to the Attorney-General, at the same time requesting authority to proceed under section 846 of the Revised Statutes of the United States in the service of process.

Marshal Bennett took the field in person prior to the arrival of the troops in the Indian Territory, and on the night of January 24, 1901, in a log cabin in the foothills along the South Canadian River, accompanied by Deputy Marshal Tolbert and posse, he encountered some fifteen or twenty, possibly thirty, Indians armed with guns. The marshal told them who he was, and that he was acting in his official capacity; that he came among them with his gun in his hand and armed men accompanying him, but that he was actuated with the best feeling and with the sole desire to protect them, and that it was with deep regret that he learned of their doings, and warned them of the penalties that must necessarily follow unless they disarmed their lighthorse and disbanded their government. The marshal was not molested in any manner during the night referred to, but was allowed to depart in peace, and with his entire party the next day returned to Muskogee.

Later information reached this office and the marshal was also advised that a troop of cavalry would be sent to the Indian Territory, and he was directed to proceed under and in accordance with the provisions of section 846, Revised Statutes of the United States. Hastily collecting as many deputies as he could, he again took the field. I detailed several United States Indian policemen to accompany him and to assist in making arrests. The marshal afterwards joined Lieutenant Dixon, commanding the troop of cavalry near Henrietta, and proceeded immediately, with the assistance of the soldiers, to arrest quite a number of the Snake band. Numerous other arrests were made, and all the prisoners, under the escort of cavalry, were finally landed in the United States jail at Muskogee.

Of the total number arrested, viz, 94, 67 were committed to jail, 16 were discharged on bonds, 2 were fined, 5 were discharged on preliminary hearing, and 4 were held

on their personal recognizance as witnesses for the Government in the examining trial to take place February 25. It was finally agreed between the Government officials and the attorneys for Chitto Harjo and others that their clients would confess and admit the main facts connected with the formation of the so-called "Snake" government, its origin, work, and purposes. Upon trial, before the honorable John R. Thomas, judge of the United States court in the Indian Territory, after all the preliminaries had been complied with, the learned judge explained to these unfortunate and misguided people the predicament in which they were placed, warning them of the danger and of the penalties that could be inflicted. The court, after this advice, and after the Indians had agreed to return to their homes and become peaceable and law-abiding citizens, decided to discharge them upon their personal recognizance. All present took upon themselves such a pledge as outlined above, and they were thereupon discharged.

I have learned later that a number of these so-called "Snake" Indians have appeared before the Dawes commission and have selected their allotments and have conducted themselves as law-abiding citizens.

To Marshal Bennett the greatest credit should be given for his prompt and vigorous action in this matter. Had he not acted as he did and suppressed this band of Indians, I am satisfied that other Indians throughout the entire Indian Territory would have become disaffected and possibly resorted to violence and blood would have been shed. They certainly would have seriously retarded the work of the Commission to the Five Civilized Tribes in allotting the lands of the Indians in this Territory in severalty. Personally I cooperated with Marshal Bennett as much as I could and detailed my Indian policemen to assist him and conferred with him at all times.

**Game.**—The unlawful and indiscriminate killing of game in the Indian Territory, and the practice of persons living in the adjoining States of entering the Indian Territory for the purpose of hunting became so common and frequent that constant complaints were being made to this office to put a stop to it. If the persons had confined themselves to killing just such game as they needed for their subsistence while in the Indian Territory, and had not wantonly destroyed game, doubtless the Indian citizens would not have complained so bitterly. In order to put a stop to this unlawful hunting in the Indian Territory, under date of September 26, 1900, I issued the following circular:

*To whom it may concern:*

Whereas many complaints are being made to this office by residents of the Indian Territory that citizens of the adjoining States are constantly entering the Indian country for the purpose of hunting and fishing; that they ruthlessly and wantonly destroy the game and fish, I deem it proper to call attention of the public to the provisions of section 2137 of the Revised Statutes of the United States, which is as follows:

"Every person, other than an Indian, who, within the limits of any tribe with whom the United States has existing treaties, hunts or traps, or takes and destroys any peltries or game, except for subsistence in an Indian country, shall forfeit all the traps, guns, and ammunition in his possession used, or procured to be used for that purpose, and all peltries so taken; shall be liable in addition to a penalty of five hundred dollars."

Attention is also invited to section 1923 of Mansfield's Digest of the Statutes of Arkansas, which is as follows:

"It shall be unlawful for any person with intent to kill, maim, paralyze any fish or other water animals, to cast, drop, or otherwise deposit in any river, creek, lake, or pond, or in any other stream or body of water, within this State any explosive material or substance, or any intoxicating or stupefying liquid, drug, vegetable or fruit, or to take from any river, creek, lake, pond or other stream, or body of water, within this State any fish so stupefied, intoxicated, or killed."

Section 1925 of Mansfield's Digest of the Statutes of Arkansas provides that any person found guilty of violating the provisions of section 1923 shall be fined for each offense not less than \$5 nor more than \$20.

In order to properly protect the game of this Territory, I suggest that the residents of each town who are interested in the preservation of game, organize themselves into a club, with the object and purpose of preventing the unlawful, wanton, and indiscriminate destruction of game. Such clubs should, through their presidents and secretaries, immediately notify this agency whenever any non-residents are found hunting or fishing in their vicinity.

This office, when so notified, will direct that the parties complained of be arrested and prosecuted in accordance with the provisions of section 2137, *supra*.

The hearty cooperation of all persons interested in this matter will be appreciated.

These notices I have caused to be posted at conspicuous places in the post-offices in the Indian Territory, and in the post-offices in the towns of the States bordering on this reserve, namely: Missouri, Kansas, Oklahoma, Texas, and Arkansas. After the issuance of this letter a number of the Indian police of this agency made some arrests and confiscated the guns and game found in the possession of the parties thus arrested. The guns so taken, in a number of instances, after investigation, have been returned to the parties from whom they were taken, but not until they had promised to leave the Territory and not again enter it without permission.

I respectfully recommend that a stringent law be passed to protect the game in the Indian Territory.

**Railroads.**—The Fort Smith and Western Railroad Company were granted a charter to construct a line of railway through the Indian Territory by the act of Congress of March 3, 1899. It now has 20 miles of its line under construction. This portion of line runs from Coal Creek to the junction on the line of the Kansas City and Southern Railroad. The eastern terminus of this road is at Fort Smith, Ark., and it is proposed to extend it westward through the Choctaw and Creek Nations to a point in Oklahoma, not yet known.

**Muskogee and Western Railroad Company.**—The Muskogee and Western Railroad Company was chartered under the laws of Oklahoma Territory for the purpose of constructing a line of railroad from Fort Gibson, Cherokee Nation, through Muskogee and thence westward into Oklahoma Territory to a point at or near Eleno. The first three sections of the proposed line of railway have been submitted to the Department and have been approved. In connection with the building of this road, the company proposes the erection of a bridge over the Arkansas River at a point near the mouth of Grand River, and about 5 miles distant from Muskogee. Authority for the erection of this bridge has been obtained from the War Department and the contract for its erection has been let.

**Ozark and Cherokee Central Railroad Company.**—The Ozark and Cherokee Western Railroad Company has not yet begun the construction of its line in the Territory, its work having been confined to the building of the line between Fayetteville, Ark., and thence westward to the Cherokee line. It has submitted maps showing its definite right of way through the Cherokee and Creek nations as far as Muskogee, Ind. T. They expect to have the road completed to Tahlequah by June 1, 1902.

**Missouri, Kansas and Texas Railway Company.**—The Missouri, Kansas and Texas Railway Company has under construction 2.27 miles of road from what is known as Samples mine, near McAlester, to the Redmond mine and the offshoot from this mine to the Archibald coal mines, about 1.14 miles. These short lines are constructed under the original charter of September 25, 1865, and the authority of the Secretary of the Interior of May 13, 1901.

**Arkansas and Choctaw Railroad Company.**—The Arkansas and Choctaw Railroad Company completed no additional mileage during the past fiscal year, but during the present fiscal year they will have completed 75 miles additional, and have under contract another line in the Choctaw Nation to the western line of the Chickasaw Nation. Bids have been asked for and contract is to be awarded August 26 of this year. This road is constructed under and by virtue of the provisions of the act of Congress (Public—No. 23) approved January 28, 1899. It is thought that the entire road, 325 miles in length, will have been completed and put in operation within a year and a half.

**Chicago, Rock Island and Pacific Railway Company.**—The Chicago, Rock Island and Pacific Railway Company has constructed no new line in the Indian Territory during the past fiscal year. It is thought possible, however, it will construct an eastward line from Chickasha during the present fiscal year.

**St. Louis and San Francisco Railroad Company.**—The St. Louis and San Francisco Railroad Company has, during the year ended June 30, 1901, completed 160.75 miles of new road through the Creek, Seminole, and Chickasaw nations. This completes the extension of their line from Sapulpa, Creek Nation, to Sherman, Tex., known as the Red River Division. The company now has under construction what is known as the Miami Cut-off, from Miami to Afton, 13.56 miles. This line of road is being completed under the name of the Kansas City, Fort Scott and Memphis Railroad Company, under charter of March 27, 1901.

**Tribal officials.**—There has been no change of executive officials of the five Indian tribes of this agency since my last report.

P. Porter, principal chief of the Creek Nation, when the council is not in session, has his executive office at Muskogee, Ind. T.

G. W. Dukes, principal chief of the Choctaw Nation, when council is not in session, has his executive office at Talihina, Ind. T.

D. H. Johnston, governor of the Chickasaw Nation, when council is not in session, has his executive office at Emet, Ind. T.

T. M. Buffington, principal chief of the Cherokee Nation, maintains his executive office at Tahlequah at all times, although he resides at Vinita, Ind. T.

John F. Brown, governor of the Seminole Nation, has his executive office at Wewoka, its capital.

The relations between these respective officers and this office has been friendly, and they have cooperated with me, and I with them, to enforce the tribal laws of their respective nations.

**Recommendations.**—I again renew my recommendation that the salaries of the Indian police at this agency be increased as outlined in this report.

Recommendation is again made that Congress appropriate out of Cherokee funds a sufficient amount to pay the entire indebtedness of that nation.

A uniform system of taxing noncitizens residing and doing business in the Indian Territory should be adopted.

A road law should be passed.

I recommend that a stringent law be passed by Congress to protect the game of the Indian Territory.

**Conclusion.**—I take pleasure in stating that the employees of this office have rendered faithful and efficient service. To the Hon. J. George Wright, United States Indian Inspector for the Indian Territory, whose long experience in the Indian service and familiarity with the conditions of this Territory constitute him a most efficient officer, I am especially indebted for valuable advice and assistance. I am also indebted to Mr. J. W. Zevely, special inspector, for aid and assistance rendered in connection with the payment of Cherokee and Creek warrants.

I assure the Indian Office of my appreciation for courtesies shown during the past year.

I have the honor to be, very respectfully, your obedient servant,

J. BLAIR SHOENFELT,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT CONCERNING INDIANS IN IOWA.

### REPORT OF AGENT FOR SAUK AND FOX AGENCY.

SAUK AND FOX AGENCY, IOWA,  
*Toledo, August 6, 1901.*

SIR: I have the honor herewith to transmit my annual report for the fiscal year 1901, in compliance with the requirements of section 203 of the Regulations of the Indian Department.

In consideration of the fact that the Department is already well advised of the general situation and condition of the holdings of these people I will state very briefly that they consist of some 3,000 acres of land lying in the Iowa River valley, situated in the central part of the State of Iowa, and contain almost every variety of soil found in this part of the State. There are no lands in Iowa better adapted to agricultural purposes than certain parts of this so-called reservation, while the remainder, if cleared of the underbrush that encumbers much of it, could be converted into excellent grazing land and would afford abundant pasturage for a large number of stock.

About 700 acres of this land which lies detached from the main body is leased to white men, the revenues derived therefrom being used to defray the expenses arising on account of taxes, repairing farm buildings, fences, etc.

The Iowa River runs from west to east through these lands, leaving much the larger portion on the north side of the river. The Chicago and Northwestern Railroad and the Chicago, Milwaukee and St. Paul Railroad also intersect these lands, the latter crossing the Iowa River within their borders.

There has been no change in the area of these lands since my last report and no material change in their condition further than the few acres which have been broken by the Indians and brought under cultivation. As stated in my report of 1900, these lands have been purchased by the advice and with the consent of the Indians by the several agents who have had charge of them since their return from Kansas in 1845, and the several titles to said lands are vested in the governor of the State of Iowa as trustee for the said Indians.

By an act of the twenty-sixth general assembly of the State of Iowa, approved February 14, 1896, exclusive jurisdiction was tendered to the United States over these Indians and their lands located within the limits of the State, except as reserved by the provisions of section 3 of said act, said section being in part as follows, viz:

SEC. 3. Nothing contained in this act shall be so construed as to prevent, on any of the lands referred to in this act, the service of any judicial process issued by or returnable to any court of this State or judge thereof, or to prevent such courts from exercising jurisdiction of crimes against the laws of Iowa committed thereon, either by said Indians or others, or of such crimes committed by said Indians in any part of the State.

The right was also reserved to levy taxes for certain specified purposes, and to establish highways through these lands, and for other purposes; and by act of Con-

gress of June 10, 1896, the United States accepted the trust, subject to the reservations and exceptions as contained in said section 3 of the act of the general assembly of Iowa referred to above. The transfer of jurisdiction thus authorized has never been completed by the formal transfer of title to the said lands to the United States as trustee. But on May 15, 1901, I placed the whole matter before the Hon. L. M. Shaw, governor of the State of Iowa, and therefore the present trustee of these Indians, with a request for information as to how I should proceed in the completion of this work, and am advised that the governor has placed the matter in the hands of the attorney-general of the State for an opinion, where the matter rests, as I have not been advised that any decision has been arrived at; but doubtless the information required will be forthcoming in the near future.

This question of jurisdiction is a vexatious one and should be definitely settled at the earliest possible date. Under the present régime we may constantly anticipate trouble, as there are a large number of minor offenses of which the statutes of the United States take no cognizance, and which may be committed with perfect impunity if, as has been held by the Federal court, the State courts have no jurisdiction whatever over these Indians and their lands, and the individual causing their arrest under State law for these minor offenses is liable to be made defendant in a damage suit before the Federal court for causing illegal arrest. Suits are now pending in which large damages are claimed because of the action of the former and present agent and others, when said action was in strict conformity with the rights reserved to the State by the provisions of the act of the State legislature referred to above.

These Indians are divided into two contending factions, which may very appropriately be denominated Progressives and Nonprogressives, each of which factions have their own tribal head or chief. The former acknowledge allegiance to Push e to neke qua, the rightful chief, and the latter have set up a mere child of 6 years, named Pa ke ma qua, who should be in school, and whose only claim to the chieftaincy is that he is the youngest son of a former aspirant for that distinguished position.

The followers of the former are the source from which was obtained every pupil in the school, and the members of this faction are doing practically all of the farming which is being done by the Indians on the reservation, there being but two or three of the other faction who are cultivating more than 2 or 3 acres each. Every Indian living at this agency who lives in a frame or log house with shingled roof is an adherent of Push e to neke qua, and while their support of the school is not enthusiastic, some of them show their faith by their works and maintain their children in the school with more or less regularity, while not one child from the Nonprogressives has been voluntarily enrolled since the school was opened for the reception of pupils.

The modes of living and social condition of these people remain much the same as for the past few years, although considerable progress has been made in certain directions, notably in their dwellings, dress, and in industrial pursuits. There has not been one legal marriage or divorce during the past year, but their tribal customs, which have prevailed throughout their history relative to these important relations, are still in vogue, and are dependent upon the will of the contracting parties for tenure or continuance of the marriage relationship.

Agriculture is the chief industrial pursuit in which these Indians engage. During the planting season of the present year more than the usual degree of interest and enterprise was manifested by them, in that a larger area was planted by some of them than ever before, and that an effort was made to plant in good season. One man planted 47 acres, another 36, and others areas ranging from 10 to 25 acres each.

They began the work of cultivating this crop in good season, and but for an unfortunate visitation of Potawatomi Indians from Wisconsin during the month of June better results than usual would have been realized. Upon their arrival a series of dances, which are part of their religious observances, was instituted and was kept up through the month and into the first week of July. During the continuance of these festivities there was no work done by these Indians, for they will not work when there is an opportunity for them to dance, and as a result of this continuous dancing much of their corn was poorly cultivated, and the aggregate yield will be correspondingly decreased because of this neglect. I wish to say in this connection that every possible argument was exhausted by myself and the Indian farmer to induce them to desist from their dancing during the day and cultivate their corn, but without avail.

The reservation school at this agency is beautifully located 1 mile west of Toledo, the county seat of Tama County, Iowa, a town of 2,000 inhabitants, and is in direct line of the principal business street of the city. Toledo is the official residence of the agency and is accessible by the Chicago and Northwestern Railroad and by the electric car line from Tama, 2½ miles south, which city is located on the main line of the Chicago and Northwestern Railroad, and the Chicago, Milwaukee and St. Paul Railroad also passes through the said city.

The school has been maintained at its present status by the constant and strenuous effort of the superintendent and agent, assisted by the employees of the school and

agency. Runaways were of frequent occurrence, and obstacles were frequently placed in the way of their return by those of their friends who are indifferent about their education, all because of the lack of authority to compel attendance and enforce discipline. The experience of the past year confirms me in the belief that advancement along the lines of education will be very slow until this authority is conferred, either by act of Congress or by Executive order.

Notwithstanding this discouraging outlook, indications would seem to point to a gradual change for the better in the attitude of certain leaders of the more progressive class, as evidence of which I cite the fact that at the holiday festival given to the school children at the school, Chief Push e to neke qua gave them a short address, in which he gave them much good advice and urged them to attend the school regularly and to prepare themselves to become self-supporting and for independent citizenship.

That the trend of the lives of the better element of these Indians is toward better conditions and surroundings is evident to everyone who has known them for the last decade, though their development seems to be very slow to those who have charge of them.

The law prohibiting the sale of intoxicating liquors to the Indians is enforced as well as circumstances and conditions will permit. Occasionally infractions of the law are observed, and in every case where evidence is obtainable sufficient to convict informations have been filed before the United States commissioner at Cedar Rapids, Iowa, and punishment meted out to those found guilty.

The buildings at this agency consist of one two-story frame house with council room attached, barn, coal house, and poultry house, all in good repair, and situated on the reservation, 3 miles west of Tama; one dormitory and school building, two stories and basement, built of pressed brick; one warehouse and carpenter shop, one laundry, both of which are two stories and built of brick; one barn, one ice house, one poultry house, one hog house, one coal house, all of which are frame buildings, and one root cellar, all of which are new and in good condition.

The school building has an ample supply of excellent water, sufficient for all purposes, including fire protection, which is supplied by the city waterworks of Toledo. The building is lighted with gasoline gas and heated with steam, and is provided with sufficient hose to reach every building of the school plant, and is provided with an excellent sewage system, which works very satisfactorily. The building has capacity for the accommodation of 80 pupils, without crowding the space allotted, either in the dormitory or schoolroom.

A careful census of these Indians, taken on the 30th of June, 1901, indicates a decline in numbers from last year, as the following tabulated statement will show:

Total number enrolled June 30, 1901:	
Males .....	199
Females .....	179
Total .....	<u>378</u>
Over 18 years of age—	
Males .....	99
Females .....	97
Children of school age, 6 to 18—	
Males .....	73
Females .....	60
Children under 6 years—	
Males .....	25
Females .....	24
Total .....	<u>378</u>

As these Indians enter the marriage relation at a very immature age, frequently at 14 years, it follows that quite a number of those of school age can not be counted for school purposes, as they are married, according to Indian custom and usages, and are therefore not available for school purposes.

I wish to express my high appreciation of the uniformly courteous treatment received at the hands of the Indian Department in all of its business relations with this agency during the past year; also to the very efficient superintendent of the school, Mr. George W. Nellis, and other employees of the agency and school for valuable assistance rendered in the administration of the affairs of this agency.

Very respectfully,

WM. G. MALIN,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT CONCERNING INDIANS IN KANSAS.

## REPORT OF SUPERINTENDENT OF SAUK AND FOX SCHOOL.

SAUK AND FOX (IOWA) BOARDING SCHOOL,  
Toledo, Iowa, August 14, 1901.

SIR: The conditions operating against the success of the Sauk and Fox (Iowa) Boarding School, described in my last annual report, still obtain. The Indians on this reservation continue in their attitude of bitter hostility to the school, and I am convinced that nothing short of absolute compulsion will ever bring them to a general acceptance of it. Twenty-five pupils were enrolled during the year, but their attendance was made contingent upon such concessions that but little benefit was derived therefrom. Employees worked loyally and faithfully, and it was no fault of theirs that results were so discouraging.

Notwithstanding the lack of large boys, the farm was well tilled, and surplus products to the amount of \$783.02 were sold. Two hundred and forty rods of four-wire fence were built, and much was done in the way of improving and beautifying the grounds about the buildings. The roofs of the main building, warehouse, and laundry were given a thorough coat of paint during the year.

The school plant throughout is in excellent condition. The heating and lighting plants continue, with intelligent operation, to give entire satisfaction.

The school was honored with visits during the year from Inspector Duncan, Supervisor Chalcraft, and the honorable Commissioner of Indian Affairs.

Agent Malin has at all times shown lively interest in our work and given cordial support.

Very respectfully,

GEO. W. NELLIS, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT CONCERNING INDIANS IN KANSAS.

## REPORT OF AGENT FOR POTAWATOMI AND GREAT NEMAHA AGENCY.

POTAWATOMI AND GREAT NEMAHA AGENCY,  
Nadeau, Kans., August 29, 1901.

SIR: In compliance with instructions contained in your circular letter dated June 30, 1901, I have the honor to submit herewith my third annual report of affairs at this agency for the fiscal year ending June 30, 1901.

This agency comprises four reservations located in northeastern Kansas and southeastern Nebraska, and embraces about 116,000 acres.

The Iowa and Sauk and Fox of Missouri Reservation, located in Brown County, Kans., and Richardson County, Nebr., embraces the finest and most fertile body of land in the agency. The soil is deep and rich, producing large crops of both corn and wheat, while the tame grasses—clover, timothy, and blue grass—grow luxuriantly, and experiments with alfalfa have proven very satisfactory.

The Kickapoo Reservation is in the southwestern part of Brown County, Kans., and is but little less productive, with much the same soil. It produces all the grains and grasses grown upon the Iowa and Sauk and Fox Reservation.

The Potawatomi Reservation, the largest one in the agency, embracing 77,357 acres located in Jackson County, Kans., is not, as a body, as well adapted to agriculture as the other reservations, but produces fine crops of the native or prairie grass, and is largely used for grazing and hay purposes, becoming more valuable each year, while the soil is not becoming impoverished by indifferent or poor cultivation.

The agency buildings are located upon the Potawatomi Reservation, in Jackson County, Kans., the headquarters, and where the general business of the agency is transacted, except the payment of annuities and rentals, which are made on the respective reservations. Visits to these distant reservations are made by the agent, where much of the business relating to tribal and other matters is transacted. While this arrangement materially increases the labor of the agent, it is a very satisfactory one to the Indians, as they very much prefer to do their business on their own reservations.

**Census.**—The names of the four tribes constituting this agency, their separate and aggregate population, and statistical information relating thereto is shown in the following statement, viz:

Tribe.	Total number on reservation.	Males above 18 years.	Females above 14 years.	School children, 6 to 16.
Potawatomi.....	572	169	130	144
Kickapoo.....	197	54	39	48
Iowa.....	214	45	63	61
Sauk and Fox of Missouri.....	78	21	24	16
Total.....	1,061	289	256	269

The total population for the fiscal year ending June 30, 1901, is reduced 147 from the previous year, dropping from the rolls certain Kickapoo Indians who have heretofore been carried on the rolls, and the entire tribe of Chippewa and Christian, final settlement having been made with them during the year, under instructions from the Office of Indian Affairs.

There is a measure of satisfaction in reviewing the situation at this agency. That an advance has been made is undoubtedly true—not, perhaps, as marked as could be desired, yet, taking into consideration all the environments of the lives of the Indians, a fair measure of progress has been made. About the same number of acres have been cultivated by the allottees, when there ought to be an increase from year to year, and the character of their farming ought to improve.

More attention has been paid to improving their homes than in past years. A rivalry seems to be growing to see who can have the best-looking house; more and better houses are being erected than in former years, better furniture and more modern conveniences substituted for the primitive methods of the past. A large amount of the incomes derived from leasing their surplus land is expended in the purchase of horses, wagons, buggies, and other comforts and luxuries.

The Indians on these reservations are all well fed and clothed, and nearly all live in comfortable homes. They all use cook stoves and many of the accessories to comfort and convenience in their kitchens. It is not uncommon to hear the notes of the organ or piano in some of the homes, or in driving over reservations to see lace curtains over the windows. Less than two score of the Indians can be seen in the Indian dress. A great majority now employ the agency physician and consult him when sick. This is one of the hopeful signs, when they begin breaking away from the baleful influence of the medicine man, for he is the one who works upon their superstitions and excites them to oppose the school and all suggestions of progress and better civilization.

One of the great drawbacks to the otherwise pleasing condition is that these comforts have come too easy. The acquirement has not cost these people any effort, and in their advance to a better civilization they are confronted with the fact that they are a rich people. A fair valuation of their lands and trust funds held for them by the Government makes them worth about \$4,000 per capita, or \$20,000 to each family of five persons. This has come to them without effort on their part, and is too lightly valued. They will not be able to hold this inheritance, unless they can be taught habits of industry and economy, and impressed with the idea that these, with the education afforded them, are their only weapons of protection against the avarice of their more aggressive white brother.

**Leasing.**—The leasing of the surplus allotted land is an important item connected with the management of affairs of this agency. It not only involves a large amount of labor, and large financial responsibilities, but is constantly presenting perplexing questions for adjustment between lessors and lessees, as well as tracing and obtaining reliable evidence as to heirships of the deceased allottee. It is especially difficult on account of the lax marriage relation of these people.

When I assumed charge of the agency two years ago I found nearly all the allotted lands were under lease, and had been for a number of years; but only a few were approved Government leases, all others were illegal, made by justices of the peace, notaries public, etc., and no copies on file in this office. I also found that a large portion of the allotted lands upon the Iowa, Sauk and Fox, and Kickapoo reservations were largely used for farming purposes, and, as a rule, the land was well cultivated and many good improvements had been put upon the allotments, without any express provisions being made in the lease except that the improvements made should revert to the allottee at the expiration of the term. On the Potawatomi Reservation I found large bodies of the land under fence, but used largely for grazing and hay purposes; but a number of these illegal leases provided for the fencing, and in some instances the erection of houses, sheds, barns, wells, and other minor improvements, all to become the absolute property of the lessee.

Upon giving notice that all leases hereafter must be made through this office, and to be valid must have the approval of the honorable Secretary of the Interior, the order was promptly obeyed, and there are no illegal leases now in the agency to my knowledge.

**Industries.**—There are no industries pursued upon the reservations except farming and stock raising.

**Religion and missionary work.**—The Presbyterian Church in Kansas has employed missionaries who are now living with and working among the Iowa, Sauk and Fox of Missouri, and Kickapoo Indians. On the Iowa Reservation they have erected a very nice frame church in which services are regularly held. It is expected that a house of worship will be erected upon the Kickapoo Reservation in the near future.



The Methodist Episcopal and Catholic churches have undertaken missionary work upon the Potawatomi Reservation and expect to build churches this year. The Catholics have raised \$400 and the Methodists \$200, subscribed principally by their members, for the purpose of building churches. This is one of the encouraging features of their progress toward a better civilization and a higher conception of what their lives ought to be.

**Liquor traffic.**—This is one of the great sources of annoyance and discouragement in this, as in all agencies. In this agency are four reservations surrounded by small towns in which is either the ever-present saloon or the worthless whites who depend upon the profit derived from bootlegging for a livelihood. With the cooperation of the United States district attorney and United States marshal I have prosecuted eight cases with four convictions, and the remainder are under bonds to appear at the October term of the United States district court. I shall continue prosecutions as long as parties continue selling, if sufficient evidence can be obtained to convict. I hope to get the matter under better control than it has been for the past two or three years.

**Crime.**—Three murders have been committed in the agency during the past year, two on the Potawatomi and one on the Iowa reservation. The parties charged with the crime are now in jail and will be tried at the fall term of the United States district court. Two of these murders are indirectly traceable to the liquor habit and one committed while the perpetrator was insanely drunk. These are the only prosecutions now pending against any Indians in this agency. The majority of them are peaceful and law-abiding citizens, life and property among them as secure as it is in the white settlements of our State.

It is a rare thing to find in the tribes composing this agency an Indian thief.

**Health.**—The health of the various tribes in this agency as a whole was good. There were a number of cases of smallpox which were fairly well isolated and an epidemic of the disease avoided.

The Iowa, Sauk and Fox of Missouri, and Kickapoo increased in number, but among the Prairie Band of Potawatomi the deaths exceeded the births, chiefly for two reasons; first, there were a number of murders and fatal accidents, and second, a number of the tribe who wish to lead a more primitive life than an association with the majority of these people will afford went into the forests of Wisconsin, when smallpox of a severe type broke out among them during January, February, and March. They were without proper food, clothing, shelter, and had no medical attention; hence the great mortality.

The tribes in the agency largely employ the agency physicians, and I do not think that they rely upon their medicine men to a much greater extent than a rural white community does on domestic remedies.

The health at the three boarding schools in this agency was good, no deaths nor serious epidemic occurring during the year.

**Schools and school buildings.**—Boarding schools are operated for the Prairie Band Potawatomi and the Kickapoo Indians on their reservations for ten months in the year, where the pupils are taught, in addition to the school work, the ordinary duties of farming, gardening, sewing, cooking, and all the duties required in housekeeping. Two day schools, one each for the Iowa and Sauk and Fox of Missouri Indians will be established on their respective reservations the coming fiscal year.

**Education.**—The Potawatomi boarding school is a fine frame structure built by the Prairie Band Potawatomi Indians in 1893. The buildings, including water system and steam-heating plant, were erected at a cost of \$22,500. The dormitory building will comfortably house 90 to 100 pupils, which is about the usual attendance. The old water system is about worn out, but authority has been granted to put in a complete water and sewerage system for this school. When this is accomplished it will be a finely equipped reservation school. The farm consists of 160 acres of land, 80 acres under cultivation. The remainder is meadow and grazing land. A cow barn has just been completed, which provides for housing all the stock. The drought has destroyed all the crops except grass, and that will not yield more than 20 per cent of the usual crop. Very little will be saved from the garden; a few tomatoes and some cabbage is all that we will get.

The Kickapoo boarding school is a modern structure, 52 by 92 feet, and two stories, lighted by gas and heated with hot water. The water and sewerage system lately completed makes this a very complete building for school purposes, except the accommodations for the employees, for which no provision is made in the building. The superintendent is compelled to use the room intended for the boys' sitting room for his office and sleeping room; the teachers and laundress have to occupy the girls' sitting room; the seamstress uses the sewing room, cutting off one corner for sleeping apartment; the cook, the boys' clothing room. The only employees provided for

are the matron and industrial teacher. The only place of entertainment is the school-room or the halls. The pressing necessity now is an employees' cottage, for which plans and estimates have been submitted to the Indian Office and have lately been approved.

The Great Nemaha school is the oldest and for a number of years the best school in the agency. The removal from the reservation of a number of the largest families to the adjacent towns and villages for the purpose of giving their children the benefit of the public schools has so diminished the number of children of school age that it has been deemed best by the Department to substitute two day schools for the present boarding school, locating one on each reservation, the Iowa and the Sauk and Fox of Missouri.

These tribes have been asking for final settlement with the Government and payment of their cash balances, and they are encouraged to think the establishment of day schools is the first step toward the desired end. There is no doubt but that these people are to-day as well qualified for managing their affairs as they will be at any future period.

**Settlement with the Chippewa and Christian Indians.**—Under instructions of the honorable Commissioner of Indian Affairs, final settlement was made with these Indians, their patents delivered, and their cash balance paid them. Although the lands of the consolidated tribes are inferior in quality and less in quantity than that of any tribe in the agency, and their annuities less than \$9 per capita, yet they have made greater progress in industrial pursuits, and have attained a better civilization than any tribe in the agency. These conditions have forced them to depend upon their own labor and personal efforts for support, and they have thus fulfilled the divine command, "By the sweat of thy face shalt thou eat thy bread."

At the recent sale of their surplus land at the land office in Topeka, Kans., the members of the tribe purchased the entire amount sold, which they paid for out of their savings, the aggregate purchase being \$23,000. On a recent visit to the reservation I found the people at work, all seemed satisfied, accepting the responsibility of citizenship with dignity and intelligence.

In reviewing the work of the year and the results accomplished at the Potawatomi and Kickapoo boarding schools at this agency it is a matter of satisfaction to know that the year has passed without friction among the employees, harmony and good will has prevailed between the schools and patrons, but little difficulty has been found in keeping the children in school, and at no time has it been necessary to resort to force to compel attendance, which has been increased at both schools over former years. Excellent work has been done in the schoolroom, and the progress of the pupils reflects credit upon the superintendents and teachers. The children have been well fed and clothed and have been healthy. No epidemics or sickness has interfered with the work of the school.

In addition to the ordinary routine of the office has been added the work of acknowledging and making deliveries of deeds and certificates of deposit for the Citizen Potawatomi Indians. These duties have largely increased the labor of the office, requiring the services of one clerk and myself at least one-fourth of the time for the past year.

In conclusion, I wish to express my appreciation of the efficient and faithful services rendered by the employees of the agency and to all the employees at the boarding schools who have labored in perfect harmony and who have so heartily cooperated in every effort to advance the interests of the schools for the past year, and, thanking the Department for the generous support I have received, I am,

Very respectfully,

W. R. HONNELL,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF POTAWATOMI SCHOOL.

POTAWATOMI BOARDING SCHOOL,  
*Nadeau, Kans., July 1, 1901.*

SIR: I have the honor to submit the annual report of the Potawatomi boarding school.

The year just closed has been a very successful one. The enrollment at the close was 104, average attendance 91, which I believe is the largest in the history of the school. There has been no unusual nor serious sickness.

The schoolroom work during the first few months was seriously interfered with by the presence of an unsuitable primary teacher. The vacancy caused by her resignation was filled by a competent teacher. The literary work for the balance of the year was highly commendable.

The band has made satisfactory progress and has taken part in several entertainments given by the school.

While there was an occasional runaway, that trouble has been reduced to a minimum.

The instructions given in office letter marked "Education, Circular No. 43," and Supervisor Wright's letter of November 14, 1900, have been conscientiously complied with as far as possible with our conveniences. Every pupil of suitable age had a small plot in the garden planted with a variety of vegetables. Considerable eagerness to excel was exhibited. Aside from the instruction in agriculture received, the work afforded a pleasant change from their regular schoolroom duties.

The large girls have manufactured most of their individual clothing. The small girls as well as the boys were taught to darn simple rents, sew on buttons, etc.

The mess occupies a part of the children's kitchen, and classes in cooking could not be systematically taught owing to lack of room. But the girls of 14 years of age or over are able to prepare a palatable simple meal. Bread made by some equals that used on the children's or mess tables.

Girls were regularly detailed for the care of the sick room, and were taught the simple elements of nursing.

The usual acreage was planted to garden and farm crops and cultivated by the boys under the direction of the farmer. Fifteen acres were sown to clover. An orchard of 100 apple trees was started; 1,000 strawberry plants were set out. The vines, rhubarb, etc., planted last year have been thoroughly cultivated and have yielded fair returns. Farming and gardening have been difficult and discouraging.

An excessive amount of rain in the spring delayed work. That was followed by an unprecedented period of drought, which is still unbroken. The prospects are that aside from the early vegetables already gathered all crops will be a total failure.

A new cow barn is just finished. Substantial improvements have been made in the main building and laundry. A new steam boiler of the latest improved model was substituted last fall for the old one which was worn out. Plans for a new water system, which is badly needed, are now being prepared.

The school was favored during the year with visits from Inspector Duncan and Supervisor Wright. Agent W. R. Honnell has been ever zealous in the interest of the school, for which I desire to thank him as well as for his continued courteous treatment.

Respectfully,

JAMES STALEY,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through W. R. Honnell, United States Indian agent.)

#### REPORT OF SUPERINTENDENT OF KICKAPOO SCHOOL.

KICKAPOO BOARDING SCHOOL,  
*Germantown, Kans., July 8, 1901.*

SIR: I have the honor to submit my report for the year 1901.

The attendance throughout the year has been unusually regular. There was a slight falling off in the month of May on account of some of the larger boys being excused for a few days to help at home in planting the spring crop. The runaway habit seems to have almost entirely abated, but few cases happening. The health of the school has been uniformly good.

At the beginning of the next term we expect to make a few transfers to nonreservation schools, and to enroll a class of 10 or 12 new ones of the kindergarten age.

The wisdom of dividing the work in the literary department has been clearly demonstrated. Minds that showed but little sign of awakening heretofore have become stars, as it were, under the new arrangement with two teachers to guide instead of one.

In the industrial departments considerable progress was made. The boys in charge of the farmer were taught to properly plant and cultivate the different kinds of crops grown, and to handle the machinery used in cultivating and harvesting. Classes were organized and instructed in cooking and sewing. The laundress was exceptionally attentive to business, and considerable skill was attained in that department. The cooking and farming departments being of vital importance in a reservation school, selections of persons to conduct them should be made with at least as much care as for either of the others.

The new buildings erected and water system constructed during the past year have added very much to our comfort and convenience. The store building gives ample room for the school supplies. The laundry, with its equipment, is fully sufficient for present needs. The water system is very complete. So far it has not been necessary to use the gasoline engine, the wind power being sufficient for pumping. There is a plentiful supply of pure, wholesome water. The well at the barn also furnishes plenty of water for the stock.

The ground at the rear of the dormitory, which was considerably loosened and broken up incident to the laying of pipe for the water system, has been leveled, sodded, and sidewalks have been laid, which adds much to our comfort and convenience as well as to the appearance of that part of the premises. The grass seed sown for lawn making did not prosper well on account of dry weather.

Our additional needs in the matter of improvements are a poultry house and an ice house provided with cold storage compartments for fresh meats, milk, and butter.

Farming operations are not satisfactory. The cold, wet spring weather delayed planting, and long-continued dry weather during the later months has hindered growth. The crops are under good cultivation and clean of weeds, but the growth is slow and the yield will be light. Twenty-six acres of meadow already harvested yielded only about 8 tons of hay. Some allowance should be made, however, as it was a first crop after seeding.

Through the kindness of Agent Honnell and the Chilocco school authorities we were supplied with 120 grapevines, 40 rhubarb, and 1,000 strawberry plants, though when unpacked about one-half the strawberries were found to be spoiled. All of the plants set out are growing, though slowly on account of the extremely dry weather.

There has been some increase in stock and all is in good condition.

Fire drills were continued. The bucket brigade is still a feature, though since the introduction of the water system instruction is also given in the use of the hose. Additional hose are needed for the hydrants at the front and rear of the dormitory, of which there are three large ones for fire and three smaller for the lawn.

As a pleasant surprise and greeting to our pupils and patrons at the close of school, we published a magazine of 28 pages, containing school notes, children's letters, and other matters pertaining to the Indian and Indian school work. The funds for defraying expenses of publication were obtained by selling advertising space in the magazine.

Our thanks are due Agent Honnell and your office for so kindly and fully providing for our needs during the past year, and especially for the additional help allowed us for next year. We shall endeavor to show our appreciation for the same by doing more and better work.

Very respectfully,

ROBERT LARIMER, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS,

(Through W. R. Honnell, United States Indian Agent.)

REPORTS CONCERNING INDIANS IN MINNESOTA.

REPORT OF AGENT FOR LEECH LAKE AGENCY.

LEECH LAKE AGENCY, MINN., August 20, 1901.

SIR: I have the honor to submit my third annual report for the Leech Lake Agency. This agency was established March 1, 1899, and comprises the following reservations, which were taken from the White Earth Agency, to wit: Leech Lake, Cass Lake, Winnibigoshish, White Oak Point, Chippewa, and Red Lake.

The census taken June 39, 1901, shows the following population:

Red Lake Chippewa.....	1,366
Males above 18.....	365
Females above 14.....	438
Children from 6 to 16.....	342
Leech Lake Pillager Chippewa.....	896
Males above 18.....	244
Females above 14.....	291
Children from 6 to 16.....	204
White Oak Point Mississippi Chippewa.....	628
Males above 18.....	156
Females above 14.....	179
Children from 6 to 16.....	144
Cass and Winnibigoshish Pillager Chippewa.....	456
Males above 18.....	118
Females above 14.....	134
Children from 6 to 16.....	113
Total (males, 1,723; females, 1,623) .....	3,346

This shows an increase in one year of one person.

The two old schools of this agency, Red Lake and Leech Lake, were abandoned and five new schools erected in 1900-1901, all of which were mentioned in my last annual report. They were not opened, however, until quite late in the season of the fiscal year 1901, because of non-arrival of supplies in most instances, although the Red Lake school was not completed by the building contractors until January, 1901. The Leech Lake and Bena schools should be enlarged, the scholastic population being large enough to fill schools of more than twice their capacity.

For information concerning logging operations I quote from my report to the Indian Office, dated June 29, 1901, as follows:

Sale contracts.....	24
Logging contracts.....	42
Number of letters written.....	1,530
Logging camps (profit made for Indians on timber from every camp).....	52
Reservations logged.....	7
Townships logged over.....	34
Distances between reservations—	
Red Lake from Leech Lake.....miles..	40
White Earth from Leech Lake.....do..	60
White Earth from Red Lake.....do..	64
Number of Indian loggers.....	20
Number of Indians employed logging and driving.....	704
Amount paid Indians for labor.....	\$41,312.29
Amount paid Indian allottees for timber.....	\$11,454.70
Total number of feet logged.....	59,526,257
Total number of feet sold.....	56,460,417
Total number of feet on hand.....	3,065,840
Value of logs on hand (cost of logging paid), at appraised valuation.....	\$31,574.96
Total feet dead timber and authorized green timber (for booms and from roadways), logged..	47,715,642
Number feet unauthorized green timber, cut as follows:	
By Indian loggers.....	2,128,930
By loggers married to Indian women.....	4,642,170
By white men.....	5,039,515
.....	11,810,615

Amount collected for unauthorized green timber, in addition to price already charged for same as dead .....		\$21,363.86
Received for Red Lake Reservation logs .....	\$33,731.35	
Received for White Earth Reservation logs .....	103,700.24	
Received for ceded lands logs .....	227,442.04	
<b>Total received for all logs .....</b>		<b>364,873.63</b>
Paid for logging Red Lake Reservation logs .....	21,237.04	
Paid for logging White Earth Reservation logs .....	70,868.78	
Paid for logging ceded lands logs .....	130,565.55	
Paid allottees of White Earth Reservation .....	3,212.19	
Paid allottees of ceded lands .....	8,242.51	
Expenses charged to reservations and ceded lands .....	2,446.94	
<b>Total amount of disbursements .....</b>		<b>236,573.01</b>
Amount reserved from White Earth profit for rescaling, if needed .....	1,000.00	
Profit deposited to Indians of Red Lake Reserve .....	11,949.52	
Profit deposited to Indians, White Earth Reserve .....	27,896.83	
Profit deposited to Chippewa of Minnesota .....	87,454.27	
<b>Total amount deposited as above to credit of Indians .....</b>		<b>128,300.62</b>
Add to above profit—		
Appraised value of logs on hand .....	\$31,574.96	
Profit paid allottees .....	11,454.70	
		<b>43,029.66</b>
<b>Total profit .....</b>		<b>171,330.28</b>

The 26,215,714 feet dead timber sold from ceded lands represents a net gain to the Indians, as under the only law for sale of green timber dead timber is not estimated nor charged for.

Average cost of logging, per M. ....	\$3.72
Average profit on dead timber, per M. ....	2.30
Average profit on trespass timber, per M. ....	5.37

*Value of trespass over amounts charged for same as dead (all having been scaled and reported as dead).*

<b>White Earth and Red Lake:</b>	
Amount assessed on unauthorized green timber .....	\$13,998.51
Deduct amount already charged for same as dead .....	9,042.98
Difference collected on reclassification as green ..	<u>4,955.53</u>
<b>Ceded lands:</b>	
As green .....	92,309.45
Deduct amount already charged for same, scaled as dead ..	60,291.11
Amount collected on reclassification as green .....	<u>32,018.34</u>
Value of reclassification reported by Superintendent of Logging Farr, Cass Lake district, sold .....	14,302.13
Logs on hand refused by purchasers, who protest sale .....	15,610.01
Value of reclassification reported by Superintendent of Logging Sullivan, Red Lake and White Earth .....	4,955.53
Value of reclassification reported by Superintendent of Logging Young, up to arrival of Superintendent of Logging Farr .....	949.20
Value of reclassification reported by Superintendent of Logging Beaulieu, Winnebagoishish district .....	1,157.00
	<u>36,973.87</u>
The total assessed valuation of the unauthorized green timber amounts to .....	106,307.96
Deduct the value of the green timber remaining on hand .....	31,574.96
And we have the total amount received for unauthorized green timber .....	74,733.00

In explanation of the above will say that all scaling by the regular scalers at the landings was done, as a rule, without knowledge by them of what was authorized and what unauthorized green timber; so everything was reported as dead, and then reclassification was made as trespass, boom timber, etc., so that all trespass or unauthorized timber reported had already been scaled, reported, and charged as dead timber, so that the collections on trespass amounted only to the difference.

In this connection a comparison with the "dead and down" operations of two years ago may be interesting.

Inspector Nesler and Special Agent Jenkins, through Superintendent of Logging Sullivan, collected on the green timber cut an average of \$3 per M in addition to the price paid for same as dead timber, amounting to \$56,000, which represented about 18½ millions green timber, while this year the four superintendents of logging collected \$36,973.87.

The average amount assessed this year by the superintendents of logging on the unauthorized green timber, over and above the prices charged for same as dead timber, amounts to \$3.12 per M, which shows about the same results as two years ago. While the average price received for the dead timber is not known, it was probably less than that received this year.

Very respectfully,

W. A. MERCER,

*Captain, Seventh Cavalry, Acting Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF LEECH LAKE SCHOOL.

LEECH LAKE SCHOOL, MINN., *July 25, 1901.*

SIR: I have the honor to submit my first annual report of this school for the year ending June 30, 1901. We assumed charge at this school September 4, 1900, the property and employees being at the old school, but with the new building well on toward completion.

The new school, in which we are at present located, is one-fourth mile south of agency, fronting on Leech Lake, with a gentle slope of some 150 feet to the water's edge. I question if anywhere does nature lend more freely toward making a desirable location for a school of this kind.

The new buildings completed, we opened school November 1, 1900, with 32 pupils, and a total enrollment for the year of 63, with an average for the fourth quarter of 51. There is assurance of many more desiring to enroll the coming year than we can accommodate in our present limited quarters. Without exception a good feeling seems to exist on the part of parents and children toward the school.

Epidemics have given us undue recognition the past year. Early in the session the grip affected many; in March measles held sway, there being some 30 cases at one time; vaccination made sore arms for several weeks; many were affected with sore eyes, and the smallpox was uncomfortably near the last month of school. I would commend the willingness in caring for the sick by the employees, and would especially recognize the constant faithfulness of Dr. Stephenson, the agency physician, in his attention to the health of the school. As a result of his constancy there have been no deaths in the school during the year.

The school work in the main has been satisfactory. Miss Earlougher at all times has been faithful, and shown ability as a teacher. The evil effects of employees residing away from the school has been keenly felt the past year. I feel it better that a position remain unfilled rather than have the employee reside apart from the school.

Such attention as the means at hand would admit was given the industrial work.

With one exception, I wish to commend the faithfulness of employees for the year.

I am convinced that it is better for the school, as well as best for the Indian help, that they be given positions in schools other than among their own people.

It gives me pleasure to remark on the good will and fellowship that has continued throughout the year between the school and agency employees. The uniform courtesy accorded me at all times by Captain Mercer, acting agent, is gratefully acknowledged. Mr. Morgan, chief clerk, has been painstaking in his instructions relative to the office work of the school.

We are pleased to acknowledge visits from Supervisor Edwin L. Chalcraft, who gave encouragement and many valuable suggestions for carrying on our work.

Very respectfully,

GEORGE L. WILLIAMS, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through Capt. W. A. Mercer, Acting Agent.)

#### REPORT OF SUPERINTENDENT OF CASS LAKE SCHOOL.

CASS LAKE BOARDING SCHOOL, MINN., *June 30, 1901.*

SIR: I have the honor to make the first annual report of this school.

I arrived at Cass Lake on September 22, and found but little Government property had arrived, and none that could be made available to take possession of school building. About two weeks after, my personal goods arrived and we took possession.

We had been at school building but two days when the Indians held a medicine dance, dancing a whole day and night under our windows, the principal theme being would they or would they not patronize the school. After dancing for the time mentioned above they sent two or three of their leading men to know how the school was going to be run. I told them that their children would not receive corporal punishment. They then asked if their children might be taken home when sick. The answer was, it would depend upon what our physician said in relation to the matter. Then they asked if they might bring their Indian medicines in case of sickness among their children.

Answer: It could not be allowed unless those in higher authority might so decide. They then said if I would run the school as they wanted it run, they would make no trouble. I asked them what they meant by trouble. After hesitation the answer was that they would not take any of their children out of school. I told them it would probably be three months before school would open, and that both of us might think over this matter, and for them not to be concerned about the matter; that we would endeavor to treat their children with kindness.

The school goods were slow arriving until the latter part of the second quarter. It materially interfered with arrangements to open up. Sufficient goods having arrived, by strenuous efforts we were enabled to open up on the 3d of January with three pupils. By much urging, and mainly through the efforts of the matron and myself, and going with team sometimes—several times—we succeeded in increasing our numbers until our average for the third quarter reached 25.28. During the six months of school we have had enrolled 40 pupils; one died from a weakened condition produced from measles, and some excused by physician for various ailments, and one expelled. We closed with an enrollment of 35 pupils.

During part of second quarter we were attacked with measles, having 22 or 23 down with it. Upon convalescing, we were given a tonic under direction of physician. They were able to be up and around the house during the first part of April.

The sugar-bush season was on, and parents came and took some away against the will of their children; others obeyed the commands of their parents to run away. They had been informed of the order of the agent that they could not take their children to the sugar bush. With all of our vigilance not quite one-half escaped, some being grabbed by parents or parties at the instigation of parents to get their children at such times as those who were able to be outdoors on the school grounds. We had a local policeman who seemed to be unable to stop the stampede. We reasoned with our children and watched them so closely that we succeeded in maintaining a little over one-half of the then enrollment. The agent, upon being informed, sent policemen to bring them in. They made promises to return as soon as sugar-bush season was over, and in some cases when their children got well enough to return. We used our personal efforts also, and have succeeded in getting all back but two; and they are so removed from us by water we have not been enabled to get them back.

In the beginning most of them had never been to school, and seemed to think it meant more for play than for improvement. Upon applying some restrictions to maintain order, by insisting gently but firmly, it caused, naturally, some discontent; but at this time of writing excellent good feeling prevails, and we are receiving applications for admittance of parties in the fall who have never been to school, and those who are in attendance show or express a desire to continue here next fall.

There have been no nunaways during the year, except at the time of sugar-bush season.

Industrial training was pushed so far as the advantage of the school afforded. The boys have hand sawed and split nearly 70 cords of wood during the six months of school, built a log ice house and an oil house out of refuse lumber of laundry, done usual chore work and keeping premises in order, as well as going to the woods to get dry wood to help burn the green, as nearly all the supply of wood was green. So much time was consumed in this way that we were not able to clear ground of stumps for garden purposes, though the coming fall such will be done for next year. The average age of boys is about 11 years.

The girls were taught to sew, make and mend garments, and prepare meals, which they could not do on entering school. During the school year there were made 16 aprons, 20 curtains, 70 pairs of drawers, 18 pairs of overalls, 95 dresses, 21 pairs of garters, 88 pillowcases, 101 sheets, 4 shirts, 15 skirts, 56 suits union, 13 sunbonnets, 139 towels, 11 tablecloths, 42 undershirts, 14 shirt waists.

The scholastic work in most cases was very primary, as most had never been to school. Some few, who had been elsewhere, were far enough advanced to be about the third grade. The pupils, for the time they have been in schoolroom work, have done well. Much progress has been made in the use of English.

The school has been much annoyed by intoxicated men, returning home from Cass Lake, and in one or two instances one or two had to be put out of school building.

The general conduct and the table manners of the pupils have been much improved since the opening, January 3. We have had many visitors, who came to Cass Lake for an outing, from St. Paul, Minneapolis, Grand Forks, Duluth, and other places, and all invariably speak of the work done by the matron in the neatness, cleanliness, and order of the rooms and clothing of the pupils. The manners of the pupils have been complimented upon.

The management endeavors to enforce morality, conduct, and purposes of life through talks to the pupils at the evening hours. Pupils are taught that they must garner as well as practice economy; that a time will come when school days and support must cease and that they must take care of themselves. To this end in view, we have urged strongly that the English language must be learned and talked.

This school is situated 6 miles north of Cass Lake, not far from the Mississippi River, on Cass Lake. The river at this point is 40 or 50 rods wide, which makes it impossible to reach Cass Lake for mail or other purposes except by rafting.

The school plant should have a wood shed that would hold at least 30 cords, and a carpenter shop added to it. We should also have a small blacksmithing outfit, thereby saving expense for such work.

Permit me, in closing, to thank you for and mention with pleasure the courteous communications received from you and Capt. W. A. Mercer, acting Indian agent.

Very respectfully,

E. C. SCOVEL,  
Principal Teacher Cass Lake Boarding School.

The COMMISSIONER OF INDIAN AFFAIRS.

(Through Capt. W. A. Mercer, acting Indian agent.)

#### REPORT OF TEACHER OF BENA SCHOOL.

BENA SCHOOL, LEECH LAKE AGENCY, August 26, 1901.

SIR: I have the honor to submit herewith my first annual report of the Bena School for the fiscal year ending June 30, 1901.

The school was opened on the first Monday in January with a full attendance. The number of pupils enrolled during the year was 56—28 girls and 28 boys. For lack of accommodations a great many children were turned away during the first two weeks of school, leaving, however, the school in a crowded condition, as I had strained every possibility to accommodate as many as I could.

It was some weeks after the school opened before it was thoroughly organized, for the reason that most of the employees were new in the service, several of whom proved to be incompetent, and thus causing a good many changes in the industrial departments during the first two months of school.

In the literary work of the school marked advancement was made. The pupils were assigned to appropriate grades on the first day of school, a regular course of instruction being promulgated, which was followed throughout the year. Sunday school was held regularly during the year, and the International lessons explained and studied. The regular evening exercises received special attention and were the leading features of the school work. Two evenings of every week were devoted to the teaching of vocal music, the results of which were very gratifying. On every other Friday evening a social was held in the school dining room, where pupils and employees indulged in games, marching, dancing, etc.

The matron's department, under the supervision of Mrs. Clara R. Fairbanks, whose kind influence over the girls and her untiring efforts to establish ties of sympathy and affection and to bring about conditions necessary to produce the effect of a truly home life, has succeeded in accomplishing during the short time school was in session the desired results. Practical home work was done in all departments, special and individual instruction being given in home cooking, washing, ironing, sewing, and house cleaning. The best of conduct has prevailed in this department, occasions for discipline being very rare.

After the appointment of Miss Olive A. Tourtillotte to the position of seamstress, much better attention was given this department, the girls detailed therein being taught to cut and fit and manufacture their own garments, as well as the necessary underclothing, etc., required for the smaller boys and girls. A special class in sewing and fancy work, composed of the larger girls, met once a week in the sewing room and did sewing and fancy work of all descriptions.

Authority was granted during the year for the erection of a laundry. The facilities furnished this department have given perfect satisfaction. A detail of boys and girls was made regularly, and the work turned out was neat and clean and equal to an average home washing.

There were four changes of cooks during the first two months of school, and not until Miss Susan Bonga took charge was the kitchen under very good management. Every effort was made to make this department an industrial feature of the school. A regular bill of fare was followed, and the girls, under the direction of the cook, were allowed to do the cooking for the school. A special class of the larger girls, in regular cooking costumes, received special instruction in home cooking once a week, and did all the baking of cakes, pies, etc., for the school. Cleanliness, promptness, and good order prevailed, and very satisfactory results were obtained.

The dining room was in charge of employees detailed in turn to keep order, teach table manners, and to see that the food was properly distributed by the pupils who sat at the heads of the tables.

The industrial work at the school performed by the boys and laborer has been well done. The manner of work has been chiefly that of clearing off the school grounds, which were covered with stumps and old fallen pine trees. Posts were cut during the winter, which were used in fencing the school grounds. A clearing was made in the spring and a garden planted, from which we will raise a good crop of potatoes, turnips, beets, cucumbers, and melons, besides having raised and consumed other vegetables, such as lettuce, radishes, etc. I find that the land here under favorable conditions will produce vegetables of all kinds, and in another year when more land is put under cultivation this school should be self-sustaining in this respect.

Outside of the epidemic of measles which broke out in the school in February the health of the school has been good. We were unfortunate, however, in having three deaths occur in the school during the siege, two pupils dying from complications resulting from the disease, and the tragical death of the seamstress, Mrs. Dora Bellanger, who committed suicide by taking laudanum.

These deaths, although happening so shortly after the school started, did not in any way prejudice the Indians against the school, as might have been expected. I am glad to state that the Indians, without any exceptions, are very kindly disposed toward the school and are eager to seek educational advantages for their children. I hope that the Department will see fit in the near future to give to this school facilities for the better accommodation of the children who are seeking for admittance and whom we are at present unable to accommodate.

The closing exercises of the school were held on the evening of the 28th of June. The entertainment given by the pupils was a marked success and made a very favorable impression upon the Indians who were in attendance.

In conclusion, I wish to express my thanks to Acting United States Indian Agent Capt. W. A. Mercer and Mr. C. H. Beaulieu, in charge of this district, for the great interest taken in this school and for its success.

Very respectfully,

HENRY W. WARREN, *Principal Teacher.*

THE COMMISSIONER OF INDIAN AFFAIRS.

(Through Capt. W. A. Mercer, Acting United States Indian Agent.)

#### REPORT OF SUPERINTENDENT OF RED LAKE SCHOOL.

LEECH LAKE AGENCY, MINN., August 15, 1901.

SIR: I respectfully submit you report of Red Lake Boarding School for the fiscal year ending June 30 1901. Inasmuch as I was not in charge during any part of the year, this report will be somewhat incomplete.

The school, 43 miles by wagon path north of Solway, Minn., is located in the midst of the homes of its constituents on the south shore of Red Lake. On the north, at an elevation of 35 feet, the site overlooks the lake, a beautiful body of water, on the divide between the Mississippi and the Red River of the North. To the east the school site consists of a level plain dotted over with clumps of trees; to the south and west the elevation gradually diminishes enough to afford good drainage. As to its immediate surroundings, for health this school stands probably among the first in the service in this latitude.

The school grounds, including the farm, consist of about 100 acres, of which about 15 acres are under cultivation, the crop this year being almost a complete failure, partly on account of the deteriorated condition of the soil.

The buildings of the plant consist of a main building, two-story, completed in January of this year. From east to west it has a length of 160 feet. To the north from the middle of the main building extends an addition 46 by 32 feet. The basement story of this building consists of a carpenter shop, a boys' playroom, a machine room for heating and lighting systems, a girls' playroom, a sewing room, a bakery, and a kitchen cellar. The first story consists of two schoolrooms, two dining rooms, an office, guest chamber, two private rooms, an employees' kitchen, and a school kitchen. The second story consists of two dormitory rooms and three private rooms. Each story is provided with the most modern accommodations in the way of lavatories and toilet rooms.



This building is equipped with a first-class system of steam heat, and it is also provided with the most modern system of gas lighting. The water and sewer systems are also perfect in their construction and installation. The lighting and heating systems have been, and are, out of repair and therefore out of use, either on account of carelessness or on account of inexperience on the part of those in charge of the systems. An experienced, wide-awake engineer is an indispensable employe to this building.

The employe's dwelling, the laundry, and the storehouse are each in good repair and commodious enough for their several uses.

The only thing we have in the way of a barn is a small log affair located about an eighth of a mile from the schoolhouse. It is not large enough to accommodate half the stock, and not good enough to accommodate any. It is the one broken link in the chain of buildings. Good and roomy barns are very necessary to the proper care of stock in this severe northern climate, and stock raising and farming form almost the only industry that can be of any practical use to the Indians of this tribe when their school days are ended.

Our patrons, the Red Lake Chippewas, number about 1,400. They are quite intelligent in their way. There is no branch of industry carried on by them by which it can be said that they live. It may be said that they live more by chance than by their industry. Most of the Indian settlements are on the shore of the lake, and by the skill of the women with canoe and net they are kept from starvation. The cutting of wood for school purposes and for lake steamers helps to supply a few of them during part of the year. The most destitute members of the tribe receive Government rations.

There should be some provision made by which these Indians might aid themselves in working out a more comfortable existence. There are probably 200,000 feet of lumber on their reservation, and plenty of able-bodied and willing men to cut a portion of it each year, saw it into marketable lumber, and transport it. After receiving a fair salary for their labors there would yet be a great percentage of the proceeds left to aid the aged and destitute, and to supply them machinery, etc., to encourage agriculture, upon which they must finally depend entirely for their living.

At present, before one gets so accustomed to their miserable condition as to blind him to its existence, he can scarcely see how they do perpetuate their existence.

A Government school located among people like these should have authority to spend at least half its substance and effort in teaching some industry by which its patrons would learn to add to their comforts and to lessen their misery. Agriculture is the most immediate means. This school needs an industrious practical farmer.

As nearly as the writer can tell, about one-half this tribe gives no thought to religious questions or customs. The greater part of the other half follow the forms of the Roman Catholic religion, while a very few are adherents of the Episcopal Church.

During the fiscal year 1901 this school was maintained for about five months, and in the way of attendance the superintendent reported a very successful year. Delay in the completion of the new school building prevented the opening of school until late in January. During the spring an epidemic of smallpox interfered greatly with the regular procedure of school work.

The morals of these Indians do not conform to the standard of American white people, except, of course, to the standard set for them by the surrounding lumber camps.

Notwithstanding the fact that this school has been in their midst for twenty-five years or more, the English language is spoken only by a very few of the Chippewas.

There is not a force nor a principle that I can see at present affecting any change whatever in the tribe to the permanent betterment of their condition. The only hope for such that I can see is that springing from the schools located on the reservation, and this only in case the school gets a working faculty of earnest, devoted toilers, willing to give to the cause all there is in them. They must be zealous, able, and ambitious above the average civil-service employe. This reservation is so far from and difficult of access to any connection with the civilized world, has such miserable and uncertain mail service, and, in regard to range and change of temperature and other climatic conditions, is located in the severest climate in the United States. For these reasons it is extremely difficult to keep a worthy employe very long.

To effect a change among these people I think it requires a superintendent who is devoted, soul and body, indefinitely, to the cause of this branch of missionary work. He must be given at least a limited opportunity to choose and retain in his service employe for their personal worth and fitness for this special place. They must labor here with the idea of permanence; not simply to remain here drawing a salary while they are waiting for a transfer.

Thanking you in behalf of the school for the attention this plant has received from the Department during the last year, I remain,

Respectfully and obligingly, yours,

The COMMISSIONER OF INDIAN AFFAIRS.

CHARLES H. KOONZ,  
*Superintendent.*

#### REPORT OF TEACHER OF CROSS LAKE SCHOOL.

CROSS LAKE BOARDING SCHOOL,  
*Red Lake, Minn., August 29, 1901.*

SIR: Pursuant to instructions, section 58, rules for the Indian-school service, I have the honor to submit this the first annual report of this school:

The school is located between the north and south lakes, together known as Red Lake. There is no wagon road leading to nor anywhere near the school, and the only way we have of getting in and out is by boat.

The school building was completed in 1900 and employe appointed and ordered to report for duty October 1, of the same year.

On my arrival here I found nothing but the naked school building—no furniture nor supplies. There were no outbuildings of any description whatsoever, and no material on hand to make any improvements with, and, as I said before, there was no way of getting any supplies or building material in except by boat, and as the traffic on the lake was so great it was impossible to get any boat to do any work for us. This necessitated our waiting until the lake froze over before any supplies could be delivered at the school.

Temporary outbuildings were erected by the school force; clothing for girls, sheets and pillowcases, table cloths, towels, etc., were made by the lady employe, and everything was arranged for the commencement of school within five weeks from the time our supplies began to arrive.

**Attendance.**—The attendance at first was very small. This was due to the fact that the Indians were much opposed to sending their children to school. All manner of excuses were advanced for withholding their children. They have had but the slightest help and attention from the Government; they are all superstitious, suspicious, and have an innate hatred for the ways of the white man. Therefore, it took time and tact to convince them that our work among them was for their benefit.

Gradually, and after numerous informal councils with the leading men, the attendance grew to proportions justifying the maintenance of a boarding school at this point. The attendance for the several months school was in session follows:

Month.	Enroll-ment.	Average at-attendance.
January.....	9	6.8
February.....	32	23.5
March.....	35	31.3
April.....	36	34.2
May.....	40	38.2
June.....	42	40.4

I have every reason to believe that the enrollment and average attendance for the month of June will be maintained, if not increased, during the coming year.

**Sanitary.**—The health of the pupils has been as good as could be reasonably expected. An epidemic of mumps was the only sickness giving us any material trouble. Owing to the prevalence of smallpox at the present time, I fear that much trouble is in store for us during the coming year.

**School work.**—The work of pupils in the schoolroom has been very satisfactory. Their advancement has been so rapid and marked as to call forth favorable comments from visiting teachers of city schools.

**Industrial work.**—The industrial training, as per instructions circular letter No. 43, has been as varied and thorough as our limited means would permit. The girls were instructed in the laundry, in the kitchen, in the sewing room, and in the matron's department. They, being all from wigwams or log huts and knowing nothing whatever about domestic duties, have been benefited materially by the instructions given. Instructions along these lines will be carried on the coming year, and as a start has been made rapid progress may be expected.

The work of the boys consisted of milking cows, driving horses, caring for stock, and the numerous chores connected with a boarding school. The larger boys were detailed to assist in the construction of the several buildings erected during the year. A 3-acre garden was also cleared and cultivated, which furnished an excellent opportunity for practical work in this line.

**Buildings.**—The plant consists of a school building, laundry, barn, warehouse, root cellar, carpenter shop, and ice house (the carpenter shop and ice house were built by the school force, with no expense to the Government whatever). The buildings are all in good repair with the exception of the laundry, which was, for lack of funds, never completed. School having been in session but a little over five months, I think a very good start has been made. We could not reasonably expect to do more than build up the school, stimulate interest in the school by parents and pupils alike, and lay the foundation for good solid work the coming year. This, I believe, has been accomplished.

The Indian Office has seen fit to abolish the position of teacher at this school. This is a very serious blow to the success of the school, and it is hoped that the position will be reestablished at a very early date.

The needs of the school have been enumerated in a previous communication with the Department. In conclusion, I wish to thank Captain Mercer, acting Indian agent, Leech Lake Agency, for the many courtesies shown and for his untiring efforts in building up and maintaining the efficiency of this school.

Very respectfully,

JOHN MORRISON,  
Principal Teacher.

The COMMISSIONER OF INDIAN AFFAIRS.  
(Through Capt. W. A. Mercer, Seventh Cavalry, acting Indian agent.)

REPORT OF AGENT FOR WHITE EARTH AGENCY.

WHITE EARTH AGENCY, MINN., August 31, 1901.

SIR: In compliance with instructions contained in your communication of June 1, 1901, I have the honor to submit this, my annual report for the fiscal year 1901.

I assumed charge of this agency on July 1 last, and having been in charge but two months my report must necessarily be brief.

The census of the Indians belonging on this reservation shows the total number to be 4,752, composed as follows:

White Earth Mississippi Chippewas .....	1,556
Pembina Chippewas.....	318
Gull Lake Chippewas.....	340
Removal Mille Lac Chippewas .....	336
Otter Tail Pillager Chippewas.....	752
Removal Fond du Lac Chippewas .....	96
Removal Cass and Winnibigoshish Chippewas.....	58
Removal White Oak Point Chippewas .....	87
Removal Leech Lake Pillager Chippewas .....	306
Mille Lacs Chippewas .....	903
<b>Total.....</b>	<b>4,752</b>
Number of males over 18 years of age.....	1,116
Number of females over 14 years of age .....	1,421
Number of children between the ages of 6 and 16 attending and not attending school.....	1,222

The White Earth Reservation, comprising 32 townships lying north of the central part of the State of Minnesota, is one of the most beautiful tracts of country I have had the pleasure of seeing, comprising agricultural, grazing, and timber land. The soil is rich and fertile and produces a diversity of farm and garden products. In traveling over the reservation I find, however, that the Indians, as a general rule, have not taken advantage of this fine farming land. Their farms are small and are not well taken care of, and many have cultivated nothing more than a small garden. During the time I am in charge here I hope to see a substantial improvement in this branch. The timber comprises pine, Norway and white, oak, ash, maple, and birch, affording the Indians material for improvements and fuel. There are many large and beautiful lakes, containing many varieties of fish, on which many of the Indians depend for subsistence. The forests abound in deer and smaller game, which the Indians are fond of hunting.

**Agency.**—The agency is located in the south central part of the reservation, 22 miles from Detroit, Minn., which is the shipping point for all supplies furnished the agency and the White Earth Boarding School. The buildings are mostly old and poorly adapted for the purposes used.

**Allotments.**—The Chippewa commission during its existence allotted 4,367 Indians on the White Earth Reservation. This commission was dissolved by order of the Department, which took effect July 21, 1900, since which time the allotment work has been conducted by this office. By order of the Department children born subsequent to July 21, 1900, are not to be allotted land. My predecessor allotted 75 Indians up to the 1st of July, 1901. I hope to have every member entitled allotted land within a short time.

**Schools.**—The White Earth Boarding School, which is located at this agency, is a fine brick structure with a capacity of 150 pupils. Some improvements in the way of sick wards and employees' quarters should be provided.

The Wild Rice River School is located on the Wild Rice River, 18 miles north of the agency, built on land claimed by the Protestant Episcopal Missionary Society. The buildings are old, dilapidated, and poorly constructed for school purposes. This school has a good standing among the Indians, and children have been denied admission for the want of room. There should be a larger plant erected here with a capacity of at least 150 pupils.

The Pine Point School is located 35 miles east of the agency, very near the southeastern corner of the reservation, a very poor location from which to draw pupils. The buildings here are also in poor condition and need many improvements. The Indians in this district are somewhat averse to sending their children to school, but I hope to have a better attendance in the future.

The Catholic Mission School is a fine plant, located  $1\frac{1}{2}$  miles south of the agency. It is supported entirely by the Catholic Indian bureau, the Government having withdrawn its support sometime ago through the acts of Congress. The school has a capacity of 100 female pupils, no male children being admitted. It is in charge of Rev. Aloysius Hermuntz, O. S. B., with 3 teachers, music teacher, industrial teacher, matron, laundress, cook, farmer, and carpenter.

As usual, the religious societies are doing excellent work on the reservation; vice and immorality are surely being reduced to a minimum.

**Police.**—The 12 policemen are generally efficient, and are a source of annoyance to the "boot legger" and disturbers of the peace.

**Roads.**—The roads through the timbered portion of the reservation are very bad, and it will take a great deal of work to keep them in repair. It is noticeable that much work has been done on them in the past, but of late they have been considerably neglected.

The reports of the superintendents of the White Earth Boarding, Wild Rice River Boarding, and Pine Point Boarding schools are transmitted herewith.

Very respectfully,

SIMON MICHELET,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERINTENDENT OF WHITE EARTH SCHOOL.

WHITE EARTH BOARDING SCHOOL,  
*White Earth, Minn., August 31, 1901.*

SIR: I have the honor to submit herewith my first annual report of White Earth Boarding School, for the fiscal year 1901:

I took charge of this school August 1 of the present year, therefore my report will be very brief. This plant is beautifully located, well drained, and the buildings are splendid. No employees' build-

ing has yet been provided, but we hope to get a substantial appropriation this year for the erection of employees' building, and hospital, and a carpenter shop. A brass band and a gas-lighting plant are among the improvements we hope to have this year.

About 100 pupils have been taken from this reservation to nonreservation schools during the past few weeks, and still it is doubtful if we can provide places for all the pupils who will wish to come to school. Most of the Indians around the agency live in good houses, have well-cultivated farms, and many of them are educated and refined to a degree equal to the average white communities. To one whose work has been among the "wild" Indians, it is very difficult to realize that this is actually an Indian reservation.

The rated capacity of this school is 134 pupils, but by a little crowding 150 children can be accommodated. The total enrollment for the year was 190 pupils, with an average attendance of 143. It appears that the reason the enrollment is so much in excess of the average attendance is the fact that runaways were not returned, and in order to keep the school filled new pupils were placed in school to take the place of the runaways. We do not apprehend any such trouble this year, as we are assured by the agent that every runaway will be promptly returned, if it is necessary to call out the whole police force to do it. When the Indians once understand that the children will be returned if they run away, we believe we will have very little trouble along that line.

With the support of the agent assured, perfect harmony among the employees, and the friendly attitude of the Indians toward the school, we enter upon the new year with buoyant hopes and high aspirations, believing that this year will prove the most successful in the history of the school.

Respectfully,

SIMON MICHELET, *United States Indian Agent.*

OSCAR H. LIPPS, *Superintendent.*

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#### REPORT OF SUPERINTENDENT OF PINE POINT SCHOOL.

PINE POINT BOARDING SCHOOL,  
*White Earth Agency, Minn., August 6, 1901.*

SIR: I have the honor to submit the following report of this school for the year 1901:

**Attendance.**—Enrollment, 80; average attendance, 58. We have tried to keep up the attendance without resorting to harsh measures. That we have failed is very apparent. We now know by experience that force must be used in returning runaways. Many of the patrons of this school are full bloods, and most of them are both obstinate and ignorant.

**Health.**—We have had no epidemics, although smallpox, diphtheria, mumps, and measles have all been in the neighborhood at some time in the year. The general health has been excellent—no deaths, and not more than three cases of severe illness.

**Industries.**—Although our pupils are all small, they have made commendable progress along industrial lines. The classes in cooking, washing, ironing, and housekeeping deserve special mention. The boys are beginning to take some interest in gardening and stock raising. Judging from present indications we will have several hundred bushels of vegetables as a result of our work in the garden this summer. Heretofore the time of the boys has been taken up by wood sawing to the exclusion of valuable instruction which might have been given in the use of tools and implements and the care of stock. We have overcome this difficulty by arranging to buy stove wood instead of long wood.

**Class-room work.**—The children have done well in this department considering the poor instruction which they have received. As both teachers are now out of the service we expect better results next year.

**Repairs and improvements.**—The lumber and shingles, which we had been greatly in need of, were kindly allowed last fall. The floors, roof, and sidewalks are now in fair condition.

The agent has traded us a usable team for the infirm, crippled old beasts which were called school horses.

**Needs.**—Our largest building, a two-story frame structure finished in 1895, has only pine posts for a foundation. It is settling out of shape to an extent that is alarming. A stone foundation is needed without delay.

Several articles of small cost, but of extreme importance, seem to have been "cut off" our annual estimate for 1902. I take the liberty of bringing this matter before United States Indian Agent Simon Michelet, and I hope that he will make a special estimate for the articles.

Respectfully submitted.

H. J. CURTIS, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through Simon Michelet, United States Indian agent.)

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#### REPORT OF SUPERINTENDENT OF WILD RICE RIVER SCHOOL.

WILD RICE RIVER BOARDING SCHOOL,  
*White Earth Reservation, Minn., September 2, 1901.*

SIR: I have the honor to submit the annual report for the Wild Rice River Boarding School during the fiscal year 1901.

Enrollment, 94; attendance, 88; nominal capacity, 65; actual capacity according to departmental rules for measurement, 47. The overcrowding done has been on account of the number of pupils who wished to attend school, as even by overcrowding it has always been impossible to admit all who applied. The consequence of this has been that the class of Indians whose children are most in need of school are usually slowest about applying for their admittance; hence the ones most needy have been the ones left out.

The health of pupils has been good on the whole, though one death occurred. The usual epidemic of gripe, followed in January and February by an epidemic of mumps, constituted the greater part of the sickness in school.

Employees have worked harmoniously and to good purpose.

Schoolroom and industrial work have been very satisfactory, considering the fact that we work without any conveniences. Industrial work for boys consists of providing wood and water for use in school, attending to stock, and making garden. Water is hauled from the river, necessitating

much hard and unprofitable work, especially in cold weather. Girls are detailed for ordinary household duties, sewing, care of dormitories, etc.

Buildings are old frame ones, poorly constructed at first, and lacking in all conveniences. They are kept in as good repair as possible, but new ones are badly needed. The only protection against fire is pails and barrels of water in the buildings. The latter are heated by wood stoves and lighted by kerosene lamps, hence the greater need of fire protection.

Buildings with capacity for 150 pupils are greatly needed. There has never been any difficulty in securing a good attendance, and there is an excellent location for a school. Under these circumstances there seems to be no good reason why proper facilities should not be provided.

Respectfully.

VIOLA COOK.

SIMON MICHELET, *United States Indian Agent.*

## REPORTS CONCERNING INDIANS IN MONTANA.

### REPORT OF AGENT FOR BLACKFEET AGENCY.

BLACKFEET INDIAN AGENCY,  
*Browning, Mont., August 20, 1901.*

SIR: I have the honor to submit herewith the annual report of this agency for the year.

The annual census shows the following:

Males .....	1,005
Females .....	1,038
Total .....	2,043

Males above 18 years of age, number 507; females above 14 years of age, 628; Children of school age, between 6 and 16: Males, 200; females, 182; total, 382.

**Education.**—Inclosed herewith is the report of W. H. Matson, superintendent of the agency boarding school. In addition to the school mentioned above, there is a school at the Holy Family Mission, on Two Medicine River, 18 miles from the agency, presided over by Rev. Father Damiani, accommodating about 50 pupils.

Our school facilities are lamentably inadequate. Guided by reports of my predecessors, I set forth the capacity of the agency boarding school at 100. Acting under instructions of Inspector McConnell, I have since advised you that our capacity is 57.

Anticipating the erection of a new school plant at Cut Bank, no repairs have been made on our school buildings for the past two years, and their condition is such as to require apology. The agency carpenters are now at work fixing up the floors and a makeshift for the boys' wash room, but the plastering, the doors, and windows are in bad shape and necessitate a greater expenditure in labor and material than the circumstances seemed to warrant. The site of the school is very much exposed, and the buildings are racked and wind shaken. The work of the school has been seriously handicapped by reason of insufficient help. Important positions were unfilled at critical times. However, in spite of these drawbacks, I believe satisfactory progress has been made, the school force working with industry and interest. But we need the promised buildings.

**Cattle.**—Last spring there were issued 3,500 head of 2-year-old heifers. The cattle commenced to arrive on the 17th of May, and on the 31st of that month they were all issued and branded with the individual brand of the party to whom issued. The cattle arrived in fine condition, and the universal comment was to the effect that the grade was far above that of any previous issue. The people were highly pleased with the issue and have shown an interest in the care of the new stock which speaks well for the future. Instances are frequent, however, where watchfulness is necessary to prevent the transfer or neglect of the cattle. The new cattle have done extremely well and will go into winter in the best of condition.

**Agriculture.**—There is very little grain grown upon this reservation. In some few favored spots grain is grown, but the main dependence of the people must be upon the cattle industry. An attempt was made in the spring to encourage the growing of potatoes and table vegetables among people who had never done so before. Small patches of new ground were broken up and matters looked encouraging, but the weather was very much against us. A prolonged cold, wet period followed the planting, and less than 25 per cent of the seed produced results. While the small gardens failed, the hay meadows prospered, and the yield of grass has been excellent. At no time in the history of the reservation, I am told, has so much hay been cut as has been put up this year. All over the reservation are to be found stack yards filled with hay for winter feeding.

**Court of Indian offenses.**—During the year the court of Indian offenses has handled satisfactorily the usual business coming before it.

**Police.**—A change has been made in our police force during the past year. The substitution of English-speaking officers for those who spoke only Piegan has resulted in greater efficiency.

During the year we have had our force reenforced by quarantine officers for the period covered by a smallpox scare. This scourge was epidemic on all sides of the reservation. The wise alertness of our agency physician and the quarantine officers was alone responsible for our escape.

I thank you heartily for courteous and prompt attention to many requests.

Very respectfully,

JAMES H. MONTEATH,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF BLACKFEET SCHOOL.

BLACKFEET AGENCY BOARDING SCHOOL, *July 20, 1901.*

SIR: I have the honor to transmit herewith the annual report of the Blackfeet Agency Boarding School for the fiscal year ending June 30, 1901. An impartial record of events as they occurred will not be very encouraging reading.

One would suppose that with the increasing inconveniences and exposures incident to a reservation boarding school receiving very little attention by way of repairs for a term of years, the help needed to keep the work up in businesslike order should be promptly on hand at the opening of the school term and steadily remain until the end of the school year. With us, however, it was precisely the reverse in several instances.

Soon as the newly arrived industrial teacher, a good man, could grasp the situation, he applied for a transfer to a school more pleasantly located and better equipped. The coveted transfer came in midwinter, about the time of our worst storms, leaving the superintendent, who had been crippled in one hand while putting up hay in the fall, and the night watchman to care for the stock and other outside matters until additional help could be procured.

By advancing the night watchman temporarily to the position of industrial teacher and filling the place thus made vacant by an appointment from the reservation, we managed to get along until the newly appointed industrial teacher arrived in April.

School opened September 1 with neither matron nor assistant matron on the ground. A matron reached us September 22 and an assistant, or boys' matron, November 13. In November and December vacancies occurred in the positions of seamstress and cook, so that months went by before we were prepared to do satisfactory work. A new laundress came to us from abroad in April.

The mumps invaded the school in September and remained until late in November, during which time most of the children and several employees were confined for a time to the sick room. During the month of April 91 children and several employees were prostrated from a few days to two weeks each with a form of influenza which swept over the entire reservation. During the year there were five cases of pneumonia, two of them very severe, while tuberculosis, the Indians' deadly foe, was present in both forms, lymphatic and pulmonary.

The number of pupils enrolled for the year was 110—57 boys and 53 girls. Of this number 6 boys were transferred to Fort Shaw in October and 2 to Carlisle in April. Owing to ill health 8 children were withdrawn, 3 boys and 5 girls. For the same reason 3 boys and 2 girls were temporarily excused from attendance.

Notwithstanding the claim that pure air and sunlight are inimical to tubercle bacillus, and in no locality can these preventives be found in greater degree, glandular inflammations and enlargements tending to consumption will ever keep our attendance reduced. Of the 13 ailing children who went out from us before the school closed 10 were released on account of this dread malady. Among the number was a girl on whom the school physician had operated until he pronounced her cured, predicting, however, that the ailment would recur in time, which it did three years after the lumps were cut out, and it is very probable that consumption will ere long carry the child to her grave.

If an abundance of nourishing food, taken in small quantities at frequent intervals rather than in larger quantities at regular meals, sleeping in the open air, and basking in the sunshine are to be regarded the main preventive and curative treatment, as some specialists hold, then it is plain that as soon as enlargement of the scrofulous glands is discovered the child should be placed in a suitably constructed and thoroughly furnished infirmary.

Not being provided with anything of the kind, the only thing we can do to prevent contagion is to send the afflicted one home, leaving the glands to increase in size, become soft, break down, and give issue to a chronic discharge until the patient is relieved by death. Of course the scarified features we see about us indicate that in some instances the disease outwardly heals, but I am persuaded that with all the hope held out by the "new science" in the hands of progressive medical men, in the home life of the Indian a permanent cure is not possible.

Since I came to this school, nine years ago, there have been enrolled 418 children—241 boys and 177 girls.

While there have been no deaths at the school in this time, 46 of the number enrolled have died elsewhere—25 boys and 21 girls. Of the 25 boys, 18 died of consumption and 3 of scrofula (running sores), and of the 21 girls 15 died of consumption and 2 of scrofula. With such mortality among what are supposed to be the healthiest children on the reservation, it will be seen that educational work among them must be more or less discouraging.

The average attendance for the year closed was as follows: September, 81+; October, 101+; November, 97+; December, 101+; January, 98+; February, 98+; March, 97+; April, 94+; May, 89+; June, 89+. Total for the year, 95+. October gave the largest average monthly attendance.

While the changes in the employee force and the delays and the interruptions caused by sickness mentioned above were barriers in the way of progress, the proficiency of the children in the different grades of the literary department was well up at the end of the year with the record of previous years.

After the matrons arrived and became conversant with their duties the educational policy of the

Indian Office was kept in view, the girls receiving such training in the various home industries as the facilities of school would allow, and every girl of suitable age to begin to look forward to the actual duties of real life was reasonably well taught in the art of home making. The appearance of the children and the general appearance of things about the buildings improved as the year advanced. The sewing room turned out an unusual amount of work, the quality of the work done in the laundry improved after the change of employees there in April, and an excellent hit was made in December when the cook was installed in the kitchen. I doubt if her superior can be found anywhere in that branch of the service.

On the outside, as has often been said, the principal industry was stock growing. In the general care of the stock the boys had the usual practical training, and in all the intricate and delicate work incident to growing a herd of cattle they were quite skillful. In fact, in some particulars they were more expert than some who have been sent to the school as their teachers in this and other industries.

Our main field product was hay from both tame and native grasses. In the quantity and quality of the hay put up we fell below nearly every previous year. Our very best meadow was ruined by the Great Northern Railroad Company, which ran a cut-off directly through the center of it, leaving one-half of what they did not occupy outside their track, where it could not be reached from the school, and pasturing their horses and mules on what remained. Then the season itself was not propitious. The grass was lighter than ordinary, and heavy rains and snows began early and were so frequent that the hay was considerably reduced in quality before it reached the stack. As a result of it all, the amount put into stack was about 40 tons less than our needs required.

To add to our discomfiture, the continuous rains and snowfalls prevented the upland grass from maturing in the stalk in time to escape injury from frost, consequently it proved to be an inferior quality of feed for winter grazing. Our stock, therefore, came through the winter in the poorest condition I have ever seen it.

In the garden and field the boys worked willingly and well. An ample tract was put to small seeds and about 5 acres to potatoes. At this writing nothing is in sight, however, but beets, potatoes, and turnips, which are looking well, though late. On some of the near-by ranches potatoes did not come up at all, and had to be replanted, while on others the plants froze down to the ground after coming up. All in the merry, mirthful month of May.

I come now to the old story, wearisome alike to writer and reader. The school is sadly in need of improvements and repairs. An old wood shed, flooded with water when it rains in summer and filled with snow or dirt when it blows in winter, is still used for the boys' bathroom.

The cellar contains 2 feet of water from early spring to early winter, which if not frequently bailed out emits a stench that pervades the entire building and the atmosphere in the immediate vicinity on the outside. The expenditure of a small amount of money in drainage would remove this menace to the health of all connected with the school, and give us a fine dairy in summer and storage room for roots in winter. As it now is, the only way we can care for vegetables for winter use is to sack them and cord the sacks on a platform raised above water level.

The floors in the buildings are worn through in many places and patched with blocks of wood and pieces of tin. The plastering is falling in places by the foot and by the yard, while 25 windows are in need of glass, the size of which is not in stock. Certainly something should be done to make this condemned plant habitable if it is to be used indefinitely for boarding-school purposes.

In the observance of the holidays the children took special interest in the ceremonies of Decoration Day. The gathering and arranging of flowers and marching to the cemeteries with flags and music was greatly to their liking.

The Indian Office was courteously considerate of our wants and wishes, for which we are profoundly grateful.

Supervisor Conser, who was with us in February, placed us under obligations by his helpful suggestions and cheerful cooperation in bringing about some important changes. And, sir, your concern in the welfare of the school, marked by every civility and kindness when approached with matters pertaining to its interests, is a pleasurable remembrance.

Very respectfully,

J. H. MONTEATH,  
United States Indian Agent.

W. H. MATSON, *Superintendent.*

## REPORT OF AGENT FOR CROW AGENCY.

CROW AGENCY, MONT., *September 2, 1901.*

SIR: I respectfully submit the following report on the conditions existing on this reservation during the fiscal year 1901:

The outbreak of smallpox and an exceedingly dry year caused a shortage in the Indian crops of grain; however, we succeeded in supplying the Tongue River Agency with 240,000 pounds of flour and a sufficient amount for issue among this tribe and for their own individual wants.

The Indians derived a heavy revenue from the sale of some 14,000 Indian ponies at prices ranging from \$5 to \$12 per head, and the present season it is not noticeable on the range by reason of the taking from the horses the 14,000 last year.

The shipments of beef were also most satisfactory, the larger per cent of these cattle bringing \$5.15 per hundredweight, the total sales netting them \$33,000.

A wholesale stealing of Indian cattle was discovered, the stealing having been in progress a number of years. Some one thousand head of fine cattle were recovered and the prosecution of the thieves begun. Their trial is set in the United States court at Helena, Mont., for November 11. We have also succeeded in breaking up an organized gang of horse thieves who have been operating from northern Wyoming, securing the arrest of two of their number, one pleading guilty and the other being convicted on trial. The balance of the gang have left the country.

Prosecutions for the sale of whisky to the Indians have been very satisfactory, but

seven cases appearing during the year, and in each a verdict of guilty was obtained. These cases were divided between Montana and Wyoming.

The progress of the Government school for the past year has been satisfactory, as far as it was possible to accommodate the number of children of school age. We have 342 available of school age, and the capacity of the Government school is 150 pupils; our average attendance during the year has been 161.

The Catholic mission located on the Big Horn River has had enrolled 56 pupils, making a total of 217 and leaving 125 unprovided for.

We have endeavored to establish a Government school at Pryor subagency, 72 miles distant from the main agency, but have as yet failed to satisfy the Department of Education as to technical points advanced by them, and I would suggest the appointment of some one whose judgment the Educational Department has confidence in to establish this plant at an early date. We have labored to accomplish this end for the past two years. I would also earnestly recommend that the Department instruct an inspector or special agent to visit this agency to investigate our school facilities.

The irrigation system uncompleted on this reservation has progressed most satisfactorily during the past year, and will, it is believed, furnish water for some 18 miles of ditches for next season. All completed ditches on this reservation are an entire success, any one of these ditches yielding the cost of construction in two seasons.

Thanking the Department for the assistance given me, I am,

Very respectfully,

J. E. EDWARDS,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF CROW SCHOOL.

CROW AGENCY, MONT., *August 29, 1901.*

SIR: I have the honor to make an annual report of the Crow Boarding School, under your charge, for the fiscal year ending June 30, 1901.

**Enrollment and attendance.**—There were enrolled 167 children and an average attendance of 161. The school commenced promptly the 1st of September and continued without any interruption until June 30. All pupils were contented and happy, and were without any serious illness.

**Employees.**—With the exception of one or two, the employees have endeavored to do their duty faithfully and honestly, although they were strangers recently transferred from other schools. Much good has been accomplished and the children benefited by their being here.

**Schoolroom work.**—There are five schools—grammar, intermediate, first and second primary, and kindergarten. All have made good progress, but especially will commend the second primary teacher.

Again will I say there should be closer connection and more harmony between the school-room and the outside work—the farm, shops, garden, and stock interests—because it is very important that every child should be a good, industrious, intelligent worker, and one of the greatest needs of this school is the appointment of a good carpenter and shoemaker, so the boys can be taught the use of tools and be prepared after leaving school to build their own houses and do their own work.

**Girls' work.**—The girls are taught cooking, baking, washing, sewing, care of milk, butter making, making carpets, besides housework, care of beds, etc.

**Boys' work.**—The boys work on farm, care for hogs, cattle, horses, milch cows, and do many other things too numerous to mention.

**Farm and garden.**—Consist of 120 acres inclosed in fence, 12 acres of which are devoted to gardens exclusively, and were very productive last year. Some 500 bushels of potatoes were raised, besides melons, beans, sweet corn, cucumbers, squashes, onions, etc.

**Stock.**—The school has at this time hogs, chickens, 2 horses, and 20 head of fine Holstein cows and calves, all thoroughbred. The care of this stock, also farm and garden, is under Mark Wolf, a Carlisle graduate, and he is entitled to much credit.

**Improvement.**—Under this head we are at a loss what to say. We have been waiting, praying, pleading, and planning for a new school building, a decent place for a sewing room, and laundry and bathrooms, etc., but every time we ask or pray, echo is our answer, until we begin to think there is no one in Israel looking after us. This plant should be increased so as to accommodate at least 200 children, and there are plenty of children not in school to fill it.

Thanking you for your kindness, help, and great assistance with the school, I am,

LESLIE WATSON, *Superintendent.*

J. E. EDWARDS, *United States Indian Agent.*

#### REPORT OF AGENT FOR FLATHEAD AGENCY.

JOCKO, FLATHEAD AGENCY, MONT., *September 18, 1901.*

SIR: In compliance with usual instructions, I have the honor to submit this my fourth annual report of conditions existing at this agency.

Five tribes occupy this reservation, as follows: Flathead, Kootenai, Pend d'Oreille,



Spokane, and Lower Kalispel, their total population being 1,638. Number of males above 18, 510; females above 14, 533; children between 6 and 16, 306.

Conditions generally have been favorable and results for the year are fairly satisfactory. Crops were nearly an average. Acreage under fence and cultivation has been largely increased. With good rains and the sale of a large number of Indian ponies during the past two years, the ranges have very materially improved. The good work of disposing of these ponies is still going on, and it is hoped that all in excess of those actually needed for use will be sold. Such a result would be of vast importance to the future of the people of this reservation.

The past winter, while not cold, was long, which necessitated the feeding of cattle longer than usual. Fortunately, the people generally had a sufficient supply of feed to carry them through, and there was little or no loss.

The necessity for surveying and allotting the reservation, a system of irrigation, and a large boarding-school plant is as great as reported last year, and upon these important matters action must be had before these Indians can attain that degree of self-support and civilization for which we are striving. I am glad to report, however, that all of these matters are now being made the subject of investigation by the Department, and it is expected that action will be taken in the near future.

The small boarding school started at the agency in February last has been an entire success. The school was filled to its capacity of 35 almost at once on its opening. This, however, required vigorous action on the part of the school and agency employees, for there was much opposition against the school on the part of the old and ignorant Indians, including Chief Charlos. Improvements have been made during the vacation that will make it possible to care for 10 additional children, making the capacity for the present year 45.

The Jesuit fathers, Sisters of Charity, and Ursuline sisters at St. Ignatius have during the past year provided for about 160 children of this reservation. This number, together with the number in the Government school at the agency, makes less than one-half of the children of this reservation provided with educational facilities. Some provision should be made for the other half without unnecessary delay.

We have had a serious epidemic of smallpox on this reservation during the past spring and summer. It is believed to have been introduced by renegade Cree from neighboring towns that have been afflicted with it for the past two years. There have been about 240 cases, generally among the old people. Thirty deaths have occurred. It has been a great task properly to isolate and treat this class of people. As a rule, the old Indian has no use for a physician and is strongly opposed to being placed in quarantine. They have frequently given us much trouble in getting them into the detention camps. Some have hid themselves, others escaped after being taken. All of this has made it extremely difficult to handle the disease. At this writing, however, we have only four cases remaining, and it is believed it will be entirely stamped out within a month.

Census statistics and report of Principal Teacher Werner herewith inclosed.

Thanking you for assistance rendered, I remain,

Very respectfully,

W. H. SMEAD,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

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#### REPORT OF SUPERINTENDENT OF FLATHEAD SCHOOL.

FLATHEAD BOARDING SCHOOL,  
*Jocko, Mont., September 1, 1901.*

DEAR SIR: I have the honor herewith to submit my first annual report of the Flathead boarding school.

The agency day school terminated and the boarding school opened on the 11th of February and closed for vacation the last week in June. The total number of boys enrolled for the year was 25 and girls 17, making a total of 42 children, while the school can accommodate 20 boys and 15 girls. This is only a small percentage of the number of children on the reservation who are of school age and who are not in any school. Yet it was with no little difficulty that we obtained the desired number, since this agency has such difficulty in getting the Indian police to do their duty.

With the consent of Major Smead and the advice of Special Agent General Armstrong, the industrial teacher and I moved a condemned agency building to the school grounds and fitted it up for a warehouse 24 by 24 feet, one story high, with an annex 16 by 28 feet, two stories high. The upstairs of this annex can accommodate 10 more boys, while the lower story is used for employees' quarters. This enlarges the accommodations of the school to 25 boys and 20 girls; total, 45 in all.

The literary work done was efficient, so far as speaking English is concerned. This was evidenced in the way the pupils handled the English language in carrying out their programmes in the closing exercises of the school; but the class-room work was slow and tedious, owing to the fact that one

teacher was obliged to conduct all class recitations from the kindergarten grade up to the fourth reader.

In speaking of the industrial part of this school, the girls have had splendid opportunities in the kitchen and laundry, under the management of Miss Rice, and housekeeping and sewing, under the supervision of Mrs. Werner. Owing to the limited number of employees, the large girls were taught to do excellent work in these four departments, so that all our large girls can prepare a common meal and make their own garments, besides making their personal appearance neat and agreeable.

The boys, under the care of Mr. Gibeau, fenced, cleared of rocks, and broke about 3 acres of land for a garden, which affords the children a nice variety of vegetables, such as lettuce, radishes, carrots, parsnips, onions, cabbage, and potatoes. Besides this, the boys showed as much interest in planting trees and beautifying the grounds as could be expected.

In conclusion, I wish to thank the office, Major Smead, and Mr. Holland for their support and assistance during the past year.

I remain, yours, respectfully,

CHARLES F. WERNER, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF AGENT FOR FORT BELKNAP AGENCY.

FORT BELKNAP AGENCY,  
Harlem, Mont., August 1, 1901.

SIR: Pursuant to instructions in circular letter dated June 1, 1901, I have the honor to report upon the affairs of this agency, as conducted and maintained for the fiscal year 1901, as follows:

**Agency.**—The agency, which was moved to its present location in 1889, when this reservation was diminished by agreement with the Indians, is situated in the northern part of the reservation, on Milk River, 4 miles south of Harlem, Choteau County, which is the post-office and telegraphic address, also shipping point, via the Great Northern Railway.

**Reservation.**—Fort Belknep diminished reservation, set aside for and occupied by the Grosventre and Assiniboin tribes of Indians, contains approximately 500,000 acres of land in the northern part of the State, within 50 miles of the Canadian line. It is estimated that 50,000 acres is suitable for small farming and raising hay, the remainder being grazing land, except in the Little Rockies, on the south line of the reservation, where pine timber abounds in quantities sufficient for the needs of these Indians in building houses, barns, fences, and keeping same in repair.

Having been stipulated in the agreement of October, 1895, that the Indians of this reservation would not be required to take their lands in severalty, no surveys or formal allotments have been made on the reservation. However, they have been induced to segregate and make their permanent homes in places most favorable to raising a supply of grain and vegetables for home consumption, leaving the balance of the reservation open for stock raising. When the irrigating systems are completed I propose to place on the land covered thereby the young, able-bodied men and women who have been educated and recently married, giving each an informal allotment, with the understanding that it is to be their future home, and to have them go ahead with improvements and carry into practice the results of an education obtained without cost to them.

**Census.**—According to the census taken June 30 last the population is as follows:

Grosventre .....	548
Assiniboin .....	709
Total (males, 595; females, 662) .....	1,257

Children between 6 and 18 years of age: Male, 140; female, 149; total, 289.

There were 31 births during the year and 49 deaths from all causes.

**Earnings.**—The value of products of Indian labor sold to the Government during the year was \$23,173.61, made up from sale of 499,700 pounds gross beef, 147,303 feet rough lumber, 140 cords wood, and proceeds of labor on authorized irrigating systems. They also earned \$1,038.33 by transporting 690,399 pounds of supplies from Harlem to agency and from agency to subagencies. The money thus earned was used by the Indians largely in the purchase of clothing, provisions, agricultural implements, and miscellaneous articles not furnished by the Government. Very little was spent injudiciously. Owing to the fact that clothing is furnished for but 100 old men and the same number of old women, the earnings of the able-bodied must be applied to the purchase of necessaries, the demands for which in this rigorous climate are numerous and costly.

No suffering has inured on account of discontinuing the issue of clothing to all except the old and infirm, and so long as an opportunity is afforded the average

Indian to earn money he will not fail to take advantage of it. They seem proud of results of efforts made during the year, which has been the most prosperous in their history, and their prospects were never better. When the authorized irrigating systems will have been completed and put into operation, a large area of land now useless except for grazing will be reclaimed, abundance of hay will be raised, and the cattle-raising industry will go forward with renewed vigor.

**Education.**—The industrial boarding school, with capacity for 120 pupils, but cut to 99½ on account of discontinuing the use for dormitories of a frame building considered unhealthy in cold weather, has had a successful year under the supervision of Mr. Frank Kyselka, with an average attendance of 109. The work of the several departments has been carried on with due efficiency on the part of all employees, and the usual progress is noted.

A new sewer system was authorized and constructed, which will materially improve the condition as to health and convenience.

While there has been no epidemic, considerable illness among the pupils has retarded the work of the school to some extent, as the limited allowance for help and the fact that no nurse is employed threw the burden of caring for sick children upon employees whose duties ordinarily take up their time in other departments. While the Indians favor the school, and want their children educated, they object to having them do manual labor, especially the younger ones. In order to get through with the laundry work it is necessary to detail boys to run the washing machines. Some few cases of sickness can be traced to this source, and the Indians make a just complaint.

A new laundry with modern steam appliances should be authorized. I have requested that one be furnished for this school. An estimate has been submitted and authority requested for the establishment of proper bathing facilities, but as yet no action has been taken in the matter. The estimate includes bath tubs and lavatories, and both should be furnished. No extended repairs have been made to the original school buildings since their construction in 1890. As a consequence the doors, windows, floors, baseboards, etc., need renewing, and I have recently asked for authority to purchase material and employ labor to place the school plant in a better condition.

St. Paul's mission boarding school has been successfully conducted by the Rev. Charles Mackin, superintendent, under the auspices of the Society of Jesuits, Roman Catholic Church. An average attendance of 90+ has been maintained without expense to the Government. This school and mission is beautifully situated at the Little Rocky Mountains. The people in charge have recently erected a fine chapel, and a new stone building for the accommodation of the girl pupils is now in course of construction. They deserve much praise for the good work accomplished among these people.

**Farming.**—The Indians planted the usual assortment of garden and field seeds last spring, and notwithstanding a severe frost about the middle of June an average crop of vegetables and oats will be raised. They are now busy gathering hay for winter use.

Farming on an extensive scale is not practicable on this reservation. Cattle raising is not only more profitable, but the Indians take a natural interest in their stock, the marketing of which they know is the only sure way of gaining a livelihood on this reservation.

**Indian judges.**—The court of Indian offenses, established last September, has handled cases of minor infractions of rules and reservation laws in a satisfactory manner. They have assisted the agent in his efforts to suppress violations of statute laws, and in many ways made themselves useful in maintaining order.

The police force has kept up its customary efficiency, carrying into effect all orders given. New equipments were provided, and they are now armed with modern revolvers and rifles, and are fully up to the standard of Indian police.

Indictments in two cases before the United States court have been brought. One, a white man, for introducing and giving an Indian liquor on the reservation, pleaded guilty, was fined \$150 and three months' imprisonment. The other, an Indian, for horse stealing, is held for trial at next term of court. Aside from these no crimes have been committed during the year.

Inspector Graves and Supervisor Conser visited the agency during the year, to both of whom I am indebted for suggestions and recommendations. I have also to thank your office for valuable assistance rendered.

Census, statistics, and school report herewith respectfully submitted.

Very respectfully,

M. L. BRIDGEMAN,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SUPERINTENDENT OF FORT BELKNAP SCHOOL.

FORT BELKNAP SCHOOL,  
Harlem, Mont., August 6, 1901.

SIR: The following annual report of the Fort Belknap School for the fiscal year 1901 is respectfully submitted:

Some of the plans made at the beginning of the year could not be carried out, and the improvement of the pupils was sometimes disappointingly slow, but a review of the year's work shows a reasonably satisfactory degree of progress and advancement.

**Attendance.**—There has been a gratifying increase in attendance during the past year, largely due to your hearty cooperation and assistance in the endeavor to enroll in some school every healthy Indian child of school age under your control. Many scrofulous and unhealthy children were refused admittance, and the general appearance of the pupils was much better than in the previous year. The average attendance for the school year was 109½, against 99½ last year, the greatest number present at any one time being 120. There were no runaways.

**Health.**—The school has been fortunate in having another year of surprisingly good health. The pure, bracing air of Montana must receive credit for this, as the sewerage system has been very unsatisfactory and general sanitary conditions very poor. This will be remedied as soon as the new sewerage system now under way is completed. One death occurred at the school and another at the home of a pupil who had been sent away on account of poor health. There was no severe epidemic, but all the pupils were vaccinated as a precautionary measure by the agency physician, who has visited the school daily, or oftener when needed, except when called to attend cases among Indians at the mountains, 30 or 40 miles away. Some of the Indians think that an additional physician should be employed, to reside at the mountains permanently.

**Industrial work.**—Stock raising is the principal industry here, and the school herd, which now numbers over 100 head, affords valuable training to pupils. We were fortunate in coming through the past winter without losing any of our stock. Dairying is taught, and the 8 to 16 cows milked supply the pupils with milk, cream, and some butter. It would be a good plan to replace some of the stock with first-class blooded cattle, and a good bull should be secured for the general improvement of the herd. Chickens and pigs are also raised to consume the waste from the tables and surplus from the gardens, as well as to add an agreeable variety to the pupils' bill of fare.

The garden, of about 15 acres, under the efficient management of J. H. Hauschildt, started out with fine prospects, which were somewhat "nipped in the bud" by the heavy frost of June 5. However, a good supply of potatoes and other garden products will be obtained at comparatively slight expense. Reservation coal has largely replaced the poor \$6 a cord wood formerly used to run the steam pump and irrigating machinery.

The work of the shoe and harness shop has consisted largely of repairing of shoes and mending of harness for agency, school, and Indians. The pupils detailed to Mr. Dodge made very satisfactory progress during the year, one of them now acting as apprentice at \$10 per month and another having been sent to Cheyenne, Wyo., with a former employee of the school to continue his education under a kind of "outing system."

A new steam laundry plant should be provided as soon as possible. No better way of using the money due the tribes here could be found than in making substantial improvements in the agency and school plant, as contemplated in the treaty made with them and as recommended by Supervisor Conser in his report on Fort Belknap School. Modern bathing facilities should also be provided, together with a more satisfactory water system, these matters being, I think, now before the office for consideration and action.

The work of the sewing room, engineering department, bakery, kitchen, and laundry has been satisfactorily carried on by the employees in charge of these departments.

The engineer now devotes all of his time to school work, having charge of the steam heating and gasoline-gas lighting plants, in addition to his other duties. It is his opinion, in which I concur, that the present heating system will be inadequate for the proper heating of the school building during very cold weather with the poor coal now used, which is surface mined on the reservation. With a good quality of wood or coal there would probably be no trouble, although the extremely cold weather which sometimes prevails here puts a heating system to a severe test. The lighting system was somewhat unsatisfactory last winter, but seems to be all right now.

**Literary work.**—Satisfactory progress was made during the year. A very creditable Christmas cantata was given by the pupils, and the closing exercises reflected great credit upon pupils and teachers, many of the visitors seeming to be of the opinion that they compared very favorably with entertainments given by children in white schools.

Sunday-school work was carried on during the year, and thanks are due to Rev. E. M. Ellis and the Presbyterian board for Sunday-school supplies donated. Pupils were encouraged to attend church services whenever an opportunity offered itself. Father Vasta held services once a month in the chapel near the school, and Rev. Wagner, of Chinook, preached a nondenominational sermon at the school every two weeks during the latter part of the year. Bishop Blondel favored the school with a very enjoyable lecture describing his visit to Jerusalem and the Holy Land. Religious or ethical exercises were held every alternate Sunday evening under the direction of officers of the school, in regular rotation.

Friends of the school at Harlem, Great Falls, Anaconda, and elsewhere were very generous in their contribution of Christmas gifts for the pupils, so that, with donations made by employees, a very happy Christmas time was enjoyed by all, including the donors. An occasional entertainment by outside talent added much-needed variety to the regular school routine, and the annual picnic was a great success. Thanks are due to all friends of the school for their kind and substantial help, which has been a source of much encouragement to the officers of the school in their efforts to make good, producing citizens out of the Indian pupils.

**Improvements.**—A new school building was completed last fall, and has been of great help in the school work. Mr. S. J. Bailey deserves great credit for the watchful and conscientious manner in which he superintended its construction. A new sewerage system is now being put in, after plans of Mr. A. E. Cumming, civil engineer in charge of the irrigation systems of the agency.

Upon the completion of the new building I reported the capacity of the school as 130, but the agency physician decided that the old frame building moved over from the agency some years ago was unfit for use in winter, being a "regular pneumonia breeder," and ordered its use discontinued. The actual dormitory capacity, according to rules, is a fraction under 100, but when the old frame building is repaired, as recommended by Supervisor Conser and yourself, the capacity will be substantially increased.

The spare time of all male employees was occupied in making such alterations, improvements, and repairs as are always necessary at a school of this kind. Many needed repairs could not be made because of the lack of lumber and other material. An estimate of material and labor needed is now before the office, and I trust will receive favorable consideration.

**Needs.**—Besides the above and the new laundry building and equipment already mentioned, a carpenter and paint shop, with storage room for storm windows and sheds, stoves, building material, etc., is much needed. The building now used as a laundry and bath house would be excellent for this purpose, although poorly adapted for its present uses. There ought to be a larger kitchen for the pupils and a separate one for the employees' mess. If the frame building is repaired, part of it could be used as a mess kitchen and dining room.

I would recommend a two-story and basement brick building, about 30 by 60 feet, connected by a kitchen with the main building, as suggested by Inspector Graves. The basement should contain boilers to heat the entire school plant and run the laundry machinery, together with ring baths and other bathing facilities. The first floor should provide for laundry machinery and drying room, and the second floor could be used for sewing room and shoe and harness shop. The frame building now used as a shoe shop does very well in summer, but it is too cold to use for this purpose during the extremely cold weather which sometimes prevails here.

A new building should be erected for the use of the superintendent and employees, and the rooms now occupied by them used for dormitory purposes.

The water system should be improved and the water taken from the river above the school instead of from below as at present.

After the material and labor recently asked for is provided, many other improvements can be made by the regular employees, such as providing storm windows where most needed, building and extending sidewalks, making a new fence, storm houses, and a small house for the hose cart. A good-sized corral and cattle shed and a new chicken house are among the needed improvements for which material has been requested. New floors are needed in many of the rooms, together with wainscoting, new lockers or clothes closets, etc. Some plastering should also be done, and the frame building repaired, as already suggested.

**Employees.**—All the employees except one were satisfactory and deserve great credit for the good work accomplished.

The new industrial teacher is a good band leader and, when the new instruments already authorized are secured, a school band can be organized and will add much to the pleasure of pupils, employees, and friends of the school, besides being of great educational value.

**Inspections.**—The school was honored by visits from Inspector Graves and Supervisor Conser, from whom many valuable hints and suggestions were received and carried out during the year.

**Conclusion.**—My acceptance of a promotion to the Hoopa Valley School, California, will sever relations with yourself and your agency clerks and other employees, which have been unusually pleasant and harmonious. If all agents were as kind, courteous, and considerate as you have been, and if they upheld the superintendent in all official acts as you have me, the Indian service would run more smoothly, and perhaps there would not be such a strong sentiment in favor of abolishing agencies and agents and placing the Indians and agency work in charge of school superintendents whenever possible.

Very respectfully,

FRANK KYSELKA,  
*Superintendent.*

M. L. BRIDGEMAN,  
*United States Indian agent.*

## REPORT OF AGENT FOR FORT PECK AGENCY.

FORT PECK, MONT., AGENCY, *August 17, 1901.*

SIR: I have the honor to make the following report of affairs at this agency for the fiscal year ending June 30:

**Population.**—There are two tribes at this agency; the Assiniboine number 620, the Yankton 1,182. There are 404 children of school age.

**The reservation.**—The reservation is situated in the extreme northeastern portion of Montana and contains about 4,000 square miles. It is not adapted for agriculture, but is an excellent stock-growing country. It is well watered and fairly well timbered.

**Education.**—There is but one Government school on the reservation, to wit, the Poplar River Industrial Indian Boarding School. I believe that this school is the largest reservation boarding school in the service. A full report of affairs by Superintendent Meagley is herewith inclosed, and renders further comment by me unnecessary. I desire, however, to say that most excellent work has been done during the past year by Superintendent Meagley and his corps of employees. A portion of the school plant is in good shape, but there is a great need of new buildings being erected. In point of fact, something in this line will have to be done in the near future. I do not feel like entering into any extended comment on this matter, for it has been the subject of recommendations for years past.

There is a boarding and day school conducted at Wolf Point by Mrs. C. D. King, who is a missionary of the Presbyterian Church. Most excellent work has been accomplished by her during the past year. Her school has been largely maintained by the parents of the pupils attending. I can not speak too highly of the work Mrs. King is doing. In my report of last year I spoke rather disparagingly of this school, and at that time I thought my criticisms were justified. Mrs. King has certainly made a success of her school, and I take great pleasure in saying so.

Valley County maintains a public school at the agency and has an attendance of about 40, consisting mainly of children of the employees.

**Agency work.**—The work during the past year has been merely routine. No new improvements of any kind have been undertaken. We have endeavored to procure employment of various kinds for the Indians and have been quite successful in this line. A large number of them have obtained work from the Great Northern Railway Company, and their earnings have been considerable. It will be my endeavor to

keep up this matter, and I think that considerable benefit will result to the Indians from the employment furnished by the railroad company.

**Indian police.**—The Indian police at this agency number 19. They are reliable and efficient.

**Court of Indian offenses.**—The work done by the Indian court the past year has been highly successful and all that could be desired.

**Religion.**—The Presbyterian and Roman Catholic denominations maintain missions at this agency. A very large percentage of the Indians belong to one of the two churches. The missionaries are faithful, energetic, and have certainly accomplished a great work among these people.

**Allotments.**—None of the land on the reservation has been allotted. Seventeen allotments have been made of lands contiguous to the reservation.

**Irrigation.**—The lands under the Poplar River ditch have been farmed by the Indians. The season has been fairly favorable and quite a crop will be made. I estimate that they will raise fully 15,000 bushels of potatoes. Considerable quantity of corn will also be raised.

**Live stock.**—The Indians have done extremely well during the past year with their cattle. Over 2,000 calves were branded on the spring round-ups.

**Marriage.**—The rules and regulations relative to marriage formulated by the Indian Office have been strictly observed. In fact, for years past nearly all the Indians have been legally married by the missionaries. There are no polygamists on the reservation. The morals of the Indians in regard to their marriage relations are excellent, and will average with any community of the same size.

**Recommendations.**—I would respectfully renew my recommendation, made in my report of last year, that the Government purchase the entire reservation from the Indians and abandon this agency. The proceeds, in case this was done, should be paid direct to the Indians, if they were able to use it, or in case it was desirable to have them sent to some other reservation, could be added to the funds of the reservation to which they were sent. The Assiniboin should be sent to Fort Belknap and the Yanktons to the Standing Rock Agency. This could be done as well as not, and this agency wiped off the face of the earth. This is not a new recommendation by any means, and does not emanate entirely from myself. I believe it was made years ago by General Heth and General Armstrong.

Very respectfully,

C. R. A. SCOBAY,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF FORT PECK SCHOOL.

POPLAR, MONT., July 25, 1901.

SIR: In this, the twentieth annual report of the Poplar River Industrial School, I have the honor to report nothing of a new or sensational character.

The attendance during the last year has averaged 195. With satisfactory management, compulsory education, and an absence of epidemics, this can be assumed as a maximum average. All children known to be physically qualified were enrolled in some school.

The employees as a whole are experienced and well equipped. But few changes, and they are of a minor character, have occurred during the past two years. This has brought about a more intimate acquaintance between employees and pupils, to the advantage of the latter.

Your attention is called to the incomplete condition of this plant. It now has a magnificent water and sewerage system, good fire protection, two new dormitories with a capacity of 140, a well-equipped hospital, an excellent steam laundry, a new barn, a fine herd of dairy cattle, and a good garden. The complement of this is a dozen buildings of upright cottonwood pickets. Erected twenty years ago as temporary barracks, they have already received repairs far in excess of their original cost and now demand an immediate outlay beyond their future worth. In lieu of these extensive and expensive repairs I earnestly urge the early completion of the plant as originally designed.

Thanking my associates, both agency and school, and the Department for that cooperation which has made the year one of thorough unostentatious work, I am,

Very respectfully,

W. E. MEAGLEY, *Superintendent.*

The honorable COMMISSIONER OF INDIAN AFFAIRS.

(Through C. R. A. Scobey, United States Indian agent, Fort Peck Agency, Mont.)

#### REPORT OF AGENT FOR TONGUE RIVER AGENCY.

TONGUE RIVER AGENCY, MONT., August 5, 1901.

SIR: I have the honor to submit my annual report of affairs at this agency for the fiscal year ending June 30, 1901.

**Name.**—The present name, "Tongue River Agency," is inappropriate, the agency

being situated 20 miles distant from Tongue River. The name should be changed to Northern Cheyenne Agency, which would be more appropriate, as Executive order of March 19, 1900, designates this as the "Northern Cheyenne Indian Reservation."

**Reservation.**—Is situated in the southern part of Rosebud County, Mont. Executive order of March 19, 1900, increases the area of territory set apart for the permanent use and occupation by the Northern Cheyenne Indians to about 460,000 acres, the greater part of which can only be used for grazing purposes, being of a broken and hilly nature, covered with large bodies of pine timber, and interspersed with abundant springs of pure water for stock. These Indians should have at least 1,000 head of stock cattle to start with, which would be a step in the direction of placing them in a position to help themselves make their own livelihood in the future.

**Settlers.**—The settlers from whom the land was purchased for use of Indians are all removed from the reservation. The seven settlers who were found to be within the limits of the reservation after the line was run from Rosebud to Greenleaf Creek are still residing on their places.

Inventory was taken before each settler removed of all improvements sold the United States, taking as a guide the schedules compiled by Inspector McLaughlin, who entered into agreements with the settlers. All the property was found in fairly good condition, except in two cases which have been reported. Some of the irrigating ditches on Upper Rosebud are not in very good condition, being injured by high water, the late owners and occupants of places neglecting to keep up the necessary repairs. It will require some labor and expense to put them in proper shape, which I expect to have done this fall by the Indians.

**Farming.**—There is not much to be said about farming, as the larger part of the land on this reservation is not adapted for farming purposes, on account of lack of sufficient water to irrigate the high lands. On the river and creek bottom lands, where water can be got on the lands, good crops can be raised. Since the removal of the settlers and the placing of Indians on the farms, I anticipate better results, having divided the reservation into separate districts, with a farmer in charge of each district.

**Educational.**—School facilities are rather limited on the Northern Cheyenne Indian Reservation. The day school located at the agency, with capacity for 32 children, has had an average attendance of 31 during the past year, which is a remarkable attendance considering the conditions under which these people live and the long distance some of the children have to come to school. I have had to use the police less this year than last in keeping the children in school. The old grandmothers are the worst obstructions that the police have to encounter in getting the children in school. A view of the inside of the agency guardhouse has the desired effect upon the nerves of the old women and generally breaks up their interference with our school.

The schoolhouse of logs has three rooms—recitation room, sewing room, dining room and kitchen combined. There should be some provision made for an addition of at least two rooms to the school building this fall; a dining room and wash room are badly needed.

Mr. Kohlenberg, the teacher, and his wife have both been energetic in their work. To them is due the credit of raising the school up to its present standard, which I consider excellent.

St. Labre's Mission School, located on Tongue River, about 20 miles east of the agency, conducted by the Ursuline nuns, is an industrial boarding school, with capacity for 65 children, and has had full attendance during the past year, without cost to the Government, as the entire expense of operating this school is defrayed by Bishop Brondel, of the Catholic Church, and the nuns. There are six female missionary teachers and one missionary priest at this school. There has been no difficulty in keeping the children in this school during the past year. Parents in almost every instance have taken their children and put them in school when directed, without having to send the police to put them in, which speaks well for the manner in which the school is conducted. The nuns are at least to be commended for the effective work done among these Indians in educating the children and civilizing the older ones.

The combined capacity of day school and St. Labre's mission school is about 100, leaving at least 250 children of school age without school accommodations on this reservation. These Indians should have more ample school facilities. A boarding school of at least a capacity for 200 children should be built at the site selected on Upper Rosebud. These Indians having no treaty with the Government, have to rely solely on the gratuity of Congress for their support. In order to advance them on the road to civilization, the proper school facilities should be furnished them, giving them equal chance with Indians of other tribes.

**Crimes.**—The police have made during the year 51 arrests, for the following offenses:

Polygamy.....	5
Killing cattle.....	14
Outraging females (Indians).....	15
Attempt to outrage (Indians).....	11
Wife beating.....	1
Drunkenness.....	3
Malicious mischief (breaking into day school).....	2

After a careful and impartial investigation of all the facts in each case, the defendants being permitted to testify and have witnesses examined in their behalf, 38 were found guilty as charged, and punished; 13 were discharged, evidence not being deemed sufficient to convict.

**Sanitary.**—The health of the Indians has been good; no contagious disease among them during the past year; a few isolated cases of smallpox among the whites along the southern border of the reservation; no cases among the Indians, probably owing to the precaution taken to prevent the disease from getting on the reservation.

**Buildings.**—Agency buildings are log, with the exception of agent's dwelling, office, warehouse, and granary, which are frame. All need more or less repairs. Agent's dwelling house should have a new foundation put under it, as the walls are settling, caused by the sills under the walls rotting away. The day school should be repaired, as the walls of that building have settled several inches, making it impossible to open the outside doors fully. The blacksmith and wagon shops are in rather dangerous condition, having earth-covered roofs, which are rather heavy for the walls, causing them to press out, making it necessary to brace inside to keep the building from falling; wagon sheds are in same condition. New shops and sheds should be built.

**Police.**—The force consists of 1 captain, 1 lieutenant, and 23 privates, of which 1 officer and 2 privates are kept constantly on duty at the agency office, a change in the detail being made once in every two weeks. Those not on duty at the agency are stationed in different parts of the reservation. They deserve a great deal of credit for the intelligent manner in which they perform their arduous duties.

**Earnings.**—The Indians have transported with their own teams from railway stations to agency during the past year 497,270 pounds of freight, for which they were paid \$3,615. They earned from the products of their own labor sold to Government \$1,700, and earned from their own labor performed for ranchers and farmers in the vicinity of the reservation \$650, a total of \$5,965.

**Population:**

Males over 18 years.....	352	
Males between 6 and 16 years.....	194	
Males of other ages.....	126	
	—	672
Females over 14 years.....	452	
Females between 6 and 14 years.....	161	
Females of other ages.....	111	
	—	724
Total.....		1,396

An increase of 17 over last year.

I inclose herewith report of W. C. Kohlenberg, teacher of day school at this agency.

In conclusion, I desire to thank the agency employees for their cordial support in the work, and the honorable Commissioner's office for the prompt manner in which our wants were supplied.

Statistics forwarded herewith.

Very respectfully,

J. C. CLIFFORD,  
United States Indian Agent.

The COMMISSIONER OF INDIAN AFFAIRS,  
Washington, D. C.

REPORT OF TEACHER OF TONGUE RIVER DAY SCHOOL.

TONGUE RIVER AGENCY, MONT., July 1, 1901.

SIR: I have the honor to submit the annual report of the agency day school located at Lamedeer, Tongue River Agency, Mont.

This school consists of one log building of three rooms. It is very much in need of repair. Much of the mortar is loose between the logs. The lower log is rotting so that the sides are sinking, making it impossible to open the doors over halfway.



The capacity of this school is 32. During the past year the average daily attendance was 31 $\frac{3}{4}$ , which is the largest in the history of the school. The enrollment was 48. Of this number 10 attended only from four to thirty days, or an average of 16.8 days for the year. Five boys came from the distance of 5 or 6 miles every morning during the year, and the last two months 10 boys came from 5 to 14 miles every morning. This was caused by parents moving to their farms for spring work. The enrollment of girls was small. There are few girls within reasonable distance of the school.

The schoolroom work during the year was satisfactory, the attendance among the more advanced being regular. The progress in speaking English was good, several of the children now using it quite well. The individual plan of instruction was used, especially among the beginners.

Kindergarten work received attention, especially for the smaller ones. We hope to have more books and material to work with next year. In this work it is as necessary to have material to work with as in boarding schools.

Industrial work was carried out as far as possible. The boys were required to keep the schoolroom in order, scrubbing it every Friday evening. They also carried the water for the school, took care of the yard, and planted and cultivated a garden. This spring the larger boys whitewashed and painted the inside of the entire building, with the teacher's help. This was done more as a sanitary measure, and not for permanency.

During the spring there is enough work of excellent quality to keep the boys busy; but in winter, when it is too cold to be outside, there is not over two hours' work weekly for the boys to do. It seems to me that some kind of work would be provided in day schools for the boys, where they could be instructed in the use of the common tools for woodworking; not, however, for the purpose of teaching a trade, but for the knowledge gained thereby. Of course this would require a room to itself, and require a small outlay for tools; but I think that it would be one of the best means to secure regular attendance and the good will of parents.

On account of the very dry season last year our garden was a failure. Only about 500 pounds of potatoes were raised, besides a quantity of radishes, lettuce, peas, beans, etc.

The girls receive training in sewing, housekeeping, cooking and baking, and washing and ironing. There is always plenty of work for the girls, and considering the number in attendance a large amount of work was done.

The girls are taught to make all kinds of garments. The following were made during the year: 33 girls' aprons, 33 dresses, 78 suits underwear, 30 shirts, 14 sunbonnets, 48 towels, 18 pairs pants, 1 coat, 18 pairs of pants cut off at bottom and turned.

The following were made for the children's parents, they furnishing the material and assisting when possible: 85 sheets, 36 pillowcases, 42 babies' dresses "white" style, and over 200 dresses Indian style.

It takes but 5 yards for a dress for the average woman in Indian style, where it takes 9 or 10 yards in "white" style; besides it takes no skill to make an Indian dress. Hence, it will be some time before these women will spend twice the amount of money for a dress than they think necessary, or do ten times the work on a "white" dress that it takes to make an "Indian" one.

Mending for the children was done in addition to the above. This consumed much time, but the Cheyennes need to learn it, for they are very poor.

Besides working in the sewing room, the girls assisted in preparing the lunch for the school and in doing the general housework. Daily details were made for this purpose.

The hardest part of the girls' work was the weekly washing. This consisted of about 35 suits of underwear, 35 pairs of socks and stockings, 24 shirts, 18 to 20 aprons, shawls, towels, dresses, etc., all of which was done on two washboards. During the winter months it was impossible to do this with the girls alone, so we had the mothers come in and help. Two wash machines were asked for last year, but thus far they have failed to arrive. The children bathed every Monday at the school and changed clothes.

In conclusion, I wish to say that the facilities for educating these children are very limited; 32 can be accommodated at this day school and from 50 to 65 at the mission school, or from 85 to 100 in all. This leaves nearly 300 without schooling, there being nearly 400 of school age on the reservation. It seems too bad to see that many children growing up in ignorance and idleness. The proposed boarding school for this reservation should be built as soon as possible.

I wish to thank Hon. J. C. Clifford, United States Indian agent, for his courteous conduct toward me and the assistance given the school during the year.

Very respectfully,

W. C. KOHLENBERG, *Teacher.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through J. C. Clifford, United States Indian agent.)

## REPORTS CONCERNING INDIANS IN NEBRASKA.

### REPORT OF AGENT FOR OMAHA AND WINNEBAGO AGENCY.

WINNEBAGO, NEBR., *August 24, 1901.*

SIR: In compliance with the rule of the Department, I have the honor to submit herewith my third annual report of affairs at this agency.

The Omaha and Winnebago Agency is located near the eastern limit of the Winnebago Reservation, 20 miles south of Dakota City, Nebr., which is on the Chicago, St. Paul, Minneapolis and Omaha Railway, from which point supplies are hauled to the agency. Dakota City is also the telegraphic address of this agency. Up to this date we have depended upon the mail for the delivery of telegrams from Dakota City, and often the delay is such that letters mailed at Washington will reach us in the same mail as telegrams forwarded the same date. I am pleased to note, however, that arrangements have now been completed for the extension of the telephone line to this agency.

The Omaha and Winnebago Reservation contains 250,000 acres. This was originally all Omaha lands, but in 1865 the Omaha sold to the Winnebago 98,000 acres,

and later, in 1874, 12,000 acres more, so that now the Winnebago Reservation contains 110,000 acres, and the Omaha 140,000 acres. Taken as a whole, the reservation is one of the finest tracts of agricultural land in the State of Nebraska. A small tract of rough land bordering the Missouri River on the east is fairly well timbered, affording abundant fuel supply. The balance of the reservation is made up of the valleys of the numerous streams passing through the reservation and moderately rolling prairie.

The Chicago, St. Paul, Minneapolis and Omaha Railway passes through the Winnebago Reservation on the west and forms the southwestern boundary of the Omaha Reservation. There are four railway stations on or joining the reservation, giving the best of market facilities for that part of the reserve.

**Agency buildings.**—The buildings at this agency are old, most of them having been erected in 1865 and 1866, when the Winnebago Indians were removed to Nebraska. They are in fairly good repair and afford comfortable quarters for agent and employees. The most serious fault is the poor water supply, the agent's dwelling and three of the employees' houses being entirely dependent upon water hauled by team. If the appropriations will admit, this serious trouble should be eliminated at the earliest possible date.

The business at this agency pertains as much to the Omaha as to the Winnebago. The agency is located on the Winnebago Reservation, 10 miles distant from the Omaha school and the old Omaha Agency, in which vicinity the Omahas largely reside. To facilitate the transaction of business with the Omaha, such as executing leases, collecting and disbursing rentals, one day at least each week is spent by the agent and two clerks at the Omaha school. The only room available in which to transact this business is the school physician's office, which is much too small for the purpose. We have at the Omaha school a building erected for school shops. Only a part of this building is now required by the school, and at a very small expense the unused portion could be converted into a comfortable office. With so much business to transact with the Omaha I consider this would be a wise expenditure.

**Census:**

Omaha—		
Males of all ages .....	623	
Females of all ages .....	580	
Total .....		1, 203
Children of school age.....	334	
Increase of population during the year.....	21	
Winnebago—		
Males of all ages .....	596	
Females of all ages .....	535	
Total .....		1, 131
Children of school age.....	303	
Decrease of population during the year .....	28	

**Allotments.**—The allotting of the Omaha lands was practically completed in January, 1900, a few unsettled claims for allotment only remaining for adjustment. Practically all the Omaha lands are now disposed of, except certain tracts held pending the decision of suits now in the United States court where certain parties claim to be of Omaha blood and entitled to an allotment.

Special Agent John K. Rankin completed the Winnebago allotment early in the present year. His task has been a very difficult and perplexing one on account of the many conflicts in the two previous allotments. The work, however, has been very carefully done and has given general satisfaction. Only a very small amount of tribal land remains unallotted, and the few remaining tracts will doubtless be required in the adjustment of a few pending claims for allotment.

**Leasing.**—The leasing of the very large amount of surplus allotted lands on this reservation—the collecting and disbursing of rentals—not only involves a vast amount of labor but is a very vexatious and difficult task, involving as it does the determination of heirships to lands, the evidence to determine which is often vague and conflicting. There is, and always must be, a very large surplus of lands on this reservation that must either be leased or allowed to go to waste. If every man, woman, and child enrolled with these people, counting in all who are permanently absent from the reservation, should cultivate an average of 20 acres each they would use up but 50,000 acres, leaving as a surplus 200,000 acres. This surplus is practically all good agricultural land. It is now largely under lease and in cultivation.

The wisdom of permitting any leasing of allotted lands has been questioned, and

it is doubtless true that reasons exist for this view; but the conditions at this agency justify me in saying that there can be no question of the wisdom, justice, and absolute necessity of continuing the policy now in force or some other that would accomplish the prime object, viz, that the aged and helpless men, women, and children shall derive from the land held by them in severalty the largest possible income for their support, an income without which they must exist in absolute want. The 200,000 acres of this reservation in excess of what we can reasonably expect the able-bodied men to cultivate is largely the property of this helpless class.

The laws and rules governing the leasing of Indian lands are now well understood, and a much better class of renters is secured than formerly. The rule requiring certain improvements in addition to cash rentals is wise; but I am sure that a modification of this rule, so that in certain cases a portion of the rentals derived from the part of an allottee's holding under lease should be applied to permanent improvements on the part of the allotment retained and occupied by the allottee as a home would in many cases result in more permanent benefit than the rules now applied. Many of the tracts now under lease have all the improvements required, while the home place buildings require repairs or that new buildings be erected. Especially among the Omaha we have quite a class who are very progressive, and to encourage such and show that special confidence is placed in them I would recommend the following change in the rules governing the leasing of these lands:

That when it shall appear to the satisfaction of the agent that an allottee, by reason of industry and thrift, is well qualified to transact his own business, that in drawing leases on such allottees' surplus land the clause which now requires the payment to be made to the United States Indian agent be changed to read "payable to lessor;" that accompanying leases so changed shall be a statement of the amount of land cultivated by the lessor and a certificate of the agent that the party is thrifty, progressive, and qualified to transact his own business. Such a change in the rules would not only be very pleasing and encouraging to this class of Indians, but it would also tend to stimulate other allottees to qualify for this class.

The disposition of rentals derived from lands allotted to or inherited by minors is a question that has heretofore received much attention, but so far no adequate remedy has been found. Up to this time the rentals have been used by the parents or guardians, and in most cases it is not required either for their support or education, as every child of school age is or should be in a Government school, where everything required for support and education is provided. These rentals, if allowed to accumulate until these minors arrive at their majority, would furnish the necessary means for them to make a start in life. As it has been impossible under the existing laws to accomplish this much-to-be desired object, I would suggest that a bill be introduced into the next session of Congress that would cover the case.

**Crimes and liquor traffic.**—Except the violation of marriage laws there have been but few crimes committed by the Indians during the past year, and for these few the liquor traffic is directly responsible. Many arrests have been made for violations of the liquor laws, and the parties arrested are now under bond to appear in United States court. On account of the prevalence of smallpox on the reservation last spring the cases pending were not brought up in the United States court, but continued until the fall term, and the trial of these cases will doubtless result in a number of convictions.

It is evident that some of the towns adjoining the reservation foster and encourage the liquor traffic to attract the Indians to their town, when, with the aid of liquor, it is easy to get the last cent in their possession.

**Education.**—The schools on the reservation are as follows: The Omaha Boarding, a Government school, with accommodations for 60 pupils. The average attendance at this school during the past year has been less than formerly, attributed to two reasons—first, the large number of Omaha children attending nonreservation and district schools, so that the available children on the reservation of school age were barely sufficient to fill the school; second, smallpox has been prevalent on the Omaha Reservation during a large part of the school year, and it was considered unwise during part of the time to take any new children into the school. The plant is old, constructed of wood, but with the repairs now being made is in fair condition. For a more detailed report of this school I would refer to the report of Superintendent Ratliff accompanying my report.

The Winnebago boarding school has not been in session since 1898, at which time the plant was destroyed by fire. A new plant, however, is now completed, with accommodations for 80 pupils, and the school will be opened by September 10.

Besides the Government boarding schools, we have the district schools located on all parts of the reservation. These district schools are established and operated under the State laws, primarily for the benefit of the white population living on the res-

ervation. I find that during the past year 137 Indian children have attended these schools. Most of the districts have a contract with the Government for the Indian children. When the Indian children attend these schools regularly this arrangement is very satisfactory, but too often the attendance is very irregular, and the enrollment in district schools is merely to avoid sending to the Government boarding schools.

**Sanitary.**—The report of the agency physician for Winnebago, as regards the health and sanitation of these people, can be embraced in a few words. Taking the year past as a whole the record is a satisfactory one as regards the prevalence of disease, the small death rate, and the increasing demand for the attention of the physician when needed.

Each year shows a decided improvement upon the one preceding as regards the increased number of those abandoning their old-time superstitions in resorting to their "medicine men" when sick. It is safe to say that the large majority of these Indians call upon the agency physician when sick and follow his directions and advice.

While on every side of this reservation, during the entire year, smallpox has prevailed, through the strict enforcement of quarantine measures and careful and repeated vaccinations but a single case has developed here. This case was seen early and every precaution taken to prevent infection of others. No other cases have arisen, and with the great majority protected by vaccination there is little fear of a further spread.

No agency physician is regularly employed for the Omaha. Last December an epidemic of smallpox broke out among the Omaha, and on January 9 special authority was granted to employ Dr. E. A. Sears, the contract physician at the Omaha school, during the epidemic. From the report of Dr. Sears I find that he has treated 149 cases of smallpox, of which 7 died—3 adults and 4 infants; 173 visits were made and 41 houses disinfected, and that no case has been traced to a house that had been disinfected, but that the disease was spread by persons who would visit the sick while the disease was in its infectious stages. As strict a quarantine as possible was preserved. Cases were concealed for a time, which aided in the spread of the disease. The Omaha police were efficient in ferreting out cases and keeping up the quarantine.

Besides the smallpox there were 7 cases of diphtheria and 2 of scarlet fever, all of which recovered. Mumps have also been epidemic on the reservation for the six months past. Outside these epidemics the general health of the Omaha has been good and the death rate low.

**Agriculture.**—The season has been a peculiar one, up to July 1, favorable for all kinds of crops. The month of July was unprecedentedly warm, and without rainfall. This condition has materially affected the growing crops. Wheat and oats were well matured before the hot, dry weather, and are a good crop, and at this date, August 24, the thrashing is in progress. Corn has been much injured by the dry weather and lack of rain in July, but with as favorable weather in September as has been August, will make about half a crop. Potatoes are almost an entire failure. The hay harvest is now in progress and is a fair crop.

In making a general review of affairs at this agency, I find that the conditions are so dissimilar as to the Omaha and Winnebago tribes, that it will be necessary to treat of them separately.

The condition of the Omaha Indian is improving from year to year. They are better clothed and fed, and most of them are comfortably housed. A marked change for the better can be noted in the appearance of their homes and the pride displayed in the possession of a nice house. Good horses, well cared for, are the rule, and all have a good spring wagon or top carriage. The amount of land cultivated by the Omahas has increased, and the character of the farming improves each year. The Omahas fully appreciate the value of education, and little trouble is experienced in inducing them to place their children in school. The only difficulty we have experienced in this respect is that so many have been sent to nonreservation schools that there are not enough remaining on the reservation to fill the home school. Few farming communities in the country can make as good showing as the Omaha Indians in the per cent of children attending school. The Omahas, to a large extent, appreciate the advantages of citizenship, and are willing to assume the responsibilities and abide by the laws. This is illustrated by their willingness to conform to the laws in relation to marriage, which is a radical departure from their old tribal customs, yet they appreciate the necessity of the change.

A careful review of the condition of the Winnebago is not altogether encouraging. In some respects improvement can be noted, while in others the reverse is the case. That they are better clothed and fed than ever before in their history is true, and the

large majority are fairly well housed. The number of Winnebago who are farming to any considerable extent has not increased, and the character of the farming is poor. There are among the Winnebago quite a number of young men who a few years ago made a good start and were doing well, who have now gone back, abandoned their farming, and are doing little or nothing.

In looking for the cause of this retrograde movement I find that the increased income derived from that portion of the allotments that are under lease has had an effect by increasing their income without exertion on their part; but this is not the only cause, or is it in my opinion entitled to first prominence.

Careful study and investigation of this question leads me to believe that the chief cause of these many failures is to be attributed to an unduly developed trait in Winnebago character—that of generosity, or rather, hospitality. This characteristic of the Winnebagoes has been fostered and developed by the long years of tribal life. If a Winnebago Indian exercises ordinary prudence and economy, so that all that he has is not at the disposal of his friends, he is simply ostracized. A Winnebago's home is always open to his friend and neighbor, and he is always ready to divide with him the last provisions in the house. In the abstract this is a commendable trait, but as practiced among the Winnebago it becomes a positive evil by removing all incentive to industry and thrift. The scripture, as applied to the Winnebago, should read, "For to every one that hath *not* shall be given, and from him that *hath* shall be taken away," or consume the last of the provisions in the house.

I have in mind a number of young Winnebago who some years ago moved on to their allotments in the western portion of the reservation. In most instances a house was erected for them by the Government, and they were also provided with teams, wagons, and farming tools. The majority of these young men were, for a time, industrious and successful, but year by year the number of those who persevered has become less until now only two or three remain, and the cause of this failure is simply this: they have been "eaten out of house and home" by their visiting friends, who would use their homes for hotels on their numerous trips to the railway towns in the western part of the reservation. The hospitality is carried to that extent that the last setting hen and brood sow is slaughtered to provide for the uninvited guests.

It has been suggested that no able-bodied man be allowed to lease any portion of his allotment until he should farm a reasonable amount. If this rule was enforced, it would, I fear, result simply in the punishment of the old and infirm men and the women and children. There is no question but that the latter class should be allowed to derive an income from their allotments, and if the able-bodied men were not allowed to lease any portion of their allotment it would simply result in their living off of the other class. By allotment or heirship, by far the larger portion of the reserve is held by those who are not able to farm themselves. This is the condition as I understand it. I am at a loss to see what adequate remedy can be applied without working a great injustice to the many.

The Winnebago have been quite ready to accept the privileges of citizenship, and ready to assume a part of the responsibilities, but desire to elect how far they shall go. They appreciate the advantages of individual ownership of land, and are keen to exercise the elective franchise, and the laws as to the rights of property are generally observed.

On the other hand, however, the laws pertaining to marriage and divorce are openly ignored. Marital relations are assumed and dissolved at will. This question is one that has been given much attention, and has been the subject of much correspondence to your office. Pains-taking effort has been made to explain the situation to the Indians of the necessity of complying with the law, and the effect of its violation. That they might be fully informed, the following quotation from your letter of June 12, 1901, has been published and generally circulated among them:

"The Winnebago should understand that in continuing their loose and promiscuous tribal customs of marriage and divorce they not only render themselves liable to heavy penalties for infractions of the law, but are placing upon their children the ban of illegitimacy and endangering their rights of inheritance to property through the many complications that will hereafter ensue in tracing the lines of descent. They should think of their children and those who are bound to them by the ties of blood and marriage. They should realize that as they now hold their property in severalty the tribe must give way to the family, and that anything they may do that will have a tendency to disturb the even balance of the family relation will surely prove destructive and disastrous."

It is especially noteworthy and discouraging that violations of law in this respect are not confined to the uneducated. Young men and young women graduates from the nonreservation schools assume these unlawful relations immediately upon their

return to the reservation, not that they think it is right or best, but simply because they are not strong enough to stem the tide of public opinion. The most influential members of the tribe and those who are in most respects law-abiding citizens openly and actively oppose and discourage those who desire to comply with the marriage laws. Especially active is the opposition of the older women. I have been slow to resort to extreme measures, but it is useless to defer action longer. There are none now among these people but know what the law is and the penalty for its violation. Arrangements have been made, and active prosecutions will be instituted at an early day.

In conclusion I desire to express my appreciation of the efficient service rendered by all the agency employees, and to thank the Department for the hearty support and many courtesies I have received.

Very respectfully,

CHAS. P. MATHEWSON,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF OMAHA SCHOOL.

OMAHA AND WINNEBAGO AGENCY, NEBR., *August 23, 1901.*

SIR: I have the honor to submit my third annual report of the Omaha Boarding School for the fiscal year ended June 30, 1901.

The school year closed on June 19, ending a period of forty weeks and three days. There were 6 cases of smallpox in the school, but all were mild. Forty-one pupils and one employee had the mumps. For about two months the class room work was almost broken up on this account, and the work was doubly heavy on the industrial employees.

The most characteristic feature of the year has been the improved relation with the children. We have now been here long enough to get better acquainted with the pupils, and also with their parents. The pupils have felt more free and natural and the school has been more homelike. This has brought the better side of their dispositions to the surface in a way that is highly gratifying.

In my judgment the best change in plan of school work the past year has been the sending of the younger half of the children to school all day. During the past three years there has been a growing inclination on the part of the older pupils to go away to the nonreservation schools. This has left our school filled almost entirely with either small or smaller pupils. Scarcely half of these are large enough to do more work than a few chores. Keeping them in school all day brings them on faster, makes them better contented, and prevents many runaways among the little boys.

This tendency toward small pupils has worked hardship to the employees. With more little ones to care for and less help from larger pupils, the burden of the daily work has been oppressive. It seems impossible to keep up properly all the necessary departments of work in a small school with few large pupils, at the same per capita salary cost as can be done in a larger school where there are plenty of well-grown boys and girls to help with the work.

Some of the Omahas are asserting their dignity as citizens by keeping their children at home in ignorance. The school is unable to do anything for these without the help of a Federal compulsory education law, framed to cover such cases.

Within the past year the laundry has been moved, repaired, and enlarged. This makes a much and long-needed improvement, as the old laundry was too small, and also was so near the main building that if the laundry had burned it would almost surely have burned the main building as well.

This summer, since June 30, quite a number of minor repairs and improvements are being made which will be very much to our advantage. The more important of them are: New floors, wainscoting, storm entrances, flag pole, fence near main building, coal bins, board walks, kalsomining, papering, painting.

Plans and specifications have been submitted which seem likely to lead to a water system which will furnish an ample supply without hauling water in barrels, and which will furnish fire protection as well. A steam heating plant is very much needed to take the place of a large number of stoves; a gasoline lighting system to take the place of kerosene lamps; more barn and shed room for the shelter of farm implements and school stock; and a flour bin for the better protection of flour. Within the past two years the school has lost nearly 2,000 pounds of flour by depredation from rats.

This present summer the school crops have been very much shortened by dry weather. The oats crop was fair. The millet is fairly good. In all there will be enough rough food, so we shall need to buy only about one-half the hay estimated for. The corn will apparently be almost a failure. Potatoes are not dug yet, but will likely not yield above fair. The early garden vegetables did well, but the later ones are almost dried up, except that there is a sufficient supply of onions. However, most of the garden crops come in season when the pupils are away, and so are of little use to them any year.

The school heartily appreciates the courtesy and the considerate attention given by the Indian office to requests made in course of the year, also the liberality which has enabled us to add so much to the school in the way of minor improvements, comforts, and conveniences. The United States Indian agent, Chas. P. Mathewson, and his subordinate employees, have given their hearty support to the school, and have been uniformly courteous and obliging.

Very respectfully,

RUSSELL RATLIFF, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through Chas. P. Mathewson, United States Indian agent.)

## REPORT OF AGENT FOR SANTEE AGENCY.

SANTEE AGENCY, NEBR., *August 7, 1901.*

SIR: I have the honor to make my fourth annual report of the affairs of this agency.

Santee Agency is situated on the Missouri River,  $3\frac{1}{2}$  miles from Springfield, S. Dak., 25 miles northwest from Bloomfield, Nebr., and 15 miles northeast from Niobrara, Nebr., the county seat of this (Knox) county. We have a daily mail from each of these points.

**Allotments.**—The lands comprising this reservation were allotted to the Indians in 1885, and in the same year the balance was thrown open for settlement by the whites. Unfortunately the Indian's pleasure at having an allotment of his own to improve by continuous residence thereon has been, in a great many instances, of brief duration, as he has grown tired of his own tepee in many cases and has moved into his neighbor's house or upon the allotment of some of his relatives, leaving the land he agreed to take for a home and cultivate to grow up to weeds.

**Leases.**—A number of the Santees and Poncas have made Government leases for their allotments during the year, but as I require a valid excuse, in compliance with the rules of the Department, for the Indian's not farming his own allotment, not all of them can take advantage of this means to get a few dollars to enable them to live in idleness. However, as many of them have children whose land can be rented or more land than is possible to farm, they find excuses to lease and thereby waste their time in idleness, and instead of becoming self-supporting and progressive, will eventually become a burden to the Government. The theory of leasing Indian allotments appears all right, but the practice is so demoralizing in its tendency that its introduction is to be regretted. It is impossible to get a few Indians to be contented to remain on their allotments and earn an honorable living when they see their neighbors sitting around waiting for the semiannual payment of the rent from their allotments.

**Education.**—The Santee Boarding School, located at this agency, with a capacity of 80 pupils, has had an average attendance of 106 during the year. This school was built up by the efforts of Supt. W. S. Stoops, who resigned his position March 31, to the regret of all interested in the welfare of the school, as during his incumbency the school was conducted harmoniously and successfully. Mr. Stoops' successor came here from another agency under charges which, upon investigation, were considered sufficient to warrant his dismissal from the service, hence we have no separate report from this school. The buildings are inadequate to accommodate the children who desire to attend this school. We need another building, as the majority of the children are too small to be transferred to nonreservation schools; and, although this school has been crowded beyond its capacity, we were unable to take all the children who wished to enter.

The Hope Industrial School, exclusively a girls' school, situated at Springfield, S. Dak., was pleasantly and successfully conducted by Supt. Morton E. Bradford, whose report herewith fully covers the ground. The location of this school is very fine, but the Santees object to taking their children across the river, which is an obstacle to filling the school from this agency.

The Santee Normal Training School, under the auspices of the American Missionary Association, and so ably conducted by Dr. A. L. Riggs, with his excellent corps of assistants, ranks second to none of its kind in the service. The attendance at this school reached about 100. The plan and location of these buildings are very fine. The buildings are arranged so as to provide separate homes for the large and small girls and large and small boys, over which a matron, whose heart is in the work, presides and makes it as near the true home life as any boarding school can be.

There is a day school at the Ponca Subagency, but, as many of the children live at some distance from the school, it has not been filled to its capacity. However, all children of the school age, who live at a reasonable distance from the school, attend. The Government also has a contract with the school district in the Santee precinct, and the school has had a good attendance during the year.

Since taking charge of this agency I have used every effort to induce parents to send their children to nonreservation schools, leaving the school to be selected by the parents and children, but I am greatly discouraged, as the majority return before finishing the time required for their admission. Many of the boys have run away, and I have neither money nor the authority to return them. In my opinion a reform school for such runaways and incorrigibles would be a benefit to the Indian school service.

**Missionary work.**—There are three Episcopal churches on this reservation. A native pastor, Rev. William Holmes, conducts services in a church which is a credit to the denomination, located 1 mile from this agency. A large majority of the Indians

on this reservation are members of this church. The church seems wide awake and progressive.

There are two Congregational churches on the reservation. Dr. A. L. Riggs is the pastor at the agency, and has been laboring zealously for the improvement of the Santees. Religious societies are connected with each of the churches near the agency, and weekly meetings are held by the Indians at their respective homes.

**Morality.**—These Indians are equal in morality to the whites in the same condition and with the same environment. Their marriages are legal, and during the past year very few complaints of the violation of the marriage vows have reached this office. We have had several church weddings during the past year which would be creditable to any white community. The Santees as a tribe are a good people, whose greatest fault is, as stated in my last report, their aversion to labor.

**Agriculture.**—A great portion of this reservation is not suitable for farming, as the land is rough and sandy along the Missouri River, which forms the northern boundary, and is also sandy along the Bazile Creek, which flows through the reservation. However, fair crops can be raised on some of the allotments. The Indians plant a great many potatoes, but the present year has been very unfavorable to their production, which is very unfortunate, as the seed furnished by the Government was very fine. Oats, corn, and wheat are the principal crops raised. As corn is usually the best crop in this section, and the Indians have more use for corn than other grains, nearly all raise this cereal.

The Flandreau Sioux at Flandreau, S. Dak., have fine land, which they have homesteaded, and some of them raise fine crops.

The Poncas, located between the Niobrara and Missouri rivers, have a subagency 20 miles southwest from this agency. The soil is a black loam and generally of good quality; they raise corn, wheat, and oats. I regret to say that many of these Indians spend their time and money at a brewery near Niobrara, and consequently are not improving their allotments as they should.

**Offenses.**—The worst obstacle I have found in the way of progress among the Indians is the liquor traffic among the Poncas, there being a brewery located at Niobrara, which is run in open violation of the laws, both State and Federal. The Poncas, located near the town, have been able to buy beer in quantities to suit their purse, from a single drink to a wagon load. I have reported cases against this brewery to the court at Omaha every term since I have been agent, and, at the spring term of this year, succeeded in having two of the offenders convicted and one sentenced to the penitentiary and the other to four months in jail. They have appealed the case, and were allowed to go home pending the hearing of the case by the court of appeals.

This agency had a very pleasant and profitable visit from Inspector Duncan during the past year; he made many valuable suggestions to this office. Special Agent McComas was ordered to inspect the buildings at this agency last September, and paid us a very brief but pleasant visit.

In conclusion I must say that the past year has been very pleasant. The work at the various places has been carried on successfully and harmoniously.

I wish to thank the Indian Office for the many courtesies extended during the year.

I am, very respectfully,

H. C. BAIRD,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF HOPE SCHOOL.

SPRINGFIELD, S. DAK., July 25, 1901.

SIR: I hereby submit this my first report of the Hope Industrial School.

I assumed charge of this school on August 25, 1900, and school began on September 15 following, with an attendance of 20. There was a steady increase in numbers until the total number enrolled during the year was 62, three-fourths of that number being from the Yankton reserve, about 15 miles distant.

The Indians residing at the Santee Agency are quite averse to sending their children to this school on account of being obliged to cross the Missouri River in order to see them. This incurs a cost for ferriage which they are seldom prepared to pay. This, together with the opposition manifested by the agent on Yankton Agency to taking pupils from that reserve, makes the school a difficult one to fill.

The capacity of the main building is 50, but, by using the second story of the superintendent's cottage for a dormitory, 60 pupils can be accommodated. There is but one schoolroom here, which is also used as a study and a general assembly room for all public occasions. The superintendent's classes, the seventh and eighth grades, recite in a smaller room.

One of my first duties when school began was to grade the schoolroom work and to double the time for industrial training each day. This, I believe, placed the two departments, academic and industrial, on a more systematic basis than they had been heretofore; and, under the guidance of the present employees, commendable progress has been made. Vocal and instrumental music were given,



and the older pupils have become proficient in the rudiments of general housekeeping. "Learning to do by doing" has been our motto, and I feel proud of results obtained through the strenuous efforts on the part of employees and pupils during the year.

The health of the pupils has been comparatively good. A few were taken with bronchitis in January, one terminating in pneumonia, but owing to the careful treatment by Dr. C. H. Keeling no serious results followed.

I would suggest that an electric-light plant and a furnace for lighting and heating the main building would be in the interest of economy and safety, and I think it would be wise to put them in at an early day.

During the past year we have repaired 120 rods of picket and board fence around the school campus, which adds much to the beauty of the surroundings.

Owing to the prevalence of smallpox in the city of Springfield, and also on Yankton Agency, a quarantine was twice established during different periods of the school year. School was ordered closed on June 8, owing to the close proximity of the disease to this institution.

We were quite unfortunate last fall in losing 9 hogs from cholera. I was at a loss to know what to do to prevent the spread of the contagion.

The force of employees have performed their respective duties with fidelity and energy, and a spirit of perfect harmony, so essential to success in every school, has prevailed throughout the entire year.

In conclusion, I desire to express my appreciation and sincere thanks for the kindness tendered me by the Indian Office; also to United States Indian Agent H. C. Baird for his cordial support and much valuable assistance, making this, my first boarding school, a success in all particulars.

Very respectfully,

MORTON E. BRADFORD, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORTS CONCERNING INDIANS IN NEVADA.

### REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF NEVADA AGENCY.

NEVADA AGENCY TRAINING SCHOOL,  
Wadsworth, Nev., September 1, 1901.

SIR: In submitting my fourth annual report, I have the honor to make the following statements as to the condition of this agency and school for the fiscal year 1901.

The boundaries of the reserve remain the same as in former years, the people of Wadsworth having failed to comply as yet with the act of Congress permitting them to acquire title to a town site.

**Census.**—The census taken July 1, 1901, shows a decrease in population of 19. The following is a recapitulation of the census:

Males all ages .....	321
Females all ages .....	335
Total population .....	656
Males over 18 years .....	206
Females over 14 years .....	241
School children 6 to 16 years:	
Males .....	56
Females .....	62
Total school children .....	118

**Indians.**—The Indians of this reserve have shown themselves to be sober and industrious. On the reservation proper whisky drinking is almost unknown. They are much sought after by the owners of cattle ranges in the surrounding country as ranch hands and to care for stock. The Indians have performed all the freighting during the past year in a satisfactory manner, and can be trusted at almost any kind of work.

**Roads.**—The roads of the reservation are in good condition and have been kept so by the Indians at no expense to the Government.

**Indian court.**—There have been very few disturbances of any kind among the Indians during the past year; but such as have come before the court have been settled promptly in a manner satisfactory to all, when it would have been difficult to settle them in any other manner.

**Police.**—The force employed at this agency consists of 1 officer and 7 privates, all intelligent and trustworthy Indians. One private lives at Wadsworth and aids the local police officers in preserving the peace among the Indians and in preventing the sale of whisky to them. There have been three convictions of whites for selling liquor to Indians during the past year. As a tribe they are practically free from this vice.

**Agency buildings.**—The agency buildings are, generally speaking, in a fair state of preservation.

I respectfully call your attention to the recommendation in my reports for the last two years that the agency be furnished with a new jail and drug room, particularly the latter. The present drug room is so small as not to furnish the required shelf room, and is without even the most common conveniences necessary for such a place. The jail is an old log structure fast becoming unfit for use. A new issue house is also very badly needed.

**Irrigation.**—The reservation has the basis of a very excellent system of irrigation. During the past year \$1,100 has been expended in the enlarging of the present ditch, between the head gate and the flume, at the intersection of which the proposed "new ditch" on the west side of the river will begin. This enlargement is now complete and is a very excellent piece of work, being constructed under the supervision of James Mayberry, temporary employee, in charge of construction. The canal as completed has a capacity of 5,000 miner's inches to this point.

The work of constructing the new ditch should be commenced as soon as possible, the enlargement of the old ditch from the head gate on the river to the proposed intersection having been completed. The total length of this new ditch will be about 6 miles, and will place about 1,800 acres of new land under cultivation. At present this land is valueless, but under the ditch would readily be worth \$50 per acre, or \$90,000. The cost of constructing this new ditch will be about \$20,000, but when completed will provide good farms for all the able-bodied Indians on the reservation.

Farming, including stock raising, is the sole industry upon which the future generations will have to depend for a living, and without a perfect irrigation system nothing can be accomplished in this line. The value of the land, after water has been put upon it, will many times more than pay for the cost of the improvement.

I have recommended that I be allowed \$5,000 for this year, which will complete a section of the new ditch and enable the Indians to bring a portion of the land on the west side of the river under cultivation next year. A complete survey has been made by a competent surveyor residing in this locality, and a copy of his report and map has been forwarded to your office.

All the land on the east side of the river has been taken up, and by making this land on the west bank available will enable many who can not at the present time obtain land under the ditch on the east side to take up small farms and make themselves practically self-sustaining; it will also enable me to apportion a part of the available lands to deserving young Indians upon their graduation from this or other schools.

**Land.**—The major portion of the land within the boundaries of this reservation is adapted to grazing, that which is adapted to agricultural pursuits lying along the river and adjacent thereto. The grazing land is particularly adapted to the raising of cattle, there being but a small amount of snow, which fact permits of the cattle grazing for the greater portion of the year. The lands along the river which are under the present ditch are very fertile and large crops of alfalfa are produced by those farming the land.

**Fishing industry.**—In my report for the fiscal year 1900 I called the attention of the Department to this occupation. General Armstrong, during his visit here, asked for information as to this industry, which data were furnished him. He recommended that the Indians be given an opportunity to make a beginning in this business. The Department having since shown their intention of taking the matter up for trial, I hope to be able to report a favorable start in this important work by the close of the present fiscal year.

**Cattle.**—The raising of cattle by these Indians is one of the coming industries in which they can engage. The adaptability of the lands within the reservation is all that could be asked. The winters are comparatively mild, and when the new ditch is finished they will be able to raise a sufficient quantity of alfalfa to feed such stock as it may be necessary to furnish food for during the severest weather of winter. One of these Indians has approximately 100 head of cattle, and many others have from 10 to 20 head. When started in the fish industry, they will be able to purchase stock with the ready cash which they will derive from that source, as well as from the sale of their surplus hay, and thus be able to gradually accumulate small bunches of stock.

**Timber.**—The supply of timber is very meager, and is limited to but two varieties of wood—cottonwood and juniper—the first being found along the river bottom and the juniper well up in the mountains. The supply is no more than is required for the use of the Indians.

**Minerals.**—During the past year I have followed up some of the reports as to the presence of minerals within the limits of the reserve, but they have proved in every case to be without foundation.

**School plant.**—The new school building, water and sewer systems, have proved to be all that could be wished for, and are in good condition. The only buildings that

are needed to complete the plant are a new warehouse for the school supplies and a new laundry equipped with modern appliances for laundry work. I respectfully request that the Department take steps to furnish these necessary adjuncts to the already well equipped school.

**Education.**—I have the pleasure of reporting very good progress in the education of the children during the past year. Sixteen were transferred to the Carson School at the beginning of the school year.

The health of the children during the past year has been excellent, which speaks well for the sanitary system of the plant.

**Visitors.**—During the past year we have been visited twice by School Supervisor M. F. Holland, who on both occasions made excellent suggestions as to the latest methods regarding educational matters. In January, 1901, we had the pleasure of a visit from Col. Arthur M. Tinker, United States Indian inspector. Colonel Tinker made a thorough inspection of both agency and school buildings and stock, and made many valuable suggestions.

In June we were visited by Gen. Frank C. Armstrong, special Indian agent. General Armstrong suggested the purchase of a hay press to enable the Indians to market their surplus alfalfa hay, the starting of the fishing industry as outlined in my report for 1900, and the continuance of the ditch on the west side of the river. He fully concurred with me as to the method of helping the Indians, viz: To help those who show a disposition to help themselves.

**Fort McDermitt Indian Reservation.**—This reservation is under my jurisdiction as acting Indian agent for Nevada Agency. It is situated 90 miles north of Winnemucca, Nev., on the Oregon line, and is reached by stage from the railroad. The reservation consists of the old Fort McDermitt military post, and the 160 acres of land which is reserved by the Indian Department for school purposes is the land upon which are located the buildings of the now deserted post.

I have made two visits to this reservation in compliance with directions from your office, and have reported the results upon my return. These Indians are industrious, and are employed by large ranchers, residing in this vicinity, as ranch hands. They also do all the sheep shearing in this vicinity, and cause no trouble. A portion of their allotments along the Quinn River contain much valuable land, including water right. They are located many miles from any town, and their children are wholly without school advantages. I know of no place where the comparatively small cost of establishing a day school would reap greater benefits. I hope to accomplish this during this year.

In closing I desire to thank the Indian Office for the many courtesies which have been extended during the past year, and which I can assure them are fully appreciated.

Very respectfully,

FRED B. SRIGGS,

*Superintendent and Acting Indian Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF WESTERN SHOSHONE AGENCY.

WESTERN SHOSHONE AGENCY,

*Owyhee, Nev., August 5, 1901.*

SIR: I have the honor to submit herewith my second annual report of this school and agency.

The location, size, climate, elevation, topography, and contour of this reservation were reported last year and for many years past, and to repeat seems redundant.

As one year is a short time in the evolution of a race, the condition, habits, disposition, and progress of the Indians are practically the same as reported last year, and no events of particular note have transpired.

The limited farming here was only fairly successful last year, as the supply of water was limited, resulting in a short hay crop and but little grain. The cattle have done well, as the mild winter made feeding unnecessary except for a short time, and the cattle stayed fat all winter. I desire to repeat that cattle raising is the only industry for which this reservation is well suited, as the high elevation and limited water supply make farming uncertain and the distance from market prevents selling farm products at a profit. We hope to have them produce wheat for their own bread and feed to supply local demands.

The lands here are not allotted, and when they are the remainder of the reservation should be retained as a common range and to secure to them the little timber

that is in the mountains. Otherwise they would be crowded out by the large cattle owners of the region.

As per my suggestion, permission has been granted to lease the privilege of grazing on the reservation this season, which I think will be a good thing if the money thus obtained can be expended for cattle to issue to deserving Indians. I have recommended and still hope that the law may be so amended as to permit of the lease of the mineral land here so that the Indians can thus get cattle from their mines, as they will never get gold from them except in this way.

We succeeded in having some \$1,500 worth of horses sold last year, but as the money was distributed among so many we failed in having stock cattle bought with it, as should have been done if possible. They have many more horses that should be disposed of while the price is good, and we will attempt to have some more sold this season.

The most encouraging characteristic of these people is their willingness to work whenever they see an opportunity to earn fair wages. They are in demand as sheep shearers, hay hands, ranch hands, vaqueros, and do all the freighting and irregular labor on the reservation. They earn several thousand dollars during the year, and work at such work with greater interest and regularity than at their farming, because the pay is more definite and in plainer view, it seems.

We are constructing an irrigation ditch, which, when completed, will be of considerable benefit to them in the making of hay land, but to provide ample grain land a part at least of another ditch, estimates for which have been made, should be built at once. A communication on this subject has been sent.

As stated last year, the policy here is to reduce issue of rations to the minimum, and to require a payment for the same in labor wherever practicable. Naturally the change from rations to all and no return of work was not especially popular, but I am convinced it has been a good thing in that it has resulted in getting some out to work who were not inclined to work much and in impressing upon some the fact that supplies, though furnished by Government, cost something. We have used considerable of this labor in repair and construction of roads.

The few marriages that have occurred have been by declaration before witnesses, and seem to have been considered solemn by the parties. The distance to any minister or magistrate makes marriage before either impracticable. The morals here will compare favorably, I think, with most white communities, unless it be in the one matter of domestic infelicity, which is by no means all caused by infidelity or immorality.

We have the regular court of Indian offenses, but I am in doubt as to its usefulness. They try many petty cases and serve as a sort of relief to this office, but usually come to me to know what decision should be rendered and what punishment applied; so after all it is about as well to take the case first hand, except for the sake of the trial by men of their own tribe and number.

There is no church work among these people, though I think there is a good field for a practical missionary. The Indians are open to instruction, and many of them desire improvement.

We are in great need of a good field matron to take up this work, but I was informed this year that the funds were not available for the position this year. I trust it may be provided at some future time.

We have still had some trouble with the contemptible whisky dealers, but not to a great extent. It is a difficult matter to secure sufficient evidence to justify an arrest, though we know very well who the offenders are. We have at last got two cases before the United States court, and hope that at least one conviction may be secured. The dealers will at least be more careful, and make it harder for an Indian to get whisky than it has been in the past.

The educational work here has been quite satisfactory, considering our limited capacity and indifferent equipment. We have tried to do more work in industrial instruction, and have maintained regular classes for the purpose, the work of which has been excellent in quality and of greatest interest to pupils. We plan to extend that work this year, and if either literary or industrial instruction must be neglected it will be the latter.

We are in great need of an additional building for school purposes, and still hope to have the one allowed which has been the subject of correspondence for the past year or more. It is impossible to do the best work and give the children the best of care as we are now equipped.

Seventeen children went from here to nonreservation schools last fall, and report themselves as well satisfied and doing good work in school. There are some twenty-five children now away at school, which we consider very good for this small, remote reservation.

We had contracts with two districts for education of Indian pupils last year, and will submit applications of others soon, as there are many Indian children throughout this State who should be in school, and I hope to look after some of those who are near here.

The health on the reservation has been fair the past year, as it has been generally in the school, but we had some cases of tuberculosis that gave us trouble, and four of which resulted fatally. I am convinced by rather extensive observations that it is a mistake to retain a pupil in school after he shows unmistakable symptoms of that disease. Though it seems incredible, they almost invariably do better at their homes with their people than confined in the school, and as there is little chance for their recovery, why should they be kept if they are happier at home?

In closing I desire to acknowledge the hearty cooperation of most agency and school employees throughout the year, and to thank the Department for the readiness with which most requests have been granted.

Very respectfully,

CALVIN ASBURY,  
*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORTS CONCERNING INDIANS IN NEW MEXICO.

### REPORT OF AGENT FOR JICARILLA AGENCY.

JICARILLA AGENCY, N. MEX., *Dulce, August 8, 1901.*

SIR: In compliance with instructions from the office of Indian Affairs, dated June 1, 1901, I have the honor to submit the following report of the Jicarilla Agency for the fiscal year ending June 30, 1901:

The Jicarilla Apache Indian Reservation contains 415,713 acres, and is situated in the northwestern portion of the Territory of New Mexico.

**Population.**—The census taken June 30, 1901, shows a population—

Males above 18 years .....	287
Females above 14 years .....	304
Children of school age .....	222
<b>Total .....</b>	<b>813</b>

**Agriculture.**—The Department very kindly furnished the Indians with seed for planting this year, and they will be able to raise some grain and will cut several hundred tons of hay.

**Timber.**—As heretofore reported, a large part of the reservation is covered with exceptionally fine timber, which could be marketed and the proceeds used in the purchase of cattle and sheep for the Indians. In this way the Jicarilla Apaches can be made self-supporting, but unless they are given the means of turning their attention to stock raising, they will continue to be a care to the Government for many years. The standing timber is of no value to anyone, but could easily be the means of giving the Apache a start in self-support, which would eventually relieve the Government of responsibility. Legislation to this end has so far failed of its purpose. House bill 12904, Fifty-sixth Congress, second session, was amended to read as follows:

That the Secretary of the Interior be, and he is hereby, authorized, in his discretion, to sell or otherwise dispose of a quantity of timber, not exceeding twenty million board feet in any one year, from the unallotted lands of the Jicarilla Apache Indian Reservation, N. Mex., under such rules as he may deem proper and necessary to protect the interests of the Indians and the United States; the proceeds to be used by him in the purchase of sheep and other stock for the benefit of the Indians belonging on said reservation.

The above however failed to become a law.

**Missionaries.**—Miss Moore, an estimable lady, is in charge of the Methodist Mission and is doing excellent work.

**Roads and bridges.**—One mile of road was built and 5 miles were repaired by the Indians during the year.

**Arts and trade.**—The Indians realized about \$6,000 during the year from the sale of baskets, bows and arrows, and bead work, \$7,000 from work on the new school buildings and the water and sewer system.

**Fences.**—Fifteen thousand acres are under fence, about 2,500 rods of new fencing being built during the year.

**Issues.**—Issues are made semimonthly in quantities of about one-fourth the amount necessary for their support. There are also small issues of annuity goods each year, but no cash annuities are provided.

**Indian courts.**—The court here is composed of three judges who have punished two Indians during the year for Indian offenses. Fifteen Indians have been punished by confinement to the agency jail and compelled to work the roads for being drunk and disorderly and leaving the reservation without the proper pass.

**Health.**—The health of these Indians has been good considering their mode of living. The only epidemic was an outbreak of the mumps and la grippe, from which 20 died.

**Dwellings.**—During the past year 8 houses have been built by Indians with Government help.

**Liquor traffic.**—Nothing is so detrimental to the Indians as liquor. There are 6 saloons located close to this reservation, 4 of which are owned by J. M. Archuleta, jr., of Lumberton, N. Mex. It takes nearly all of the police force to look after this evil. I have within the last two months turned over to the United States district attorney of Colorado affidavits of 4 Indians claiming to have purchased liquor from these saloons.

**Product and stock.**—The Indians had about 625 acres under cultivation and in hay. On account of the drought they raised but 150 bushels of wheat, 300 bushels of oats, 75 bushels of corn, and 50 bushels of potatoes. They own 1,560 horses, 18 mules, 150 burros, 70 cattle, 3,000 sheep, 700 goats, and 100 domestic fowl.

**Education.**—These poor people are as yet without educational advantages, but the Government is building an excellent school and in connection with it a water and sewer plant (contract price, \$67,900), with a capacity of 125 pupils. There are now 222 children of school age on the reservation.

**Present condition.**—The present conditions of these Indians is better than usual, on account of their being able to earn about seven thousand dollars working on the new school buildings and water and sewer plant and their being assisted with seed grain from which they will be able to raise fair crops. It is very difficult at any time to grow anything on this reservation.

**Needs.**—It is impossible for the Apaches to become self-supporting on this reservation until they are provided with sheep, either by an act of Congress making a direct appropriation for their use in purchasing stock or by the sale of their timber, again suggested above. Otherwise they will remain a great burden upon the Government as long as they remain here.

Respectfully submitted.

N. S. WALPOLE,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF MESCALERO AGENCY.

MESCALERO BOARDING SCHOOL,  
*Mescalero, N. Mex., June 30, 1901.*

SIR: I have the honor to submit herewith my annual report with statistics of the Mescalero Apache Indian Agency and the Mescalero Boarding School in New Mexico for the fiscal year ending June 30, 1901.

It has been my good fortune to witness during the last six years the rapid evolution of a band of 450 Apache from a wandering, thriftless, lazy people into a community of industrious, clean, law-abiding farmers. When I first became acquainted with these Indians six years ago, they were subsisted wholly by the Government. They were furnished with an abundant supply of clothing, blankets, agricultural implements, etc. These were almost invariably sold or gambled away to settlers living near the reservation, notwithstanding the efforts of the agency force to prevent the practice. The greater portion of the male Mescaleros wore during the summer a "gee" string, moccasins, bracelets, earrings, beads, long hair, and painted their faces, heads, and bodies. A few wore leggings and coats, but all wore long hair, with empty cartridge shells, tin tobacco stamps, mussel shells, bones, beads, red flannel, old watch wheels, etc., fastened into their long queues. In winter they added a many-colored blanket to their costume. The women and children wore a short skirt which extended from the waist line to just below the knees, but the younger and more modest ones wore in addition to the skirt a shirt, Chinese fashion. The making of tiswin was a common occupation of the old women, and big drunks were

of frequent occurrence. Tiswin drunks were varied with whisky and "native wine" drunks. This wine and whisky were procured by the Indians from Mexican or white settlers living near the reservation.

Work was not even thought of. Excellent land was lying idle or being used by cattlemen for pasturage, from which the Indians derived no benefit. None of the streams or springs were being utilized. Strong, healthy Indians were being supported by the Government, and meanwhile spending their time and energy in gambling, drinking, and carousing. They were herded on the reservation like cattle, and if an Indian wished to go off the reserve, he needs must come to the agent and get a pass. Indians were continually being reported for being absent without a pass, as if they were committing a criminal offense.

The agency was then situated 110 miles from the railroad station, and the condition of people in the vicinity of the reservation as to civilization was almost as bad as that of the Indians. Horse and cattle stealing, assassination, murder, and robbery were of frequent occurrence among the white and Mexican communities surrounding the reserve.

Now the Indians are dressed in citizen's clothing, wear short hair, do not paint, forego Indian dances, live on and cultivate their ranches, tend their herds of sheep and goats, and are as peaceable, law-abiding a community as can be found in New Mexico. They are entirely self-supporting.

Three years ago the "pass system" was abolished. The Indians were informed that no more passes would be issued to them; that they were at liberty to go and come on or off the reservation just as they saw fit, to buy and sell where they could do the best for themselves, but that they would be expected to behave themselves properly, and would be answerable to the agent for their conduct when off the reserve. It was found that progress was greatly facilitated by the adoption of this liberty. They were not all called together and told this at once—this would have resulted in a raid on some settler near by—but they were so informed only when they came for passes, so by the time all knew it they had learned to behave. Now there is here practically no reservation for the Indians in the sense that he is confined to it; the present reserve simply protects his water rights and guarantees to him a permanency to his possessions and an opportunity to make a good living for himself. He is no more isolated than is any other rancher or herder who lives in this community. He is just as free to come and go, to earn a living, to trade, and to enjoy all the privileges of civilization (except voting and holding office, which are doubtful privileges for an Indian) as any white citizen in this county.

The agent has put only two restrictions on the manner in which they shall spend their money or the proceeds of the sale of their produce. These two are that they shall not buy or trade for any intoxicating liquor or gamble off the reservation or with outsiders.

In order that something harmless might take the place of their old-time dances, drunks, and savage amusements and to make them content with the new order of things and to afford recreation, the agent has set aside the following holidays and feasts:

About May 30, Indian feast, to which all Indians bring food, cook it, eat, smoke, and talk. Lasts two days, Saturday and Sunday.

About June 15, annual school picnic. Lasts two days, Thursday and Friday. Employees and school children furnish all the food. Horse races, horseback rides, games, etc.

July 4, fireworks display at the school.

About September 15, another Indian feast.

November, Thanksgiving feast. It has been our custom for the last three years for the school children to give to the old Indians a big dinner in the large assembly room at the school. Last Thanksgiving dinner we served turkey, venison, mutton, veal, bread, potatoes, Hubbard squash, pumpkin pies, cakes, apples, etc. All the articles of these dinners are produced on the reservation except the salt, sugar, and coffee. These dinners are quite an object lesson as to what Indians can do in the way of farming when forced to it by circumstances. The Indians are just as proud of the farm products exhibited at these dinners as we are. The best samples of farm products are always exhibited on a side table.

Christmas eve—presents to all the Indians, big, little, old, and young, music and other appropriate entertainment. Sometimes we have given only a few ounces or candy or a small cake to each individual; but it matters not how insignificant the gift they appreciate it and always have an enjoyable evening. So they now have six civilized gatherings each year, where they enjoy themselves in innocent amusement and recreation. This takes the place of those things we have taken away from them.

The Indians do not have a monopoly of the advancement in this section of the country, for even the horses, cattle, sheep, and goats are becoming civilized—that is,

bred up. First, we had the buffalo; then the long-horn cattle; then the pole Angus; but now the Herefords roam over our green mountains and plains and supply better meat and more of it on less food than any animal that ever preceded it. In the place of the kicking, bucking broncho, the gentle Clydesdale is beginning to appear to fill a better and more useful sphere. Instead of the scrub goat, the fleecy Angora is coming to the front to fill his owners' pockets with the products of his increased clip and better flavored flesh. The iron horse, that great civilizer, has come within whistling distance of us, and the once flourishing banditti have taken to some less profitable, but more respectable, occupation.

The old Indian warrior has buried his scalping knife and sits in the door of his home smoking the pipe of peace, hears the murmur of the stream as it spreads over his growing fields, sees his children, clothed in civilized garb, with bright clean faces as they toil on his farm, some irrigating his growing crops, others bringing home his well-kept flocks, turns and finds his table well filled with wholesome food prepared by his daughter who has just returned from the boarding school, and says to his old squaw who has shared all his sorrows, for pleasures he had but few, "This is peace; here we rest."

In my last annual report I went into the matter of the protection of the forest and water supply on this reservation. This season, which is a dry one, demonstrates more than anything I can say the absolute necessity for the protection of the forest on this reserve, not only for the preservation of the water supply of the Indians but also the water supply of the many people surrounding the reservation. The people of Tularosa, a town which derives its water supply from streams rising on this reserve, have suffered greatly on account of a water famine during May and June, this year. Several lawsuits have been instigated on account of a deficiency in the water supply, and all that some of these poor ranchers have made for years will be swallowed up in the courts. If there is not sufficient water now for the Indians and the present settlers, where are any new settlers going to obtain their water supply should the reservation be opened to settlement? By building reservoirs? Let the reservoirs be built first and the fact that the forest is immaterial to a good water supply be demonstrated (if it can be done) and then open up the reservation.

One hundred per cent of the available school children on this reservation are in school—118 at the Mescalero Reservation boarding school and 7 at nonreservation schools—125 out of a total population of 466. Attendance is compulsory. The school plant, although not large enough, is in good condition, with electric lights, water system, and ample fire protection. During the past year the progress of the school work in all the departments has been satisfactory. The school farm of 200 acres is in fine condition and large crops are expected. The boys have shown an unusual interest in the farm and stock this year and we have several very good ranchers among them already.

Very respectfully,

WALTER McM. LUTTREL,  
*Superintendent and Special Disbursing Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF FIELD MATRON AMONG MESCALERO APACHE.

MESCALERO, N. MEX., October 16, 1901.

Sir: I have the honor to submit herewith my report for the fiscal year ending August 15, 1901:

The first year's work in a new and untried field can never be entirely satisfactory to the performer. We profit by our mistakes, and mistakes are many. There is much to overcome in the way of suspicion. By square dealing only can the confidence of the Indian be won, and the many misunderstandings that arise through poor interpretation can be effaced only by months of patient labor. To reach the Indian in his home life, it becomes a necessity to learn the language, which, in the case of the Mescalero Apache, is not such a huge undertaking, since the language is limited to something like five hundred words.

Occasional visits, such as I have been able to make, do no good, but since the horses could not be spared for any length of time, and the distances were great, it was the best I could do, though that best was to me most unsatisfactory. Where, as is the case here, the Indians live in little colonies, widely separated from each other, it is necessary to stay for days, sometimes weeks, in order that a mutual acquaintance may be formed and the proper confidential relations established. In most of these locations there was no place to stay overnight, and no facilities for transporting tenting outfit and supplies.

During the first two months in this position, it was necessary to sew with and for all the women on the place, since there was cloth in the commissary that was allowed for that purpose.

These Indians are, on the whole, miserably poor, and it is a hard struggle for them to obtain necessary food. Clothes they buy where they can, but most of the women wear a collection of rags that render their objects of pity and derision. In the winter their condition is abject. They have no annuities, few rations, and tiny farms, and were it not for the sale of their curios many would starve.

Nearly all of my energies have been bent toward encouraging such industries as would bring the best incomes. Most of the middle aged and old women work on basket making, and prices have been advanced by bringing them into direct communication with the-dealers.



Unfortunately the young women do not take to this industry, and for their benefit a lace class has been organized with a view to increasing their earnings. This lace, made on a pillow with bobbins, is exquisitely fine, and needs only to be seen to find a market. At present lack of funds to buy bobbins has prevented enlarging the class, since we have only a few that are my personal property.

Blanket weaving has been revived, though not to such a degree as it will be. Our Indian women were taught this industry by some Navahos, brought here temporarily through the efforts of Lieutenant Stottler, a former agent. The difficulty at present is to have them use the natural wool, which necessitates much hard labor in the way of carding, spinning, and dyeing.

Quite a number of our Indians live in houses, and seem to prefer them, though it is no small matter for the Indian to adopt the ways of civilization, which necessitate expenses he can not meet without assistance. We need tubs, washboards, and palls; also cloth for those who can not possibly buy it. These Indians are so obedient and not at all unwilling to work, I feel sure that when their real condition is known to the Department financial aid will be forthcoming. I am not satisfied with this year's work, but am confident that with increased facilities much more can be done in the ensuing year.

Very respectfully,

MARY V. BARCLAY,  
*Field matron.*

The COMMISSIONER OF INDIAN AFFAIRS.  
(Through the superintendent.)

## REPORT CONCERNING INDIANS IN NEW YORK.

### REPORT OF AGENT FOR NEW YORK AGENCY.

NEW YORK AGENCY,  
*Salamanca, N. Y., July 31, 1901.*

SIR: In compliance with instructions contained in office letter of June 1, 1901, I have the honor to submit herewith my third annual report of the New York Agency.

The number of Indians.—The Indians under the jurisdiction of this agency are divided by tribal organizations as follows:

Cayuga .....	176
Oneida .....	270
Onondaga .....	587
Seneca .....	2,710
Tuscarora.....	368
St. Regis.....	1,154
Total .....	5,265

**The Indian reservations.**—There are six reservations in this agency. Their names and locations are as follows: Allegany, in Cattaraugus County; Cattaraugus, in Cattaraugus, Chataqua, and Erie counties; Onondaga, in Onondaga County; St. Regis, in Franklin County; Tonawanda, in Erie, Genesee, and Niagara counties; Tuscarora, in Niagara County. The Seneca occupy the Allegany, Cattaraugus, and Tonawanda reservations; the Onondaga, St. Regis, and Tuscarora occupy the reservations bearing their names; the Cayuga and Oneida have no reservation.

**The Seneca Nation and Seneca reservations.**—The Allegany and Cattaraugus reservations are organized and incorporated under the laws of New York as the "Seneca Nation," with a constitutional system of government. The officers are elected by popular vote. The nation elects biennially on the first Tuesday succeeding the first Monday of November a president, clerk, treasurer, and sixteen councilors—eight from each reservation. There are also elected a surrogate, peacemakers, marshals, and overseers of the poor for each reservation. The president and council constitute the executive and legislative branches of government, and the affairs of the nation are administered by them. The judicial power of the nation is vested in the peacemakers' courts and the council, the latter being the appellate court.

The peacemakers, three on each reservation, have jurisdiction in all matters relating to wills, estates, real estate, and divorces. The forms, processes, and proceedings of the peacemakers' courts are similar to those of justices of the peace in New York. The Indian courts afford but meager protection to the people. The peacemakers are often men without education or experience, and complaints are frequent that they are susceptible to corrupt and improper influences. Complaints are also made against the council that appeals are decided not upon their merits, but through favoritism and political influence. I would renew the recommendation made in previous reports that provision be made for an appeal to the white courts of the State, so that justice can be secured when the Indian courts fail to do their duty.

**The Allegany Reservation.**—This reservation lies along the Allegany River for a distance of about 35 miles. The reservation lines are so run as to take in practically all

of the Allegheny Valley for that distance. The eastern terminus of the reservation is near Vandalia and the western at the boundary line between New York and Pennsylvania. The reservation varies in width from 1 to 2½ miles, and embraces 30,469 acres. About 11,000 acres is tillable land, but not one-half of this is cultivated or in pasturage. A large part of the male Indians on the Allegheny reservations support themselves principally by working out among the whites. Many of them find employment in the lumber woods, cutting timber and peeling bark. Others are track hands on the various railroads which run through the reservation. They are good workers usually, and are growing in favor among the whites as common laborers. Most of the valuable timber on the reservation has been cut off and sold. There are some good farmers on the reservation, and on the whole the Indian residents are making fair progress. There are residing on this reservation 967 Senecas and 82 Onondagas. The latter are mostly the children of Onondaga women who have married Seneca men. The tribal relation, according to Indian custom, is determined from the mother and not the father.

**Railroads.**—The Allegheny Reservation is traversed by several important lines of railroad. The Erie (New York, Lake Erie and Western) runs along the north bank of the river from the eastern terminus of the reservation to a point near Steamburg, a distance of about 25 miles. The Erie also crosses the reservation at Carrollton, running south to Bradford, Pa., and thence south to the coal fields of McKean and Clearfield counties, in that State.

The Buffalo, Rochester and Pittsburg Railroad runs along the north bank of the river from Salamanca to Carrollton, a distance of 6 miles, when it turns to the south and runs to Bradford, Punxsutawney, and Pittsburg.

A branch of the Pennsylvania Railroad, the Buffalo and Allegheny Valley division, follows the south bank of the river the entire length of the reservation.

**White villages.**—The construction of these various lines of railroad through the reservation resulted in the building up of several white villages within its boundaries. For some years the whites occupied the lands under leases made with individual Indians, but these leases had no legal value, and much friction and litigation naturally resulted. February 19, 1875, Congress passed an act providing for the appointment of a commission to locate and define the boundaries of the white villages then in existence upon the reservation. The commissioners laid out five villages. We give below their names and the approximate amount of land within the boundaries of each: Vandalia, 240 acres; Carrollton, 2,200 acres; Great Valley, 260 acres; Salamanca, 2,000 acres; West Salamanca, 750 acres; Red House, 15 acres.

The act of February 19, 1875, ratified all the leases then in existence within the boundaries of the above villages for period of five years, and provided that at the expiration of the five years the occupants of the land would be entitled to a renewal of their leases at recurring intervals of twelve years. The leases for the twelve-year periods were to be made by the Seneca Nation of Indians through their council, and the rentals were to be made payable to the treasurer of said Seneca Nation. The first twelve-year leases were made in 1880 and expired in 1892. In 1890 this act was amended by Congress, providing that when the leases were renewed in 1892 it might be for a period of ninety-nine years. In 1892 the leases were renewed for the period of ninety-nine years.

**Growth of the white villages.**—Salamanca is the only one of the five white villages which has attained any considerable size or importance. Vandalia at one time was quite a shipping point for bark and lumber, but these products are about exhausted in that vicinity, and the business at Vandalia has fallen to very small proportions. Carrollton has not the business importance that it had twenty years ago, and is decreasing rather than increasing in population. The same may be said of Great Valley. West Salamanca is a pleasant village of 400 or 500 people. It has two or three small stores, and there are located here the stock yards of the Erie system, where the stock shipped from Chicago and other western points is unloaded and fed and watered.

Within the corporate limits of Red House there is now practically nothing. Even the Erie station has been moved to a more convenient point, and the land within the village limits is lapsing back into the condition it was in before the whites took it. A new village of Red House has grown up on the south side of the river, near the station of the Pennsylvania Railroad Company, which has attained considerable importance. This village is entirely outside the limits of the village laid out under the act of 1875, and the whites who reside and do business there have no titles of any legal value. They are, in fact, squatters, but they are permitted to remain by the Seneca Nation authorities, paying rentals to individual Indians to whom the lands belong under the rules and regulations of the Seneca Nation.

All the railroads which touch the Allegany Reservation run into Salamanca, which gives it unusually good shipping facilities. For this and other reasons Salamanca has had a rapid growth and is now a town of about 5,000 people, and is steadily increasing in population and business importance. There are located here two large tanneries, a large furniture factory, a foundry, and many other smaller industries. There are excellent schools, waterworks, electric lights, good sewerage, paved streets, and all the improvements possessed by any city of its size in the Empire State. It is the division terminus of the Erie Railroad, and is a trading point for a large section of country.

**Rentals from leases in white villages.**—The rents from leases within the white villages on the Allegany Reservation were made payable to the Seneca Nation treasurer by the act of Congress of February 19, 1875, and by the amendment to said act in 1890. It has been the practice for the Seneca Nation council to dispose of the funds accruing from these rents according to its discretion, a majority vote of the council determining what disposition shall be made of them, the funds being paid out on orders issued by the president and clerk. During recent years there has been a growing dissatisfaction over the disposition of these funds. No per capita distribution of rent moneys has ever been made, I believe, and it is alleged by the minority party among the Senecas that the funds are not properly accounted for, and that they are used in various ways to strengthen the political supremacy of the party in power.

The dissatisfied element was instrumental in securing the introduction of a bill in Congress providing that the rents, etc., should be collected by the United States Indian agent instead of the Seneca Nation treasurer. This bill passed both Houses of Congress and was approved by the President February 28, 1901. The bill provides that all moneys which shall belong to the Seneca Nation of New York Indians arising from existing leases or leases that may hereafter be made of lands within the Cattaraugus, Allegany, and Oil Springs reservations shall be paid to and be recoverable to the United States Indian agent for the New York Indian Agency, for and in the name of the said Seneca Nation. Of the moneys so collected the said United States Indian agent is to pay \$2,500 to the treasurer of the Seneca Nation on the first Wednesday after the first Tuesday of June for the disposal of its council, and distribute the balance among the heads of families of the Seneca Nation in like manner and under the same conditions that the annuities paid to the said nation by the United States are distributed. The act requires the treasurer of the Seneca Nation to make a written report to the United States Indian agent of all moneys received and disbursed by him as treasurer of said Seneca Nation.

I received instructions from the honorable Commissioner of Indian Affairs March 19, 1901, to proceed at once to enforce the provisions of the above act, and on that same date I served notice in conformity with these instructions upon the officers of the Seneca Nation, and issued notices informing leaseholders that all rents due the Seneca Nation or becoming due were payable only to me. On March 23, 1901, the Seneca Nation council voted to test the constitutionality of the above act, and passed resolutions directing the officers of the nation not to deliver to me any books or papers belonging to the nation or relating to the leases on said reservations until the constitutionality of said act has been determined.

May 27, 1901, an action was begun in the United States circuit court of the western district of New York on the complaint of the officers of the Seneca Nation, in which they allege that the above act is unconstitutional, and ask that the court so declare, and that a permanent injunction be issued to restrain me from collecting rents, etc., under its provisions. The Hon. Charles H. Brown, United States attorney for the western district of New York, was assigned by the Department to defend the action, and an answer to the complaint was filed July 1, 1901.

I have been very greatly embarrassed in my efforts to collect the rents by not having a list of the leases and data showing the time to which rents have been paid. Then, too, the Seneca Nation treasurer was collecting rents from February 19, 1901, to March 19, 1901, and according to the best information I can secure he collected from \$2,000 to \$3,000 on this year's rents before I received instructions to proceed under the provisions of the act. There appears to be no disposition on the part of leaseholders to evade payment of their rents, but the litigation instituted by the Seneca Nation officers has a tendency to delay payments, as some fear that in case the act is declared to be unconstitutional they may not get credit for their payments. Up to June 30, 1901, I had received in rents the sum of \$483.75. The rents are supposed to amount altogether to from \$6,000 to \$7,000 per annum.

**Petroleum on the Allegany Reservation.**—The Seneca Nation council, on the 3d day of December, 1896, granted a lease for oil and gas purposes to the Seneca Oil Company (a corporation composed of white men) of all that part of the Allegany Reservation lying east of Salamanca, and outside the village limits of Vandalia, Carrollton,

and Great Valley. It is estimated that the lease covers about 4,000 acres. This lease was ratified by Congress, and the Seneca Oil Company proceeded to develop the territory. The eastern part of the lease was contiguous to the Chipmunk oil field, and has proved to be good oil territory. The lease of the Seneca Oil Company was transferred to the South Penn Oil Company in January, 1900, and the oil developments under the lease have since been conducted by that company. The pipeline runs from wells on the Allegany Reservation from July 1, 1900, to June 30, 1901, were 43,972.12 barrels, of which the Seneca Nation received 5,496.64 barrels—one-eighth royalty. The selling price ranged from \$1.05 to \$1.30 per barrel, the sales aggregating \$5,988.67. The oil royalties which have come into my hands since March 20, 1901, amount to \$1,459.92.

**The Cornplanter Reservation.**—The descendants of the noted Seneca chief Cornplanter own and occupy a small tract of land in Warren County, Pa., a short distance south of the State line. The tract is about 2 miles long and half a mile wide, and, including the river bed and some worthless shoals, contains about 760 acres. This reservation was a gift to Cornplanter by the State of Pennsylvania in consideration of his valuable services to the whites. The Cornplanter Indians own their land in fee, and it is divided in severalty among them. They are enrolled on the Allegany census roll and vote on that reservation. They number about 90.

**The Oil Spring Reservation.**—This is a small tract of 640 acres located on the eastern border of Cattaraugus County, in the towns of Ischua, Cattaraugus County, and Cuba, Allegany County. The reservation takes its name from a spring which gives off a small quantity of petroleum oil. In early times, long before petroleum had become a well-known product, the Indians used this oil for medicinal purposes, and they placed great value upon the spring. Test oil wells put down in the vicinity have failed to show the presence of oil in paying quantities. The Senecas own the Oil Springs Reservation unincumbered by any preemption right. They do not occupy it, but lease it to white farmers.

**The Cattaraugus Reservation.**—This reservation is about 9½ miles long and averages about 3 miles in width. It embraces 21,680 acres of land. It lies along both sides of the Cattaraugus Creek, beginning at a point near Gowanda and running to Lake Erie. It is for the most part a fertile tract of land, and very pleasantly situated. The Cattaraugus Indians have attained considerable proficiency in farming, and there are many comfortable homes with good buildings. The owners have good teams and carriages, and their homes have many modern conveniences and comforts. It is a fact worthy of note that the Indians known as pagans are much less thrifty than those known as Christians. This is due in a large measure to the fact that the pagans are opposed to education and progress, and cling tenaciously to the old Indian customs and habits, while the Christians appreciate the advantages of education and are willing to adopt the methods of their white neighbors. There are residing on the Cattaraugus Reservation 1,200 Senecas, 158 Cayugas, and 34 Onondagas.

**Highway improvements.**—The legislature of New York at its session in 1901 made another appropriation of \$5,000 for the improvement of the roads on the Allegany Reservation in the towns of Carrollton, Coldspring, Elko, Great Valley, Red House, Salamanca, and South Valley, and on the Cattaraugus Reservation in the town of Perrysburg. The legislature has made generous appropriations for road improvements in these towns for several years, and the principal highways are in much better condition than they were a few years ago. The Indians have not proved themselves very efficient road makers. The State appropriations are expended under the direction of the State superintendent of public works.

**The Tonawanda Reservation.**—This reservation is occupied by the Tonawanda band or tribe of Senecas. Their government is entirely distinct from that of the Allegany and Cattaraugus reservations. Their government is by chiefs, who are elected in accordance with Indian customs, and hold office for life unless deposed. There are elected each year by popular vote a president, a clerk, a treasurer, a marshal, and three peacemakers.

The Tonawanda Reservation has an area of 6,549 acres. It lies on both sides of the Tonawanda Creek and is a tract of very fertile land, and nearly the whole of it is capable of tillage. There are a few good farmers on the reservation, but a considerable part of the land is worked by whites under leases from individual Indians. The State law authorizes these leases, permit having been granted by the council of said nation or tribe and having been approved by the attorney of the tribe. The attorney of the tribe is the district attorney of the county of Genesee, and the State pays him a salary of \$150 a year.

There are some valuable gypsum beds on this reservation. May 18, 1899, the Standard Plaster Company of Buffalo, N. Y., made a contract with the Tonawanda Indians through their attorney, Hon. Frederick S. Randall, of Leroy, N. Y., for the

privilege of mining gypsum on said reservation. The contract was made pursuant to chapter 679 of the laws of 1892 as amended by the laws of 1899. The contract lasts for twenty years, and the consideration clause provides for the payment of \$1 per cord of gypsum rock mined in each year up to the number of 500 cords, and 50 cents per cord mined in excess of 500 cords, the agreement being that at least 1,000 cords should be either mined or paid for in each and every year. Section 84 of chapter 679 of the laws of 1892 provides that the proceeds of sales of gypsum on this reservation shall be paid by the attorney of the nation to the United States Indian agent for the New York Indians, and added to the annuities granted by the United States to such nation, and distributed and paid over to such nation at the same time and in the same manner as such annuities. I received \$750 from the said attorney under the contract above referred to July 13, 1900, and the said sum was distributed as provided by the State law when the annuities were distributed in September, 1900. I received a second payment of \$750 from the said attorney May 27, 1901. This sum will be distributed at the next annuity distribution.

There are residing on the Tonawanda Reservation 491 Tonawanda Senecas, 50 Allegany and Cattaraugus Senecas, 18 Cayugas, and 6 Oneidas.

**The Tuscarora Reservation.**—This reservation lies about 5 miles northeast from Niagara Falls, and is a beautiful and fertile tract of land. The Tuscarora are an intelligent and thrifty class of people, and in some respects are superior to all other tribes in the agency. They are good farmers, and most of them have comfortable homes and well fenced farms. The government is by chiefs. The chiefs on this reservation are all Christians, and there are very few pagans on the reservation. There are 6,249 acres in the reservation, and the Tuscarora number 368. There are also 47 Onondaga residing on the reservation. These are mostly, if not altogether, descendants of Tuscarora fathers and Onondaga mothers. There has been an effort to drive some of these Onondaga off the reservation, but the white courts have given them protection.

**The Onondaga Reservation.**—This reservation is located about 5 miles south of the city of Syracuse. It is about 2.3 miles wide and about 4 miles long, and contains about 6,100 acres. The country is quite broken, and the land upon the steeper hill-sides is worthless except for woodland and pasturage purposes. Most of the arable land is under cultivation, but much of it is leased to the whites. A State law authorizes any member of the Onondaga tribe residing upon the reservation, owning or possessing improved lands thereon, to lease such lands to the whites for a term not to exceed ten years. To be valid the leases must be approved by the State agent of the Onondagas. The same statute gives the chiefs authority to lease stone quarries on the national lands under direction of and approval of the State agent. There are valuable quarries of building stone on these lands, from which some revenue is derived each year.

There are some good farmers among the Onondagas, who have pleasant homes and comfortable surroundings. The government is by chiefs, who hold office for life. Nearly all the chiefs are pagans, and in matters of government and religion the old Indian forms and customs are pretty strongly adhered to. There are on this reservation 394 Onondagas and 120 Oneidas.

**The St. Regis Reservation.**—This reservation is located on the northern boundary of the State of New York. A part of the reservation fronts on the St. Lawrence River, and the remainder lies along the boundary line between the United States and the British Province of Ontario. The reservation of the Canadian St. Regis is just over the boundary line. There are about 1,154 American St. Regis, and about the same number of Canadian St. Regis. The St. Regis Indians are descendants of the ancient tribe of Mohawk.

The reservation is 7.3 miles long by about 3 miles wide, and there are within its boundaries 14,640 acres. A considerable part of the land is very stony, and a part is low and swampy. The St. Regis River flows through the reservation at about the center, and 2 or 3 miles west of it is the Racket River. The St. Regis is navigable for small vessels to the village of Hogansburg, which is located on the southern border of the reservation, about 3 miles from its mouth. The St. Regis Indians are expert basket makers, and are neglecting agriculture for this industry, which is quite remunerative.

The government of the St. Regis is vested by legislative enactments of the State of New York in trustees elected by popular vote. This form of government is not altogether satisfactory to the tribe, but efforts to change it have not been thus far successful.

**The Oneida and Cayuga.**—The Oneida have no reservation. Most of the tribe removed to Wisconsin in 1846. A few families are still living in Oneida and Madison counties, near the old Oneida Reservation and near the village of that name. They

are citizens of New York and are entitled to vote at white elections. There are 144 names on the roll of the Oneida at Oneida. Most of them find employment among the whites in the vicinity. At one time they owned several hundred acres of land, which they held in severalty, but they have sold most of it, and now have only a few small and scattered pieces.

The Cayuga have no reservation. They number 176 and reside principally on the Cattaraugus and Tonawanda reservations among the Seneca, with whom many of them have intermarried.

**The Shinnecock, Poospatuck, and Montauk.**—These are fragments of tribes on Long Island. The Shinnecock number about 150, the Poospatuck only a few families, and the Montauk only 8 or 10 persons. The remnants of these tribes have intermarried with negroes until their aboriginal character is nearly obliterated. The Shinnecock have about 400 acres of land, the Poospatuck only about 50 acres. The New York agent has not exercised any jurisdiction over these people during my knowledge.

**Educational matters.**—*The State schools.*—The State of New York makes generous provision for the education of the Indian children within its borders. It supports 30 district or day schools upon the reservations of this agency. The State builds and maintains the school buildings and pays the teachers. The Indians furnish the fuel. The schools are under the charge of local superintendents, who are appointed by the State superintendent of public instruction. The names and post-office addresses of these superintendents are as follows:

Superintendent.	Reservation.	Post-office address.
William K. Harrison.....	Alleghany and Cattaraugus .....	Salamanca.
W. W. Newman .....	Onondaga.....	South Onondaga.
Calvin O. Harvey.....	St. Regis .....	Bombay.
J. S. Raynor.....	Shinnecock and Poospatuck.....	East Moriches.
Charles C. Parker.....	Tonawanda.....	Akron.
Hazard H. Sheldon.....	Tuscarora.....	Suspension Bridge.

The following are the tabulated statistics of these various schools, as taken from the annual reports to the superintendent of public instruction:

Reservation.	Dis- tricts.	Pupils of school age.	Attend- ing some portion of the year.	Average daily attend- ance.	Teachers.	Expenses.
Alleghany .....	6	160	138	71	6	\$1,966.43
Cattaraugus.....	10	250	197	108	10	3,260.25
Onondaga.....	1	153	66	35	2	1,393.00
St. Regis .....	6	1,275	171	69	9	1,714.09
Shinnecock .....	1	49	47	21	1	439.31
Poospatuck .....	1	16	12	11	1	324.41
Tonawanda.....	3	127	82	45	3	1,151.65
Tuscarora.....	2	180	50	18	2	703.75
Total.....	30	1,115	763	378	34	10,952.89

<sup>1</sup> Estimated.

Hon. Charles R. Skinner, superintendent of public instruction, in his official report notes the irregularity of attendance of Indian children at school and the lack of a school spirit, and urges that the provisions of the compulsory education law be extended to the Indian reservations of the State.

Supt. W. K. Harrison, of the Alleghany and Cattaraugus reservations, notes the decrease in number of children in attendance upon the schools, and attributes it to the migratory nature of the Indian people and to the fact that a considerable number of children have been taken from the reservations and sent to the Government schools at Carlisle and Hampton. He says that where the Indian children attend schools on the reservations regularly their advancement in their studies is equal to that of white children in schools of corresponding grade and advantages. But it is very difficult to keep the Indian children in school regularly, and equally difficult to persuade some of them to attend at all, and he finds that when a child returns from any of the above-mentioned schools to his home he is very likely not to attend the school at home.

He indorses the compulsory education law as applied to the Indian reservations, and believes that its enforcement would be of great benefit to the Indians. The law has been in force on the Alleghany and Cattaraugus reservations for the past year.

Mr. Harrison says some of the graduates of the schools at Hampton and Carlisle are employed as teachers on the reservations under his charge, and that the results of the experiment will be carefully watched and a report made as to whether the experiment will justify the employment of graduates as teachers in their home reservations.

Supt. W. W. Newman, of the Onondaga Reservation, says the great need of the reservation schools is a higher grade of teachers than can be secured for \$5 or \$6 a week, and an Indian compulsory law. Without the latter, he says, the Indian schools will accomplish but little except to a very small part of the reservation children. He advocates hiring normal graduates as teachers, and is opposed to employing Indians educated at Hampton or Carlisle for the reason that "the general verdict of experience is that the educated Indian sinks down nearly to the general level of his tribe instead of lifting up his people to his own. White teachers and missionaries will not settle back into semibarbarism, but Indian teachers and missionaries generally will.

Charles C. Parker, superintendent of the Tonawanda schools, expresses gratification at the progress made by pupils in learning from books and in talking the English language. This latter has been accomplished by persistent effort on the part of the teachers, coupled with punishment of the children who talked the Seneca language in the schoolhouse or on the school grounds. It was not long before all talked the English language while at school, and now they are more inclined to talk English than Seneca. Mr. Parker says that, judging from the past three years, the time is not far distant when the Indian youth will compare favorably with the average white boy or girl as far as book knowledge goes, and if he has opportunity to take up the professions or trades he will soon be a good citizen.

*The Thomas Asylum.*—This is a State institution located on the Cattaraugus Reservation near the village of Versailles. It takes its name from Philip Thomas, a Friend, who back in the fifties furnished the Rev. Asshur Wright, the venerable Presbyterian missionary, with funds to care for some of the more needy Indian orphan children. The asylum had an humble beginning, and was carried on as a purely private charitable institution for many years, but eventually the State was interested in its work, and it became one of the charitable institutions of the State. The asylum has done excellent work for the Indian children, and its sphere of usefulness has steadily broadened.

The State has made very generous appropriations for this institution in recent years, and the old wooden buildings are being replaced by fine brick structures having all modern conveniences. The brick buildings now completed include an administration building, dining hall and kitchen, two dormitories for girls, and a school building. These buildings have cost the State about \$90,000. The legislature of 1901 made an appropriation of \$13,000 for building one boys' dormitory, \$2,500 for a new water tower, and \$2,500 for grading. It is probable that the legislature of 1902 will make appropriations for another dormitory for boys and an industrial school building, thus completing the plans of the State board of charities when they started in upon the work of constructing new buildings for this institution.

The school connected with the asylum has six grades, beginning with the kindergarten and closing with the regents' preliminary examination. The asylum not only furnishes the Indian children with a comfortable home, but they have competent instruction in all the branches of house and farm work. Children are admitted between the ages of 3 and 16 years, and when they leave the institution they are pretty well prepared to take care of themselves in the battle of life. There is connected with the asylum 100 acres of fertile land, the products of which are used in maintaining the institution. The State makes an annual appropriation of \$20,000, which is used, so far as necessary, to maintain the asylum and its school. There are now something over one hundred children in the asylum. The institution is well managed by Mr. George I. Lincoln, the superintendent, and Mrs. Lincoln, the latter occupying the position of matron.

*The Friends' Boarding School for Indian Children.*—This institution is located on a farm of 464 acres adjacent to the Alleghany Reservation, near the railroad station and post-office of Tunesassa. It is supported by the Yearly Meeting of Friends of Philadelphia, Pa. The farm was purchased by the Yearly Meeting in 1803, and a mission or school has been maintained there since that time. The school was conducted as a day school down to 1854. Since then it has been run as a boarding school. The attendance of pupils is limited to 45, and whatever funds are needed beyond the products of the farm are supplied by the Friends of Philadelphia. The average annual

expenditure by the Friends is about \$5,500. The school is in session forty-two weeks in each year, and well-qualified teachers give instruction in all the substantial branches of education. Outside of the schoolroom, the boys are taught all kinds of farm work and the girls receive a practical education in the various branches of household labor. The institution is under the management of Aaron Edkin, and is doing excellent work in every department.

**Missionary work.**—Active religious work is carried on on all the reservations, principally by white missionary societies. The Presbyterians take the lead in the work on the western New York reservations. They maintain two missionaries, who give their time exclusively to religious work among the Indians. Rev. M. F. Trippe, of Salamanca, has charge of the Presbyterian missionary work on the Alleghany, Cornplanter, Tonawanda and Tuscarora reservations. There are two churches on the Alleghany Reservation, one on the Cornplanter, one on the Tonawanda, and one on the Tuscarora Reservation. Mr. Trippe visits these several churches regularly in alternation, spending a Sunday with each, and in the meantime native workers regularly conduct the services and carry on the work. The churches on the Alleghany Reservation are located at Jimersontown, 3 miles west of Salamanca, and at Onoville, some 15 miles west of Salamanca. The Cornplanter church is on the reservation of that name. The Jimersontown church has a membership of 143, and a Sunday school with a membership of about 40. The church at Onoville has a membership of 57. The Cornplanter church has a membership of 67, and a Sunday school of about 40.

Mr. Trippe has been engaged in missionary work among the Indians for more than twenty years, and probably no man in the State is better qualified to speak of the encouragements and discouragements attendant upon such work. We give below his views with reference to the conditions and needs of the reservations:

The chief obstacles in the way of material and religious progress among the Indians no doubt are the greed and lust of the white man. The open and shameless disregard of laws—human and divine—the almost total failure to enforce these laws or to punish their violation, have greatly strengthened the social and drink evils and wrought corresponding misery and degradation among the Indian people. Until now the sale of liquor-tax certificates by the State of New York to trespassers upon these reservations has brought the saloon, with all its blighting influence, to the very door of the Indian's home. It is also the same greed that seduces many of our Indian youth from their homes and farms to enter upon the show and "medicine" business, thereby bringing financial and moral ruin upon themselves. The evils which, if not peculiar to are fostered by the reservation system and tend to hinder true progress, are lax views regarding the sanctity of contracts, both civil and social, of oaths, the lack of incentives to industry, frugality, and push, traditions and customs of an ancestry barbarous and not far removed.

Progress is slow but certain. It is seen in better homes, farms, clothes, and food. There is an increasing desire on the part of our people to know and obey law. Their desire for the education and betterment of their children is constantly growing. Opposition on the part of the so-called pagan Indians to the education of their children has ceased altogether. There is steady growth also in the desire of the Indians for religious instruction. This is especially true in the neighborhoods where formerly the most bitter opposition existed against Christianity. Indians of prominence and influence have lately accepted the Christian faith. Among the other encouragements, and by no means the least, is the support given the work by State and national officials. When these men are of high character, and thoroughly Christian, their influence upon the Indian is far-reaching for good. It is with profound gratitude that I am enabled to say that the representatives of the General Government in this agency are decidedly aiding the missionaries in their efforts to promote the material and moral welfare of this people.

The Baptists have a church at Red House on the Alleghany Reservation. It is a weak organization, and is not regularly served except by native lay preachers and workers.

The Presbyterians have two churches on the Cattaraugus Reservation. The "United Mission Church," which is the older of the two, is located about a mile from the Thomas Asylum. It has a membership of 169 and a Sunday school of about 30. The church at Pinewoods has a membership of 25. Services were instituted recently at New Town, in the pagan section of the reservation, with the hope of creating an interest there. The Presbyterian churches on the Cattaraugus Reservation are in the charge of Rev. L. M. Lawrence, who has been on the ground for three years. Mr. Lawrence says of the work in his jurisdiction:

The general outlook is not very promising, owing to the political disturbances. When once the field is clear I believe it will improve, and I believe the annuities should cease, as they do not tend to promote industry. The scare of the Ogden Land Company's claim ought to be allayed, as some people do not care to work for fear they will lose their improvements. Perhaps this is only an excuse, but it does have an important part in the life of the people.

There is a Methodist Episcopal church near the Seneca Nation court-house, which is in charge of the Methodist Episcopal pastor at North Collins, and a Baptist church which is looked after by Rev. James Billings, of Irving, N. Y. I was unable to get any statistics from either of these churches.

The Presbyterian church on the Tonawanda Reservation has a membership of 72. There is also a Baptist church and a Methodist Episcopal church on this reservation. The Baptist church, on account of some disagreement, recently divided, each faction taking about one-half the membership, which aggregated about 60. The work is carried on mainly by native workers.



The Methodist Episcopal church is served by the pastor in charge at Indian Falls, a white village near the reservation. It has a membership of 30. Rev. Menzo Jenkins, who is in charge, has this to say of the religious conditions on the Tonawanda Reservation:

The religious condition of the Indian is fairly good. Of course we can not make Christians of them as we would of whites, because of the gross ignorance and their pagan training and bringing up. They receive the truth readily, but fall in practice. There should be enacted a compulsory school law. There are four schools on the reservation, but perhaps not more than two-thirds of the children attend. There is not a Sunday school on the reservation. They have never had one. I have tried hard for the past two years, but have failed. Others have tried, but in vain. The parents seem to be perfectly indifferent as to having their children attend Sunday school.

Morality as to the whole tribe is at a low ebb. There is a cause for this condition of things. They are under no legal restrictions as to morality. I think they should come under and be controlled by the marriage laws of our State. You will see many women with babies; ask as to who her husband is, she tells you he has left her and married another. There is trouble now on the reservation. Indians from other tribes have married wives here, and the council declares they shall not live here. What will be the outcome I can not tell. My judgment is they ought to be citizens, exempt from taxation, with the exception of road tax; they should be obliged to work their highways. They should receive their annuities as they have been doing. As to the privilege of voting, I would not give it to them; I do not think they want it.

The Presbyterian church on the Tuscarora Reservation has a membership of 56, and a Sunday school of about 30. There is also a Baptist church on this reservation with a membership of 230. Rev. Frank Mount Pleasant, a native Tuscarora preacher, has been pastor of this church for several years. He says of the work of his church and the religious conditions of this reservation:

The expenses of this church are about \$250 per annum, and are met by the members of the church. No help comes from any missionary society. Connected with the church is a Young Peoples' Society, Sunday school, Womens' Mission Circle and Praying Band. Our Sunday services are very lively. On the 8th of May our church celebrated the twenty-fifth year of my pastorate. I can perceive a marked advancement in morality in twenty-five years. We have a set of good Christian young men and women influential, and exemplars for the betterment of the nation. Drunkenness, licentiousness, Sabbath breaking are far below in practice twenty years ago.

This report is outside of the chief's government. I abhor to give you a report of our chief's doings. But I can truly anticipate that the young generation will and must crush the chief system if it can not be bettered. I say again that the education and morality are fast improving, which government or society can not ignore.

On the Onondaga Reservation there is an Episcopal, a Methodist Episcopal, and a Wesleyan Methodist church. Rev. W. S. Hayward has been the priest in charge of the Episcopal church since November 1, 1901. The Methodist Episcopal church has a membership of about 50. Rev. Thomas La Fort, an educated and intelligent Onondaga, has been pastor of the Wesleyan Methodist church for several years past. The church has a membership of 40, with 5 probationers. The church is prosperous, the services are well attended, and a spirit of harmony prevails. Rev. Mr. Hayward says of the work of his church on this reservation:

The work of our church here is similar to that among the whites, pastoral work with some three or four services on Sunday, a Sunday school, and week day services also. There has been very little, if any, advancement in spiritual or educational matters since I was in charge of the field twenty-three or twenty-four years ago. But there has been a decided advance or improvement in temporal matters. We have failed to teach them to help themselves and to love labor, and to support their own religious and educational institutions. I think, in part, this has arisen from an ignorance of their tongue. And, therefore, I have been engaged, as time would permit, upon an Iroquois grammar for the last thirty years. It is a grand language, and I think they will never give it up as a people. I understand that there are full 10,000 Mohawks that can read that tongue, and that they are about to have a newspaper in that language.

Mr. Hayward reports that, in addition to the religious work, his church carries on industrial work among the Onondagas. The women are instructed in lace making and a store is maintained, which is replenished by the Women's Auxiliary of Central New York, in which clothing and other articles are sold to the Indians at a normal price, in order to aid them and increase their self-dependence.

A majority of the St. Regis Indians are Catholics and are communicants in the church in the Canadian village of St. Regis. There is a Methodist Episcopal church at Hogsburg, with an Indian membership of 73. About 25 Indian children are in Sunday school. Rev. W. C. Kingsbury, who has charge of this church, says:

It is very hard to get and keep the children in Sunday school. But few of them can talk English, and so it makes very difficult work. Our public schools—there are six—are doing fairly good work, but the parents take very little interest in them, and plenty of the children do not attend at all or with any regularity. We need a compulsory school law for these Indians. On the whole I am encouraged in my missionary work and feel like singing "Hold the Fort." While it might be much better, I feel that seed is being sown and taking root and God is blessing it. They need a great deal of education in every respect. Still we can say, with Chaplain McCabe, "The world is growing better."

**Reservation morals.**—The material condition of the Indians of this agency is unquestionably improving. They are coming to value more and more the blessings and comforts of a home, and are more willing to make steady, persistent efforts to improve the home and its surroundings. Many of them are getting to be good workers, and their services are in good demand for the commoner kinds of labor among the whites,

A party of Indians worked for a paving contractor at Salamanca, and he said they were the best workers he could get. When he went to the eastern part of the State to work upon another contract he took several of the Indians with him.

Despite the stringent provisions of the United States statutes relating to the sale of liquor to Indians, the traffic goes steadily on. The reservations are hemmed closely in by a white population, with numerous villages in their vicinity where intoxicating beverages are sold under State tax certificates. Many of the dealers thrive at the expense of the Indians in this nefarious traffic, but they are generally shrewd enough not to sell in the presence of those who would willingly testify against them in the courts. As a rule an Indian will not give a liquor dealer "away," and many will unhesitatingly perjure themselves to shield him when brought before the courts. To break up this traffic resort must be had to detectives to work up the cases and secure the amount of evidence required to convict. In many cases the liquor dealer does not sell direct to the Indians, but to some white man who acts as a "go-between." It is very difficult to trace such sales from the dealer to the Indians.

The Indians are not a vicious or a criminal class, but the standard of morality upon the reservation is rather low. The practice that prevails to quite an extent among them of men and women living together in the connubial relation without the sanction of marriage, tends to a disregard of the principles of virtue. Connubial partnerships are apt to be of short duration, lasting only while both parties are mutually agreed, and when one partnership is at an end another is generally formed without much delay, and of the same character as the one that preceded it. The result is what might be expected.

**Citizenship.**—A majority of the Indians are opposed to citizenship and the division of lands in severalty. The uneducated Indians feel that they are unprepared for citizenship and the responsibilities which would go with it. They fear that they would be crowded to the wall if they had to engage in the competition which would result from the breaking up of the tribal relation. The Indians who by industry and thrift have acquired considerable property fear that they would suffer loss if there should be a division of the lands among the members of the tribe. Those who are prominent in the tribe fear that they would lose their prominence and influence if the reservation should be broken up and the Indians absorbed into the body politic of the State. These several classes comprise a large majority of the people, hence it is easy to see that if division of lands and citizenship ever comes it will be from pressure from outside rather than from a movement in that direction by the Indians themselves.

**Kansas money.**—The New York Indians are still anxiously awaiting the distribution of the \$1,967,056 awarded them as compensation for their Kansas lands, which the Federal Government sold and turned the proceeds of into the Treasury. Congress made an appropriation in 1900 to pay this judgment in favor of these Indians, and at its late session authorized the Secretary of the Interior to make up a roll of the Indians entitled to participate in the distribution of the same. When the roll is made up it is expected that the distribution will be made without further delay.

**Annuities.**—The United States holds in trust \$238,050 for the Senecas and \$86,950 for the Tonawanda band of Senecas. The interest on these funds, amounting to \$11,902.50 and \$4,349.50, respectively, is distributed annually by the United States agent. The per capita amount from the first fund last year was \$4.20. Each of the Tonawanda Indians received \$8.41 from the trust fund and \$1.39 from the gypsum fund, alluded to elsewhere, or a total of \$14. The United States agent also distributes each year \$3,500 worth of sheeting and gingham among the Cayugas, Oneidas, Onondagas, Senecas, and Tuscaroras, in pursuance of a treaty made with the Six Nations, November 17, 1794. Under that treaty \$1,000 worth of goods goes to the Indians who have emigrated from New York to the Western States. The State of New York pays annuities as follows through State agents: To the Cayugas, \$2,300; to the Onondagas, \$2,340; to the St. Regis, \$2,130.67; to the Senecas, \$500.

In conclusion, permit me to thank the Department for the prompt attention and cordial support rendered me in the performance of official duties.

Respectfully submitted.

A. W. FERRIN,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF EASTERN CHEROKEE AGENCY.

CHEROKEE, N. C., *September 10, 1901.*

SIR: I have the honor to submit my annual report for the year ending June 30, 1901, accompanied by statistical report for the same year. These statistics, I am

pleased to say, I consider more accurate than any I have been able to obtain heretofore, though not all desired. Quite a number of families are living in sections remote from the boundary, having found the problem of support more readily solved out from among their people.

The tract of land known as Qualla Boundary, upon which the Eastern Band of Cherokees reside, is located in Jackson and Swain counties, N. C. Swain County is a border county, adjacent to the Tennessee line. The land is drained by Soco Creek and the Oconee Lufly River, both of these being tributary to the Tuckaseige River. The Great Smoky Mountains, the State line, and ridges branching off therefrom, form a natural line of separation for the Indian lands from other sections. These lands contain near 100,000 acres of land, some of it very productive, much of it very precipitous and unfit for other than grazing purposes.

At distances varying from 7 to 70 miles from the agency are a number of other tracts of land owned by this band—one of over 3,000 acres on the waters of Tuckaseige River, another on those of the Little Tennessee. In Graham County, near the county town, is the largest body of land outside of Qualla Boundary. Upon this live a number of Indian families. In Cherokee County, near the town of Murphy, are a number of isolated tracts. Some of these tracts are valuable and some of them hardly worth the tax annually assessed.

These tracts, remote from the agency and many of them unoccupied, have long been considered spoil for any one in need of anything from a walkingstick to a sawlog. Consequently what little value some of them may once have had has been very much diminished. During the year past better success has been attained in checking these depredations than formerly. A number of cases are docketed for the next term of Federal court.

One source difficult to reach is in the Indians themselves, some of them not being able or not willing to understand that common property is not the property of each, with which to do that which seemeth best regardless of the rights of the others. If all the common property outside of Qualla Boundary could be sold or allotted to individual Indians who desired to take it in exchange for their rights in the Boundary, or if it were sold for cash so that the Eastern Band would hold only the one tract as a community, the business of the agency would be much simplified and the rights of all better protected. Your attention will be again called specifically to this matter.

Qualla Boundary, with its beautiful scenery, fine timber, "Forest primeval," beautiful water courses, and wonderful springs would form a nucleus of exceptional excellence for the "Appalachian Forest Preserve."

The year has been one of material advancement, and the prospects for a fruitful harvest are very encouraging. A large proportion of the Indians have been industrious, with consequent good results.

The interest in the school has been well and successfully maintained, the educational work in most respects very satisfactory. The dropping of the position of kindergarten has made the duties of the other teachers more arduous and less satisfactory to themselves. A number of the pupils have gratified their ambition to see and know something of the great world beyond their mountains, and are attending school at Carlisle or Haskell.

The school is in need of better facilities for industrial training. The work in repairing shoes, as directed by the instructor in that work, has been good; that of the carpenter quite so, and the farm and garden have been made very productive under the management of the industrial teacher. Yet a little outlay for woodworking machinery would fill a much-needed want and might ultimately be made a source of revenue.

These children are quick to acquire a fair ability in shopwork, taking much interest therein. The desire to know of the care of stock and of the growing of fruit is not all that is desired, but is developing.

The Boundary is well adapted to both the growing of fruit and cattle. The apple is perhaps as near perfection in western North Carolina as in any section of the eastern United States. The small fruits grow abundantly here, the strawberry, raspberry, blackberry, huckle or whortleberry, and gooseberry are all native and are much esteemed, each in its season.

The school girls take very readily to cooking, sewing, and general housework, and find employment as they wish.

Thanking you for the many courtesies shown,  
Very respectfully,

HENRY W. SPRAY,  
*Superintendent and Special Disbursing Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORTS CONCERNING INDIANS IN NORTH DAKOTA.

## REPORT OF AGENT FOR DEVILS LAKE AGENCY.

DEVILS LAKE AGENCY,  
Fort Totten, N. Dak., August 27, 1901.

SIR: I have the honor respectfully to submit my fourth annual report for the Devils Lake Agency for the fiscal year ending June 30, 1901.

The Devils Lake Agency is composed of two separate reservations—the Fort Totten and the Turtle Mountain reservations, situated about 100 miles apart. The Turtle Mountain Reservation contains but two Congressional townships, and is about equally divided by timber, lakes, and prairie, less than one-third of the area being tillable, and is occupied by the Turtle Mountain band of Chippewa, and about thirty families of Canadian Chippewa who settled on the reservation prior to 1892 and were rejected by the treaty commission of that year as not belonging to the Turtle Mountain band.

The Canadian Chippewa refused to remove from the reservation at that time, have since refused, and still refuse to remove, and no steps have ever been taken by the Department to remove them, in spite of repeated entreaties from the Turtle Mountain band of Indians, the recommendations of the Indian agents, and the promise of the Indian Office. (Letter of March 20, 1889, to Kashpa, Maxim Marion, and Joseph Rolette, delegation of Turtle Mountain Chippewa, by John H. Oberly, Commissioner.) While the said Canadian Indians do not draw rations of subsistence supplies and are not, generally speaking, a charge on the Government, and derive their support from the tilling of the land upon which they reside, and their labor among the whites, they are still obliged to obtain their fuel and hay from the Indian reservation on which there is no too abundant a supply for those properly entitled thereto.

During the past year the Canadian government has been issuing scrip to certain half-breeds born within their borders between certain dates. The Turtle Mountain band of Chippewa have been proving their claims to their right to draw scrip for many of their children. So general did this become that the Hon. J. A. J. McKenna, half-breed commissioner of Canada, wrote me asking for a roll of the Turtle Mountain band, which I sent him. He afterwards visited me at this agency, and visited the Fort Totten School. Before visiting here he had become apprised of the fact that the Fort Totten School had been drawing many of its pupils from half-breed families who were not enrolled as Turtle Mountain Indians. His proposition was to drop all such from the Canadian roll, and to issue no scrip to either members of the Turtle Mountain band or to any who had participated in the rights, privileges, and benefits of United States Government schools, thus heading off practically all of the Cree-Chippewa half-breed element who are within our borders from participation in the Canadian scrip rights.

The history of the Cree-Chippewa half-breed race is briefly this: Dating with the coming of the Hudson Bay fur traders, French and Scotch voyagers intermarrying with the Cree and Chippewa women. This was a time prior even to the date of the United States as a Government, and long prior to the survey of the international line. In the meantime they had become quite a numerous race, and had won for themselves, together with their Chippewa allies, quite an extensive territory from the surrounding tribes of Indians. This territory reached into what is now the United States, and is partially covered by the lands for which the Turtle Mountain band has now a treaty before Congress.

I believe that claim to be a just one, if any Indian claim was ever a just claim. I believe, however, that the Canadian Government owes them a settlement as well; that the matter should be made an international matter, and a simultaneous effort be made by both Governments for the extinguishment of these claims. The Hon. J. A. J. McKenna held the same views, and took their applications under advisement until the two Governments should have a chance to decide on a course of action.

The Turtle Mountain band of Chippewa, as it is termed, should never be considered as a band of Indians. They are half-breeds, quarter breeds, etc., until it is quite impossible for a casual observer to tell that any degree of Indian blood exists among the majority of them, and it is my opinion that if their hopes of a Government settlement were fulfilled, and they were paid off, that they would sink or swim in the same boat with their white competitors. It is true, as the office has often intimated, that a few years back they were self-supporting, independent, neither asking nor receiving aid from any source.

However, the Department in making these remarks does not seem to realize the fact that within the memory of men who are not yet old this part of the United States, and of Canada as well, has undergone a mighty change. The glistening rails of transcontinental railways and innumerable branches span these erstwhile hunting grounds, the country in many portions being one continuous farm, miles on miles of cultivated grain fields, villages, cities, electric lighted, where the wild animal roams no more. This condition has come about like a dream to these people, and left them with their old occupation gone, and stranded high and dry in the face of new surroundings.

However, surrounded as they are by thrifty whites, the observation of several years has been to them something of an educator, and had they the means to purchase farm teams and machinery, I believe would make as good citizens for settlement either in the United States or Canada as the general run of the foreign immigrant, and a much better class of settlers than the pauper element of any European country. Situated as they are, and brooding over the wrongs, real or imaginary, done them by the two great Governments with which they have come in contact, and of the class of white people at large whose very deeds have brought them into existence, they can never be anything but a menace and source of trouble on either side of the line.

At the time of the writing of my last report I find that the Indians of that reservation were suffering from an epidemic of smallpox. This epidemic of smallpox was checked during the summer months, but owing to the fact that fire was used as a sanitary measure the Indians rather than have half their clothing burned hid it away and brought it out again at the beginning of cold weather, thus causing a second outbreak of the plague. In the meantime I had talked with many physicians about smallpox and smallpox epidemics, and gathered all the information possible from the best sources, had learned to my satisfaction that thorough boiling, repeated at least twice, was the very best disinfectant for all clothing of any material that could be boiled. Therefore on the second outbreak the reservation was again quarantined, the afflicted again placed in quarantine hospital, and at Day School No. 1 a competent physician was employed to take charge.

Every man, woman, and child on the reservation was vaccinated, whether willing or unwilling. The system of vaccination was thorough. A roll of all the people on the reservation was furnished the doctor; the policemen were his assistants. The time being winter, the people were gathered at the largest houses within the various police districts and there vaccinated. About ten days later the rounds were gone again, the arms examined, and if the vaccination had not taken were revaccinated. People who claimed to have had the smallpox were not excused on that recount. Plain marks of vaccination were not excused, unless the date was known to have been during the summer epidemic. Many of those who claimed to have had smallpox, and could show some pits or skin marks, took vaccination as thoroughly as did the babe in arms. Many who claimed to have been vaccinated within two years took beautifully.

For full and thorough report of the Turtle Mountain epidemic and its suppression see Dr. Crawford's report under date of February 28, 1901, transmitted to Indian Office in my letter of transmittal March 1, 1901.

Two cases of smallpox were discovered among the Devils Lake Sioux during the latter part of June, 1901. These people had contracted the disease by calling at the smallpox pesthouse near the town of Crary (the nearest railroad town to the east end of the reservation), for the purpose of getting a drink of water. The reservation was at once quarantined. All those who were known to have been associated in any way with the patients were placed in a "suspect" camp. The patients and their immediate families were placed in a quarantine camp, both camps being situated on an arm of the lake, about 1 mile apart, and 12 miles east of the agency. All were vaccinated, even the patients themselves. No other members of the families who came in daily contact with these two patients took the disease.

From such a statement it might be argued by many that the disease was not smallpox. But the diagnosis was not left alone to the agency physician, but on the part of the Government I employed Dr. Charles McLaughlan, of New Rockford, N. Dak., a man of wide experience, and who had been for four years president of the State board of health. The Indians not being satisfied with his diagnosis asked permission and hired Dr. Ruger, a man of wide experience and an old army physician, to diagnose the case for them, which he did, pronouncing it, as had the other two, smallpox.

It then caused every person on the reservation to be vaccinated, whether belonging to the Devils Lake Sioux or not, whether claiming to have had smallpox or not. Among those claiming to have had smallpox was the Rev. W. D. Rees, resident Episcopal missionary at Fort Totten; the vaccination took on him, leaving a very good vaccination scar. From the testimony that I have had along this line I have come to the

conclusion that vaccination will take, in some instances, where the patient has already had the smallpox.

For full report of the Turtle Mountain Chippewa see report of E. W. Brenner, farmer in charge, attached hereto and made part hereof.

**Location.**—The agency is located at Fort Totten, on Devils Lake, from which the agency takes its name, and which forms its northern boundary, the Sheyenne River forming its southern boundary. The reservation is about 35 miles from east to west, and from 8 to 18 miles from north to south. It comprises the whole and parts of twenty-four different townships, only two of which are full, and contains 230,651.79 acres. One thousand one hundred and thirty-two allotments have been made, leaving a residue, after deducting church holdings, of 98,224 acres held in common. Of this there is at least one township in the southeast corner of the reservation, 23,040 acres of drifting sand, fit for nothing but sheep pasturing, and scarcely fit for that. The balance of the unallotted land is scattered forties, eighties, and fractions over nearly the entire reservation—much of it stony hill land, fit only for pasture, and can not be considered in any sense a home-seeker's paradise.

The reservation is thinly timbered along the lake and river shores, and is now, from long years of constant chopping, nearly exhausted. The reservation is well watered and well adapted to mixed farming.

**Buildings.**—The agency buildings, except the grist mill, are located at Fort Totten, which is 15 miles from Devils Lake City, on the Great Northern Railroad, and on the opposite side of the lake, Devils Lake City being reached in summer by steamboat and bus; in winter, by driving across the lake on ice. It is 12 miles from Oberon, on the Devils Lake Branch of the Northern Pacific Railroad, and about the center of the reservation from east to west.

The old tank tower has been remodeled into a two-story building, the lower portion being used as a drug store, and the upper portion as Indian employees' quarters. The grist mill is situated 7 miles east of the agency, is out of repair, lacks water facilities, and has not been used since I have been here. It should be moved to the agency, where a plentiful water supply is to be had, and could be utilized in the grinding of agency and school grists, and feed crop.

**Statistics.**—The number of Indians, as shown by the census of this year, is as follows:

Males .....	492
Females .....	539
Total.....	1,031

Children of school age: Male, 121; female, 96; total, 217.

People over 60 years of age, destitute and dependent: Male, 38; female, 71; Total, 109.

I find that 414 allottees out of a total of 1,132 have died since allotment on this reservation.

**Agriculture.**—There are on this reservation 240 houses, each inhabited by one or more families; 250 families residing upon and cultivating lands allotted in severalty. Seed was issued to the Indians for 3,682 acres flax, and 498 acres oats, making a total of 4,180 acres. This is exclusive of gardens, corn, potatoes, wheat, barley, and agency crop, and all those who furnished their own seed, which will probably amount to between 1,000 and 2,000 acres. The crop is ripening at the present time, and the prospect is good for a fair yield. How much grain will be thrashed from the seed issued can not well be estimated; and the hay cut by the Indians, not as yet having been measured—they not being through haying—can not be given. It is safe to say, however, that the hay crop put up by the Indians is at the present time much larger than the hay crop put up by them during any previous year, as the whites have not been allowed to come onto the reservation to put up any hay. Five full stacking rigs have been run by the Indians, besides many individual crews working with pitchforks and wagons. The Indians were greatly discouraged over the crop failure of last year, and sold themselves short of hay with which to do their spring's work. Had it not been for the Government teams, furnished by the Department in April, the crops planted on the reservation this year would have been exceedingly limited. It is safe to say that more new breaking has been done this year than has been done on this agency in the past ten years, taking the years all together.

**Police and court of Indian offenses.**—The police force consists of 1 captain and 10 privates. The court of Indian offenses is composed of 3 judges. This court is a very beneficial factor in governing the Indian population, and should be thoroughly protected by United States law.

The power of the court has been somewhat crippled during the past year by the Episcopal clergyman at this place in his advice to Indians, and his efforts to have

their cases brought to the civil courts. In civil cases, where the Indians had money to pay the attorneys for prosecution and defense, the Indians obtained results. As soon as it came to criminal cases, where the county was liable to be mulcted for costs, the authorities refused or failed to act. The Indian courts have taken up some of these cases, and are doing their best to reduce to a minimum this class of petty crimes, the lawyers in the vicinity having seemingly come to the conclusion that it will not be best at present to interfere with their jurisdiction. I quote below an article printed in the Oberon Reporter for March 21, 1901, said paper being published at Oberon, N. Dak., a town adjoining the reservation on the west, which article seems to pretty thoroughly voice the sentiment and the action of the local authorities:

#### INDIANS IN COURT.

There is considerable talk and speculation about the recent advent of Indian cases in the justice courts of this county. It appears that heretofore the Indians on the reservation have tried their cases before an Indian court, which assembled regularly at Fort Totten for the purpose of disposing of such cases. According to a recent ruling of the Interior Department, the Indians on the Devils Lake Reservation who have taken their allotments are full-fledged citizens of the United States, and have a right to the use of our courts. The Indians, it appears, concluded to assert their rights, and are bringing all their little petty cases before the justice courts, thus making quite an expense to Benson County. It is said by some Indians that this sort of procedure will eventually break the county.

We understand that Agent Getchell tried to have the necessary legislation enacted at Bismarck this winter creating a special court on the reservation, where all these Indian cases could be tried without cost to the county. The bill failed to pass, on the ground, perhaps, that it was unconstitutional, as the constitution of this State reads: "The judicial power of the State of North Dakota shall be vested in a supreme court, district courts, county courts, justices of the peace, and in such other courts as may be created by law for cities, incorporated towns, and villages."

It seems to us that the only way to prevent this indiscriminate use of our courts by not only the Indians, but also by all others who wish to air their petty neighborhood quarrels in court, is for the State's attorney to strictly exercise his judgment and authority in the matter of indorsing criminal complaints. The law provides that when a complaint is made before a justice of the peace, before issuing the warrant, the complaint (if not made by the State's attorney) and other evidence taken by the justice must first be submitted to the State's attorney, that he may enter his approval or disapproval of the issuance of a warrant upon such complaint, and if he disapproves no warrant shall be issued.

It would seem that here is sufficient authority for the State's attorney to put a stop to the kind of litigation referred to in the first part of this article; and there is no doubt but what State's Attorney Bergland and his assistant, Mr. Dresser, will exercise good judgment in this matter, and those who think they will be able to work out their revenge by encouraging these Indians to get into our courts for the purpose of working a hardship upon the county will be forestalled by the aforementioned officials.

As long as the Indians are not taxpayers on their allotments this condition of affairs is liable to exist not only in the vicinity of this reservation, but in every part of the United States where allotted Indians reside who have not obtained their full and final patent. The twenty-five years given the Indians by the Dawes Act is a wise provision, and should not be tampered with by Congressional act, either collectively or individually. It is my opinion, however, that Indian crimes of too grave a nature for the settlement in the court of Indian offenses should be made a Government charge, and tried in the United States court of the various districts in which Indian reservations are located; thus only can justice and right be expected to prevail in the administration of Indian affairs while the Indians themselves do not share in the burden of administrative expense.

**Sanitary.**—The people are troubled by pulmonary diseases to quite an extent. This I attribute not to a weaker organization than the whites have, but to the fact that during the last generation they have changed their mode of living to an extent hitherto unknown to any class of people with whom I am acquainted, or have ever heard of. A lifetime ago these Indians were roaming the plains, subsisting, without Government aid, on the vegetables raised in their gardens, game, fish, and berries, and such edible roots as could be gathered from forest and prairie. They were living a free, outdoor life, winter and summer, in their skin lodges, inured to hardships that would now seem, even to them, appalling. They were able to withstand, in their bearskins, the extremes of summer's heat and winter's cold, and pulmonary diseases among them was practically an unknown quantity.

All this is changed; the game that subsisted on the plains has been swept away as cleanly as the crumbs from the festal board; the skin lodge is gone; the free, roaming life of this athletic race has passed away. They are living on reservations in small cabins built upon their allotments; in winter time made as tight as possible; heated to a degree almost unbearable by a white man. Here they gather, old and young, male and female, sick and well, breathing the vitiated air, further contaminated by the fumes of the red willow; usually without floors, always without beds, they sleep on the ground, and as the fire dies, the death's-head grins on them in a form of quickly contracted pneumonia. Of sanitary laws in the past they knew nothing, or from their mode of life needed to. But under the changed condition they must be enlightened on this subject, or the death rate in the future will be greater than that of the past.

To illustrate this point, I will mention two incidents that have come under my observation: One, a case of childbirth, happened a year ago last winter, about 7 miles from the agency. The doctor had been called to see the patient the second day after the child was born, the mother suffering from fever. I drove the doctor out, and learned, while there, that these were the simple facts: They were living in such a house as I have mentioned, with the exception that there was a floor, and that the patient was lying on a bed. The house was as tidy as any I have ever seen, but there was no chamber provided, and the patient had been obliged to go outdoors in a blizzard to void on the first or second day of confinement. Child-bed fever was the result, and death came quickly.

The second case was that of an old Indian by the name Towanonpa, aged about sixty years, who was suffering with an aggravated attack of la grippe, who got up early one morning last winter, when the thermometer stood at about 40 degrees below zero, and went out in his bear pelt, without even moccasins on his feet, to get an armful of wood with which to build his morning fire. A quick congestion of the lungs seized him, and he toppled over insensible, and was quickly brought into the house by his family in that condition. They sent in for a coffin, and told me of the circumstances of his death. Thinking it might be a case merely of suspended animation, I sent the agency physician out to render such assistance as he could, and report. On his return he reported the case as that of suspended animation; said he could only detect life by holding a looking glass to his mouth, and finding moisture thereon by his breathing. He said he told the Indians that the man was not dead, and instructed them to rub him and restore animation by that process. I sent him out the next day. When he got there he found the man was buried. Thus have two lives passed away for want of sanitary knowledge. These are only two instances, but as straws show the direction of the wind, so do these cases point to the lack of sanitary knowledge necessary to their changed condition.

**Schools.**—The only school facility on the Fort Totten Reservation is the Fort Totten bonded industrial school at the old military post, including the school of the Grey Nuns. The portion of the school under the Grey Nuns has always had the best attendance of Sioux children from this reservation. A united effort will be made by school and agency alike to increase the attendance under the direct supervision of Supt. C. L. Davis, and we can only hope for the best results.

**Missionary and church work.**—This work is conducted by the Catholic, Episcopal, and Presbyterian denominations. The Catholic, under the charge of Father Jerome Hunt, has the largest following, and has three church buildings. Father Hunt is still the indefatigable worker, and the conscientious, straightforward man that I have always found him. The Presbyterian denomination has two church buildings, and the missionary work is attended to by the Rev. Daniel Renville, a half-breed Sioux Indian, and an excellent man. The Episcopal Church is still represented by W. D. Rees.

**Agency farm.**—The agency farm will produce all grain needed for feeding agency stock and for reseeding the farm. We have 166 acres in oats, about 30 acres in barley, and 70 acres in flax, making in all 266 acres in crop—all looking fine, and at the present writing nearly all cut and in shock.

In conclusion I will say that this is essentially an agricultural agency, and as such must be dealt with in the future. So far as I can ascertain, this is the only practical resource of this people. Four years of practice have only confirmed my theory on first coming here. It is true that I had lived for years in the vicinity, and while I had never paid any particular attention to the reservation, I had crossed it at different times and in different places, in going to and coming from the railroad stations of the vicinity, and had, on coming here a good general idea of its adaptability and resources, and, had I had the same tools, teams, and machinery at my disposal the first year that I have in this, my last year, I feel that the advance of the people along agricultural lines would have been much more marked.

It is therefore with something of a feeling of regret that I take a retrospective review of conditions regarding this agency during my administration. On the whole I can see progress, yet it is not such as I had looked for, hoped for, expected. Thus it always is as we climb the hill of the future and glance back at the valley of the past, whether successful or unsuccessful, there is a certain sense of disappointment and of sadness for what might have been.

It only remains for me to thank the officials of the Indian Office and of the Interior Department generally for their uniform kindness and never-failing courtesy.

I am, sir,

Very respectfully, yours,

F. O. GETCHELL,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.



## REPORT OF FARMER IN CHARGE OF TURTLE MOUNTAIN CHIPPEWA.

TURTLE MOUNTAIN RESERVATION, DEVILS LAKE AGENCY,  
Belcourt, N. Dak., September 2, 1901.

SIR: I respectfully transmit the annual census and statistical report of this reservation for 1901:

The reservation is a division of the Devils Lake agency, located in Rolette County, N. Dak., in township A 162, ranges 70 and 71 west. Two townships, containing 46,080 acres, divided into farming, timber, and grazing land, and much of this area taken up by hills, lakes, and sloughs.

Practically all the full bloods and a number of the mixed bloods reside off the reservation, but in the immediate vicinity.

The following table is an abstract of the census:

	Adults.		6 to 18 years.		1 to 6 years.		Total.	Fam. ilies.	Births.		Deaths.	
	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.			Male.	Fe-male.	Male.	Fe-male.
Mixed bloods on reservation .....	440	374	253	244	134	197	1,642	363	35	44	27	31
Mixed bloods off reservation .....	158	116	90	100	60	61	585	106	12	19	4	8
Full bloods .....	74	74	36	19	11	23	237	81	3	9	2	6
Total .....	672	564	379	363	205	281	2,464	550	50	72	33	45

There are, besides 12 families, about 80 individuals residing on the reservation who are not enrolled and who have been allowed to remain here, although rejected by the commission of 1894. They obtain no aid from the Government and make no trouble, but occupy considerable land.

**Agriculture.**—Seed was furnished by the Government in the following quantities: 1,000 bushels barley, 500 bushels flax, 2,000 bushels oats, 1,500 bushels potatoes, 100 pounds ruta-baga, and 2,000 bushels wheat. Owing to the failure of the crops of 1900 and consequent hard times but a few had saved any seed of their own. Many went into debt for seed in 1900, and could not pay, and were discouraged, but some purchased seed, particularly those residing off the reservation, who are the largest farmers, and this accounts for the decreased acreage from last year.

The following table will show the amount of land being worked. The fencing is for pasture, there being a herd law, and crops are not fenced:

	Barley.	Flax.	Oats.	Rye.	Vegetables.	Wheat.	Summer-plowed	New break-ing.	Plowed land vacant.	Fenc-ing.
	Acres.	Acres.	Acres.	Acres.	Acres.	Acres.	Acres.	Acres.	Acres.	Acres.
Mixed-bloods on reservation .....	411½	782½	756	.....	256½	1,852½	373	172	1,028	3,568
Mixed-bloods outside reservation .....	138	480½	253½	100½	74½	1,550½	168	146	382	679
Full-bloods .....	8	8	12	.....	12½	29	.....	.....	23	.....
Total .....	557½	1,271	1,021½	100½	343½	3,432	541	318	1,453	4,247

**Education.**—The usual school facilities are three Government day schools, and a boarding school conducted by the Sisters of Mercy, which is supported by private donations. One of the day schools, being used for a smallpox hospital and afterwards burned, was not in operation during the school year. In addition, there are children at Lawrence, Kans., at Fort Totten, N. Dak., Pine Ridge, S. Dak., Genoa, Nebr., and Chilocco, Okla. A midday meal is furnished at the day schools. The average attendance at the day schools is greatly reduced by the severity of the climate during the long winter.

The following are the statistics for the schools operated on the reservation:

School.	Largest attendance at one time.	Largest average for one month.	Average attendance for the year.	Capacity of school.	Average age.
No. 2 day school .....	54	35	29	40	11
No. 3 day school .....	43	33	25	40	11
Boarding school .....	130	127	113	150	10
Total .....	227	195	168	170	.....

**Churches.**—There are 2 churches, both Catholic, numbering 1,360 communicants. The mixed-bloods are Catholics, and some full-bloods are Episcopalian; their church is away from the reservation, and reports 20 communicants and 18 adherents.

**Court of Indian offenses.**—The court of Indian offenses is composed of three judges, one full-blood and two mixed-bloods. The court had 29 cases before it during the year, none of a criminal character, but disputes about debts, family troubles, and disputes over hay meadows. Eight cases for selling or introducing liquor and 6 cases for stealing wood from the reservation were brought before the United States court, and the parties were tried and punished.

**Health.**—Smallpox made its appearance on the reservation about the middle of June, 1900, and was not completely got rid of until February 18, 1901. During the time there were 4 deaths and 115

recoveries. The surrounding country quarantined against the people from here during six weeks, in August and September, and long afterwards they were looked on with suspicion and could not get employment. A thorough system of vaccination was undertaken and successfully accomplished. The health in other respects was good.

**Conclusion.**—These Indians have experienced a disastrous year. With the smallpox among them, which confined them to the reservation and deprived them of the opportunity to work for outside parties, with a total failure of crop in 1900, and but slight support from the Government, they have lived through great hardship.

The crops for this year are excellent, and they find plenty of work at good prices, and the outlook for the coming winter seems good.

Very respectfully, your obedient servant,

E. W. BRENNER, *Farmer in Charge.*

F. O. GETCHELL,  
*United States Indian Agent.*

REPORT OF AGENT FOR BERTHOLD AGENCY.

FORT BERTHOLD AGENCY,  
*Elbowoods, N. Dak., August 17, 1901.*

SIR: I have the honor to submit the report of affairs at this agency for the fiscal year ending June 30, 1901.

**Location of reservation and agency.**—This reservation lies in the counties of McLean, Mercer, and Ward, N. Dak. It is crossed by the Missouri River. On the east side of the river the Grosventre and the majority of the Arikara are located; on the west side are the Mandan and a small number of Arikara. The reservation comprises over 40 townships, but settlements are confined to 9 townships lying along the Missouri River.

The agency is situated in McLean County, at a point called Elbowoods, which is the agency post-office. It is 120 miles northwest of Bismarck, the telegraphic address, and 70 miles southwest of Minot, the point of delivery for freight. It may be reached from Bismarck by rail to Wilton; thence by stage. This is the present mail route. Communication with Minot is irregular and uncertain. There is no stage line from that city and very little travel except by Indian freighters.

**Subissue stations.**—There are four subissue stations located at various points of the reservation. These have been in operation throughout the year. There is an assistant farmer in charge of each station, except that at Shell Creek. Issues at that place are made by one of the clerks or the head farmer. These stations save the Indians long journeys to and from the agency for rations.

**Population.**—The census taken June 30, 1901, shows the Indian population to be 394 Arikara, 465 Grosventre, and 247 Mandan; total 1,106, divided as follows:

	Arikara.	Grosven- tre.	Mandan.	Total.
Families .....	124	136	77	337
Males over 18 years.....	107	123	77	307
Males under 18 years .....	63	99	41	203
Females over 14 years .....	131	139	78	348
Females under 14 years.....	93	104	51	243
Between 6 and 18 years:				
Males .....	52	75	29	156
Females.....	55	59	32	146
Between 6 and 16 years:				
Males .....	46	63	26	135
Females.....	48	55	29	132
Births .....	14	23	8	45
Deaths .....	16	14	11	41
Loss .....	2	0	3	5
Gain.....	0	9	0	9

One family of 3 persons that had not been enrolled before and 1 person who had been dropped from the rolls were taken up, making a net gain of 8. This gain is the result of the total absence of contagious diseases on the reservation during the past year. Although a number of cases of smallpox and diphtheria appeared in adjacent towns, those diseases have been kept out by the establishment of strict quarantines whenever danger occurred.

There is no question but that the Indians will increase when they accept proper medical treatment for disease, and observe proper sanitary measures in and about their dwellings. They are a prolific people, and the majority of the women bear many children. Owing to their lack of knowledge of the proper care of infants the

greatest mortality occurs among the young. Those who reach the age of maturity are, as a rule, long-lived and capable of great endurance.

**Sanitary.**—The agency physician in his annual report says:

There are belonging to this reservation three separate and distinct tribes of Indians, the Arikara, the Grosventre, and the Mandan. They are radically different in dialect, as also in their habits and customs. Of the three tribes the Arikara are the most progressive, especially as regards sanitation. The much larger portion of my practice is among the Arikara, the Grosventre coming next in order. The Mandan have but very little use for the agency physician, and he is therefore a less frequent visitor to them than to the Arikara or Grosventre.

All of these tribes have their native medicine men, and in my opinion will have them through all time to come. Superstition is a most powerful trait of the Indian character, and through this means the native medicine men acquire and retain their power over the people. Moral suasion and kindness have but little effect in weaning them from their medicine men.

During the year just ended there have been under treatment by the agency physicians 373 persons for the various diseases specified in the quarterly reports submitted during the year. Died—males 3; females, 4. The number of deaths here given are those that were under treatment. The whole number of deaths occurring is shown by the annual census.

No serious cases of sickness have occurred among the pupils of the reservation schools.

One important factor in preserving the health of these people is the proximity of their homes to the Missouri River. A supply of pure water is always at hand, and there is no necessity for their using the water of small streams or pools which is strongly impregnated with alkali or other highly deleterious impurities.

**Court of Indian offenses.**—There has been but one case of a criminal nature brought before this body during the past year. A number of civil cases have been heard and settled, and four divorces were granted. The rulings of the court are impartial and as nearly in accordance with the laws of the State as circumstances permit.

**Indian police.**—This body can not receive too much praise for its fidelity, industry, and progressiveness. The police have but few arrests to make, and control those who are inclined to violate the law more by moral than physical force. They assist the farmers in looking after the reservation stock and the advancement of agriculture.

An important part of the police duties is to keep back cattle of the white ranchers living on the reservation borders. These cattle stray over the line on account of the better range on the reservation. When they drift back to their home ranges large numbers of Indian cattle go with them. The police force, in conjunction with the farmers, has recovered 12 head of cattle that were held by white men just outside the western line of the reservation.

The Russians living in Mercer County, on the southwestern line of the reservation, appear to have an idea that Indian cattle are common property. On several occasions the police have gone into this Russian settlement and found reservation stock. No difficulty encountered but in one case. A bull, the property of Bears Ghost, was taken up by a Russian. This man held the animal only a short time and sold it to one of his countrymen. The second man soon made a sale, and the bull has passed through the hands of several men. The police located the animal, but could not recover it without a quarrel. The United States attorney for this district was notified of the matter, but has failed to take any action. He has persistently ignored my letters on the subject. These Indians are amenable to the laws of the State, and it is only justice that the same laws should protect them against the encroachments of the whites.

**Education.**—This branch of work is steadily advancing. Five schools have been in operation throughout the school year.

Browning boarding school, located at the agency, has closed its first full year since it reopened. During the year ending June 30, 1901, the total enrollment was 104; average attendance, 100. The largest monthly average attendance was 104, in June.

The industries taught are farming, carpentry, laundering, plain and fancy sewing, cooking, and general housework. Six sets of wood-carving tools have been received. Several boys have shown considerable aptitude for that work.

The heating system has not proved to be entirely satisfactory, and during extremely cold weather the temperature in most of the rooms reached an uncomfortably low degree. This fault may have been with the fuel. Lignite coal has been used. The quality was not of the best and perhaps did not admit of the boiler doing its best. Experiments have partially shown that wood is a better fuel than poor lignite coal, and it is intended to make further tests of wood in the coming winter.

The water supply is not sufficient for the needs of the school. During very cold or very dry weather, both of which conditions are of frequent occurrence, the well has been pumped dry in a very short time. The well should be sunk deeper to enlarge its reservoir, or, if this is not practicable, a new well should be dug.

The sewerage system is complete and efficient. A long trench carries the sewage from the mouth of the sewer into the river bottom. When the spring freshet occurs

the bottom is thoroughly flushed. So far no objectionable features to this plan have been observed.

Several new buildings are required to maintain the efficiency of the school. A new laundry is one of the leading wants. The building used now for that purpose is a part of the old school plant. It is too small for the present amount of laundry work and is in such bad repair that the cost of putting it in good order would almost equal the cost of a new building.

Since the school has been in operation the average attendance has been over 100, although the building was designed for only 75. A new building for class rooms should be erected. This would give more dormitory space, and a number of children, now deprived of school privileges, could be accommodated.

Class-room work takes up half a day of each pupil's time. Those who attend class rooms in the morning take part in the industrial work in the afternoon and vice versa. Steady progress has been made in the several departments of the school, and at the close of the year the teachers and employees were greatly encouraged by the marked advancement of their pupils. All the employees of the school have taken an active interest in their work. Total cost of maintaining the school for the year, \$16,863.64; cost per pupil, \$168.63.

No. 1 day school, located at Armstrong, 17 miles south of agency. Total enrollment, 24; average attendance, 17.97. Cost of maintaining the school, \$1,523.30; cost per pupil, \$84.77.

No. 2 day school, located at Independence, 22 miles northwest of agency. Total enrollment, 32; average attendance, 23.99. Cost of maintaining the school, \$1,455.76; cost per pupil, \$60.68.

No. 3 day school, located at Shell Creek, 25 miles north of agency. Total enrollment, 36; average attendance, 26.58. Cost of maintaining the school, \$1,602.76; cost per pupil, \$60.30.

Mission home school, located at old site of agency. It is conducted by the American Missionary Association. Rations for the pupils and such clothing as they would receive if at home are issued. All other expense is borne by the mission funds. Enrollment, 34; average attendance, 28. Total cost of maintaining the school, \$4,909.18; cost per pupil, \$175.33. The cost to the Government for rations and clothing issued was \$669.47, or \$23.91 per pupil.

For the school year the enrollment at all schools on the reservation was 230; average attendance, 196.54. The total expenditure by the Government for educational purposes was \$22,114.93.

**Industries and earnings.**—For two years past agriculture has been discouraging. Last winter the fall of snow was light, and when planting season came the ground was in poor condition for seeding. Spring rains amounted to little or nothing. Seed failed to sprout in many cases, or where it did appear above ground the tender shoots were killed by late frosts. The rainfall for April was nothing, May 0.47 of an inch, and June 4.02 inches. On June 7 a frost killed or blighted everything above ground. Last year the Indians sowed large quantities of wheat and oats. The crop failed, and this year they had no seed. A few purchased small quantities of seed grains, but will hardly get their seed back. Such conditions make it uphill work to keep these people interested in agriculture. They have become discouraged by repeated failures, and are diffident about making any effort to raise a crop.

The rainfall of 4.02 inches in June has helped the hay, although it came too late to be of much benefit to grain. The prospect for an abundant hay crop is favorable.

Lack of moisture is the greatest drawback to agriculture. The soil is rich and will yield paying crops if sufficiently watered. Agriculture alone, however, is a poor and uncertain means of livelihood in this section. White settlers do not depend entirely on a crop, but make cattle raising their principal occupation.

The following is an approximated yield of the growing crops:

Wheat.....bushels..	327	Potatoes.....bushels..	3,601
Corn.....do....	1,497	Turnips.....do....	120
Onions.....do....	17	Other vegetables...do....	480
Beans.....do....	187	Butter made.....pounds..	60
Oats.....do....	605	Hay cut.....tons..	15,500

The agency flour mill has not been in operation during the past year. No grain was raised, so there was no necessity for running the mill.

During the spring the sawmill was operated for a short time, and all the logs hauled through the winter were sawed. Fifteen thousand feet of lumber for agency use and 65,000 feet for Indians was the quantity produced. Timber suitable for sawing has all been cut for several miles above and below the site of the mill. A larger number of logs would be cut but for the distance they have to be hauled.

The herds of the reservation have made a fair increase. The Indians now own 2,341 horses and 7,505 cattle. Last year the number of merchantable cattle was so small that purchases from Indians were stopped after November 1. The quantity purchased up to that date was 130 head; net weight, 71,652 pounds. This year there are enough cattle to supply the agency and leave a surplus, which may be shipped to outside markets. Stock raising is the industry upon which these people must depend for their future support. The country is thoroughly adapted to that pursuit. The rough, broken land along the Missouri River makes an excellent winter shelter, and the level upland back from the river furnishes a fine summer range and an ample supply of hay.

The gross earnings for the year are as follows:

Transporting supplies.....	\$818. 28
Sale of hay, wood, and coal.....	2,374. 53
Sale of beef.....	4,657. 38
Salaries of employees, regular and irregular.....	9,875. 32
Sales of products of labor, transporting supplies, and salaries paid by traders.....	1,656. 41
Total.....	19,381. 92

**Road making.**—This work has required but little attention. A few short jobs were done on approaches to bridges, crossings of streams, and hillside roads. In all 20 miles of roads were repaired by 18 Indians, whose combined labor amounted to forty-nine days.

**Allotments.**—All the Indians of this reservation have taken and reside on their allotments, and all have made more or less improvements. The old settlements or camps are broken up, but most of the allotments are close together, the object when taking allotments being to secure some land with growing timber and to be near the water supply, the Missouri River. The reservation contains 965,120 acres, of which only 80,340 acres have been allotted. Patents for these allotments have been issued from the General Land Office, but the Indians do not seem inclined to accept them.

It is the wish of these people to hold the unallotted portion of their reservation for grazing and hay lands. They say the area is none too large for their herds when they become more successful in stock raising. They have no desire to cede any part of their lands.

**Missionary work.**—There is only one church represented on this reservation at present. The Catholic missionary left here early in the year, so that no statistics regarding his work can be furnished.

The Congregational Church, in cooperation with the American Missionary Association, has two male and two female missionaries, not reported as teachers, and has expended \$1,355.34 for religious purposes. Two marriages were solemnized by the missionary during the year. This church has 105 Indian communicants.

During the past year the missionary work on this reservation has not been kept up to its usual standard. Attendance at the churches has decreased and general interest in church work has declined. The so-called missionary work of the past year has been criticising the administration of agency affairs, formulating charges against the agent, and inciting the Indians to similar action. At one time it became necessary for the Department to caution the principal missionary that such interference would not be tolerated. This warning, instead of causing a cessation of the trouble, simply taught the participants to be more circumspect.

The missionaries wish to control the corporal as well as the spiritual welfare of the Indians. This state of affairs has existed for a long period. Every agent of whom I can learn anything has had more or less trouble with the missionary. Such conduct would not be tolerated in an Indian trader, employee, or any other person having business with this branch of the service. It is unjust to an agent to hamper him with such a drag stone as there is here.

This interference on the part of the missionary has affected the Arikara to a greater extent than either of the other tribes. The work and earnings of the Arikara substantiate this statement. The earnings of this tribe for products of labor have been less than 50 per cent of the amount earned by the Grosventre, although the people are about equal in number. Their time has been spent in councils instead of at earnest labor. If the missionary and his Indian lieutenants had expended the same amount of time and energy in improving their gardens, corrals, and dwellings, instead of in trying to improve the Indian service, the effect would have been more beneficial to their people, and the interests of the Government would have been as zealously cared for.

When a man becomes so narrow-minded and egotistical as to think that all are wrong but those who are of his opinion it is high time that he was disabused of that idea by placing some one in his position who is not so perfect.

**Field matrons.**—Two field matrons are employed on this reservation. Their entire time is spent among the Arikara. They come to the agency to draw their salaries or when they are in need of supplies. At other times they do not honor us with their presence. The salaries of these two field matrons amount to \$960 per annum. The Grosventre and Mandan derive no benefit from this expenditure. From the condition and surroundings of the dwellings of the Arikara it is apparent that they are not making the progress they should with the field matron force to advise and instruct them.

One or both of these positions should be abolished unless it can be arranged to have the field matrons located at the agency. From this central point their lines of labor can be directed to all parts of the reservation. They would be under the direct observation of the agent and the interests of the Indians would be advanced. The field matron's house has, for the past eight months, been a council chamber where the malcontents of the reservation assembled to talk over their imaginary grievances and lay their plans. The matron, instead of acting as a loyal and straightforward employee, took an active part in these secret meetings. If she had been located at the agency and her full time occupied with her duties, as it should be, the results would have been more creditable.

**Morality and marriage customs.**—Four years ago there existed at this agency an infamous state of affairs in which were implicated several agency and school employees and some Indian girls who belonged to the order of sisters originated by Father Craft. This matter stirred up the entire community and caused no end of scandal. The removal of the guilty parties from the reservation ended the incident. The Indian sisterhood is now practically disbanded. The Indian girls of this reservation who were members have returned to their people. Some are married, and have made good, faithful wives, and all are leading upright, Christian lives.

Since the occurrence above mentioned acts of immorality have been rare. It became necessary last winter to remove from the reservation a young half-blood Chippewa woman, her conduct being such as to make her presence undesirable. Immorality has almost disappeared from among these Indians. They have been removed from contact with that element of the white race which degrades all weaker associates. The reservation is so far from the great lines of transportation that the "bootlegger," the "blind-pigger," and other parasites are unknown. Our white neighbors are, as a rule, respectable and law-abiding people, who are an aid rather than a hindrance to the uplifting of these Indians. The teachings and examples of the agency and school employees are good.

Polygamy has disappeared with other dark practices. When I assumed charge of this agency several men had more than one wife. These were compelled to set aside all but one woman and strict orders were issued against any further intercourse with the former wives. There has been but one violation of such orders. This man was promptly arrested and punished, and again warned against such actions. He has obeyed to the letter of the law since his punishment. The second wife has remarried and lives happily and contentedly with her new spouse. In nearly every case the women have remarried and do not seem to regret their new associations.

Marriages according to the old Indian customs are not permitted. All persons desiring to marry are required to procure a license from the agent and to be married by the agent, a clergyman, or magistrate. The State laws regulating marriages are fully complied with. A complete record of marriage certificates issued, marriages performed, and returns of clergymen and others, is kept in the agency office.

Divorces are occasionally applied for. These applications are considered by the court of Indian offenses. The primary step taken by the court is an attempt at reconciliation. When this can not be accomplished, and if the evidence presented upon investigation is sufficient, a decree is granted. Otherwise the couple are compelled to resume their marital relations and live peaceably.

Prostitution, which was at one time practiced boldly and openly, is unheard of. Virtue is as much respected in this as in any other community.

**General progress and condition.**—It must be conceded that these Indians are far from the goal for which we are striving—"self-support." They were until a few years ago a nomadic people. Their tendencies were not to establish homes and make permanent improvements, but were rather to be on the move, to secure game for their own consumption and pasturage for their herds of ponies. This old spirit of unrest crops out frequently yet. Large parties want to visit their friends at other agencies, even though their services are required at home. Some meet a refusal with sullen contempt and go anyhow, others return cheerfully to their homes and settle down to work.

The "Huskies" or Knife River Grosventre are making rapid progress in stock raising. For twenty-five years this band remained away from the reservation. When at last they were brought here they were nearly destitute. Now each family has a comfortable log house, good stables, corrals, and cattle sheds. They are poor farmers, but the climatic conditions here are not encouraging.

The Grosventre are the most industrious of the three tribes. Their herds are the largest and their earnings are more than the combined earnings of the Arikara and Mandan.

What policy to pursue with these Indians is a problem that now confronts the Government. The treaty has expired and the agency will be conducted for the fiscal year 1902 on the amount saved from the ten annual installments of \$80,000. They can not exist without some aid, but they will never become self-supporting so long as the issue of rations is continued. The ration system only encourages laziness and thriftlessness. A man who gets enough to eat and wear without toil does not need to look far ahead. At times it has been impossible to get some of these Indians to haul freight, to mine coal, or to perform any other arduous labor, although the cash was waiting for them when the work was completed. The young men should be compelled by necessity to enter into competition with their white neighbors. If these same white men could have had the advantages and opportunities of the Indians they would have soon and easily acquired a competence.

Although these Indians do not wish to dispose of any of their lands, they could well spare a strip 12 miles wide on the northern side of the reservation. This land is suitable for grazing, and, as such, is in demand. It would soon be taken by an industrious and desirable class of settlers.

There are upon this reservation vast fields of lignite coal. Mines have never been properly developed so as to show the best quality, but doubtless it is as good as any in the lignite region. This coal is used extensively wherever it is found, but its fault of slaking rapidly when exposed to light and air has been against it where shipment is necessary. Processes for the manufacture of coke have been attempted with varying degrees of success. It is claimed, however, that a good quality of coke can be made from lignite coal at a low cost. Another process under test is the manufacture of briquettes of lignite coal, so that it may be shipped without loss.

Should either of these processes prove fully satisfactory and the new railroad, now within 70 miles of the agency, pass through or near the reservation lines, the future of these people is assured. With the coal from below the surface of the earth and the herds of cattle that can be sustained by the nutritious grasses on the surface there is no reason why these three tribes should not be independent of Government support when proper market facilities are afforded them.

The disposition of this people is amiable and quiet. They are not inclined to be disturbers of the peace, and crime is rare. There being three tribes on this reservation, with different languages, traditions, and characteristics, they are perhaps more difficult to handle and satisfy than one large tribe. Such difficulties as arise are, however, not of a serious nature. They are easily settled by one having a thorough knowledge of the habits and wants of the people.

**Additional reports.**—For further information I submit herewith the reports of Mr. Byron E. White, superintendent Browning boarding school; Rev. C. L. Hall, superintendent Mission Home school; Dr. A. J. Morris, agency physician, and Miss A. R. Dawson, field matron.

In conclusion, I wish to acknowledge my appreciation of the energy and loyalty of the employees, who, with two or three exceptions, have faithfully supported me in the administration of agency affairs. Those deserving special mention for zealous and efficient service are the agency clerk and the superintendent of the Government boarding school.

I also wish to express my thanks to the officials of the Department for their cordial support in all transactions.

Very respectfully,

THOMAS RICHARDS,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF FORT BERTHOLD SCHOOL.

FORT BERTHOLD AGENCY, N. DAK., *August 15, 1901.*

SIR: I have the honor to submit the following annual report of the Browning boarding school for the year ending June 30, 1901.

**Health.**—The health of the school has been excellent, there having been no serious cases to report. Plenty of outdoor exercise, I think, had much to do with the health of pupils.

**Attendance.**—The attendance throughout the year has been very good, the last month of the year

being the best, which was 104. There were two runaways during the year, but they were promptly returned by their parents.

**Class-room work.**—The work done in this department has been very gratifying. The progress of pupils shows careful and conscientious work on the part of teachers and pupils.

**Industrial work.**—The pupils, both large and small, were divided into classes. The girls were taught needlework, housekeeping, laundering, dressmaking, and cooking. The boys were taught farming, care of stock, and how to make themselves generally useful around the home. Our manual-training tools did not arrive until late in the year. We did not have time to do much but organize the work, but expect to get good results from that branch of the work this coming year.

The employees, as a rule, have rendered good service.

**Official visitors.**—We have been favored with two visits from Supervisor Chalcraft and a prolonged visit from Inspector Tinker. The school derived much good from both these visits.

The social relations between agency and school employees have been friendly and courteous. The agent has been ready at all times to lend a helping hand.

Very respectfully,

BYRON E. WHITE, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS,  
(Through Thomas Richards, United States Indian Agent.)

REPORT OF FIELD MATRON, FORT BERTHOLD RESERVATION.

FORT BERTHOLD, N. DAK., August 13, 1901.

SIR: I would respectfully submit the following report for the past year:

We were fortunate in having very delightful weather the greater part of the year, in consequence of which we escaped much of the sickness which befell us the year before. Hence, the mortality of the people has been much smaller.

Our medical supply is not sufficient to meet the demands and needs of all the suffering ones, but through the generosity of an interested friend, Mr. J. J. Janney, of Baltimore, Md., we received a box of medicine, such as we could not be furnished with from the agency dispensary, also some jars of malted milk and Mellin's food for the sick and infants, a thermometer, one fountain syringe, two catheters, and one hot-water bottle. This aid brought a means of relief and help to many. Mr. Janney has always been substantially interested in the field-matron work from its very beginning among all the Indian tribes where this branch of the work is conducted, and we would gratefully acknowledge the help he has extended to us.

Our last case of long illness was a young schoolgirl who suffered very patiently. Just here I take pleasure in expressing my appreciation for the ready help we received from the relatives and friends of the patient, two or three of whom, of their own accord, sat up each night to keep us company while we cared for and watched over her.

The young girl's Mandan grandparents came down the Missouri to see her, for word had already been spread of her doubtful recovery. When they arrived they at once manifested a displeasure in the use of the "white medicine" for the patient. They told of a wonderful cure of a very sick boy whom they claimed was ill in like manner as the girl and expressed a desire to try their medicine. The members of the family consulted us, and as they seemed anxious to leave "no stone unturned" we consented that the "medicine woman" might massage her, but made a strong objection to the kneading, as her stomach was in a most delicate condition and could not retain what nourishment was administered to her.

With all faith in the healing power of her brown roots and a lump of suet covered with yellow powder she came to the bedside, mumbled a prayer in Mandan to the "Great Spirit," then with an uplifted head in a loud voice chanted a song to charm a cure. This startling, abrupt music sounded more like the cry of some wild animal than any noise made by human voice. After this ceremony she proceeded to "doctoring," rolling the lump of suet in her hands and rubbing it on the patient, ending in the squirting of the coarse brown root mixture from her mouth all over the patient, and making her swallow two or three teaspoonfuls of it. This was repeated every few minutes through the day.

I observed the brown mixture was an irritant and brought on more coughing. Nausea trouble returned and the main substance of the material thrown up was the brown root grains. When my assistant (Mrs. Mary W. Howard) came on duty at night we had a consultation. We concluded we would not further indulge the old people in their whims and old heathen notions. We explained matters to Mr. Joseph Packineau (who could converse with them), and asked him if he would not talk to the Mandan woman and kindly state we preferred that she would not administer her medicine any more, etc., which he did. They seemed to accept it in all good part. The patient resting quietly, so I left.

When I returned in the morning I was told of the ill and strange behavior of the medicine woman during the night. She had stepped to the side of the sleeping patient, and after imprinting a kiss upon her forehead, she said that it was the two white women (meaning us) and the white medicine which were killing her and not the good Indian medicine, etc. Then shrieked, and screamed a most wild scream, pounding her nose until she drew blood, breaking the needed rest of the sufferer. However, Mrs. Howard and Mr. Packineau soon succeeded in quieting and sending her and all the startled ones back to their night's sleep. The Mandan grandma, feeling offended at not being allowed to use any more of her concoctions, went across the river and back to her home the next day.

We feel it was a decided stand the family had willingly made, favoring and preferring the civilized procedure of caring for the patient, and we rejoice in their triumph.

The members of the Circle of the King's Daughters proved a help and a comfort not only to the sufferer but to the family by their readiness to take hold and assist where aid was needed.

The Circle of the King's Daughters was organized, with a president and secretary, after the holidays last winter, having as members the returned school young women and the older girls now in school who care and wish to join. We have held regular meetings on alternate Saturdays.

One of the objects of the Circle is to strive to strengthen one another to live up to the ways we have been taught. Also to try to assist those around about us all that limited opportunities will permit. With this purpose in mind, the members of the Circle at different times have helped with laundry work and in mending for some of our young men and children who have no one to do for them. The members have also made calls on the sick, and in some cases have carried food to them bought with their own hard earnings. When we have had no mending or other work on hand we have made an attempt at some fancy work, such as making some pillow covers, crocheting, and knitting. We have also tried to do a little reading of wholesome sort.



They have been helpful at the women's sewing meetings. They have come to our aid in trying to induce our people to observe the civilized custom of conducting funerals. They have accompanied us on trips to gather flowers, which they have willingly assisted in twining into crosses and wreaths for floral decorations at funerals. So it is a comforting pleasure to feel that we can depend upon these young women for help and sympathy in this work of uplifting our people.

A year ago last Decoration Day a new custom was adopted by the people. They each appointed some one beforehand to decorate the grave of a deceased relative. After this ceremony was performed a pony, bright calicoes, shawls, or blankets were presented to the person. This was only reviving an old heathen custom of giving away goods in honor of the dead. This created quite an agitation among the most advanced of our people, and it is an encouragement to note that there was less of this "giving away" custom followed this year. Some of the younger people who have attended some school made a special effort to set the wise example of decorating the graves of their deceased ones themselves, with all due tenderness and reverence, on the last Decoration Day.

The women's sewing gatherings have been held regularly throughout the year, meeting at one house, then at another. During the winter we made over fifty pieces of garments—underwear, outside clothing, and aprons. These were bought from the society by different people. There were a number of quilts put together and tied, which also found a ready market. We usually close by giving the women a talk on some subject for their own interest and benefit—on topics pertaining to hygiene, care and training of children, economy, matters relating to home life, etc., followed by a few minutes for devotions.

Though all the homes do not look as well kept as one would like to see them, yet when there is a rush and hurry, because we are coming, to put them into better order, or a woman comes running out to meet us at the door, confessing and apologizing for the ill appearance of her house, we feel pleased and encouraged to see that they do wish to reform.

For the attempt of housekeeping under the present conditions is most discouraging; and we can never expect to see perfectly kept houses until board floors, shingled roofs, and ceiled walls are provided, along with some scrubbing brushes, whitewash brushes, and an abundant supply of lime for all the Indians on the reservation. And I would hereby recommend that, if it is practicable, these materials be furnished or issued to our people. Perhaps this might be accomplished by providing shingled roofs, say, to two most deserving of each tribe each year, until the treaty entirely runs out or the fund from which this might be drawn is exhausted.

Nevertheless the people are awakening to new ideals of home. Some have purchased lumber with their hard earnings, enough to floor one room, and some of the women have invested less for calicoes to satisfy the new longings for better dishes and new furniture for the house.

We are indebted to Mrs. Richards (Agent Richards's wife) for the idea of offering a prize for excellence in housework. Mrs. Richards has always been a kindly interested friend for this department of work, and Mrs. Howard and I would appreciatively acknowledge the helpful suggestions we have received from her. Acting upon her idea, Mrs. Howard and I offered two prizes to two women who would work most diligently in keeping a clean and orderly house. These were presented during the afternoon exercises of the people, who were gathered at the "Ree Chapel" for the Fourth of July celebration. Miss Powell, one of the Fort Berthold Mission teachers, on whom we had conferred the duty of presenting the prizes, made an appropriate address, which we hope may prove a lasting good. The prizes were a pair of curtain shades to each woman. The winners of the reward of merit are Mrs. Lumpface (a Catholic) and Mrs. Howling Wolf (a Protestant). We trust and hope that this may prove as a means of inspiration to a wholesome competition for good housekeeping in the coming year all throughout the camp.

Very respectfully,

The COMMISSIONER OF INDIAN AFFAIRS.

ANNA R. DAWSON.

## REPORT OF MISSIONARY ON FORT BERTHOLD RESERVATION.

FORT BERTHOLD MISSION,  
Elbowoods, N. Dak., August 19, 1901.

SIR: At your request I make the following report of work done by the American Mission Association on the Fort Berthold Reservation. The statistics already given need not be repeated. The missionary in charge is superintendent of all the work. He does the work of a pastor at all points. Ten other white persons employed by the association have assisted in carrying on religious meetings at seven different places. At four of these the services have been held regularly through the year. At the other three the work has been occasional.

Besides this there have been held regularly each week two women's meetings. At these sewing has been done and the proceeds been given to missionary work in various places. At these gatherings the women have received religious and other instruction, and the societies have become the centers of an advanced grade of social life. For part of the year a third women's meeting has been regularly conducted on the same plan among the Mandan women. Four of the lady workers have been engaged in this and other efforts to improve the home life of the women. One lady has been spending all her vacation during the time she has been free from school duties living in an Indian home and helping the neighboring families to a better physical and moral life.

The work of the mission home school has been carried on in the same way as for the past sixteen years. A small number of young pupils, those just ready to begin school life, have been given a Christian home, after the New England pattern, and kept as children of the family till they were old enough to go, at 15 or 16 years of age, to a higher school. The object has been to give them moral, intellectual, and industrial training such as will fit them for "ranch" or farm life. The industries taught have been those that are practiced in the home and on the farm. The academic studies have been elementary, with the effort to be thorough.

The moral instruction has been founded on the teachings of the Son of God. We have tried to do work that will prepare pupils for advanced industrial and academic training off the reservation. In this we have to some extent succeeded. A number of those we have prepared and induced to go away have returned to hold useful positions at the agency and among the people.

The association has also aided in carrying on a day school at the agency, which has been largely supported by the employees of the Government. Several Indians have preferred to send their children to this school and pay for it in preference to sending them to the Indian school provided by the Government.

Respectfully, yours,  
T. H. RICHARDS,  
United States Indian Agent.

C. L. HALL, Superintendent.

REPORT OF AGENT FOR STANDING ROCK AGENCY.

STANDING ROCK AGENCY, N. DAK., August 24, 1901.

SIR: I have the honor to submit my fourth annual report for the fiscal year which ended on June 30, 1901.

**Location.**—The reservation is situated on the west side of the Missouri River, in the States of North Dakota and South Dakota, and contains 2,672,640 acres. The nearest railroad points to the agency are: Mandan and Bismarck, N. Dak., 65 miles; Brad-dock, S. Dak., 48 miles; Eureka and Evarts, S. Dak., about 67 miles. There is a daily stage between Bismarck and the agency, and triweekly with Eureka.

**Bands and population.**—The Indians of the reservation belong to the Upper and Lower Yanktonai, Hunkpapa, and Blackfeet bands of the Sioux or Dakota tribe. According to the census of June 30, 1901 they number: Males, 1,679; females, 1,921; total, 3,600. Children of school age, between 6 and 18 years: Males, 433; females, 414; total, 847.

The deaths numbered 152 and the births 111 during the year. Forty-nine Indians were transferred here from other agencies, and one moved away.

All wear citizens' dress, with the exception of 130 who still cling in part to the ancient fashion. It is gratifying also that 897 are able to read, and 909 can speak English well enough for ordinary conversation.

**Education.**—There are three Government and one mission boarding schools and five day schools on the reservation. One of the day schools was closed a few years ago, but it will be reopened at the beginning of the ensuing school year on September 1, next.

**Industrial boarding school.**—Capacity, 136; total enrollment, 173; average attend-ance for ten months, 163.6. The school is in need of the repairs estimated for, which will put it in good condition, with an efficient faculty. A dwelling for the industrial teacher has been built during the year by the school carpenter. Plans for waterworks have been submitted to the Department, and it is hoped that authority will be granted at an early day for this badly needed improvement which has been the subject of a great deal of correspondence.

**Agricultural boarding school.**—Capacity, 100; enrollment, 152; average attendance, 140.89. Superintendent Kenel and his assistants merit high praise for the good work done. The capacity is inadequate and the buildings are in grievous need of improvement. Additional dormitory and class rooms are needed in view of the large attendance in excess of the capacity. Unless improvements are made in the immediate future the school ought to be closed as the conditions endanger the health of the occupants. Plans and specifications for these improvements have been forwarded to the Department and I would again urge a favorable consideration of the same.

**Grand River Boarding School.**—The new buildings for this school will be completed within a few weeks and will have a capacity of 120. The estimated cost of these structures is \$38,975. The capacity of the school for the past year was 80; enroll-ment, 152; average attendance, 111.2. The superintendent and teachers are compe-tent and efficient and deserve great credit for bringing the school to its present high standard, considering the difficulties the school has been under.

**St. Elizabeth's Boarding School.**—Capacity, 50; enrollment, 63, average attendance, 57.65. It is situated at Oak Creek subissue station, South Dakota, and was built and is maintained by the Protestant Episcopal Mission. The expenditures for the year were \$3,000. Rations and clothing for the pupils are issued by the Government. The school is ably conducted by the principal, Miss M. S. Francis, under the super-vision of Right Reverend Bishop Hare, of South Dakota.

**Cannon Ball day school.**—Capacity, 40; enrollment, 65; average attendance, 51.77. This school is very much in need of the repairs estimated for.

**Bullhead day school.**—Capacity, 35; enrollment, 35; average attendance, 27.39.

**No. 1 day school.**—Capacity, 26; enrollment, 26; average attendance, 21.48.

**No. 2 day school.**—Capacity, 30; enrollment, 32; average attendance, 24.84.

The total attendance at reservation schools is as follows:

	Enroll-ment.	Average attend-ance.
Boarding schools .....	507	473.34
Day schools .....	158	125.48
Total .....	665	598.82

To the above should be added about 30 students at nonreservation schools. Popular interest in schools is increasing and the parents take pride in the scholarly attainments of their children.

**Sanitary.**—The reservation was quarantined against contagious diseases for several months during the past winter and spring. This was especially directed against smallpox, and I am happy to report that not a single case occurred here. All persons on the reservation, with but very few exceptions, were vaccinated.

Dr. C. L. Woods, agency physician, entered upon duty at the agency on June 1, 1901, and reports in brief as follows:

Tuberculosis, in some of its manifestations, continues to be the leading disease among the Indians of this reservation. The sanitary conditions are improving, partly through the efficient work of the Government and partly through the willingness of the Indians to profit by instruction. Owing to the rigid quarantine there have been no cases of smallpox on the reservation. With possibly a few exceptions all the Indians have been successfully vaccinated. The practices of the native medicine men are not in evidence. As shown by the quarterly reports venereal diseases are decreasing. The hospital near the agency boarding school is ably managed, but is sadly in need of an additional ward for tuberculosis patients. I would recommend that an isolation ward be erected.

Plans and estimates for the proposed improvements to the hospital have been heretofore submitted to the Department, and I again respectfully request attention to the grave need of such improvements.

**Missionary work.**—The missionary work of the Catholic Church was conducted by 3 priests, 1 lay brother, and 10 sisters of the Order of St. Benedict. The membership includes 950 communicants, 333 families, and 1,560 souls. The missionaries solemnized 86 baptisms, 14 marriages, and 97 funerals. The expenditures were \$303.25 for educational purposes and \$7,598.60 for religious aims, and in addition thereto native church societies collected \$2,300 and expended \$1,630.

Rev. P. J. Deloria, a full-blood Sioux, is in charge of the Protestant Episcopal mission, assisted by 1 missionary and 4 native helpers. There are 4 church buildings and 297 communicants. Five marriages and 27 baptisms were solemnized. The Board of Missions of the Episcopal Church contributed \$1,026 and native societies gave \$1,425.23 to the support of the work. Of these sums \$434.26 was expended for educational objects in addition to the \$3,000 appropriated to the maintenance of St. Elizabeth's boarding school. The mission is located at Oak Creek, S. Dak. No report has been received from Rev. Thomas Ashley, who is in charge of the missionary work of this church in that portion of the reservation which lies in the State of North Dakota.

Rev. George W. Reed and 9 assistants represent the American Missionary Association of the Congregational Church in that portion of the reservation which belongs to North Dakota, and Rev. Miss M. C. Collins and 8 assistants have charge of the South Dakota section. They report 4 churches, 2 chapels, 3 log meeting houses, and 7 Y. M. C. A. buildings. The communicants number 425, and 71 baptisms and 14 marriages were solemnized during the year. The American Missionary Association contributed to this work the sum of \$4,591.32 and native church members gave \$801.70.

**Earnings and revenues.**—The revenues of the Indians for the year from various known sources are tabulated below. Their dealings with private persons are largely unknown, and such are not included:

Freighting of Indian supplies from railroad points to the agency and from the agency to the subissue stations.....	\$8, 226. 44
Interest Sioux fund, Standing Rock annuity .....	11, 451. 00
Sales of beef hides .....	7, 838. 80
Salaries of Government employes.....	30, 481. 43
Wood sold to the Government .....	4, 583. 19
Coal, lignite, sold to the Government.....	413. 33
Hay sold to the Government.....	2, 206. 25
Hay sold to the military post.....	900. 00
Corn sold to the Government .....	22. 85
Beef cattle sold to the Government .....	63, 707. 55
Horses sold to the Government.....	500. 00
Hay, wood, etc., sold to Indian traders .....	1, 837. 20
Total .....	132, 168. 04

**Roads and road making.**—The Indians are learning the advantages of good roads. Only one-quarter mile of new road was made, but 119 miles were repaired. Twelve bridges were built. The total number of Indians who worked on roads was 315, and the total number of days worked thereat was 753.

**Agriculture and stock raising.**—According to the report of my farmers the Indians now own 13,251 head of cattle, an increase over the previous year of 1,031, which

does not include 1,500 head sold by them to the Government, and an increased number which they were permitted to kill, owing to the dire necessity caused by the reduction in rations. They are giving anxious care to their stock, realizing that their mainstay of subsistence is in their herds. They should be furnished more cattle, and are unanimously willing to draw on their trust funds for the purchase of breeding cattle. If the Department should make another issue of stock for breeding purposes the Indians would become self-supporting within a few years.

Complaints are frequently made that outside stock trespass on the reservation. It is very difficult to keep such cattle off. The only successful means would be by the construction of a fence along the western boundary of the reservation.

The Indians put up large quantities of hay last year and had hay left over in the spring.

They raise vegetables in considerable quantities when able to obtain seed. The Department was chary in supplying them with seeds this season, but through the courtesy of the Senators and members of Congress from North Dakota and South Dakota the deficiency was in part made good. The Indians will thrash considerable oats this fall. They have very few potatoes, for the reason that they are not able to carry seed over, and the Department deemed it inadvisable to issue seed potatoes last spring. This is regrettable, because potatoes can be raised successfully here in average seasons and have heretofore been a significant element of their subsistence.

**Indian police.**—The police force consists of 3 officers and 44 privates. They are with few exceptions obedient and zealous in the performance of their duty, and were especially vigilant in the quarantine against smallpox.

The court of Indian offenses consists of one judge for each of the five farming districts. In case of appeal from the district judge the several judges meet as an appeal court at the agency. Their verdicts are generally able and beneficent. It happens but rarely that any of their decisions are carried before the agent for review.

I take pleasure in expressing my hearty thanks to the agency and the school employees for their courtesy and fidelity to duty. The reports of E. C. Witzleben, superintendent of the Industrial boarding school; of Martin Kenel, superintendent of the Agricultural boarding school; of H. M. Noble, superintendent of the Grand River boarding school, are forwarded and submitted herewith.

I have the honor to be, sir, very respectfully, your obedient servant,

GEO. H. BINGENHEIMER,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF STANDING ROCK AGRICULTURAL SCHOOL.

AGRICULTURAL BOARDING SCHOOL,  
*Standing Rock Agency, July 25, 1901.*

SIR: I have the honor to submit the annual report of this school for the fiscal year ending June 30, 1901.

The school is situated 16 miles south of Standing Rock Agency, on the west bank of the Missouri River.

There was a total enrollment of 156—72 boys and 84 girls—with an average attendance of 140.89 for the ten months school was in session. Average age of pupils, 11.16 years. This year's was the largest attendance of any in the history of the school, and many had to be refused admittance for want of room, which made us feel the more keenly the inconveniences caused by the failure of erecting suitable new buildings or additions, and allowing certain improvements, such as the extension of the waterworks, the establishment of a sewer system, heating and lighting plants, hospital facilities, employees' quarters, and other necessary conveniences and accommodations so often asked and estimated for. The attendance throughout the year was very satisfactory. Of the 156 enrolled, 141 were actually present on the last day when school was dismissed. Some few had been withdrawn on account of weak health or sickness in the family and other legitimate reasons, and two were promoted to the position of assistants.

The health of the school was excellent, better than ever before. We had no occasion to call the physician for any particular trouble of an acute nature. No case of death from disease occurred at the school, and of those who were at times withdrawn on account of sickness only one died, an 8-year-old boy, after he had been at home and away from school for six months, being originally of very weak constitution.

A sad accident, however, cast a temporary gloom over the school, when, on Saturday afternoon, May 25, one of the larger boys got drowned while bathing in a creek north of the school. He ventured out too far toward the mouth of the creek, where the water was deep. He called for help, which was near by, but probably owing to his too great fear, when realizing the danger he was in, or that some heart trouble or cramps befell him, he went under before he could be saved. The body was found after five days.

Smallpox prevailing near the borders of the reservation, pupils and employees were vaccinated the latter part of January.

No repairs of any kind being allowed, and seeing the utter hopelessness of looking for any such favor, some of the employees, with very commendable zeal and energy, went to work last vacation, got the necessary material—mostly at their own expense, and with that and what the agent had the kindness to give from his not any too ample supply, and with the sacrifice of their vacation time,

which they were entitled to spend otherwise, they put all the large and small apartments, as far as possible, in respectable condition, so that the different rooms had at least some decent look about them when the children returned, and presented a fresh, inviting appearance.

That much was done on the part of the school in the line of inside painting and calcimining whitewashing, etc.; but almost all the rooms need replastering, as no plastering was done for the last six years, and plastering should be done by persons who follow that particular trade, as patchwork done by nonexperts will never last. A new fence around the school premises would not be a luxury, as the old one, put up at my expense sixteen years ago, is in a dilapidated condition—almost beyond repair.

The work in the domestic and industrial departments has, as much as possible, been carried out according to the circular letter of the Indian Office dated September 19, 1900, treating of home training to be given in Indian schools. Whilst many things in kitchen, laundry, and other places have necessarily to be done and conducted too much in the wholesale style, and class and individual instruction can not be so conveniently imparted—an evil greatly to be deplored, but not so easily remedied where we have not the proper localities and facilities—it has, nevertheless, honestly been tried to inculcate the dignity of labor everywhere.

The girls were introduced into all kinds of household work the best way practicable under present circumstances; and the boys worked well on the 100-acre farm and the 4-acre garden and had constant practice and exercise in the great industry of this country, care of stock, as the school herd counted up to 60 head and is doing very well in furnishing a good supply of milk and butter, and also enabled us to have occasionally some fresh beef of our own raising, as 5 animals were slaughtered at the school and 8 more are ready for next fall.

Besides the regular detail work in the buildings, around the barn or the farm, in the garden, and in the shops, the boys did most of their own mending, a good deal of sewing on machines, ditched a distance of 200 feet for relaying water pipes to the barn, rebuilt a large cellar, and did quite an amount of other extra work under the direction of the industrial teacher.

The farm crops of last year were very light for want of sufficient rain, but we had an excellent supply of garden vegetables. This year the general prospects are better, as we had good rains all along up to a short time ago, when the hot wave struck us, which will probably result in some damage to the otherwise very promising farm and garden products.

That the literary work is not neglected is proven by the fact that last fall the daughter of one of our white employees, who had attended this school from her early school age up to the eighth grade, entered from here the normal department of the South Dakota University, at Mitchell, and had no difficulty at all in getting along in her studies, although she did not rank first in her class here, one or two Indian girls being ahead of her. On the strength of her certificate from this school she was granted the privilege of free entrance without previous examination, finding, as she wrote, the methods of teaching in almost all branches the same as here, so that it was an easy thing for her to go ahead, as she could just take up her studies where she left them here.

Seven first and three second premiums were secured by pupils, from the Mandan (N. D.) State fair, for class room and other work sent there last fall.

The school library was well patronized, especially by the girls, some of whom were very zealous readers, and had even to be kept within proper limits in regard to time, etc.

Singing was taught regularly; fourteen pupils received lessons on the piano and organ. What we dreamed to be altogether a thing of the past, and were hardly troubled with during the last ten years, caused at times considerable annoyance this year when some boys commenced to run away at the instigation of outsiders, and the bad example and encouragement of some at the school who should not have been here, but were received after they had almost grown up in the camp without any schooling, being able for some reason or another to avoid being sent to school in their younger years and had no mind to submit to school discipline. Prompt action, however, soon remedied the evil. In the overcoming of this difficulty I gratefully acknowledge the faithful and active cooperation of our agent.

In connection with this I desire to call attention to the necessity of having separate rooms or departments for the larger and smaller pupils, also to the necessity of having a reform school centrally located in this country, as it was already recommended by the resolutions of several institutes, especially by those held last year on the Pacific coast. Such an institution, where refractory pupils would have to go, parents consenting or not, would have a very salutary influence on the discipline of the Indian schools in general. Regular schools should not be burdened with such individuals, whose presence has of necessity a bad effect on the better portion of the pupils. An insane asylum has been built for the Indians, and every year the establishment of one or more schools for booming some towns is advocated, but this sensible thing, the erection of a good, well-conducted reform school in the Indian Service, has not as yet been proposed—which would certainly be a move in the right direction.

We still live in hope that the needs of our school will not be altogether overlooked, but that at least some of the most necessary repairs asked for be allowed, and a sewer system, extension of water-works, and additions or new buildings for dormitory, hospital, and other purposes may become long looked for realities in the near future.

In conclusion I take pleasure in expressing my thanks for courtesies and assistance received through the agent, clerks, farmers, and others in the service.

Very respectfully,

MARTIN KENEL, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.  
(Through the United States Indian agent.)

#### REPORT OF SUPERINTENDENT OF STANDING ROCK INDUSTRIAL SCHOOL.

INDUSTRIAL BOARDING SCHOOL,  
*Standing Rock Agency, July 20, 1901.*

SIR: I have the honor to submit the annual report of this school:

**Attendance and capacity.**—Capacity is for 136; total enrollment was 208, and the average attendance for ten months was 163. In calculating the capacity the floor space alone is considered. If the air space be considered as the basis, the capacity will be for 108.

**Health.**—The health of the pupils has been exceptionally good, but a number of them were afflicted with scrofulous swellings during the spring season. For this reason some of them were dismissed by the physician. During several weeks a quarantine was ordered, which prohibited the parents from visiting. This precaution was necessary as the smallpox had made its appearance at short distances from the reservation.

**Parents.**—The parents are helpful in bringing their children and seem to appreciate the value and necessity of the training received.

**Discipline.**—The pupils are orderly and easily managed. Their conduct is all that can be desired.

**Nonreservation schools.**—As pupils advance in their studies it becomes necessary to decide in regard to their transfer to nonreservation schools for the purpose of continuing their studies. It is an unfortunate circumstance that the parents claim that at one of these schools the pupils ran away and that no official report was received at the agency office. Parents express the fear that if they allow their children to be taken to a nonreservation school the same thing may occur again.

**Returned pupils.**—Some pupils returned in the early part of July from the Indian Training School of Chilocco. Most of them had been old pupils at this school and had spent the greater part of their childhood days here. The appearance and conduct of these returned pupils was such as to commend them to the favor of both whites and Indians. They are a credit to the Indian school service in general and to the training school of Chilocco in particular. Chilocco has earned a good reputation among both whites and Indians of Standing Rock Reservation.

**English speaking.**—The pupils of this school, being all of the Sioux tribe and mostly full bloods, are more liable to converse in their mother tongue than they would be if other tribes were mingled with them. However, great progress has been made in English speaking.

**Water system.**—The water facilities are very poor. Some hopes had been entertained that a new water system would be allowed, but as there seems to be no notification from the Department, it is presumed that we are to have no improvement on the present system, which furnishes us with only enough water to do the ordinary cooking and laundry work. For bathing the water must be hauled.

**Fire protection.**—On account of the lack of water there would be no help in the event of a fire. The entire building would most likely be swept away.

**Industries.**—The boys are taught gardening and the care of stock, also such carpentering, painting, and such general work as the facilities we have and the material furnished will allow. The girls are taught all kinds of sewing and knitting, as also cutting, fitting, and dressmaking. They receive practical instruction in all domestic work. Special pains were taken to teach each large girl how to make light bread. The laundry work, for lack of facilities, is very burdensome—most of it has to be done by the boys.

**Schoolroom work.**—Owing to the large number of pupils and the crowded condition of the class rooms the progress of the pupils was not what might have been expected under other circumstances. However, there has been considerable advancement in the literary work.

**Employees.**—Most employees enter into the spirit and wishes of the Department with very satisfactory results.

**Indian employees.**—The Indian employees have been faithful and devoted, and in consequence their work has been productive of good results. They are, however, easily discouraged.

**Improvements and repairs.**—I have, at different times, made reports in regard to the need of repairs. In doing so I realized that it was the desire of the Department that the school government should be administered as economically as possible. Therefore we endeavored to ask for only such material and labor as was consistent with this view, but we failed to receive any favorable reply. Very little has been done for a number of years, and some repairs were made at the personal expense of some employee. This building is comparatively old; it was erected in 1883; parts have been added at different times since. It is evident that a building of this kind, subject to the wear and tear of time, with over 150 pupils in attendance, must need yearly repairs. It will also be seen from the monthly and quarterly reports that the school is at all times overcrowded. The number is very likely to increase year after year. The building is not in the shape it should be as an educational institution. This condition is not the fault of employees, but on account of lack of material.

In conclusion I desire to thank the agent and his employees for the support I have received upon all occasions. The fine attendance at this school is mainly due to the efforts of the agent.

Very respectfully,

EWALD C. WITZLEBEN, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through Geo. H. Bingenheimer, United States Indian agent.)

REPORT OF SUPERINTENDENT OF GRAND RIVER SCHOOL.

GRAND RIVER BOARDING SCHOOL, August 20, 1901.

SIR: The eighth annual report of the Grand River Boarding School is herewith respectfully submitted.

**Situation.**—The school is situated 32 miles southwest of Standing Rock Agency. The nearest point having railway connections is Everts, S. Dak., one of the termini of the Chicago, Milwaukee and St. Paul Railroad. The present post-office address is Fort Yates, N. Dak., but a new office will soon be established at Little Eagle, S. Dak., near the school.

**Attendance.**—Average yearly attendance, 111.2; largest monthly attendance during November, 118.3; total enrollment, 133; rated capacity of the school, 80; average age of pupils, 10.6 years. Thirty per cent were under 9 years of age and only 16 per cent were over 14 years of age.

**Schoolroom work.**—Our schoolroom work nearly corresponds to the first five grades in the public schools. Sixty pupils were in the first grade, 33 in the second, 12 in the third, 9 in the fourth, and 19 in the fifth grade. The pupils of the third, fourth, and fifth grades were divided into two divisions, each attending school one-half day, being detailed at various industrial work during the other half day. Thus industrial training and dexterity in manual labor was given equal attention with intellectual development. The first and second grades attended school the entire school day, being detailed only at minor industrial work. All pupils were engaged in regular school work during evening sessions four evenings each week, the other three evenings being devoted to general exercises.

In all the regular school work the acquirement of good English was the principal aim. Language being the basis of all school work, the pupils showed the most marked improvement in this particular line. Reading was made subordinate to the acquirement of new ideas and the reproduction of the same in the pupil's own language. Expression of thought was emphasized. Pupils were encouraged to read books from the library at leisure time, and many showed marked interest in this reading.

The written language work consisted largely of essays on subjects which the pupils could be led to treat from standpoints of their own observation. Another important language exercise was the reproduction of stories read by the pupils or told by the teacher. These language exercises aided greatly in the fluency of the pupils' English.

In the study of mathematics the pupils were drilled in rapid calculation. Correct statements were insisted upon in connection with successive mathematical reasoning. To learn to visualize numbers the pupils of the first and second grades used various objects in the preparation of number work. In recitations mental drill in concrete problems was the principal exercise.

During the general evening sessions informal talks were given by the superintendent with the intention of developing proper social, economic, and hygienic conditions in their homes after leaving school.

Throughout all the school work the necessity of honesty, industry, providence, and economy was made very prominent.

**Industrial work.**—The girls in charge of the matron have made material progress in general house-keeping and the care of the sick. The seamstress, cook, and laundress are to be especially commended for success in their respective departments notwithstanding the adverse conditions under which they labored, as outlined in last year's report. The assistant matron furnished at the beginning of the year was 54 years of age, too old and frail for such service, hence succumbing to overwork and dysentery, dying at the school January 10, 1901. Elderly or frail persons contemplating entering the service should read carefully the manual of examinations for the civil service relative to duties required and need of physical strength for the performance of the same.

The boys, under the direction of the industrial teacher, have been employed in performing the necessary detail work about the school plant, tilling 15 acres of garden, and caring for the school herd, which now numbers 64 head. Particular attention is given to the care of calves in the early spring and to branding at the proper seasons, in fact everything to the successful raising of a herd of cattle. This must always be the principal occupation of these people, as the raising of cereals is very precarious owing to hot winds and droughts.

In the carpenter shop the boys made little progress owing to the inefficiency of the carpenter, an Indian. I am pleased to note that my communication, with your endorsement, has been favorably acted upon by the Department and that soon a competent white man will succeed him.

**Buildings.**—On the 5th of last March a contract was awarded Roettiger Brothers of Fountain City, Wis., for the construction of an addition to the main dormitory building, a school room building, a laundry, shop, and power building; for the removal of three old buildings to more suitable locations; for complete repairs on old buildings; for complete water, bathing, and sewerage systems; for heating and lighting plants. This work, costing \$40,000, will be completed in a few days, and the fall term of school will begin under favorable conditions heretofore unknown at this school. Considering its size, this will be one of the best equipped school plants in the service, and worthy the Government it represents.

**Employees.**—There were 9 white and 5 Indian employees. With the two exceptions noted above, all were efficient and faithful under most discouraging conditions. As last year, harmonious social relations were maintained in a high degree throughout the year.

**Pupils.**—These children are bright, but owing to their remoteness from white settlements and lack of contact with white people are very diffident and appear to strangers duller than they really are. Every effort was made to overcome this diffidence with varying degrees of success. Only two run aways occurred during the year. Four pupils were transferred to the Santee Normal Training School. Health of the children has been fair.

**Visitors.**—Supervisor Chalcraft was the only official visitor during the year. His visit was pleasant and profitable to us; may he come again.

**Conclusion.**—In conclusion, I desire heartily to thank the honorable Commissioner of Indian Affairs for his munificent treatment of the school which has made possible the fine additions and improvements to our plant, to yourself for your intelligent support of the management of the school, to many friends in the East who continue from year to year to maintain an interest in our welfare, to my employees for their faithfulness in their work, and to the clerks and agency employees for many courtesies extended to me.

Very respectfully,

H. M. NOBLE, *Superintendent.*

GEO. H. BINGENHEIMER,

*United States Indian Agent, Standing Rock Agency, N. Dak.*

## REPORTS CONCERNING INDIANS IN OKLAHOMA.

### REPORT OF AGENT FOR CHEYENNE AND ARAPAHO AGENCY.

CHEYENNE AND ARAPAHO INDIAN AGENCY,  
*Darlington, Okla., September 12, 1901.*

SIR: I have the honor to submit my second annual report of affairs at this agency for the fiscal year ended June 30, 1901.

**Census.**—The following is a recapitulation of the census taken June 30, 1901:

Name of tribe.	Males over 18 years.	Females over 14 years.	Males under 18 years.	Females under 14 years.	Total of all ages.	Males between 6 and 16.	Females between 6 and 16.
Cheyenne .....	539	705	383	318	1,945	214	233
Arapaho.....	245	308	203	157	913	115	102
Total .....	784	1,013	586	475	2,858	329	335

**Condition.**—A general improvement is to be seen among both tribes, and this is to be expected, for they are in direct contact with a civilized race. Thrift and industry surround them, and, while their old habits have a strong hold upon them, you can readily see they are gradually falling into line with their white neighbors who from childhood were taught to work for the necessaries of life.

Indications point to advancement, and, while an inclination to idleness prevails among the older ones, the present generation has observed the results of labor and are employing their time to better advantage. They seek work and find it, and many have established comfortable homes and do not hesitate to assure you that they are able to support it and will do so.

I am satisfied with the year's work, though it has not been productive of as much good as I wished. About twenty per cent of the able-bodied male adult population occupy and cultivate their allotments, and, while this is an increase of only 2 per cent over last year, when you consider the amount of money expended in their behalf, and the number of years it has taken to bring them to where they now are, this little gain will be appreciated.

**Leases.**—The demand for leases of allotted lands has nearly doubled since my last report, and yet the work in this department is in better shape than ever. This improvement is due to the employment of a white man instead of an Indian in charge of the work.

There are about 2,000 leases in operation:

Amount derived from leases during the year.....	\$54,507. 84
Amount brought forward from last year.....	5,535. 83
	<hr/>
Total.....	60,043. 67
Paid to Indians during the year.....	56,291. 00
	<hr/>
Balance to credit of Indians.....	3,752. 67

A payment of \$50,000 annual interest money was made to these tribes in addition to the amount derived from leases as above.

It would be a great satisfaction to secure such new legislation as would tend to avoid conflict between the courts of the Territory in which allotments are located and the rules and regulations of the Indian Office. As an illustrative case, an indenture of lease is written in this office and submitted to the Department for approval. It is written for a period of three years, and the honorable Secretary of the Interior approves it for one and thereby converts it into a different document altogether. He releases the lessee and his bondsmen from all liability, and in many cases neither will pay the rental due; and, as a result, the Indian loses both the use of his land and the money he should receive as rent.

Allotted lands were at first leased at too low a figure altogether. Renewals are now being made at much better rates. On all farming lands permanent improvements are required to be made in addition to the payment of cash rental.

**Education.**—The result of the year's work in all of the schools at this agency is good. The Mennonite Mission at Cantonment closed its doors on June 30, 1901, and the pupils who were enrolled there have been entered at the Cheyenne and Arapaho and Cantonment boarding schools for the ensuing year. These schools will now show a better average attendance than heretofore.

The Whirlwind day school was closed and the buildings have been converted into an issue station. This school was the source of considerable trouble and annoyance. The parents of the children attending were camped in its vicinity and made no efforts to support themselves and families. They neglected their allotments, maintained tribal relations, and lived in idleness. They were among the most nonprogressive of the two tribes before this school was established, and when it opened they took it as a license to continue their old-time practices. These children are to be enrolled in the boarding schools next year; their parents are to be required to live on their allotments, and the buildings, instead of being a loss to the Government, will become of better use than ever. The reports of the several superintendents are submitted for your information.

**Sanitary.**—The condition of the agency and the schools from a sanitary standpoint is very satisfactory indeed; that of the Indians shows some improvement on last year and will no doubt continue to improve as they see its advantages and its necessity to health. The boarding schools develop habits of cleanliness among the children, and their parents respect them and profit by them to greater or less extent.

**Improvements.**—With one or two exceptions, the agency and school buildings are all in good condition. Some much needed work was done on the agency buildings during the year, and with a small appropriation the work can be completed and the buildings placed in a proper condition.

The construction of an office building has greatly facilitated the work. Too much cannot be said in praise of this valuable addition to the agency. Well lighted and properly ventilated office rooms have taken the place of dormer rooms in the roof of the storehouse, and office work has become a pleasure instead of a task.



**Missionary work.**—Without a doubt there is much good done by missionaries in this section. There are workers of both sexes from all denominations employed in the field, and by their self-sacrifice and zealous efforts they show their determination to spread the gospel of "peace and good will" among the Cheyennes and Arapahos, and to do all they can for their advancement and ultimate good.

**Customs.**—The customs and usages of this people have changed very little, if any, and if permitted to do so they would soon drift back to practices which have passed into history as barbarous. Whisky drinking does not prevail among them to any alarming extent, and very little crime can be traced to it.

The Cheyenne tribe, through some of their representative men, requested me to permit them to indulge in a religious dance, promising to conform to all requirements, and assuring me that I would have no cause to regret my action if I granted the desired authority. Mr. George A. Dorsey, of the Field Columbian Museum in Chicago, hearing it was my intention to let the dance go on, came here for the purpose of witnessing it and giving its features especial study. On his return to Chicago he wrote me the results of his observation, at the same time expressing regret that he found it impossible to stop and see me in person. I quote the following from his letter:

The ceremony which I witnessed, and which I studied very carefully, practically day and night during my visit to the camp, is really a dramatization of a ritual embodying the creation of the world.

When the Indians are not able to perform this ceremony they become despondent and disconsolate, and the old ones, especially, believe that they are playing false to the Great Spirit, which during all the life of the Cheyennes watched over them in trouble and helped them to succeed. In other words, the ceremony as given to-day is utterly and absolutely devoid of disgusting, shocking, or harmful features, and in my estimation the permission to the Indians to perform this ceremony once a year, at any rate for a period of five or ten years, could not be possibly detrimental to the best and highest interests of the Indians. It is the only occasion which brings the entire Cheyenne Nation together, and on this occasion all petty strifes, rivalries, and jealousies are forgotten and they meet on the plane of one great, common brotherhood. It is a time for the renewal of their spirit nature to better things. The prayers and songs are without exception along this line. I had many of these songs and prayers translated for me, and in every one of them there was the wish devoutly expressed that the Great Spirit might protect the Cheyenne tribe, might send abundant rain for the crops, bless their fields and their stock, preserve their life, make their tribe increase, and so on and so on.

It was really pitiful at times to see how much pleasure the old people especially derived from this ceremony, and in all of my experience with the Indians never have I seen a ceremony more devoutly carried out than was this one. The order which was preserved during the ceremony was simply perfect, and I often wondered if it would be possible to bring a similar sort of a crowd together in some great church convention and place them out under these circumstances and have them live for some period of time with as little friction as was manifested there. I believe that nothing that the Government might do to the Cheyennes, or, for that matter, to the Arapahos, would so promote good order, obedience, and especially resignation to the present condition and tend to instill in them a feeling of contentment, as would the permission or simple statement from you that the dance might take place once a year.

Here you have the impressions and opinions of a student of ethnology, formed after personal observation and careful study of scenes and incidents. His deductions are correct, in my opinion, and I endorse his belief that it would be an indulgence wisely and beneficently granted to permit each of these tribes to come together once a year to worship their Great Spirit according to the custom and usage of the nation to which they belong.

Dancing among these tribes is not indulged in to any great extent; occasionally I permit them to dance on issue day in the vicinity of the issue station and under the supervision of the district farmer. On these occasions the same degree of enjoyment is manifested as would be among white people, and the prevailing sentiment and good will among them warrants the belief that the assembly was for good and that no harm resulted.

I believe in indulging these Indians to some extent; they are tractable and good natured; they realize their need of a wiser head than their own to guide and instruct them, and it has been my experience, confirmed after being two years in charge of these tribes, that a kind voice can direct and control far better than a harsh tongue can drive or restrain them.

My opinion in regard to dancing as a mode of religious worship among the Indians underwent a very radical change about a year ago. At a council held by representative men of these tribes Lefthand, a chief and acknowledged leader among his people, made an appeal that changed the appearance manifested by the custom heretofore to me. As near as I can recall his words they were interpreted to me as follows:

Now, Major, we have a favor to ask of you, and we hope you will grant it. We old Indians have our God, and while you may not know it, it is the same God as yours. We love to worship him as well as our white brothers do, though our methods of worship widely differ. Our way has come down to us through many generations, and we know no other; we believe it right because we have been drilled into it from infancy. Among white people you will find many different ways of worshiping, and many and varied beliefs concerning the hereafter, and they are all tolerated, in densely populated cities as well as out here on these broad prairies.

Our way is somewhat different, but it is only one more way added to the many which are recog-

nized as modes of Christian worship. Why should we not be allowed to worship God in our own way. We give up our children to the schools you have built for them, and we allow you to teach them to worship God in the manner you think best. You instruct them in your way of thinking and believing, and in a little while some one will come and take your place, and teach them another way altogether—not only another way to believe but another way to worship. It has been going on in this way ever since I can remember anything about it.

Many of us are getting old, very old. We will not be here many years longer, but while we are here it would do our hearts good if we were permitted to worship God as we have been taught to. When we die our mode of worship will die with us. Our children will have the same God, but will worship him in the way they are taught. We are so sure that our God and your God are one that we do not wish to take our children from you; go and teach them your way to worship—it is good, but we do not understand it. We understand the way we have been taught and we want you to let us perform our religious services in the manner we believe to be right. You will be welcome to visit with us through the ceremonies, and you will go away satisfied that they rest upon a foundation as ancient as our race, and that they contain nothing harmful, but show our homage paid to God in our own way.

This appeal was made in such an earnest and convincing manner that I could not but see the justice of it. This old man and his people are most certainly sincere in their worship of a Divine Ruler, and who is to say that they should not be allowed to worship Him in the way they believe to be right?

When the old ones are gone, then see to it that their children follow the teachings of their more fortunate white brethren. While I have not attempted to quote the language of Lefthand, I have endeavored to give you the substance of all he said, and I believe I have succeeded in doing so, so far as this subject is concerned.

Very little tribal visiting goes on among the Cheyennes and Arapahoes; no large parties are permitted to leave the reservation, and when Indians of other tribes come in large parties to visit here, they are sent back home at once. An individual can get a pass to visit neighboring tribes with his family at any time; or two or three may go together for that matter, but tribal visiting and the customary exchange of presents has been done away with.

**Crops.**—The general drought this season has resulted in misfortune to many throughout this section of country; the wheat crop was saved and the yield was abundant; but the crops of corn, oats, and hay were nearly burned up, and the harvest of forage was poor, as the following will show:

Wheat.....	bushels..	9,000
Oats.....	do....	500
Corn.....	do....	1,200
Hay.....	tons..	75

These figures represent the best results shown in this county and are due to the able management under which the agency farm has been conducted.

**In conclusion.**—The amount of work in the office has in no way diminished, but through your kindness I have been furnished with the necessary clerical help and am able to report the official business in good condition.

You have assisted me in every way possible to conduct this branch of your Bureau in a creditable manner, and I can only thank you sincerely for your kindness and courtesy; and in so doing, I must not forget the employees here, who have been both faithful and competent in the discharge of duties that devolved upon them.

Very respectfully, your obedient servant,

GEO. W. H. STOUCH,  
*Major, U. S. A., United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERINTENDENT OF CHEYENNE SCHOOL.

CHEYENNE SCHOOL, OKLAHOMA, *September 11, 1901.*

SIR: I have the honor to submit to you my report for the year ending June 30, 1901, and to state that the results have been extremely gratifying:

The pupils reported much more promptly than on any former years, were well-behaved, and performed their duties with great cheerfulness.

Especial training in industrial work was given as far as the means of the school would permit. The absence of both a carpenter and blacksmith making the teaching limited to farming, gardening, dairying, and the care of stock.

The girls were carefully drilled in all household work. In compliance with the request of our supervisor a number of the girls were given especial training in preparing meals for a limited number. On these occasions they prepared the entire meal, baking, cooking, and serving in a most satisfactory manner. The girls also made quite a good deal of butter of unusually fine quality, and when it is taken in consideration that we have no milk room or dairy, I consider it very creditable.

Many of the girls are able to make their clothing without assistance, and all of them sew well under guidance.

The work in the laundry has been exceptionally good.

The schoolroom work has progressed in a most satisfactory manner, the teachers are faithful, capa-

ble, and enthusiastic, and I feel confident that few schools can equal mine in the vocal music of the pupils.

Fire drills have been held at irregular times once each week, the pupils leaving the buildings in a quiet, orderly manner within the limit of five minutes.

The school herd has increased to 194. I fear the excessive drought in this section which has cut short our forage supply will necessitate a reduction of this number.

The employees in every department have been faithful, energetic, and harmonious, and I can scarcely express my gratitude to my whole corps for their efforts to more than do their duties. I could not work with a more agreeable force.

The health of the pupils has been exceptionally good—no serious cases of illness at all and very few sore eyes.

The cheerfulness of the pupils while on duty and their apparent happiness show how well the employees have managed their respective departments without any clashing.

The crops of corn, oats, millet, and kafir corn were almost a failure, on account of the terrible drought which visited this section. The garden that usually gives such an abundant supply of vegetables was a barren waste. The hay and wheat were fairly good.

The total enrollment was 141; average attendance, 131.

The buildings have had very few repairs during the present year, and are badly in need of work in that line, especially the girls' building. The Cheyenne children are capable of great advancement; they are bright, intelligent, and responsive. In the matter of health they are far ahead of any Indians I have served among, and the unusually fine location of this school, its attractive surroundings, delightful water, and pure air should appeal to the Department in the strongest manner to put the plant in good repair.

Thanking you and the Indian Office for kindly help in my work,

I remain, most respectfully,

THOS. M. JONES, *Superintendent.*

The UNITED STATES INDIAN AGENT.

#### REPORT OF SUPERINTENDENT OF ARAPAHO SCHOOL.

ARAPAHO SCHOOL, DARLINGTON, OKLA., August 24, 1901.

SIR: I respectfully submit herewith my first annual report of the Arapaho school. As I did not assume charge of the school until January 1 the report will be somewhat restricted.

The school is very conveniently located. There are two railroads within a mile of the school, both of which are trunk lines. El Reno, a town of some 6,000 people, is 4 miles away, and Fort Reno, an army post, is a mile.

The school grounds are beautifully shaded with numerous large trees, under which the grass is green for nine months of the year. This makes what is said to be the finest park in the Territory. The numerous outings of Sunday schools and other organizations that are held here shows its popularity.

The buildings, taken as a whole, are not in very good condition; though there is one, the girls' building, which is all that could be asked. The other buildings are much in need of repairs and alterations in order to render them suitable and sanitary. During the year a shop and boiler house has been built and equipped with a new boiler and engine.

The school farm is all that could be desired. It consists of about 230 acres, all of which is suitable for agriculture. It is in a high state of improvement. The yield of wheat was 25 bushels to the acre. Corn and oats looked very encouraging at the start, but both crops were badly damaged by the universal drought that prevailed in this section, and not more than half a crop was raised.

The school is well supplied with stock of all necessary kinds, all of high grade. We have 18 horses, mules, and colts; about 90 head of cattle, Holstein crossed with Hereford; and 50 hogs of the Poland-China breed. The country seems well adapted to the last. Thirty-five belonging to the school were sold at one time during the past spring, one of which weighed 785 pounds, and the others averaged 300.

Farming and care of stock is made a special feature of the school work, and it is one variety of work that does not seem objectionable to the boys. All of the larger boys are given thorough instruction in this branch of the work, as it is what the majority of them must do if they are to make a living in after life.

The health of the children has been fairly good during the session, but some that developed symptoms of consumption had to be returned to their homes, and as a rule they soon died. Scrofula and consumption, in spite of the greatest care, seem to be on the increase.

There has been great difficulty in securing Indian assistants for the minor positions, and those that were secured would not remain long.

The school has been remarkably free from dissensions and strife among the employees, and I hope that the present force may remain intact.

I desire to express my thanks for the uniform courtesy and interest you have shown.

Very respectfully

WILLIAM B. DEW, *Superintendent*

Maj. GEO. W. H. STOUCH,  
*United States Indian Agent.*

#### REPORT OF SUPERINTENDENT OF CANTONMEN'S BOARDING SCHOOL.

CANTONMENT, OKLA., July 29, 1901.

SIR: In accordance with the requirements of the Indian Office, I submit the second annual report of this school.

Although there have been schools in the Cheyenne and Arapaho Agency for many years and a missionary school at this point for a long term of years, yet the Cheyennes are still at heart opposed to sending their children to school. However, notwithstanding what was thought to be stubborn opposition, a large school has been maintained throughout the year. These people are exceedingly fond of dancing, and for several months during the early part of the year would insist upon the school children attending and taking an active part in the dances, as had been their custom. It was no easy task to abolish this reprehensible practice, but it was gradually accomplished as the school work progressed. At all times throughout the year the capacity of the building and the ability of the employees have been overtaxed.

The delegation of Cheyennes that visited Washington just previous to the establishment of this school gave the Indians to understand that it was through their influence the school was secured and that the Indians had the right to direct its management. They now assume a friendly attitude and have learned to respect the rights and authority of the employees and to observe the authority of the superintendent in charge of them.

Although the coupling of the duties of a clerk in charge to those of the superintendent has greatly increased my responsibility and cares, yet it has resulted, in a marked degree, to the best interests of the school service among these people. They now realize that it is to their advantage to do right toward the school and to keep on friendly terms with the school employees.

In this connection, will say that the services of a clerk are needed as much or more than before, for the agency business is steadily increasing as more land is rented, making more people to wait on, additional complications and troubles among the renters and Indians, and the various exigencies that arise under such circumstances. It was a surprise to all that the position of a clerk was abolished, and especially so that it was not reestablished for the present fiscal year, as there are many clerks at reservations where there are not nearly as many Indians or as much business to be transacted as at this place. There are more than twice as many Indians at Cantonment as at any other point or district in the agency. The school is as large as any save one; but the employee force is the smallest, in proportion to the average attendance, of any in the agency.

The school has averaged 112 pupils for the year, or an increase of 47 per cent over that of the previous year, making a per capita expense for employees the present fiscal year of \$56.

This plant being new is in need of many improvements that the older schools have had for years. The accommodations for the employees are very cramped and short of what is required by the present advanced stage of civilization, as in some cases three have to occupy a small room and the superintendent and family one small room. The buildings are turning black for the want of painting, and though piped throughout have been without water more than half the time for the want of a windmill, thus affording no fire protection and imposing a great hardship on both the children and employees in pumping and carrying water. Cisterns should also be provided this school. In August of last year I made recommendations covering all these and other needs, and shall renew the same this year. I do not know that anyone in particular is to blame for this neglect, but certainly this school should be better cared for in these particulars.

The school has planted about 300 shade trees along the fences that surround the campus and 130 fruit trees, fenced 160 acres of land for hay and corn purposes, and 160 acres for a pasture.

What was known as the old Military Hospital building and the allotment on which it stands have been turned over to the school in exchange for a much better allotment, thus helping both the school and the Indians to whom the land was allotted. This land joins the school campus, which was extended onto the allotment, including the windmill and well, making it very necessary that this land be attached to the school property, which was done by the approval of the honorable Secretary of the Interior.

Although greatly inconvenienced by frequent changes in the school force, by promotions, transfers, and resignations, yet the school has been highly prosperous, satisfactory to all inspecting officials, and gratifying to ourselves. Indian Agent Maj. George W. H. Stouch has made several helpful visits, and those by other people would run up into the hundreds. This school is attended by a large proportion of good-sized boys and girls, and consequently much hard work has been accomplished. Had it not been for this help, much very necessary work, owing to many inconveniences, could not have been done.

For the first several months of the school we had considerable pneumonia and severe attacks of malaria, and not having any physician fill in December, it worked considerable hardship on us, as the superintendent had to do the doctoring, in addition to his other duties. Since that time we have had the services of a physician residing at the school, much to the relief of all.

The stock consists of 3 horses, 2 mules, 4 cows, 3 calves, and 15 hogs and pigs.

The crops have been greatly damaged by the dry weather, but our corn yield will be better than that of any farmer for several miles around, and much of the land is farmed in all directions surrounding us.

Sixteen girls have learned to do good cooking, dressmaking, and laundering, and about the same number have cooked for the assistant Indian employee's mess, by details, for each one-half day session, and 25 have done their own mending.

The boys have received the usual farm training; 23 have planted an individual garden; 10 are able to milk a cow without drying her up, and 2 have been working in the blacksmith and carpenter shop.

Very respectfully,

HORACE E. WILSON, *Superintendent.*

Maj. GEO. W. H. STOUCH, U. S. A., *United States Indian Agent.*

#### REPORT OF SUPERINTENDENT OF RED MOON SCHOOL.

RED MOON BOARDING SCHOOL,  
Hammon, Okla., September 1, 1901.

SIR: It is with pleasure that I submit my second annual report of this school.

The good work done under unusual trying conditions last year has proved very helpful in accomplishing what we have this year. While both boys and girls have showed marked improvement in industrial as well as literary attainments, the greatest source of gratification lies in the great change of feeling both pupils and parents now manifest to the school. I never witnessed such a change.

What were formerly the most bitter opponents of the school are now its most ardent supporters. The efforts of Major and Mrs. Stouch in this particular direction have been eminently successful.

Our greatest drawback lies in the scarcity of pupils. When every child here is enrolled our average attendance can not exceed 50. These 50 in a large sense demand as many employees as would an attendance of 100.

It is earnestly hoped that the position of laundress, abolished recently, will be restored at the commencement of another year. This defect remedied, I see no reason why the results of the coming year should not compare favorably with those of the average reservation boarding school.

Very respectfully,

JOHN WHITWELL, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through Geo. W. H. Stouch, major, U. S. A., United States Indian Agent.)

## REPORT OF AGENT FOR KIOWA AGENCY.

KIOWA AGENCY,  
Anadarko, Okla., September 1, 1901.

SIR: I have the honor to submit the following annual report of affairs connected with this agency for year ending June 30, 1901.

The tribal population of the Indians whose affairs are represented by this agency is as follows:

Apache (male, 80; female, 81) .....	161
Kiowa (male, 534; female, 581) .....	1,115
Comanche (male, 677; female, 732) .....	1,409
Wichita and affiliated bands (male, 480; female, 461) .....	941

They are enumerated as follows:

Apache:	
Males over 18 years of age .....	42
Females over 14 years of age .....	57
Children between 6 and 16 years .....	41
Kiowa:	
Males over 18 years of age .....	273
Females over 14 years of age .....	329
Children between 6 and 16 years .....	258
Comanche:	
Males over 18 years of age .....	374
Females over 14 years of age .....	472
Children between 6 and 16 years .....	367
Wichita and affiliated bands:	
Males over 18 years of age .....	267
Females over 14 years of age .....	275
Children between 6 and 16 years .....	242

Since the last annual report the Indians of this agency have been allotted 160 acres of land in severalty under provisions of act of Congress of June 6, 1900, and their reservations opened for settlement to whites under the provisions of the homestead laws of the United States. There has been reserved from the Kiowa, etc., Reservation, 480,000 acres to be held as common property of the Apache, Kiowa, and Comanche tribes; also sufficient lands for agency, subagency, and issue stations, and for the maintenance of the several established Government and mission schools.

The agency proper is located on the Washita River, its reserved land being adjacent to Anadarko, the county seat of Caddo County, Okla., and the Fort Sill subagency on a reserve adjacent to the military post of Fort Sill, between the military reservation and the city of Lawton, the county seat of Comanche County, Okla. The Chicago, Rock Island and Pacific Railway passes through the lands of both agency and subagency, and its depots are conveniently located for accommodation of both places.

The allotments to the Apache, Kiowa, and Comanche Indians were made under the superintendence of Inspector C. F. Nesler, of the Interior Department. Although restricted in matter of time for completing the allotments to these Indians, his work was accomplished in a masterly manner and to the general satisfaction of all concerned. Great pains were taken by Inspector Nesler to insure to each Indian, or his or her legal representative, the privileges accorded by the Interior Department to select the best land of the reservation for his or her homestead, and in almost every case first-class selections were made, the Indians coming forward as promptly as could be expected and conforming to the advice of the Department in the matter.

The allotting of the lands of the Wichita Reservation to the Wichita and affiliated bands of Indians was not completed with such satisfactory results. This partly because of the too short time prescribed for the work, and partly because of the indisposition of the Indians to make their own selections. In many cases they declined to select, and were allotted according to the judgment of the special allotting agents assigned to duty. It now appears that nearly all of these Indians are satisfied with the selections made for them, and that all will avail themselves of the benefits their allotments were intended to provide for them.

**General condition.**—Very many of the Indians of this agency are located by allotment on lands they had chosen and crudely improved, and upon which the Government had assisted them in the construction of comfortable two, three, and, in few instances, four room houses—houses that would be classed comfortable for homes of whites who have entered upon the surplus lands for establishing homesteads. And

quite a large number of the Comanche own considerable cattle, ranging in number from 5 to 1,000 head. For the grazing accommodation of these cattle owners, out of the 480,000 acres of the land to be held in common, two convenient pastures have been set aside, in order that the cattle industry so well started among these people may be fostered.

During the past year but very little attention has been given by the Indians of this agency to farming industry. The excitement incident to the allotting and opening of these lands has so distracted their minds that they have paid but little attention to anything else, and very much commotion and demoralization has been occasioned among the Kiowa by the work of designing whites to persuade them to resist by legal contest the execution of the law providing for the opening of their lands.

This work has wrongly been attributed to cattlemen previously occupying pastures of their lands under leases for grazing purposes. I have been unable to discover that cattlemen had the least thing to do with this scheme, but am fully convinced that it originated with attorneys in Washington, who designed to secure big profits for themselves from abuse of Indian credulity. While I believe the cattlemen did all in their power to prevent the passage of the act confirming the Jerome treaty and providing for opening the land of the reservations to settlement, I am unable to discover that in a single instance they have contributed to the support of the so-called Springer movement. If the distinguished cattlemen who have been profitable lessees for the land of these Indians were behind this work of preventing the opening, the poor Indians of the Lone Wolf delegation, recently in Washington as deluded instruments for the movement, would not have been left to beg their own way back from Washington and leave that city with their entire board and laundry bills unpaid. These remarks appear to me pertinent to be embraced in my report of the affairs of this agency, and I hope will be so accepted by superior authority of the Indian service.

Notwithstanding the mental disturbance created in the minds of the Indians by the efforts to defer the opening of the reservation, they have not shown the least hostility of disposition, but have accepted their allotments and appear to be anxious to get settled in their possessions and ready to take advice in the matter of turning them to best use for deriving revenue therefrom.

During the year 75 houses have been erected upon allotments, and provision has been made for the construction of 90 others, which are to be constructed in the near future.

The year has been unfavorable for crops, and those who planted in the spring will receive but little in return, this result being the effect of the general drought that has been experienced throughout the reservations.

The smallpox in epidemic form appeared among the Indians during the year, and resulted in extensive mortality among the Indians in camp. Only one fatal case appeared in the schools, although in three of these the infection was general, and in two schools every pupil was stricken with the disease. The Comanches suffered most, losing by death 163 members. While the epidemic was general, the mortality in this tribe was greatest, but many deaths have been experienced throughout the tribes. Previous efforts to prevent spread of this disease were energetically made by vaccination to produce immunity. Success was attained to the extent of reducing it to a mild form, except among young children and old people.

The schools of the agency have been prosperous, each being filled to its capacity and admirably conducted. The enrollment of the schools has been as follows:

Riverside Indian Boarding School, situated on north side of the Washita River, 1 mile from agency, 161.

Fort Sill Indian Boarding School, situated 3 miles south of Fort Sill and 1 mile north of Lawton, on Cache Creek, 168.

Rainy Mountain Indian Boarding School, at Rainy Mountain, 11 miles southwest of the town of Mountain View, Okla., 107.

Mary Gregory Memorial Mission Boarding School (Presbyterian), situated 4 miles east of the agency, 22.

The Methvin Institute Boarding School (Methodist Church South), 1 mile south of the agency office and adjoining town site of Anadarko, 68.

St. Patrick's Mission Boarding School (Roman Catholic), 1½ miles south of the agency office, 82.

Cache Creek Mission Boarding School (Reformed Presbyterian), on Cache Creek, 25 miles southwest of agency, 49.

The mission schools, like the Government schools, have been admirably conducted, and are a great help to the Indians generally, and it is most desirable that the good work in the interest of civilization and Christianity be continued. Without their help the school privileges as established by the Government would be inadequate to

meet the required shelter for the Indian children that are of school age and should be under school instruction. This remark is inserted because of the ruling recently made that the issuing of rations to children in mission schools is to be discontinued after September 1, 1901.

The several Christian missionaries working among these Indians appear to be zealous workers, and undoubtedly have been of great advantage to the Indians who have come under their influence and teachings. All have done well, but the mission at Saddle Mountain, conducted by Miss Isabel Crawford, under the patronage of the Women's Home Mission Society of Chicago, deserves special mention. Miss Crawford, although still a young lady, has spent nine years at her isolated station, surrounded by no other inhabitants than Indians, and with the single one young lady associated in her work for companionship. The theme she instructs upon is that the Master worked, and that those who would follow Him must work also, and that able-bodied Indians should become producers of the necessaries of life, thereby attaining self-support and ability to help those who can not help themselves. Early in the commencement of her mission work she announced that her worship of God while with them would be in open air or in a tent until the time should come when from their own contributions and labor a house could be built for that purpose. Her following now has \$400 deposited in the bank for that purpose, her Indians following well her example and precepts. Her efforts are appreciated and praised by all who have known her, and it is gratifying to everybody to know that she has recently been recognized by the Department, and established with a conditional missionary title to the lands of her mission, and that this provides her great advantage in accomplishing with her Indians the great work she has undertaken. She is fully commended to all who are desirous of assisting in the work of Christianizing our Indians.

The Indians of this agency are generally law abiding and well behaved, not given to the drink habit. They are gradually becoming less superstitious and more inclined to adopt the ways of civilization.

The recent changes that have been sent upon them are not calculated to any immediate betterment of their condition. The opening of the reservations has brought among them too many bad white men, who have already commenced to annoy and prey upon them. Their horses and cattle are being stolen from them daily, and the boot-leg whisky peddler is tempting them with his styled "bottled consolation." The law officials are starting well to bring the offenders to justice, and it can, I think, be safely hoped that the rights of the Indians will, as far as possible, be protected, and thieves and others who are offenders against them be made to suffer the penalties prescribed by law for their offenses.

The business of the agency has been extensive, and the work of transacting its labors demanding the incessant attention and employment of the agent and office assistants, with prospects that more work and more assistants will be required for successful management of the affairs of the agency the coming year than in the past.

The employes of the schools and agency in every department have rendered faithful service, and are entitled to commendation, and a public expression of my appreciation is due the agency office clerks for the intelligent, energetic, and loyal support they have contributed for success of my efforts for faithful performance of the onerous duties connected with my position.

With thanks for all courtesies received from superior authority, I remain,

Very respectfully,

JAMES F. RANDLETT,  
*Lieutenant-Colonel, U. S. A., United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF FORT SILL SCHOOL.

FORT SILL, OKLA., *September 9, 1901.*

SIR: I have the honor herein to submit my annual report of the Fort Sill Boarding School for the scholastic year ending June 30, 1901.

The attendance during the entire year was quite satisfactory; in fact, our dormitory space for both boys and girls was crowded far beyond the limit prescribed by the regulations. For this I desire to offer the following explanation: The pupils were offered to the school by their parents, and were enrolled in the hope and belief that very soon both of our dormitories would be enlarged and modernized; but we were mistaken in our belief, and our hopes are still deferred. However, we kept our enrollment, even in spite of smallpox, and succeeded in maintaining a splendid health record throughout the entire year. Our full capacity is 150 pupils. This year we enrolled 171, and made an average attendance of 165.

I am also pleased to state that, as during the preceding year, we did not have a single runaway.

For seven months during the year smallpox prevailed on this reservation, and we kept the school closely quarantined, but the disease finally found its way into our midst. Our physician, Dr. F.

Shoemaker, by oft-repeated vaccination, restricted it to 13 cases, and most of these were of a mild type. We had no other serious sickness during the year. The pupils were amply supplied with wholesome food, and were contented and happy.

**Industries.**—This being an agricultural and stock-raising institution, our energies are directed chiefly to the variety and quantity of products of our farm. This year, I regret to say, the drought and insects cut short every variety of crop planted; 50 acres seeded in oats were a total failure, caused by a new pest called the "green louse." Our corn will probably make a half crop, which, with what we still have on hand of last year's growth, will, I believe, supply our needs.

We planted 15 acres of alfalfa last spring, which gives us 25 acres sodd in this profitable clover. We have harvested 50 tons of hay for our stock during the coming winter. Our orchard and vineyard were total failures, on account of late frost and the protracted drought.

**Employees.**—The employees, with one exception, whose term expired with her probation, have been generally faithful and efficient, and have worked for the success of the school. Harmony among them was good, though not perfect by any means.

**Improvements.**—The enlargement of our boys' dormitory and the remodeling of the girls' quarters, at a probable cost of \$12,000, together with the erection of an employees' mess hall and quarters, at a probable cost of \$2,500, are absolute necessities.

During the past year 90 boys had to bathe in a single bath tub, and the water had to be heated and carried from an adjoining room, and the facilities for bathing are very little better in the girls' quarters. I mention this as a sample of our crowded and cramped condition. Colonel Randlett, our agent, has done all that he could to get these improvements for the school, but still we are doing the best we can with what we have.

The progress made in every department has been satisfactory, and we have begun the new year with a determination to improve on the past.

In closing this report I desire to thank Colonel Randlett, the agent, who is located 35 miles away from the school, for his prompt and cheerful support in the management of the school.

Respectfully submitted.

JULIAN W. HADDEN, *Superintendent.*

Lieut. Col. JAMES F. RANDLETT,  
*United States Indian Agent.*

#### REPORT OF SUPERINTENDENT OF RIVERSIDE SCHOOL.

RIVERSIDE BOARDING SCHOOL,  
*Anadarko, Okla., June 25, 1901.*

SIR: In compliance with instructions I have the honor to make the following report of the Riverside boarding school for the year ending June 30, 1901:

**Health and attendance.**—The enrollment reached a higher mark than in any previous year in the history of the school, being 174; but because of an unusual amount of sickness, including 110 cases of smallpox, the average attendance for the year was reduced to 153 (161). Out of the 110 cases of smallpox only 1 death resulted, the disease being, in most cases, in a very mild form. Those of the pupils who had severe cases were left in a much weakened condition and several cases of pneumonia and kindred diseases followed as a result. We have severely felt the need of a hospital during all of this sickness, of which I will say more later.

About all of the children of the Wichita tribe were placed in school during the year, but there is a faction in the Caddo and Delaware tribes that have absolutely refused to allow their children to attend any school. Inasmuch as the school was filled to over its capacity no special effort has been made to urge their attendance; but it is hoped that extensions will be authorized early in the coming year which will afford the necessary room and equipment for placing all of these children in school.

**Class-room work.**—The class-room work for the year just closed shows marked progress over the preceding year, and while there are many obstacles to overcome before the general discipline and interest in this department will be what it should, we are aware that continuous and intelligent effort will bring the desired result, and to this end the teachers have, generally, given their full support and effort.

A decided spirit of insubordination to lady employees existed among the larger pupils at the time I took charge, one year ago, and I have found it exceedingly difficult to break up, even with severe punishment where less severe means would not suffice. It is not entirely broken up yet, and it follows that the work in all departments will be retarded proportionately with the amount of insubordination that exists; however, no effort will be spared until this state of things is completely overcome. The lower grades, where there are none or but few large pupils, especially the primary grade, under direction of Miss Libbie C. Stanley, has made very commendable progress.

**Industrial work.**—The school is absolutely without any means of industrial instruction for boys excepting that pertaining to regular farm work. This work has been successfully conducted and present indications are that the school will be favored with a large crop of corn. Oats were a complete failure, and owing to the expense of caring for a wheat crop no wheat was planted.

The pupils have been bountifully supplied with peas, beans, onions, potatoes, and other garden products from the school garden, which has been a marked success this season. The garden was divided into sixteen small gardens (one for each table in the pupils' dining room), and the boys of a table planted and cared for one of the small gardens, getting only what they made their garden produce for their table. So far as practicable, the girls of the same table prepared the vegetables for eating. The plan proved a success and will be enlarged on the coming season.

Girls have received industrial instruction in the regular way in the different industrial departments of the school, and I regret that we find it impossible to have regular class instruction in these lines. The time of the cook and laundress is so completely taken up in getting done just what must be done that it has been difficult to accomplish but little in this line. Several girls have been given special instruction in cooking, and have done well, considering the time and way it was necessary to instruct them.

In the sewing room the girls have received the usual instruction in mending, cutting, fitting, and in making garments and other things used in connection with the school. A few of them have received instruction in fancy work of various kinds from the school seamstress, and learn the work quickly and do it well. Through the kindness of Miss Ida A. Roff, missionary for the Episcopal Mission, a class of girls has received instruction once a week in making different kinds of lace. They have shown their interest in the work and an appreciation of Miss Roff's kindness, and I have no doubt but that it will be of lasting benefit to those who are under her instruction long enough to become efficient in the work.



It is hoped that we will be able to add instruction in dairying and poultry raising to the matron's department the coming year, and also to reduce the tiresome labors of the laundry by supplanting it with a steam system, thus making it possible to devote a part of the time to class instruction in this line.

With reference to all of the industrial work of the school, I am convinced that more lasting good would result to the boys and girls if they could receive more class instruction in each industrial department. We experience no difficulty in getting the pupils to do any reasonable amount of ordinary labor any number of times, but they must, as a rule, be carefully watched over and told how to do any particular kind of work each time. It is my belief that the present methods make too little of the "why and wherefore" of all they do, and that if they understood it better they would have a correspondingly greater interest in it and desire to do it well. It takes continuous hard work of all pupils and employees connected with these departments to get done what is absolutely necessary to have done, no time nor energy being left for the important part to the pupil, that of intelligently understanding why it has been done in this or that particular way, why it was necessary to do it, and what will be the result done in these different ways. More systematic instruction in these all-important branches can be accomplished only where there is enough help and equipment to allow a part of the time to be spent in a study and understanding of the work in hand.

Under the present system, especially in the reservation school kitchen and laundry, it is a continual rush from day to day in a hot and undesirable place. The children dislike to be detailed to these departments, and there is a tendency for them to become like a machine in doing the work; that is, they do the work as a machine does its work. When the pressure is applied they begin to move, as a machine would move, not having but little more thought of what they are doing or of doing it well, nor of the reason for doing it. Many of the ways of doing work as taught at these schools will be discarded just as far as possible by our pupils when they return home, just because they have been so hard and monotonous at school.

Slight experiments in the way of class instruction in any branch of the industrial work, if properly conducted, will reveal the fact that you at once have the interest of the pupils and, having that, the rest is not difficult when properly followed up. A course of this kind will excite the curiosity of the pupil, which is always followed by action and experiment, the result of which would be a desirable interest in and love for the work, with a corresponding anxiety to put it into practice.

**Buildings and improvements.**—The school is supplied with a satisfactory girls' dormitory, school building, and children's mess hall. The sewer system is very good, and the water system is good, excepting as to the quality of the water, which is very bad. Two cisterns have been built during the year, but these cisterns can afford only enough water for drinking at best, and some other arrangement must be devised to secure water for laundry and boiler purposes. The river water is exceptionally hard on boilers, and we find it next to impossible to break it so that it can be used for laundry purposes.

There is a soft-water spring about 1½ miles from the school that is far enough above the top of the school standpipe to overflow it if it could be piped down. This was talked of at one time, but Colonel Randlett very wisely decided that it was best to wait and carefully watch the spring to ascertain if it would flow in sufficient quantity to supply the school. The flow for the season just passed has been good and would easily give us all the water needed, and the dry season this summer should determine the advisability of connecting it with the standpipe.

The boys' dormitory is a very old and undesirable building for its purpose, being neither large enough nor well built and arranged for a dormitory. By being remodeled and repaired it could be made into a very good hospital, of which the school is sadly in need. At one time during the past year there were over 90 boys in attendance, and it was necessary to occupy the reception room and to move some of the employees to crowded quarters in order to provide for this number of boys. A new dormitory, with a capacity for 100 boys, should be built. During the smallpox epidemic it was necessary to allow some of the pupils to go home and be provided for there by their parents under the direction of the doctor and other employees, who visited them as frequently as possible, taking medicine and their rations to them or having their parents call at the school for these or whatever they needed that the school could supply.

Our urgent need of a shop, laundry, dairy, and employees' quarters has been recognized by the department, and, although they are not yet authorized, we have been promised that they will be allowed in the near future.

In conclusion I wish to say that the employees of this school are, as a whole, energetic and faithful workers, and whatever success may have been attained during the year is due to their faithful work.

Indian employees, generally speaking, have not enough individuality or self-reliance and willingness to shoulder responsibility to make success in Indian school work, especially when employed among their own people.

We very highly appreciate the liberal treatment given our frequent requests with reference to school matters and attribute their authorization entirely to the energetic and faithful work of Col. James F. Randlett in his efforts to lift up those of the Indian race who are fortunate enough to have been placed under his care.

Trusting that the coming year may be one of greater success than in any previous year, I have the honor to remain,

Very respectfully, your obedient servant,

The COMMISSIONER OF INDIAN AFFAIRS.

FRANK A. THACKERY, *Superintendent.*

#### REPORT OF SUPERINTENDENT OF RAINY MOUNTAIN SCHOOL.

RAINY MOUNTAIN SCHOOL, *September 1, 1901.*

SIR: In compliance with instructions I have the honor to submit the following report of Rainy Mountain school for fiscal year 1901:

The past school year has in respect to attendance been an exemplification of the old proverb, "A bad beginning makes a good ending." September, 1900, found the Kiowa Indians restive and rebellious under the knowledge of the speedy opening of their reservation to settlement, and to indicate their displeasure with the Government and its representatives a general council was convened on the day appointed for the opening of school, at Mount Scott—a point remote from both the agency and school—those who attended the council exacting a promise from those who did not that no children should be placed in school until the council should determine what was best to be done. It was only by strenuous personal efforts among the Indians living near the school that enough children were gathered together together to make a beginning. Gradually, however, a better feeling prevailed and the attendance increased, the year's average reaching 102, the full capacity of the school.

Now that the settlement of the country is an accomplished fact, a better attendance than ever is anticipated, as the majority of the Indians seem reconciled to the change, and will doubtless see the unwisdom of keeping their children out of school in a vain attempt to coerce the Government into compliance with their demands. An era of good feeling seemingly prevails at this time, in marked contrast to the conditions of last year.

With the exception of two coal sheds no buildings were erected during the year. A yard fence was built, trees planted, a fountain constructed, and general improvements made about the school grounds.

The abundant water supply now enjoyed by the school renders feasible many hitherto impracticable plans for the beautifying and improvement of the premises.

The only building now needed to complete the school plant is one for school work proper, containing chapel and two or three recitation rooms. In the absence of an assembly room large enough to seat an audience, it is now necessary to resort to the very inconvenient expedient of using the dining room for all public entertainments and social functions. The use of sleeping rooms for school purposes is especially to be deprecated, as the capacity of the dormitory buildings is thereby reduced from 150 to 102. The encroachment of the schoolrooms upon dormitories creates also an inequality in the capacity of the various buildings, as the mess hall accommodates a much larger number than can be healthfully cared for in dormitories and schoolrooms. It is hoped that the urgent need of this building will commend itself to your office and that authority for its construction may be granted during the current year.

The year has been one of marked healthfulness among the pupils. Not a death occurred, and no cases of serious illness.

Special reason for congratulation is felt in the escape of the school from smallpox, which prevailed generally over the reservation and in most of the Government and mission schools. A quarantine was enforced from December until May, to which the preservation of the school was doubtless due, though the unaccustomed restrictions upon the freedom of the pupils occasioned more running away during those months than in all the previous history of the school combined.

The domestic industries taught in the school have made more than the usually satisfactory progress. The plans for industrial training suggested by Supervisor Wright were successfully carried out, the cooking classes being especially interesting. Classes in silk embroidery, under the efficient direction of Mrs. E. J. Viets, were conducted for the girls with gratifying results.

In reviewing the work of the school the past year, there is much to encourage, and it is hoped that the school work now beginning will be proportionately productive of good. The present corps of employees is most harmonious and efficient, and there is every reason to expect a highly prosperous year.

I here beg to express my hearty appreciation of the firm support and unvarying kindness received from Col. J. F. Raudlett, United States Indian agent, and to congratulate your office upon having so capable a representative to pilot the Indians of this agency through the crisis in their history just passed.

Very respectfully,

CORA M. DUNN, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF FIELD MATRON UNDER KIOWA AGENCY.

SIR: We look over the work of the year and note the progress of our Indian women in their homes. The women of this—the Rainy Mountain—district have purchased 47 sewing machines in the past two years and are making good use of them.

The three societies among the women of this district have earned \$226 making quilts at \$1 each, besides the bead and embroidery work they have done. The women have met together in the different Indian homes seventy-seven days to make quilts, garments, embroidery, rugs, and other useful articles. They made 480 civilized garments.

I have made 66 pieces of embroidery; have left in their homes 35 civilized patterns for their use; taught 40 lessons in cooking, 15 lessons in laundry work, 44 days house cleaning.

In cleaning house in an Indian home, or, as he terms it, "making it new," the first thing on the programme is to move everything out of the house, sun and dust them. Hot water and soap is prepared and the house is cleaned from top to bottom. The safe and dishes are washed, and clean papers or oilcloth are placed on the shelves and it set in place. Curtains are placed over the windows, lambrequins on the shelves, and pictures and cards on the wall. Then the furniture is moved into the house and everything arranged in order. This the Indian calls "making his house new."

Two weeks ago an Indian came to the church with a paper from the agent to get married in the white man's road. His bride was a bright Indian girl, dressed in black velvet, and wore a shawl that hung from her shoulders to the floor. The paint on her face was different from that used by white ladies. Hers was a deep red and quite becoming with her dark hair, eyes, and complexion. The young man was dressed in civilized clothes, although they were not made to order. Still he looked quite respectable. Before getting married they listened to a long lesson on the marriage ceremony. One hundred and fifty Indians witnessed the ceremony. After it was over we all had dinner in the "eat house," near the church. It would be hard to tell all we had to eat, as it was prepared by so many different hands, but it was a good dinner and we all enjoyed it.

This has been a hard year for the Indians. They have had smallpox and a good deal of other sickness. One night I stopped with Miss McLean at the Mission, and just at dark we heard a voice wailing. It was an Indian bringing a child to the cemetery for burial. The child had died with smallpox, and it was not safe to keep it over night. Mr. Clouse, the missionary, said we must bury it. The Indian man, the missionaries, and myself dug the grave and laid the body to rest at 10 o'clock in the night.

Since the opening of the country there is only one hope for the Indians. Compel them to stay at home; never call them to come together under any consideration—camp meetings, beef issues, grass payments, councils, or anything that detains them from their homes a day and night. It is demoralizing and the road to poverty. When the Indians get a little money there are shrewd white men ready with their traps to catch every dollar. They gamble with each other and with the low whites day and night as long as their money lasts. One week ago they received \$40 per capita, and to-day the majority of them have not a dollar and half their debts are yet unpaid. And, another reason, while they are away from home their houses are robbed of all their belongings. A short time ago Eer-gno's house was robbed of bedstead, bedding, rugs, clock, dishes, shawls, etc. When they come home not a trace could be found. You can see at a glance that leaving home gives gamblers and thieves full sweep at them and they take every advantage. What can be done?

LAURETTA E. BALLEW, *Field Matron.*

## REPORT OF FIELD MATRON UNDER KIOWA AGENCY.

KIOWA, COMANCHE, AND APACHE RESERVATION, *August 15, 1901.*

During the past year I have spent 284 days in visiting Indian homes.

Of the 380 families I have worked with during this year, 224 live in houses. In these families are about 450 women and grown girls. I have endeavored to better the condition of all of these by giving them practical lessons and assistance along all the lines of work laid down for my guidance. I have taught about 100 women to make and bake light bread, pies, and cakes. They are all beginning to show a decided preference for my methods of cooking.

My sewing circle has steadily increased in number, and my pupils are fast becoming past graduates in the art of cutting and making suitable clothing for themselves and families.

I have read and interpreted the Bible at regular times during the year, and have succeeded in getting quite a number to attend Christian worship who had never done so before.

In other ways I have met with excellent results in all branches of my work, and can see a very great improvement in the conditions of my tribes generally.

I have been kept very busy during at least a half of the past year, nursing the sick and administering medicines to them. I am very thankful to state, however, that we have gone through the dreaded epidemic of smallpox with comparatively few fatal results.

The excitement due to the allotment of these lands and general unsettled conditions caused by the opening of this reservation to settlement has retarded my regular work somewhat. I have been able to render considerable assistance to my people during the year in the selecting of suitable lands for their allotment, and have been able to assist the officials in charge of the work by interpreting for them, and in many other ways.

I expect to have much harder work than usual during the coming year. My people, under the new condition of affairs, will need very careful guidance and much teaching in order to compete successfully with the white people, who have come amongst them to remain. I shall strive to do my duty for the future, as I have always striven to do in the past.

Yours, respectfully

Laura D. Pedrick, *Field Matron.*

## REPORT OF AGENT FOR OSAGE AGENCY.

OSAGE AGENCY, PAWHUSKA, OKLA., *August 14, 1901.*

SIR: In compliance with the regulations of the Indian Office, I have the honor herein to submit my annual report for the fiscal year ending June 30, 1901.

**Osage.**—The Osage Agency, comprising the Osage and Kaw reservations, is a compact body of land with an extreme width of 51 miles and an extreme length of 58 miles, lying in latitude 36 north and longitude 96 west of Greenwich.

The Osage tribe of Indians numbers 1,788 as against 1,783 for 1900, showing an increase of 5, or 0.28+ per cent, divided as follows:

Full blood:			
Males .....	426		
Females .....	422		
			848
Mixed blood:			
Males .....	466		
Females .....	474		
			940
Total .....			1,788

As compared with last year the full-bloods have decreased 18, or 2.078 per cent; the half breeds have increased 23, or 2.508 per cent. Of the 38 full-blood children born during the past year, 21, or 55 per cent, have died. Of the 53 mixed-blood children born during the past year, 6, or 11 per cent, have died. These statistics do not include the children born to Indian women and white fathers who were married subsequent to the act of Congress of June 7, 1897. Were they included, the ascendancy of the mixed-bloods would be still more marked.

Although but 518 Osage children are of school age, between 6 and 16 years, our records show that 558 children attended school in 45 different schools.

The Osage boarding school, with a capacity sufficient to accommodate 180 pupils, is second to no reservation boarding school in the country. The site is well chosen; the grounds are commodious, giving ample opportunity for drill and recreation; the sexes are provided with separate dormitories, with a central school building. All the buildings are supplied with gas lights and steam heat. With the addition of a steam laundry, a commissary, a mess hall, and employees' quarters, now in contemplation, it will make the school conveniences all that can be desired.

The St. Louis boarding school for girls, under the auspices of The Third Order of St. Francis, has a capacity for 125 pupils, and the St. John boarding school for boys, under the auspices of the same society, has a capacity for 150 pupils. Both are large, commodious stone buildings, well ventilated, and contain excellent facilities for

school work. Each of these schools are located near the center of a section of rich land set aside by the Osage people for the use of these schools.

The Osage Indians are becoming more and more alive to the advantages of educating their youth. They realize that it is only a matter of a few years when their children must actively cope for a livelihood with their white brethren. It is a propitious sign to see an old full-blood blanket Indian out rounding up his ponies, cattle, or hogs to sell for the purpose of raising the necessary money with which to send his boy to some higher institution of learning than is provided by the Government, and it augurs well for the future of the boy. He is at once imbued with his importance, and he takes pride in making advancement. There are several such cases among the Osages.

During the fall of 1900 I issued a note to all white nonresidents upon the reservation that they must send their children to school at least five months during the year or suffer ejection from the reservation. This order had the desired effect. The people congregated in their several communities, organized school boards, built or rented buildings, and started schools, thus securing for many white children who were reared on the reservation the first school privilege they had ever enjoyed. This same plan will be adopted this coming school year. It seems to me to be a sin to permit white children to be reared on an Indian reservation in illiteracy and ignorance, besides being a bad example to the Indian youth.

Revenues: The Osage Indians, through the sale of their Kansas lands secured the sum of \$8,271,143.38, on which the Government pays an interest of 5 per cent, amounting annually to \$413,557.16. This interest money is used in maintaining the Osage boarding school, the St. John and St. Louis boarding schools, the Osage Agency, and the balance is distributed per capita to the Indians in quarterly payments, amounting from \$40 to \$50 quarterly per capita. In addition to this amount, about \$138,296.08 is collected annually from rental on pastures, which amount will be collected under the recent leasing of their grazing lands, beginning April 1, 1901. As compared with the revenues received from their grazing lands for fiscal year ending June 30, 1900, which amounted to \$59,971.20, there is a balance of \$78,324.88 in favor of this year's leasing. The amount received from permit tax, grass tax, etc., amounts this year to \$8,945. The Osages also have a fund amounting to \$69,120, known as the treaty agreement obligations, on deposit with the Government, on which an interest of 5 per cent is allowed, amounting to \$3,456 annually. The moneys derived from the lease of grazing lands, in accordance with an act of Congress passed at the last session, is to be distributed by per capita payments to the Indians whenever there is \$100,000 or more on hand, under the direction of the Secretary of the Interior. The primary motive for the distribution of this grass money is the liquidation of a debt of about \$400,000 owing to the licensed traders on the reservation by certain of the Indians.

The past year has witnessed no unusual disturbance, though a closely contested election was held for chief and assistant chief. The election was held with absolute fairness and good feeling. The report of the canvassing board shows the election of the full-blood ticket by the narrow margin of 39 votes. An era of good feeling and fellowship has been predominant. The Indians express a desire to conform to the wishes of the Indian Office, and any order or ruling promulgated meets with a ready acquiescence.

The order recently issued by the Indian Office, effective July 1, 1901, requiring the issuance of a marriage license by the agent to those contemplating matrimony is an innovation productive of the best results. Heretofore a laxity has existed in the marriage relations among the Indians, for the reason that engagements were made and marriages contracted without the knowledge of the agent in charge, and often after the first quarrel husband and wife separated, each going to their own teepee, after a lapse of a short time (very short in some instances) to reappear on the eligible list of some Indian match maker. We have full-blood Osage young men and young women who are not over 25 years old that have been married as many as five times. By giving the matter attention and impressing them that they could not marry again without first having obtained a legal separation from their former spouse, I have succeeded in reuniting several disaffected families during the past year.

Farming operations by the Indians are steadily on the increase. Though with the Osages advancement is slow and sometimes discouraging, still progress is discernible. The attitude of an Osage Indian is not unlike that of a well-to-do farmer, who, having accumulated a moderate competence, rents his farm and removes to town to give his children better school advantages and indulge himself in his declining years in ease and indolence. A great majority of the Osage Indians have from one to six and eight farms in the family, to the collection of tithes from which he gives his personal and intelligent attention. The number who work their own places and give their

attention to stock raising, as stated, is slowly increasing. Substantial advancement in husbandry, civilization, and material progress is proportional to the intermarriage with and absorption by the white race. The "white man's burden" is no less existent upon an Indian reservation than elsewhere.

**Kaw.**—The Kaw or Kansas Indians occupy a reservation, cut from the northwest corner of the Osage Reservation, of about 100,000 acres, which was purchased of the Osage Indians about 1870 at 70 cents per acre. About 10,000 acres of this reservation are under cultivation, and 69,383 acres fenced off into 13 different pastures which are rented to cattlemen, some of them bringing as high as 41 $\frac{3}{4}$  cents per acre for this season. The revenues from this source for this year amount to \$26,413.63 as against \$6,894.30 for the previous season. This grass money and the interest on \$189,153, amounting to \$9,457.60, is paid out to the Kaw Indians in semiannual payments. Credit for the present excellent financial condition of the Kaw Indians belongs largely to Congressman Charles Curtis, who by unremitting effort has, from a condition of poverty, placed the tribe in a position of affluence.

Population: The Kaw tribe now numbers 217, 96 of whom are full-bloods and 121 mixed-bloods, or 128 males and 89 females. Of this number 67 are of school age (6 to 16 years, inclusive), and 50 of them attend school at their well-equipped boarding school on the reservation. (See report of the clerk in charge.)

The Kaw Indians have made decided progress within the past year. All but three or four have made selections of 160 acres for a home; and through a committee, consisting of Governor Wah shun gah, W. E. Hardy, and Forrest Chouteau, they have asked the honorable Commissioner of Indian Affairs and the Interior Department to arrange a plan for a division of the balance of their lands and a final abrogation of their tribal relations. All are agreed; there is no opposition party, and I confidently look forward to favorable Congressional action granting the prayers of the tribe.

In conclusion, the only lament we have is the frequent change made in the superintendency of the Osage boarding school, thereby vitiating the good effects of a settled policy in training Indian children.

We feel exceedingly grateful for the generous and continued support given us by the Indian Office and the Interior Department during the past year.

For a more full and complete report of the schools under the charge of this agency I respectfully refer you to the reports of Mr. J. L. Baker, superintendent of the Osage school, and Mr. W. H. Robinson, clerk in charge of the Kaw Subagency, herewith inclosed.

Very respectfully,

O. A. MITSCHER,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

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#### REPORT OF SUPERINTENDENT OF OSAGE SCHOOL.

OSAGE BOARDING SCHOOL, *August 10, 1901.*

SIR: I have the honor herewith to submit a report of this school for the fiscal year ending June 30, 1901.

The school as a whole has made commendable progress. The teachers have been earnest and energetic and have performed their part in a manner that merits approval, while the parents are exhibiting an interest in the educational welfare of their children that is certainly encouraging. The patrons of the school, for the most part, are beginning to comprehend the advantages of education, and their appreciation of the work has done much toward encouraging the children in literary and industrial advancement.

The too complete separation of the sexes at their meals in this school is an obstacle to the proper cultivation of that courtesy which is most observable on such occasions, and the proper observance of which tends to refine and civilize and make the boy tractable and gentle and the girl confident and at ease in her associations with the sterner sex. The complete absence of the feminine influence at these times has a tendency to leave, the boy rude, uncouth, and negligent of his manners, and thus given more readily to wild abandon, while the girl, naturally of a retiring disposition in the presence of the opposite sex, fails to acquire that knowledge of her place in the domestic and social circle that confidence in her proper conduct, that personal control that leaves her at ease in every relation that connects her with the world. This isolation of the sexes will be obviated when the new buildings to be erected are completed and the boys and girls will mingle in the dining room, and under proper supervision will be taught those civilities that are due to either, and that in their observance will have a civilizing and enlightening influence that will prove advantageous to all in after life.

The literary department of the school has done very efficient work and it is a source of encouragement to observe the degree of interest manifested on the part of the children. This in a measure is due not only to the intelligent efforts of the teachers, but to the encouragement which I feel the parents are giving the school.

As civilizing influences begin to manifest themselves more emphatically every year, the Indian begins to appreciate the benefits to be derived therefrom and to recognize education as one of the essential elements in bringing about better conditions. While he readily grasps the advantages of industrial training, it has been more difficult for the natives in the past to understand the necessity for literary education, though at this agency he is beginning to realize the object of the literary work and to appreciate the advantages to be derived from literary advancement. The best results being

obtained by a combination of literary and industrial training, the work is conducted along these lines, and is proving highly satisfactory at this school.

The enrollment of the school during the year has been large, as is shown by the following:

Boys enrolled .....	100
Girls enrolled .....	73
At the close of the school year:	
Boys enrolled .....	95
Girls enrolled .....	69

Of these, 6 pupils exceeded the age of 15 years. The average age of the school boys was 9.88 years; the girls, 8.99; the average age of all pupils, 9.42 years.

The school comprises six grades, from the kindergarten to sixth grade, inclusive.

The evening exercises, which receive proper attention on the part of the instructors, consist each week of one evening in music, one in gymnastics, one in literary exercises, one in relating stories, one in morals and manners, and one in social intercourse and instruction. Religious services are attended by the pupils, and all national holidays have been observed with appropriate exercises.

Outside of the course of instruction, the children are taught to make themselves useful in assisting the employees. The "detail," under the direct control of the matrons, give that attention to small things which indicates proper supervision and careful training in the right direction. This attention to details cultivates habits of cleanliness on the part of the children, and aside from the influence such training exerts in after life, it materially assists the matrons, and results in the buildings at all times being presentable, the rooms clean and comfortable, the sanitary conditions as good as are found in the best-regulated public edifices.

The buildings are at present undergoing some needed and substantial repairs and improvements, and when the school opens in September the facilities and conditions for good work will be excellent.

In the culinary department the food is well prepared and served, and consists of abundance of vegetables, milk, butter, eggs, canned goods, etc., which food, in connection with the inviting surroundings has certainly a civilizing influence that in after life should make those who enjoy these blessings noble women and honored men.

The laundress, with her assistants and "detail," did well the arduous labor of this department, and aside from the laundry work proper gave instruction in washing, starching, ironing, etc., that must benefit those who would profit thereby in the future.

The two seamstresses, energetic and patient, faithfully did the work of their department with very little assistance, while instructing a class of small girls in needlework, darning, knitting, etc.

At the hospital the sick have been properly cared for by the lady nurse, who looks after this work, and the good services of Dr. Walker, the agency physician. Here the nurse is kept busy caring for the children under her charge, and at times having the care of unfortunate Indians, who needing an efficient nurse, are brought to the hospital. This is an arduous task well and faithfully performed.

The industrial teacher, having charge of the garden and orchard, with the assistance of the boys, cultivated a good crop of early vegetables, but the fruits of their labor was partially lost in the destruction of their later crops by the incessant drought.

The farmer, whose work in bringing the farm up to a high state of cultivation and whose excellent crops are generally commented upon, has been disappointed in the failure of the corn crop, owing to the long continued dry and hot weather. The stock which he has in charge is in good condition.

The frequent changes of engineers and assistants in the engineering department has been detrimental to the work, as well as costly. Engineers, capable and worthy, and who understand the manufacture of ice in all its details, are a necessity. The present corps seems to meet these requirements.

As the school is large and most of the pupils composing it are small, it necessarily requires a large part of the work to be done by the employees, and I desire to commend them for the alacrity and cheerfulness with which they have performed their part.

Thanking you for your cordial support in the educational work under my charge, and assuring you that your uniform assistance and the interest you manifest has been a source of encouragement in the work and greatly appreciated, I am, with great respect,

Your obedient servant,

J. L. BAKER, *Superintendent.*

O. A. MITSCHER,  
*United States Indian Agent.*

REPORT OF SUPERINTENDENT OF KAW SCHOOL.

KAW SUBAGENCY, OKLA., July 30, 1901.

SIR: I have honor to submit my sixth annual report of Kaw boarding school.

The past year was a good one, with an excellent force of industrial employees, who showed that they felt an interest in the work and in the children. The children reciprocated this feeling, performing their industrial duties with cheerfulness and well, showing marked improvement over the preceding year. The result was an excellent garden, providing an abundance for their table, plenty of clothing neatly made, and a well-kept dining room. The condition of the barn, stables, etc., caused a visiting inspector to remark, with a smile, "that we must have made special preparations for his coming;" however, he swooped down upon us unawares. Similar and merited comment was made by him on a tour of the dormitories.

Seventy acres of corn were planted by the farmer and his detail, and never was there a finer prospect for a large crop, it being well and thoroughly tilled; but the drought and hot winds set in just as it began to tassel, and a complete failure is the result.

With one exception the industrial department for the coming year is in excellent shape. That exception is the laundry. There should be a competent laundress and a competent assistant appointed for this place. The children are too small, consequently not strong enough for the laborious work required in the wash room, and parents, not without reason, express much dissatisfaction that we find it necessary to detail children of tender age to assist with this heavy work. It should be remembered that this is a small institution, not equipped with modern improvements, such as steam laundries, water and light privileges, and that a large proportion of the youth in attendance are but little past the nursery stage, the average age being 9 years; that all the work is done in the old-fashioned way, by use of muscle. Therefore the school should be allowed sufficient help to perform the work in an efficient manner.

I regret to say but little progress was made in the school room. Three different teachers were in charge of the little ones, and a part of the time no one. I find also that the idea prevails in the Kaw

school room that because great stress is laid upon the fact that the Indian child must be taught how to work and be industrious that it made but little difference "Whether school kept or not."

The total enrollment for the year was 51; average attendance, 47; average age, 9 years; scholastic population, 68. Every child of school age belonging to this tribe is accounted for, being either in the Kaw boarding school, public schools, or physically or mentally incapacitated from attending school.

The general health of the school has been good, no deaths or serious sickness, yet hardly a week has passed that one or more children were not confined to the infirmary under the charge of the matron, who is nurse, matron, little boys' matron, etc. It is also worthy of note that not a death has occurred in the school during the six years of my superintendency. I attribute this excellent record largely to the careful sanitary measures in vogue.

The school buildings and grounds are in good condition. Some needed painting and plastering will be done as soon as practicable. The new commissary, so much needed, is now building, and a substantial galvanized-iron tank will soon replace the old, leaking wooden hulk that has so long failed to supply a sufficient amount of water just when we needed it most.

Thanking you for official courtesies, I am

Very respectfully,

O. A. MITSCHER,  
*United States Indian Agent.*

W. H. ROBINSON,  
*Clerk in Charge.*

## REPORT OF AGENT FOR PONCO, OTO, AND OAKLAND AGENCY.

PONCA, OTO, AND OAKLAND INDIAN AGENCY,  
*Whiteagle, Okla., August 29, 1901.*

SIR: I have the honor to submit herewith my third annual report of this agency.

The census taken June 30, 1901, shows the population of the several Indian tribes my charge (including the Pawnee which were removed from my jurisdiction under July 1) to be as follows:

Poncas:	
Males of all ages.....	268
Females of all ages .....	285
Total .....	553
A decrease from last year of 13.	
Pawnee:	
Males of all ages.....	300
Females of all ages .....	329
Total .....	629
A decrease from last year of 21.	
Oto and Missouri:	
Males of all ages.....	182
Females of all ages .....	184
Total .....	366
A decrease from last year of 6.	
Tonkawa:	
Males of all ages.....	25
Females of all ages .....	30
Total .....	55
A decrease from last year of 4.	
A total decrease of all of the tribes during the past year of 44.	

The total number of Indians under my charge July 1, 1901, was 1,603. July, 1898, when I took charge, the enumeration showed 1,727, a decrease in three years of 124. This steady decrease indicates that these several tribes will probably at no very distant day become entirely extinct. The process of extinction is much accelerated through and by bad habits, idleness, scrofulous diseases, and want of care of the young children.

**Ponca.**—This tribe continues to manifest some progress in efforts to improve their habitations and are becoming more attached to their homes. All live in houses, many of which have been repaired and rebuilt since I took charge of the agency. About all that these Indians need issued to them is lumber to build new houses and to repair the old ones.

Very little labor is performed by these Indians, as the proceeds from their leased lands and annuities are sufficient to keep them in comfort. The amount paid to them on account of leased allotments during the last fiscal year was \$44,260.70, which amount, owing to higher rentals, will be increased during this fiscal year.

**Oto and Missouri.**—Twenty-five new houses were built for the younger Indians of this tribe during the past year, a large proportion thereof being occupied by the owners.

These Indians have practically stopped all efforts toward self-support by their own labor, owing to their receiving so much money on account of interest on their trust fund and leased allotments. I think it would be much better to give them all the principal of their trust fund except so much as is required to run the agency and school, so as to cut off the annuity payments, and compel them to do some labor for their support. Generally speaking, they are a pretty robust lot of Indians, and if they were compelled to work and do something besides dancing, drinking, and gambling would probably retain their present vigorous condition.

I paid to these Indians on account of lease money from allotments during the past fiscal year \$15,668.98, which will be largely increased during this year.

**Pawnee.**—This tribe is steadily deteriorating. They perform hardly any labor, and are afflicted with chronic diseases, the ravages of which it seems impossible to control. No material improvement in their habits and condition can be expected.

I have paid them on account of lease money for allotments during the past fiscal year \$26,202.51, which in addition to their larger annuity payment is sufficient to keep them.

**Tonkawa.**—This small tribe is residing on allotments about 20 miles from this agency and are looked after by a farmer in charge. They do very little labor, their lease money from allotments, which during the past year amounted to \$9,955.77, being sufficient to keep them comfortable. Before many years this tribe will become entirely extinct, as most of the members are getting old and very few births occur.

**Allotments of dead Indians.**—Since the allotments of lands to these several tribes there have occurred many deaths among the original allottees. This places a large amount of land under the control of heirs who can not work it, and hence it is generally leased to white men. Innumerable disputes arise as to the rights to inherit, and it is very difficult in some cases to decide the question as to who the heirs are. I think Congress should be asked to pass an act to either sell or partition the land of deceased allottees. The relationship can be settled much easier now than it can at a future date, and it should be done by the proper courts.

**Indian marriages.**—In compliance with and by the aid of your order dated April 5, 1901, requiring the Indians to comply with the Territorial law regarding their marriage relations, I have been able to have 19 couples married among the Oto and 29 among the Ponca, all of whom secured licenses from the probate judge and were married according to the Territorial laws. I was compelled to cause the arrest of a few who refused to comply, but all finally obeyed the law and at this time every couple both on the Oto and Ponca reservations are living in lawful wedlock. The Tonkawa and Pawnee who do not reside on reservations have heretofore been compelled to comply with the law and all who live together are properly married through license or under the Territorial act of March 12, 1897.

**Funds of orphan children.**—All moneys paid to orphans are being well cared for by proper guardians and I am continuing to look after these funds, giving them special attention.

**Liquor traffic.**—All Indians seem to be able to get liquor when they want it and have the money to pay for it. The Federal officers are making every effort to reduce the evil to a minimum by a vigorous enforcement of the law. Four educated young Indians are now serving terms in the Federal jail for disposing of liquor on the reservation and three more are awaiting the action of the grand jury.

**Schools.**—The schools at the agencies are in good condition and I have succeeded in keeping the attendance up to the full capacity. A general statement of the schools is contained in the reports of the superintendents submitted herewith.

**Field matron.**—The report of the field matron at Pawnee is submitted herewith.

**Sanitary.**—The health of the Indians during the past year has been fairly good. Smallpox prevailed to a considerable extent among the Ponca and Pawnee, but no deaths resulted therefrom.

For any further information I will respectfully refer you to the statistics accompanying this report. The census of the several tribes is forwarded under separate cover.

Very respectfully,

J. JENSEN,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF PAWNEE SCHOOL.

PAWNEE AGENCY, OKLA., August 19, 1901.

STR: I have the honor to submit the annual report for the Pawnee Boarding School for fiscal year just ended. I took charge about May 1, and my report is necessarily brief and must omit many important facts.

About 200 acres of land were cultivated, producing 825 bushels of wheat and the same of oats.



Corn crop was a complete failure because of drought. The garden furnished a full supply of the usual vegetables.

During the winter the school barn burned, but has been replaced by a substantial structure. A new warehouse was built and some minor improvements made.

The enrollment for the year was 147, with an average attendance of 135. The Indians seem generally well disposed toward the school, and as willing as could be expected to allow children to attend. The nearness of the school to the town of Pawnee is in many respects a disadvantage, as Indians are constantly importuning to take children to town.

The school had some cases of smallpox, but all recovered. Many of the children have a virulent type of scrofula it seems very difficult to hold in check. What is to be done with such children is a difficult question. To keep them in school is to invite danger to the others, and to refuse them admission is to expose them to camp life without care, and to almost certain death.

About the middle of June, 16 children were transferred to Haskell Institute. The transfer of these, with the absence of some boys who are 18 and will not attend school longer, will leave us with but few children over 13 years of age. This will make the care of so many small children by our matron and assistants a heavy task.

Very respectfully,

JOHN JENSEN,  
*United States Indian Agent.*

GEO. I. HARVEY,  
*Superintendent and Special Disbursing Agent.*

#### REPORT OF SUPERINTENDENT OF OTO SCHOOL.

OTO BOARDING SCHOOL,  
*Oto Agency, Okla., August 6, 1901.*

SIR: I have the honor to submit herewith the annual report of the Oto boarding school.

School opened on the 3d day of September with an attendance of 91, which was increased during the year to a total enrollment of 94, the average attendance for the year being 92.6.

The health of the school has been exceptionally good. We have had no case of serious illness, and have escaped all of the epidemics that so frequently visit such institutions.

Although the age of our pupils precludes the accomplishment of much in the way of industrial training, yet a special effort has been made so to plan the industrial work that the young pupil shall acquire a liking for this part of his training instead of regarding it as necessary drudgery. A few of the older boys are given training in farming and the care of stock, while the remainder spend their time in the school garden, the long summer season of this latitude making a large amount of outdoor instruction possible. The industrial training for the girls consists of cooking, sewing, house-keeping, and dairying. Instruction along these lines has been careful and thorough, although of an elementary character, owing to the youth of the pupils.

The school farm produced during the year about 700 bushels of oats, 1,000 bushels of corn, and about 65 tons of hay. The prospects for the present year are not flattering. A hail and wind storm destroyed the oats crop about two weeks before it was ready to harvest, and the continued drought of the present summer has almost ruined the corn crop and will make the hay very short and inferior.

The teachers have labored faithfully in the schoolrooms, but owing to the numerous changes in the teaching force as much has not been accomplished as might be desired.

The chief improvements made during the year are: A large and commodious bath house, a bakery, and an addition to the warehouse that has increased its capacity fourfold. The old mud floors in all the cellars have been replaced by concrete and the school and dormitory buildings have been thoroughly renovated.

Our greatest need is more room. The capacity of the school is rated at 75, but we have been obliged to care for 94 during the past year, and have been very greatly crowded. This condition of affairs can be relieved by an addition to the girls' building, which can be erected at very moderate cost.

On June 7, 1901, the school was visited by a cyclone which did much damage, principally to farm buildings, fences, and crops. Some of the buildings were blown down and others must be torn down, as they are so badly damaged as to make them unsafe. Through the prompt action of the Indian office authority has already been granted to replace the buildings thus destroyed, and the work is now under way with a very fair prospect that it will all be completed before winter reaches us.

In closing, I desire to thank the employees of the Oto school for their faithfulness and zealous performance of duty; and to express to you my appreciation of your uniform courtesy and hearty support throughout the year.

Very respectfully,

JOHN JENSEN,  
*United States Indian Agent.*

H. H. JOHNSON, *Superintendent.*

#### REPORT OF SUPERINTENDENT OF PONCA SCHOOL.

PONCA SCHOOL, WHITE EAGLE, OKLA., *July —, 1901.*

SIR: I have the honor of submitting my second annual report of the Ponca school.

The proximity of the school to the railroad, to towns and civilization generally, together with a leasant climate and cheap living, etc., make it a very desirable school in which to work.

**Industrial work.**—There has been some effort toward industrial training this year. I could not carry out the suggestion of the Indian Office, to send boys as apprentices to the agency shops, because our pupils are so small that it requires all of them that can do any work to do the necessary work that must be done at the school.

Friday of each week was known and occupied as industrial day. On that day the larger girls were in charge of one of the teachers and one of the employees of the industrial department, viz, matron, cook, seamstress, or laundress. They gave the girls special lessons and practice in the various departments, and they were very successful. There are quite a number of the girls who can, without any assistance, cut, fit, and make any ordinary plain garment and do some very nice fancy work. They wash and iron excellently. They can prepare not only a common meal, but even a fancy dinner for an ordinary sized family. I am much pleased with the results this year and hope to see the work more successful and elaborate next year. Our greatest work is elevating the woman (girls). She is at least a decade behind the man on this reservation.

I gave the boys my personal attention, assisted by the male employees. We were not as successful

as the girls were, although they learned many valuable things. There is nothing at the school with which to teach a boy. All of the tools and materials are kept at the agency and not accessible to the school. Industrial day's work consisted in, viz, germination of farm seeds, experimental cultivation, a few lessons in the agency shops and lessons in stock raising, such as feeding, tending, dehorning, surgical operations, branding, breeding, butchering, dissecting, diseases, choosing different kinds of stock and general care.

The pupils here are young, yet they are very easily interested in the subject of industrial work when given as a lesson. They hail "Industrial day" as a rare treat. If we were allowed greater facilities for doing the necessary work there would be more time to teach industrial work from an educational point of view. Work could be made attractive.

For example, this school has over one hundred pupils to care for. Of that number there are 80 too small to work. Then there are about 20 pupils and 2 assistants to assist 11 employees to do all of the schoolroom work, make all of the clothing for 52 girls and a part of the clothing for 51 boys, do the cooking and baking, keep up repairs on the plant, heat the entire plant with coal stoves and light it with kerosene lamps, feed and care for 75 head of hogs, 40 head of cattle and 4 head of horses and mules, cultivate and keep up a farm of 360 acres, besides garden, orchards, lawns, etc., and by far the largest and strongest detail of boys and girls has to go to the laundry, there to wear their lives out in a little close hot room washing, working at what the boys call a "squaw's job," not learning a thing. If we could have an expenditure of about \$700 in a steam plant we could turn this heavy detail out on the farm and other places where they could learn something useful. It then would not give the child a dislike for work by overworking it before it is able to do any work well.

It is surely a mistaken idea that because a school is small and the pupils small the school needs but few employees and no steam, no electricity, no sewerage, no water system, no fire protection, no improved lighting or heating processes, no labor-saving machinery and no furniture but what is absolutely necessary.

**Improvements.**—There has been some valuable improvements made this year, but as Inspector Beede said it only shows how much more is needed. The walls of the main brick building were raised 7 feet, completing a third story, and a new roof put on. This was a much-needed improvement, and is much appreciated. The dormitories that once were swimming pools when it rained and bake ovens when the sun shone are now airy, pleasant rooms. A coal house, chicken house, and a brick meat house were built.

**Stock.**—The teams are not good. There are three mules and one horse. The hogs are good, about 80 in number, including small pigs. There are 40 head of good cattle, including small calves.

**Crops.**—Crops were very promising notwithstanding the dry spring, until in June a heavy hail and windstorm, followed by hot winds, completely destroyed a greater part of the crops. The remaining prospects are: 25 acres of oats yielded 387 bushels, 60 acres of corn look doubtful, 6 acres of melons look doubtful, 1½ acres of garden destroyed, 1¼ acres of potatoes look fair, two orchards apples and peaches mostly destroyed and 50 trees broken by wind. Campus was set out in Bermuda grass and the prospect for a sod is good.

**Literary work.**—The schoolroom work has been fairly successful this year considering the overcrowded condition of the schoolrooms. Only one-half of the kindergarten could be accommodated at a time. The other teacher's room was so crowded that a great number of very small pupils were detailed to work half of each day. There has been another teacher allowed for the coming year, which will alleviate this trouble.

**Some needs of the school.**—The sewerage is still an unsettled problem. The lighting is by dangerous amps, the heating by coal stoves. Water system and fire protection is wanting. There are no fire escapes. The plastering in the first and second stories is in bad condition. Window shades, carpets, wall paper, and furniture all over the building are in a wretched condition. The teams are old and almost worthless. There is no vehicle for passengers except an old dilapidated spring wagon. The kindergarten has no furniture or supplies of any kind. The laundry is a disgrace. A hog house is needed, and the bath system is the "picture of disease."

**Pupils.**—There were enrolled this year 116 pupils; 12 were transferred to Chillicoce and 1 died, leaving at the end of the year 103. There are 4 ready for a transfer to a higher school, and 10 on the reservation, that have reached school age that should enter this school.

The health of the pupils for the first eight months was excellent. From some unknown source they contracted the mumps, complicated with pneumonia. Nothing very serious resulted, but it lowered the tone of the school. They had not regained their former vigor when they left on their vacation.

Some idea of the physical progress may be had by the following figures: Aggregate gain of 103 pupils in forty weeks: weight, 1,051 pounds; height, 13 feet 10¼ inches.

The Ponca have great endurance and physical strength. The pupils while at school are industrious. The statement is often made that Indians are physically unable to work. But I have never seen any class of pupils that had greater duration and strength than the pupils at the Ponca school. For example, the tribe asked me to take the dead bodies out of the grave houses and bury them in a civilized style. While the pupils and I were digging the graves one boy, Albert Primeaux, 13 years old, a little more industrious than the others, dug a grave 8 by 4 by 5 feet in ninety minutes, and he did it without knowing that he was being timed. Their service was of inestimable value while the improvement and building were under progress.

While I am not satisfied with some parts of our year's work, on a whole it was fairly successful. Everything is harmonious. The employees are fairly well satisfied. The pupils are entirely trustworthy. They go and come exactly on time. We have the good wishes and cooperation of the old Indians, which I value greatly.

Hoping next year will see greater progress made, and thanking you for your many favors, I am,  
Very respectfully,

GASPER EDWARDS,  
Superintendent Ponca School.

J. JENSEN,  
United States Indian Agent.

#### REPORT OF FIELD MATRON AMONG PAWNEE.

PAWNEE, OKLA., August 15, 1901.

SIR: With pleasure I respectfully submit to you my third annual report as field matron to the Pawnee. Though it may be difficult to the casual observer to see improvement in the habits and practices of the Pawnee, yet I am sure advancement is being made along the lines of a higher civilization. The principal factor to accomplish this is to develop individuality. To segregate the individual or family from the mass or community, is the most difficult task. In my judgment much has been accomplished during the past year, and more are beginning to appreciate their individual opportunities and

responsibilities. Many are anxious to look after their business affairs, but have depended upon others so long they are timid about asserting themselves.

I have emphasized the honorableness of labor in man or woman and the independence that comes to the person who is able to care for the farm or home, and that no labor is too menial to be well done; also have pleaded with them to save their money instead of spending it in feasting, as is a tribal practice. Some have listened to me, and one Pawnee—one of the first who was sent from the Pawnee tribe and educated for a teacher—has saved her money and invested it, so that it is yielding her quite a liberal interest. Thus you see the seed we sow will yield if we patiently labor.

I would respectfully suggest that the boys and girls be taught that labor is honorable. That to be a capable housekeeper or farmer is better than being able to draw a bouquet of flowers or make a jingling rhyme. I would offer prizes for the best loaf of bread and the largest potatoes, telling them these things would be necessary through all their lives. Then as the boy goes out to make a home for himself and his family encourage him to think and act for himself; keep his children in his home, and educate them at the public schools, which will soon do away with the shyness we find in the Indian when he is in the company of white people.

I love the Pawnees and they know it, and come to me in their affliction and their joy, and I hope my living among them may be a benediction to all of them.

Respectfully submitted.

Mrs. SARAH E. MURRAY, *Field Matron.*

The COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF AGENT FOR SAUK AND FOX AGENCY.

SAUK AND FOX AGENCY, OKLA., *July 12, 1901.*

SIR: I have the honor to submit my fifth annual report of the Sauk and Fox Agency, in Oklahoma, for the fiscal year ending June 30, 1901.

**Location.**—This agency is located 6 miles south of the city of Stroud on the Frisco Railroad, in Lincoln County, Okla. We have direct telephone connection with Stroud and receive our mail daily from there, with passenger accommodations.

The Sauk and Fox of the Mississippi Boarding School is located on a 640-acre reservation adjoining the agency and has the same mail and telegraphic facilities. Horace J. Johnson is superintendent of this school, and his annual report is submitted herewith.

The Absentee Shawnee Boarding School is located 40 miles southwest from this agency and 1 mile south of the city of Shawnee, on the Choctaw, Oklahoma and Gulf Railroad, in Pottawatomie County, Okla. Mary C. Williams is superintendent of this school, and her annual report is submitted herewith.

The Sacred Heart Mission (contract school) is located 65 miles southwest of this agency in Pottawatomie County, Okla. This school was destroyed by fire during the winter, but is now being reconstructed.

The following table shows the population of the various tribes under this agency for 1901:

Iowa Indians:		
Total number.....		88
Number of males above 18 .....	20	
Number of females above 14 .....	32	
Number of children between 6 and 16 .....	30	
Absentee Shawnee:		
Total number .....		503
Number of males above 18 .....	155	
Number of females above 14.....	184	
Number of children between 6 and 16 .....	150	
Sauk and Fox:		
Total number.....		473
Number of males above 18 .....	130	
Number of females above 14.....	127	
Number of children between 6 and 16 .....	106	
Citizen Potawatomi:		
Total number .....		1,686
Number of males above 18 .....	641	
Number of females above 14.....	658	
Number of children between 6 and 16 .....	423	
Total .....		2,750

No funds being applicable, a correct census of the Shawnee and Potawatomi has not been taken for about eleven years. A census of the Sauk and Fox and Iowa Indians is taken twice each year, and is full and correct. The number of the Shawnee Indians herein shown is from an old census taken in 1890 and only shows those who

were on the reservation at that time. The true enrollment of this tribe should show about 1,200.

**Indians.**—All of the four tribes comprising this agency have received their lands in severalty and the residue has been opened to settlement.

The Sauk and Fox Indians will be permitted to sell 80 acres of each allotment, if they so desire, in 1906, and the remaining 80 acres ten years later, or 1916.

Congress will probably be asked to permit heirs of deceased Sauk and Fox allottees to sell the allotments of the decedents, for the reason that during the past ten years 214 of the 532 original allottees have died. To determine who are the proper heirs to this land is a very difficult matter and, as time passes, it becomes more complicated as the older members of the tribe are dying rapidly. At the end of twenty-five years there will be but few who will remember the exact relationship. Action is now being taken in this office to establish the heirs of all deceased Sauk and Fox allottees and the tribe will petition Congress to permit them to dispose of said land before further complications arise.

The Sauk and Fox tribe of Indians are a wealthy people; they receive \$34,000 per annum in annuities and about \$18,000 rentals from their allotments. This, with their natural antipathy to work, tends to make them indolent, and very few of them farm or work to any extent. Some of the younger generation, who have attended non-reservation schools, are more progressive, but as long as annuities are paid them, and, with their lease money, is sufficient for their maintenance, they will not labor or progress.

The Citizen Potawatomi tribe receive no annuities, and very little of their land is leased to white lessees. They are permitted to sell their lands, with the approval of the Secretary of the Interior. Many have sold the whole of their allotment and are now mingling with the world doing for themselves. They are the most progressive tribe of this agency, and I consider that their condition fully demonstrates the fact that the sooner all Indians are put upon their own resources, consistent with their surroundings, the better it will be for them. The old full bloods will always be dependent, but this generation, with their educational advantages, should do more for themselves, but will not as long as annuities are paid to them.

The Absentee Shawnee tribe of Indians have no annuities and are now living upon the rental of their land and what they raise farming. Their condition is about the same as that of the Potawatomi tribe, except that they have not been so long associated with white men and are not as well educated. They are making successful cotton raisers and rapidly being educated to care for themselves. Some of the older, uneducated members of the tribe suffer and will eventually have to be cared for by the public, but the young people with an education can care for themselves.

The Iowa Indians receive about \$65 per capita annuity and large rentals from their allotments. Their income being sufficient for their support, they naturally will do no work. They spend most of their time visiting other tribes and drinking liquor at Perkins, Okla.

**Leasing.**—There are now on the records of this office 843 farming leases, which paid during the year ending June 30, 1901, \$37,326.57. The lands bring from 15 cents to \$4 per acre, according to quality and location. The rentals for the fiscal year 1902 will be very materially increased, as many new leases have been made at an increased rate, as many more acres are in cultivation, thus demanding large rentals.

**Sales.**—Since July 1, 1900, there has been sold through this office 16,438 acres of Absentee Shawnee and Potawatomi land, at from \$2.50 to \$40 per acre, amounting to \$110,315.98. Of this sum I feel safe in saying there is not \$10,000 now in the hands of vendors, gamblers and saloons being recipients of the greater portion of it. Some few Indians have built homes for themselves, but such will not average over one per cent; the balance either expended what they received in dissipation, extravagant conveyances, or personal decoration. After the money is gone they live on their friends in affluence until compelled by circumstances to work or starve.

**Credit among Indians.**—Much ado has been made and sympathy expressed by people claiming to be familiar with Indian affairs about credit extended to Indians and abuses of same. With thirty-two years among these people I feel warranted in saying that as long as cash is to be paid to the Indians by the Government, and the Government assume in any degree the control of the distribution of this money, the Indian should be allowed to credit his receipts before due, as by so doing he gets the benefit of it, although it costs him more than if paid for in cash. Indians, as a rule, have never earned any money and do not know its value. When they receive cash it is spent in luxuries rather than necessities, does them little good, and usually some harm. Those who are competent to handle their money need no credit. Traders who do a credit business with Indians and take chances on collections must necessarily charge high prices for goods. For this reason I believe aid should be extended

the trader as well as the Indians, and thus do away with this necessity of their charging excessive prices. I consider that the card-credit system lately adopted at the Osage Agency to be an excellent plan, and would recommend the adoption of the same at this agency.

**Employees.**—No change has been made in this force during the past year. They have all done efficient work, are harmonious, and well qualified for the positions they fill, and their cooperation has greatly assisted my administration.

**Abolishing agency.**—An unwarranted attempt is being made to abolish this agency and put it in charge of two bonded superintendents of schools. Such a move is uncalled for, and I do not believe can be sustained. There is more work for an agent at this agency and more need for an agent than there has been at any prior date. My term as agent has expired and I am not an applicant for reappointment, but for the good of the service and benefit of the Indians I most emphatically oppose such a change. The two superintendents of schools have all they can do to look after the school work without assuming duties more than double what they already have and entirely different in character. The work at this agency is scattered and would keep the superintendent away from his school much of his time, with usual results to the school in such cases. From an economical and business standpoint such a change would be a piece of foolish extravagance, in support of which I can present many arguments, but will present them in a more effective place and not consume space here.

**Liquor traffic.**—Many violators of the liquor laws have been punished during the past year, but there is no very apparent reduction in the number of Indians who are doing their best to consume all the "fire water" in this country. The agency reservation is reasonably free from liquor, but the traffic in the small towns near the Indian settlements is terrific.

**Buildings.**—The buildings at this agency are in fair condition, but with an expenditure of about \$200 for small repairs would be greatly improved.

**Sanitary.**—The general health of the Indians under this agency has been better for this year than any time during the past ten years.

I am pleased to state that my administration during the past year has been very pleasant, and harmony has prevailed among the agency and school employees. Many favors have been extended me through your office, for which I desire to express my appreciation and gratitude.

Very respectfully,

LEE PATRICK,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF SAUK AND FOX SCHOOL.

SAUK AND FOX AGENCY, OKLA., *July 3, 1901.*

SIR: I have the honor to submit this my third annual report of the Sauk and Fox of the Mississippi School, Sauk and Fox Agency, Okla.

**Location.**—As stated in former reports, this school is located 6 miles from Stroud, Okla., a city on the St. Louis and San Francisco Railway 65 miles east of Oklahoma City, with which we have telephone connection and from which we receive a daily mail.

The past year has been very satisfactory, both to the pupils and to the management, and we believe we have just completed the most successful year in the history of the school. In defense of this contention I would most respectfully refer you to the table submitted in my last annual report, dated August 3, 1900, and published in the appendix to the report of the honorable Commissioner of Indian Affairs for 1900, to which may now be added for the year 1901:

Enrollment June 30.....	99
Average attendance for year.....	90+
Percentage of enrollment of average attendance.....	91
Number of employees.....	13
Employees to each pupil.....	6½
Runaways.....	4
Runaways returned.....	4
Percentage of runaways returned.....	100
Cost per capita.....	\$135

From this table you will note that the enrollment June 30 has been exceeded but twice during the past ten years. On both of these occasions, however, the enrollment given is that of the entire year, and of this but little in excess of 80 were present at the close of school, while for this year of the 99 enrolled 98 were present at the closing exercises June 21. You will also note that the average attendance is greater than ever before; that we have had as few employes as during any year since 1892; that we have had more pupils to each employe and fewer runaways than ever before; that all runaways have been returned, and that the cost of maintaining the school has not been excessive. Attendance has been secured with less difficulty this year than during either of the other years I have been here, and I think we shall have little difficulty in maintaining an average of 95 during the coming year. The ease with which we have been able to keep up the attendance is due in large measure to the assistance we have received from you and those connected with your office. We appreciate this assistance and hope to merit its continuance.

**Improvements.**—During the year we have added a new tank with a capacity of 200 barrels to our water system; erected the framework and have partly sheathed and roofed a cattle shed 16 by 100 feet and a hay shed 20 by 40 feet; erected one-half mile of new wire fence, making the posts ourselves; cut logs and hauled them to and from the sawmill, a distance of four miles, for 5,000 feet of lumber, which was used in making walks and palings about the buildings. We have started a vineyard of 100 grape, 100 raspberry, and 100 blackberry vines, set out 100 currant bushes and 1,000 strawberry plants. We have filled in and graded up around buildings; laid 125 feet of waterpipe to carry water from main to school building; placed a new floor in the kindergarten schoolroom; repaired porches at all three buildings, and erected a new flag pole. We have painted roofs of barn, school building, laundry, woodshed, and all outbuildings. We have painted, papered, and kalsomined the interior of all buildings where needed. We have repaired broken walls inside the buildings, and repointed exterior walls where necessary. All of our requests for repairs, and they have been not a few, were favorably considered by you and promptly granted by the Department. I consider the plant to be in good condition. The boys' building needs reshingling, but authority has been granted and shingles purchased to do this. It will be done when school begins again.

**Farm.**—Aside from the improvements mentioned, we have planted and cultivated 25 acres of corn, sowed and harvested 7 acres of wheat and 16 acres of oats, sowed 6 acres of cane and 3 acres of alfalfa, raised a good garden, from which we have had an abundance of radishes, onions, lettuce, pease, beans, squash, cabbage, etc., and cared for the school stock, which now consists of 6 horses, 19 cows, 7 yearlings, 16 calves, 1 steer, 1 bull, and 60 head of hogs. From the cattle we have secured over 4,000 gallons of milk, from which, after using large quantities for the subsistence of children, our cooks have made 875 pounds of butter. We have increased our bunch of hogs from 40 to 60, besides butchering over 4,000 pounds of pork and lard. The other proceeds from the farm have been 15 tons hay, 20 tons fodder, 300 bushels of corn, and 45 dozen eggs.

**Domestic departments.**—The work in these departments has been done in a very satisfactory manner. The buildings have been kept neat and clean by the matrons and their forces, and under the direction of the head matron good work has been done in the sewing room, laundry, and kitchen. Girls have been regularly detailed to these departments, and, while the instruction given has not been all that we could desire, it has been all that first-class employees could impart under the existing conditions.

**Industrial training.**—The girls have had none except in the several domestic departments of the school. For the boys, farm work and its attendant duties, such as care of stock, repair of buildings, fences, harness, and implements, has been the line along which industrial training has been chiefly given. Two boys have been detailed to the agency blacksmith shop as helpers, and have done very creditably. There has been a marked change for the better in the attitude of the boys as well as their parents toward work during the past three years.

**Literary department.**—Those in charge of this branch of our work have been somewhat handicapped by the curtailment of teachers which we suffered last July. They have, however, arisen to the emergency and secured good results from their material. Our graduating class comprises three pupils, one girl and two boys. They have completed work equivalent to fifth-grade work in the white schools. The remainder of our pupils are graded as follows:

Kindergarten .....	18
Advanced kindergarten .....	18
First grade.....	6
Second grade .....	27
Third grade.....	15
Fourth grade .....	11

**Employees.**—I can truthfully say that I do not think there is a more efficient corps of employees in the Indian service than we have here. During the year all, with one exception, an Indian, 100 per cent of whose blood is white and who is no longer with us, have exerted themselves to make the school successful. That they have done so I am satisfied, and am pleased to acknowledge as much. We lost an exceedingly good matron when Mrs. Dawson was promoted to Wyandotte, but her successor has proven to be first class, and as the change was in the nature of a reward of merit for both, we do not feel called upon to complain. We also lost a good farmer when Mr. Bates was transferred to Siletz, but secured one as good in Mr. Betz. Our industrial teacher, though new in the work, has adapted himself thereto, and will in time merit promotion. Others have done as well, as you may note from my efficiency reports.

**Health.**—The health of the pupils has been excellent. Only one really serious case of sickness—erysipelas—developed during the entire year. We have had several slight attacks of pneumonia, which were warded off in their incipency by the agency physician, some la grippe, and quite a number of cases of sore eyes. None, however, developed to serious stages. All cases of sickness were excellently handled by the physician and matrons. No accidents nor deaths occurred.

**In general.**—The school is lighted with kerosene oil, and heated by stoves burning wood. Its sanitary condition is good. Its physical condition is good. Its sewerage and ventilating systems are sufficient. It has a few pressing needs, however, which will form the subjects of future communications.

**Official visitors.**—Only one official, Colonel Duncan, from the Indian Office, visited us this year. His suggestions and criticisms were helpful, but so far as I am aware not much if any official notice was taken of the school.

**Conclusion.**—Thanking you and the Indian Office for favors granted, and hoping future favors requested will meet with the same reception, I am,

Very respectfully, your obedient servant,

HORACE J. JOHNSON, *Superintendent.*

LEE PATRICK,  
*United States Indian Agent.*

REPORT OF SUPERINTENDENT OF ABSENTEE SHAWNEE SCHOOL.

**SIR:** I have the honor to submit the following condition of affairs at the Absentee Shawnee School at the close of the year ending June 30, 1901: Total enrollment during the year, 100; average attendance, 95. Health of the school and general progress good.

But one change was made in the school force, and that by resignation of the industrial teacher, which place, on recommendation, was filled by an Indian, former pupil in the school. Farmer's position is also filled by an Indian from the Shawnee tribe. These young men, in harmony with the spirit of progress and anxious to prove themselves the equal of white employees, have tilled and cul-

tivated the school farm with more admirable skill and taste than has ever been done before, besides adding 40 additional acres to the cultivated area for next year, making in all 150 acres of farming land for the future.

At the beginning of the year a new pressed-brick building with modern improvements in sewerage and water supply was in contemplation, with strong hopes that the close of the year would find complete. For some reason none of those plans and prospects have materialized, and the close of the year finds us with a totally inadequate supply of water, and that obtained at a greater expense than seems consistent with good judgment and economic principles. Grand buildings and expensive appliances do not necessarily make a successful school, and I sometimes think too great prominence is given those things in our Government schools, but surely an abundant supply of good water is a prime necessity.

Knowing the generous spirit of the Indian Office in responding to the needs and comfort of its schools, I am led to believe that the essential "push" must be lacking at this end of the line, for which I may myself be responsible.

The plant consists of one main wooden building, consisting of dormitories, schoolrooms, kitchen, dining room, and employees' quarters. This is a homelike building, surrounded on all sides by generous piazzas in a fairly good state of repair, and tastefully painted and papered throughout. A laundry, barn, carriage house, and carpenter's shop make up the additional buildings.

Located at the school also is a two-roomed neat frame church and pleasant parsonage, owned and operated by the Friends' Church. The present minister in charge, Dr. G. N. Hartley, and his no less talented wife, have been here for seven years, and it is due to their untiring interest and high Christian purpose that the moral and religious sentiment of this school has reached the standard of excellence that it now enjoys.

The school has graduated two classes. One of two members in 1895—the present industrial teacher and a young woman who afterwards graduated from the normal department, but who has since died—and a class of six in 1900, every member of which was transferred to the junior department of Hampton Institute in the following September. The present class consists of 22 members, now doing the work of sixth-grade pupils with about the same degree of efficiency, though requiring more time than white children of the same advancement.

A regularly paid music teacher from Shawnee spends Monday of each week in teaching piano lessons to 5 of the Indian pupils, who earn the money that pays for their lessons and music in service at the school.

Altogether, I think I can say of a truth, though laying myself liable to the charge of egotism, with which these reports must be more or less burdened, this is an active, high-grade school, of which every member and employee is proud, and one which the agent trusts in the administration of its own affairs to the competency and good judgment of its officers.

Respectfully,

MARY C. WILLIAMS, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SPECIAL AGENT IN CHARGE OF SHAWNEE AND MEXICAN KICKAPOO.

MEXICAN KICKAPOO AGENCY,  
*Shawnee, Okla., August 24, 1901.*

SIR: I have the honor to submit herewith my annual report for the fiscal year ending June 30, 1901, and to state that I have been in charge of the Mexican Kickapoo for about six years, and of Big Jim's band of Absentee Shawnee for a period of three years.

These Indians are in a prosperous and satisfactory condition now, considering their former condition. The total number of Indians under my jurisdiction is 431, 184 Shawnee and 247 Kickapoo, with two chiefs, one a man and the other a woman; the factional strife between the two bands having ceased they are united under the woman chief, whose name is Wah pah ho ko. While she is doubtless the only woman chief in America she rules her people with an iron hand, and is a woman of great determination; her wish and will are absolutely irrevocable, though her actions are usually founded after mature deliberation.

**Educational.**—Fifteen of the 247 Kickapoo have attended the Carlisle Indian School during the past three years and 5 attend the reservation and missionary schools; and while the Kickapoo, as a rule, are strongly opposed to their children attending school it is a fact not generally known that they have an alphabetical system consisting of 48 syllables, and through this medium there is hardly a boy or girl of the age of 12 years who can not readily and intelligently put their thoughts in writing in their language.

The children who are attending the Carlisle training school have made commendable progress and seem susceptible of a high degree of education. I captured these pupils and sent them to Carlisle at a time when not a single member of their tribe could read or write English, and when but two spoke the language, and they very imperfectly, and these children were wild blanket Indians in the fullest sense. After two years' schooling several of them were writing letters to me and their parents in a legible hand, using better grammar and composition than the average white boy or girl who had attended school for a much longer period.

**Industrial.**—In an industrial capacity the Mexican Kickapoo have made substantial progress. They possess their own hay presses and haying machinery, and manipulate successfully the most modern agricultural implements, and from this time on it is not a question with them of knowing how to do, but rather will they do, or will

or can they be placed and kept under influences that will continue them in this progress.

It has taken six years of the best energy of my life to bring about and make possible this system of progress, and in its accomplishment it has not been a matter of compensation. My appointment as agent was made upon the petition of these Indians, and my services have been paid from their funds at their request. Thus I have been not only their agent but the agent of the Government, and now that the Department seems to have wisely chosen a new general policy in the management of Indians by placing them under the jurisdiction of bonded school superintendents, I retire from the service with the absolute confidence of the Indians and with the most kindly feeling toward the Department and my superiors.

In the friendly interest of the success of my successor as heretofore stated in my annual reports, I desire now to repeat with emphasis that no good will ever be accomplished for these Indians by the use of force or any means that consists of force. The Kickapoo would die or starve or suffer a thousand deaths rather than be coerced to do anything. They are imbued with pure American dignity and stand upon it. To command their respect they must be respected. Respect and persuasion are the means which have enabled me to succeed with them.

In the spring of 1896, when I assumed charge of them, I found them in poverty and distress, living 10 miles from the land that had been allotted to them, which they were determinedly opposed to accepting. They had no idea of labor, and were opposed to anything and everything which the Government might propose, without home or field, and utterly void of agricultural knowledge. I will leave them in comfortable houses, with large fields and bearing orchards, and well equipped with modern agricultural implements, and I commend them to my successor.

**Big Jim's band.**—This band of Absentee Shawnee are not in a condition to be placed in ordinary hands. They should have the careful supervision of an honest, capable, experienced special agent for at least a year before they will be in a condition to be placed under a general supervision. Big Jim, the principal chief of his band (a grandson of Tecumseh), lived and doubtless died in the firm hope that his people would escape from the jurisdiction of the United States and establish themselves in the Republic of Mexico under laws more suitable for their perpetuation as a distinct people. During the month of August, 1900, while on a visit to President Diaz, he was stricken with smallpox and died in Mexico. His only surviving son, To to mo, has succeeded him as chief of the Shawnee and seems as determined as his father to remove his people to Mexico. They are factional on the Mexico emigration proposition, and the majority are inclined to remain and make the best of their condition and surroundings here, while the minority are as persistent as ever, and I apprehend that some eighteen or twenty will start overland on a pilgrimage to Mexico soon. I believe their migration would be in the interest of those remaining. Here they are only idlers and agitators and keep the entire band in a state of agitation.

During the past year the Shawnee have made more improvement upon their reservation than had been made during the fourteen years they have settled there. They built bridges, cleared and opened good roads along the section lines, inclosed pastures and broke and cleared about 50 acres of new land. The lands of the orphans, minors, the old and infirm have been leased to some extent, and recruits have gradually come over to the progressive element. My work among the Shawnee is in an unfinished state and I leave it at a point where I doubt if a new man can readily take it up.

The white people surrounding the reservation have lately caused a report to be circulated among them that their children are to be forcibly placed in school, and I recommend that the matter of placing the children of this band in school be delayed for a few months to enable the Indians to become reconciled to the new administration.

**Missionary work among the Indians.**—It is usual for considerable stress to be placed on the religious work among the Indians. My close observation has been that those engaged in missionary work are only sympathizers; they sympathize with the Indian both in his misery and in his idleness. They have toiled among the Kickapoo Indians for the past 25 years. The Government has set aside 160 acres of the most desirable land in this country for their use and purpose. The Society of Friends has improved this tract and through their missionaries occupy it as a mission school, and while a considerable amount of money has been spent for the support of these missionaries they do not accomplish that which they might for the Indians because of their ever persistent efforts to force their religious views on the Indians, always ignoring the fact that the Kickapoo is as thoroughly imbued with and has as distinct a conception of the Creator as they have; that he lives as religious a life as they do; that he in his way is as prayerful as they are. He blesses his food by inviting the



attention of the Great Spirit before whom he humbles himself and returns thanks for having received past blessings and asks their continuance. It is my judgment that if these missionaries would devote a portion of their energy in an effort to teach the Indian to be industrious their presence would be more beneficial.

The missionary to the Shawnee, the Rev. Murdock, is exercising a commendable influence among both the white settlers and the Indians and I believe in a few years will have partially civilized the white settlers in the community where he is located. His influence in a moral and industrial sense is noticeable generally, and I therefore commend him and his work.

**Sale of Indian lands.**—During my administration I have discouraged the sale of lands by the Indians under my charge, even to the extent of having to go into court to defeat the efforts of speculators who had themselves appointed guardians of Indian children for the sole purpose of acquiring their lands and the proceeds. They petitioned the court and asked for an order to sell the lands of their wards at private sale upon the ground that they had no income, and that the sale of their realty was necessary to clothe and educate them, when in fact their wards were being educated by the Government and their every reasonable wants were provided for. Thus it will be seen that the Indian-land manipulators do not hesitate to commit the crime of perjury to consummate the desired ends.

The adult Indians who are selling their lands are usually extended an unlimited credit at the traders' stores and charged two prices for goods purchased, and by the time the deed has returned from Washington approved, the grantor has eaten up his land through the trader's store. I have tried in vain to find a single instance where an Indian had sold a portion of his allotment and had applied the proceeds to the improvement of the remainder; and I know of no instance where the Indian has been in any way benefited by the sale of his land. To the contrary, numerous instances can be cited where Indians have sold their homes and fields and are to-day living upon the section lines, having spent the proceeds of the sales either in riotous living through the stores during the pendency of their deeds, or in gambling and dissipation after the proceeds were received.

**Sale of liquors.**—With all the efforts of the Government I do not believe any tribe of Indians can ever be civilized and made creditable, industrious citizens where liquor is sold in their midst. During the past year numerous prosecutions have been brought against persons who have been selling liquor to Indians and several convictions have followed. These prosecutions are a mere drop in the bucket, and no Indian agent can properly attend to the duties of his office and follow up the violators of this law.

In conclusion I desire to state from experience and observation that the greatest possible good which can be done for the Indians by the Government is through industrial education, and that every Indian child above the age of 6 years should, if necessary, be forced to attend an industrial training school. The blacksmith at this agency is an Indian and a skilled workman, capable of doing the work of the most skilled carriage builder. The carpenter at this agency is an Indian, both rapid and skillful, and capable of doing the finest work at his trade. I have dictated this report to an Indian, and his work will show for itself. He is my clerk at this office and in every way competent to do the office work at an Indian agency, speaks the language of both the Kickapoos and Shawnees, is honest and energetic, and both in the interest of the service and as a just inspiration to the rising generation I recommend that he be continued in the service. All of the above are ex-students of Haskell Institute.

Thanking the Department and my superiors for their prompt attention and the cordial support rendered me in the performance of my official duties,

I am, very respectfully,

MARTIN J. BENTLEY,  
*Special United States Indian Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF GRANDE RONDE AGENCY.

GRANDE RONDE SCHOOL, OREG., August 26, 1901.

SIR: I have the honor to submit this my annual report for the fiscal year ending June 30, 1901.

On July 1 the census was taken and the roll is herewith submitted. This roll shows a population of 392. Males over 18 years of age, 110; females over 14 years of age, 118; children between the ages of 6 and 18 years of age, 112. Since the 1st of July, 1900, there have been 15 deaths and 4 births, a decrease of 11 during the fiscal year 1901.

The condition of the Grande Ronde Indians is fairly good, although this year's statistics herewith submitted show a falling off in the number of bushels of grain raised. The reason for this is that quite a number could not get seed, so left their places to a volunteer crop, which is cut for hay, the Indian making a living by going off of the reservation and obtaining work to support himself and family. Another reason is that a great portion of the tillable land is owned by the real old, who can not farm it themselves and will not lease to the younger class, who are able and willing to work.

It is estimated that these Indians obtain from the sale of baskets, chitem bark; hay, wood, and other articles about \$4,000 per annum. All of them are employed in the hop yards during September, making from \$1 to \$2 per day; most all of them have a garden; all own some stock, principally cattle, horses, and hogs.

All of the Indians on this reservation were allotted land in severalty some years ago. Since then all have been very anxious to dispose of the surplus or unallotted portion of the reservation. In June, Maj. James McLaughlin, United States Indian inspector, visited us and in behalf of the United States entered into an agreement with the Grande Ronde Indians, by which all of the unallotted portion of the reservation is ceded to the United States, the amount agreed upon being \$28,000 for about 26,000 acres of land. As nearly all of the agricultural land was allotted, it will be seen that the portion ceded is mostly grazing and timber lands; I think about equally divided. It is to be hoped that this agreement will meet with favorable action and the Indians receive the money. Many of them are very old and can not live many years longer, and when gone will leave no representatives.

The health of the Indians the past year has been good, a majority of the deaths being of the very old, and not due to any disease, simply dying from old age.

The force at this agency consists of only three employees—sawyer, mill apprentice, and one additional farmer—all Indians.

It is plainly to be seen that the general tendency among the younger Indians of the Grande Ronde Reservation is one of advancement; with a few exceptions of the very old, they are all capable of managing their own affairs, financially and otherwise. Of course there are some better than others; that is, they will do better under the same conditions, not because they know better but because the others will not make an effort; in fact, they don't care, and are as well off to-day as they ever will be. As to this class it is a pleasure to be able to report that they are largely in the minority. Of the better class I can truthfully say that they are doing better farming than in the past. All take pride in their growing crops as well as in their individual possessions, every year making some permanent improvement on their places, and also trying to improve their stock.

**Grande Ronde School.**—The educational work during the past year has been very satisfactory. All of the employees have devoted their time and energy to the advancement of the children. None of them have ever complained of overwork. In fact, all have worked harmoniously at all times, all doing their best to encourage the children and make them happy and contented.

We have enrolled during the year 93 pupils, 52 males and 41 females. The capacity of the school is 90.

The schoolroom work has been very successfully conducted by Miss Cora B. Egeler, principal teacher, and Luther Parker, teacher. I am satisfied that the year just closed marks an advance over the preceding year, which is due to the devotion, interest, and untiring efforts of these two employees.

**Sanitary condition.**—The health of the pupils has been good, with the exception of the whooping cough, from which all made a good recovery.

**Industrial work.**—The most important industry taught here is farming and gardening, care of horses and cows. On the farm the boys are taught the proper care of the land and how to prepare it for grain and vegetables. Under the very able management of M. E. Peairs, industrial teacher, the large boys have planted quite a large garden, and from the present outlook we will have an abundance of potatoes, carrots, turnips, ruta-bagas, etc., not only for subsistence of pupils during the winter, but will also have a great quantity of stock beets, carrots, and turnips for the milk cows. A small portion of ground was set aside for the very small boys to be used as a vegetable garden, and it is truly surprising the amount of vegetables, peas, beets, beans, onions, radishes, lettuce, etc., they turned off during the season; in fact, supplying the tables all of July for about 90 pupils.

Besides the garden the boys, under the direction of Joseph Michelle, additional farmer (Indian), have had the care of the school farm, building fences, repairing buildings, gates, and fences; also 43 acres were sown to oats, the crop just harvested showing a yield of 1,200 bushels.

The fact is that agriculture and stock raising must of necessity be the future means of livelihood of most of the present generation; therefore great pains are taken to give the boys thorough instruction in these pursuits.

**The sewing room.**—The sewing room is in charge of Mrs. Alice C. Peairs, who is a most competent and efficient seamstress. Through her management a most excellent record has been made during the past year. The work has been thorough and complete. No girl was allowed to slight or shun her work in any particular. About 10 of the girls in this department were given special training in cutting, fitting, and making complete all wearing apparel for girls. All the girls are taught to sew and to mend the various garments for both girls and boys. The truth is that there has been a decided improvement in the sewing room since the advent of Mrs. Peairs.

**The cooking.**—The cooking is regarded as of very great importance, and under the able management of Miss Helen M. Miller the girls have made commendable progress. The mess kitchen for the past year has been conducted entirely by an Indian girl and her work has given entire satisfaction. Both boys and girls are detailed to wait upon tables. Many of the girls could take charge of much of the work of the kitchen. Quite a number of them are able to bake good bread, pies, cakes, etc.

**The laundry.**—The laundry is in charge of Mrs. La Rose Quenel, a full blood Indian, who has given entire satisfaction. Both boys and girls are detailed for work in the laundry, all performing their parts well and cheerfully. The girls have received special instruction both in doing and managing the work.

**Household work.**—The various duties devolving upon the matron have been efficiently performed by Mrs. E. M. Edwards. Lessons in housekeeping have been given and the neat and tidy appearance of the rooms shows that these lessons have been well received.

**Conclusion.**—The past year's work has been very gratifying; the pupils have taken great interest in their studies, the utmost harmony has prevailed among the employees, and I am indebted to all of them for the faithful service, cordial support, and hearty cooperation given me during the entire year.

Thanking you for all the kindness and the many courtesies shown me in the discharge of my duties, I have the honor to be,

Yours, very respectfully,

ANDREW KERSHAW,  
*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF AGENT FOR KLAMATH AGENCY.

KLAMATH AGENCY, OREG., *October 14, 1901.*

SIR: I very much regret that nearly two months' experience with an infectious malady, from which I am only now convalescing, has caused the delay of my annual report, and has prevented me from making it as definite and comprehensive a review of the year's operations as I had hoped to make it.

I may say without error that the year's work has been a successful one, and that it has advanced the material interests of the Indians residing here and has added to their moral and intellectual progress. The schools have been quite well patronized, discipline has been unusually good, the Indians have labored energetically to improve their allotments, and the last vestiges of savage life are rapidly disappearing. These Indians, who were once the terror of their savage enemies, who surrounded their fertile valleys on every side and with whom they waged almost ceaseless wars for ages, are now fast becoming practical stockmen and farmers and are slowly but surely being prepared to take a worthy place as citizens of the most favored republic upon the earth.

No day which is devoted to patriotic observances is allowed to go by without proper attention. In fact, the high spirit of the Indian, and his innate love of display and of things generally of a spectacular character, intensifies his interest in such occasions as the Fourth of July, and on that occasion all work, except of the most essential nature, is suspended on the reservation for six or seven days. The Indians all repair to their beautiful natural park near historic old Fort Klamath, encamp among the pines, and give themselves up to the celebration of the great anniversary. Flags are numerous and bunting is conspicuous everywhere. Speeches are made; patriotic songs are sung; dinners, displaying practical skill in the culinary art, are given, and much time is whiled away in horse and foot racing, also in baseball, football, and other amusements. No betting is allowed in their various competitions, nor the abuse, by overexertion, of their men or horses.

If exhibitions of the long-departed war dance are permitted, or of the savage raid, when the young braves race through the vistas of the green woods dressed in all their barbaric splendor, mounted on fleet horses, filling the welkin with the soul-

curdling war whoop, they are merely given to enliven the occasion, and are valuable, I think, in suggesting to the young the wonderful advancement made in a few years, under reservation training, from active savagery to a position well advanced toward practical civilization.

In nothing else I think is their progress more significantly shown than in their faithful and serious observation of Decoration Day. Then nearly all the work of the reservation is suspended for a few days in advance of the day, all cemeteries are carefully renovated, the fences are repaired, headstones are adjusted and painted, and everything is put in order as well as their limited means will permit, and the day itself is devoted to appropriate religious exercises and to the decoration of the graves. On these occasions I have been pleased to observe that the graves of men like Chief David Hill, who was always a leader in civilization and a noted ally of the whites during both the Paiute and Modoc Indian wars, have been carefully decorated and marked by placing the nation's flag over them.

The interest that has been taken in instilling into the minds of these people the lessons of American history has been of very great value. The Klamaths, the dominant tribe in this region and originally a warlike people who had, for centuries, to defend their favored valleys from the Paiute nomads who outnumbered them several times to one and who occupied a vast and semiarid region, were never, as a tribe, hostile to the whites. They were our allies in the wars with both the Paiutes and Modocs, and are now absorbing our civilization as readily as they joined with us against their hereditary foes. In this connection, I wish to say that the death of our gentle and noble President, the friend of all humanity, has had a profound influence upon the more advanced Indian people, who seem to have as fully appreciated the great loss to the nation as have many of their more favored white brethren.

**The Klamath Reservation.**—So much has heretofore been written about the topography and character of the Klamath Reservation that there is little need of again referring to it. Briefly, its diversified area aggregates about 1,865 square miles and its average elevation is about 4,500 feet. The climate is dry and healthful. The average rainfall is about 20 inches. The contiguity of the great Cascade Range, the higher elevations of which are covered for half the year with several feet of snow, adds to the coolness of the atmosphere, and summer frosts are frequent.

However, the volcanic soil of the uplands, as well as the alluvial lands bordering on the lakes and streams, is fertile and produces almost phenomenal pasturage for stock, making the entire reservation an ideal one for stock-raising purposes. Many localities are sufficiently free from frost to admit of the growing of vegetables and the cereals. Domestic grasses, such as timothy, redbtop, and clover, can be grown with great success wherever there is sufficient natural moisture or the lands have been improved by irrigation. Some extensive sandy districts, as the Modoc Point country, for the improvement of which a ditch is now being constructed, and the tract of some 30,000 acres of the Sprague River Valley, contiguous to the Yainax subagency, which it is proposed to irrigate from the Siacan River, will doubtless grow in perfection the great forage plant lucerne, or alfalfa, thus making profitable an area which now only yields in perfection the useless artemisia, or sagebrush, and affords generally a rather scant pasturage.

The scenic beauties of the reservation, with its immense springs of as pure water as there is in the world, its beautiful groves of cottonwood and aspens, its luxuriant natural meadows, and its thousand square miles of pine forests, with game and trout in abundance, has always made it a favorite resort of the tourist, the hunter, and the angler. Crater Lake, that great natural wonder, 2,000 feet deep, 6 miles in diameter, and filling half full a chasm 4,000 feet deep in the bosom of an ancient volcano, is only a few miles from the reservation and attracts many tourists from all parts of the world, many of whom linger for a time along the pleasant streams and grassy lake shores of the reservation.

During the last year not a single dispute has arisen between the Indians and the great number of white people who have visited the reservation. The white people have respected the rights of the allottees and have yielded with a good grace to the rather strict adherence to the regulations which we have exacted as to hunting and fishing.

**Population.**—The annual census just completed does not differ materially from that made last year. The figures are as follows:

Males .....	533	
Females .....	622	
		1, 155
Males above 18 years of age.....		293
Females over 14 years of age .....		495
School children between 6 and 18 years of age.....		320

This enumeration does not, of course, include many Paiutes—approximately 600—who were originally located on the reservation after they were subjugated, but during the last twenty years have gradually drifted away, in pursuance of their old-time nomadic habits, into the isolated lake basins and valleys of northern Nevada and southeastern Oregon, where they made their ancient homes. These people have, many of them, been given allotments in Harney Lake Valley, in Oregon, in Surprise Valley, in California, and elsewhere. Many of these allotments, I am informed, are on dry or sterile lands where irrigation is impossible and upon which the most industrious and progressive white man could not possibly make a living.

These Indians are not naturally a spirited race, and require active encouragement to induce them to take up the white man's arts and industries. Released, as they are, from all agency restraints and encouragements—practically citizens without civilization—many of them have formed little villages about the frontier towns, where they eke out a miserable and precarious vagabond existence, spending most of the little returns for their labor for the damning drink which has from the earliest days been the poor Indian's bane. If they had been brought promptly on to the reservation many years ago and had had fertile lands allotted to them, which, if not suitable for cultivation in their natural state, could have been improved by irrigation under the present humane and rational plan of the Government, these same vagabond Paiutes might soon be not only self-supporting, but actually prosperous, and their children would now be in our schools becoming fitted for practical and useful citizenship.

Through intermarriage, tribal lines are rapidly fading out, and any list which purports to represent the number belonging to each tribe on the reservation can only be regarded as approximate. The following is as nearly accurate as it is possible to make a list now:

Klamaths.....	740
Modocs.....	226
Paiutes.....	107
Pit Rivers.....	82

**Molalas.**—The Molalas, an interesting tribe who occupied the valleys of the Cascade Chain and lived mainly by the chase, were divided up many years ago and were placed on various reservations in Oregon, and we no longer undertake to enumerate them as a separate tribe on the Klamath Reservation.

**Irrigation.**—The subject of irrigation is one of great importance to this reservation, and I am happy to report that the substantial assistance now given by your office and the Department is a source of gratification to the authorities here, as well as to the Indians, who are to realize the benefits of the national generosity in the increased productiveness of their lands. While in Washington last winter, under date of February 2, I submitted an estimate for \$7,300, to commence actual construction work on the Modoc Point ditch, which had been designated, through the advice of Inspector Walter H. Graves, as the initial irrigation work on this reservation. Under date of April 6 you informed me of the authorization by the Department of this work. It appeared, however, that only \$1,000 could be devoted to this enterprise previous to the close of the fiscal year 1901, which was only sufficient for the compensation of the engineer and assistants and for the purchase of a part of the outfit of tools and material required for the work. The Indians were extremely busy with their own work in July and August, mainly in putting up hay, and it was with difficulty that a considerable force was organized for active construction work until about August 1. The aggregate of the pay roll for July was \$497.88, for August \$1,331.43, and for September \$2,416.59.

Engineer Clarence A. Miller, who seems to be not only a very capable engineer but a man of tireless energy in the prosecution of the work in hand, under date of September 9 submitted the following estimate to cover all expenses of completing the ditch; this sum being in addition to the liabilities already accrued up to September 1.

Excavation, dirt and loose rock.....	\$8,740
Finishing.....	1,500
Rock work, excavation.....	1,250
Riprap.....	750
Sapper force.....	500
Carpenter force.....	400
Material.....	400

Total cost of completing..... 13,540

Engineering expense included in above account.

This estimate, having been very carefully made by an experienced man who has

taken extraordinary pains to study the character minutely of every portion of the work, may be safely regarded, I think, as a very close approximation of the final cost, and while this amount is greater than was at first contemplated, it is not a great sum considering the importance of the work; not only as the ditch will develop one of the most favored portions of the reservation, but, within a comparatively short time after construction, will prove a valuable object lesson to the Indians of the great value of irrigation.

**The boundary question.**—This long unsettled question remains one of vital interest. The character of the agreement concluded with the Indians at Klamath Agency by Inspector James McLaughlin October 24, 1900, will be made sufficiently plain by quoting its first and second articles, as follows:

ARTICLE I. The said Klamath and other Indians belonging to the Klamath Agency, Oregon, for the consideration hereinafter named, do hereby surrender, grant, and convey to the United States all their claim, right, title, and interest in and to all that part of the Klamath Indian Reservation lying between the boundaries described in the treaty with said Indians concluded October fourteenth, eighteen hundred and sixty-four, and proclaimed February seventeenth, eighteen hundred and seventy, as confirmed by the Klamath Boundary Commission in their report to the Secretary of the Interior, dated December eighteenth, eighteen hundred and ninety-six, and the reservation boundary lines as established by the survey made in eighteen hundred and seventy-one, under the authority of the General Land Office, the tract of land hereby ceded and relinquished, comprising six hundred and twenty-one thousand eight hundred and twenty-four acres.

ARTICLE II. In consideration of the land ceded, relinquished, and conveyed by Article I of this agreement, and in full of all claims and demands of the said Klamath and other Indians arising or growing out of the erroneous survey of the out boundaries of their reservation in eighteen hundred and seventy-one, the United States stipulates and agrees to pay to and expend for said Indians, in the manner hereinafter provided, the sum of five hundred and thirty-seven thousand and seven dollars and twenty cents (\$537,007.20), being at the rate of eighty-six and 36/100 (86 36/100) cents per acre, the price awarded for said lands by the Klamath Boundary Commission in their report to the Secretary of the Interior, dated December eighteenth, eighteen hundred and ninety-six.

This was indeed a very equitable and satisfactory agreement, and apparently opened the way for a rational solution of the entire question by appropriation of that amount by Congress to compensate the Indians for their excluded lands, the appropriation to be disbursed for their benefit, under the supervision of the Department, so to guarantee to them the greatest advantages in the purchase of cattle and otherwise in the improvement of their condition without the demoralizing effect of paying large sums in cash to the Indians directly.

After a bill had been introduced in the House by the Hon. Thomas H. Tongue, Congressman from this district, providing for Congressional action upon the agreement, which had already been approved by the Secretary of the Interior and by your office, and the matter had become one of serious interest to the proper Congressional committees, an error was discovered which necessitated the return of the agreement to the Indians for correction, and the matter was unavoidably postponed until the next session of Congress.

The nature of the error was this: In the McLaughlin agreement the (Mercer) survey of 1871 was specified as the final boundary of the reservation, instead of the Thiel survey of 1888, which added to the reservation approximately 80,000 acres more land than was comprised within the Mercer boundaries. The Thiel survey, the present marked boundary of the reservation, was the line agreed upon by all parties and was the line intended in making the McLaughlin agreement. To accept of the Mercer survey would be to add some 80,000 acres to the immense area already excluded by erroneous survey and would throw outside several allotments already made to Indians, thus producing additional complications.

Under the instructions of the Department, Inspector James McLaughlin met the treaty Indians in general council at this agency, and on June 17, 1901, concluded a satisfactory agreement with them, exactly the same as the agreement of October 24, except that the (Thiel) survey of 1888 is mentioned as the permanent boundary instead of the (Mercer) survey of 1871. This agreement, carefully drawn and essentially equitable and fair to all parties, will doubtless be brought before Congress at its coming session, and it is to be hoped that justice will finally be done to these patient people who have for many years awaited only what is honestly and reasonably due them.

I wish to say before leaving this subject that Maj. James McLaughlin, well known as a veteran in work of this kind, by his patience and courtesy won the regard of all parties concerned in these negotiations, and his success in securing so favorable an agreement with the Indians, who at first would only agree to cash payments, is an additional justification for the confidence always reposed in him by the Department and by your office.

**The old chiefs.**—As stated last year, I think the old chiefs, especially the Klamaths who yet survive, men who were always loyal to the Government and who, as our allies, assisted in our wars with other tribes in southeastern Oregon when the strag-

gling settlements were even in danger of complete annihilation, ought, in their old age and helplessness, to be given some measure of relief. Of the twenty-six chiefs who signed the great treaty with the various tribes of southeastern Oregon, at Council Grove, on this reservation, October 18, 1864, Allen David (Boos kai you), Henry Blowe (Loletobux), and Lelu are the only survivors. Charley Preston, the official interpreter, a very aged man, is yet alive.

If these men could be allowed a small gratuity of say \$10 a month each and subsistence, it would be a decided help to them, and would be some slight recognition of services rendered by them when they were potent rulers of their warlike people. We have not always been consistent in our treatment of these old-time leaders. Some chiefs in other tribes who, through their hostility, cost the lives of many innocent settlers and whose subjugation cost large sums, have been greatly favored, some of them with salaries, while Boos kai you, who, through his determined loyalty, no doubt helped to save the menaced settlements at the time of Captain Jack's rebellion in 1872 and 1873, spends his remaining days in poverty.

**The Pit River question.**—I again refer to this matter, as since my last annual report it has been decided definitely, I think, by your office to establish no additional schools in northern California until at least those we have in this region are filled to their capacity. The nonreservation Pit Rivers, residing approximately a hundred miles from this reservation, in the valley of the Pit River, the northernmost tributary of the Sacramento River, have long been clamorous for the establishment of a boarding school at some central point in the Pit River Valley. They have probably not less than 225 children of school age who are not in either of our schools, and as long as they have hope of the establishment of a school in their home valley it will be a very difficult matter to induce them to attend our schools at Yainax, Bidwell, or Greenville.

In presenting this case permit me to quote briefly from a communication to your office dated January 9, 1901:

With further reference to the matter of getting the Pit River children into school and of filling up to their capacity, and more than their capacity, if required, the Klamath, Yainax, Bidwell, and Greenville schools, I would say that if the Indian Office can not seriously consider the proposition of establishing an additional school in the Pit River country, I would recommend that all practicable means be employed to induce the nontreaty Pit Rivers to divide up their children among the several schools already established. I would also recommend that the schools be so improved as that they will accommodate the Pit River children, who number nearly 300.

Greenville school probably has sufficient capacity to provide for 50 pupils more than are at present in school; Bidwell, without material expense in the way of improvement, for 100 more, and Yainax, for 75. These several schools, especially Yainax and Bidwell, can be improved to accommodate many more pupils than I have mentioned above at far less expense, of course, than an additional plant would cost. The real question of most importance is what means to use to induce the nontreaty Indians to place their children in the schools mentioned.

Since the Indians off the reservation, consisting of about a thousand Pit Rivers and Palutes, are not actually subject to the authority of this office or of the United States Indian agent, only moral suasion can be used to induce them to place their children in school.

However, I think if a practical and experienced person could be sent among them to explain to them the positive utility for asking for additional schools, and the advantages offered by those we already have, that a number of pupils could be gathered, and that in this way the long unsettled Pit River school question could soon be solved in a rational and reasonably economical manner.

As I have before suggested, I think an officer detailed for this work should have all the authority that can be legitimately given him, and also have the assistance of two policemen, one Pit River, another a Palute. This plan would involve some traveling expenses, which would be a trifle as compared to the sum that would be required to establish and maintain a school in the Pit River country sufficient to accommodate 300 children.

As these children are not under agency control, and as allottees are practically citizens, we can not compel them to attend our Indian schools, and must rely on moral suasion to induce them to come into our schools. I hoped that my suggestion to put a capable and persistent delegation into the field to endeavor to secure their children for our schools would meet with the approval of your office in time to test its efficiency before the advent of winter. It is now too late, I think, to undertake anything of the kind before next spring. Then, if tried and found impracticable, I think it may yet be decided to be a proper thing to establish a boarding school of sufficient capacity for, say, 250 children at a central point in the Pit River country. I believe these people would greatly appreciate this action on the part of the Government, and would not be found backward in their patronage of the school.

**The Klamath Boarding School.**—This school has had quite a prosperous year, as will be seen by reference to the accompanying annual report of the superintendent, Miss Anna C. Egan, whose long experience in the service as to all the details of school instruction and management and great skill as a disciplinarian fit her admirably for her work. The present school buildings have a capacity of 110 pupils, while the average attendance for the school year, exclusive of the vacation months, amounted to 114, and the greatest attendance at any time was 126.

In the latter part of the winter and early spring an epidemic of influenza or la grippe prevailed, which, in several cases, with pupils who were predisposed to

pulmonary diseases, left conditions which soon carried off four of them from quick consumption. This insidious disease is only too common among our Indians, and of course baffles the skill of our most capable physicians. As soon as incipient consumption appears in any case the subject is isolated from the other pupils and is given every possible attention.

We shall hereafter be better prepared to care for ailing pupils at the school, the new hospital being now quite complete. It is a small but well-planned building, plastered throughout and finished in good style. Not yet having our water system, it will suffer inconvenience from this source until water can be supplied. Through the generosity of your office in assisting to the amount of \$1,095.20 in this work, we have completed a hospital, which, if built under contract, would probably have cost not less than \$2,000. As one good turn deserves another, we shall expect to have a nurse added soon to the school force, as the other employees have ample employment in their own lines.

In addition to many minor improvements in the dormitory buildings and painting of almost the entire plant, a good stock barn has been completed, sufficient for stabling 22 cows and 14 horses, and for the storage of 100 tons of hay. This building is 100 feet long, 48 feet wide, is covered with cedar shingles, and is finished outside with rustic, and neatly painted. It adds a really handsome building to the school plant, without the cost of a dollar outside of the regular labor and material which it was possible to devote to it from the school supplies, the lumber and shingles having been manufactured to order in the agency sawmill.

The paramount need of the school, however, remains unprovided for, i. e., a safe and convenient water and sewerage system, and some modern system of lighting which would enable us to dispense with coal oil, which is expensive and of course a menace to the safety of the buildings. Through the kindly recommendation of the Department and of your office, an amendment to the Indian appropriation bill was introduced in the Senate by Senator Simon, of this State, during the last session of Congress, providing for an appropriation of \$11,000 for water and sewerage and for a lighting plant for the Klamath school. This met the approval of the Senate committee, but finally, toward the end of the session, was eliminated through the ardent economy of the conference committee; not, I understand, because the proposition was not considered a reasonable and worthy one, but because it was believed that the general appropriation for schools were sufficiently ample to cover the object. To this your office has kindly assented, but the plans are so long in preparation here that I have long since despaired of our being able to begin actual construction work on these very desirable improvements before spring. I earnestly hope, however, that all contracts can be let and all preliminaries can be arranged in time so that with the lengthened days of spring the work can actually begin.

**Yainax subagency and boarding school.**—The old Yainax subagency is about 40 miles east of this agency and is situated at a central point in the valley of Sprague River, which is one of the most fertile and desirable portions of the reservation for settlement. All the Modocs and Paiutes, as well as many of the Pit Rivers and Klamaths, reside on the eastern half of the reservation, and none of them distant from Yainax. It is a historic locality, having been the pivotal point for many important events in the early history of the reservation.

Near here the treaty of August 12, 1865, was made with Paunina, the war chief of the northern bands of Paiutes, or Snakes, as they were locally called, and on the present site of the school Ocheho, war chief of the roving bands of Paiutes who infested the plains and lake basins of far southeastern Oregon and northwestern Nevada, pledged his word to forsake the warpath forever and do his best with his people to induce them to become civilized. Although now dead and fast decaying, the historic Ocheho tree still stands near the school buildings, a mute reminder of the old chief's promises, while Ocheho himself, old and blind, resides with a remnant of his band near Fort Bidwell, Cal., where the children of his people have the benefit of the Indian school at that place.

The writer was in charge of Yainax subagency at the time of the Modoc outbreak of November 29, 1872, with but three or four white employees and with not less than 600 Indians, of various tribes, within the village, when the only resource was to fortify the buildings with the utmost haste and put on guard over the establishment a well-armed force of picked scouts of various tribes, who did not, in the emergency or afterwards, fail in their vigilance or courage, or prove unfaithful to their important and serious trust.

The Yainax school has been quite a success during the year, notwithstanding the serious epidemic of measles which occurred in the latter part of the winter and early spring and made it necessary to convert the entire establishment into a hospital. Eighty five cases were quite seriously affected at the same time. The employees were



worn out, but through the kindly aid of some of the employees of the Klamath school, and later through the generosity of your office in authorizing the employment of two capable nurses, the children had every care and attention which could be given them at a remote place like Yainax.

The greatest enrollment during the year was 114 and the average attendance 86. The average was considerably reduced, through the effects of the infection. There were several deaths, and a number of pupils were unable to attend school during the remainder of the term after the epidemic had subsided.

During the year the single old building which answers for nearly all school purposes has been repaired and has been painted throughout, the laundry has been remodeled and made more convenient, much fencing has been done, and the farm has been greatly improved in various ways.

The great need of the school is a water system which shall be both convenient and a protection to the place from fire. Inspector Walter H. Graves has, I believe submitted a plan for a system which will conveniently supply the place with water and also will make the plant reasonably safe from fire. The cost of this system would probably approximate \$2,500.

**Fort Bidwell Indian school.**—This school, located in the northeastern corner of California, in the Surprise Valley, is prospering under the capable management of Acting Superintendent Horton H. Miller. About 60 pupils, largely Paiutes of Ocheho's band, who, as heretofore stated, were first located at Yainax in 1869, are in regular attendance at the school. As I was advised by your office to endeavor to fill up this school, I have, through correspondence with parties who take an interest in Indian education, tried to induce both the Paiutes residing in the vicinity of Harney Lake, in Oregon, and the Pit Rivers, in California, to furnish pupils for this school, which is both well conducted and admirably located. Not being able to find the time to go into the country inhabited by these nonresident Indians myself, or having authority to send a delegation to endeavor to secure their children, no progress can be reported so far in increasing the attendance in the Bidwell school.

The same may be said of the school at Greenville, Cal., which, under the able management of Superintendent Shell, has prospered with about 70 pupils, while having capacity for at least 100.

**Industrial pursuits.**—The Klamaths, Modocs, and Pit Rivers may be regarded as among our most industrious Indians, and a large majority of them take much interest in improving their allotments. The old-time "gregarious" nature has largely disappeared, the Indian village is with them a thing of the past, and fully 75 per cent of these Indians reside upon their allotments, which they are improving as their means will permit. They have built 10 miles of good, substantial fence this year, have constructed 10 houses and barns, and have put up for the subsistence of their own stock not less than 9,000 tons of hay, and have also made not less than 1,500 tons of hay for white renters and for outside parties, usually on contracts. They furnish the wood for the schools and convey all freight required for this agency and our two schools from the railroad over the Cascade Mountains, a distance of about 90 miles. Many of them are expert teamsters, take good care of their teams, and use excellent judgment in handling them.

The Paiutes are less progressive than the other tribes, advance very slowly in civilization, but they are docile and much more tractable than the high-strung Klamaths and Modocs. Their children come more readily into the schools and make, as a rule, quieter and better-disposed pupils.

**Offenses.**—New proofs have arisen during the year that a large percentage of the troubles that have necessitated the greatest vigilance on the part of the police force and have required the attention of the Indian court have been caused by the illicit sale of liquor around the border of the reservation. A number of irresponsible characters who have drifted onto the reservation, and who have been suspected of smuggling liquor within the lines, have been summarily dismissed, and the greatest vigilance has been practiced in order to bring the proper punishment upon saloon keepers and others who pursue the nefarious traffic not far from the lines of the reservation. In this work we have been quite successful during the year, and some notable examples have been made which have had a very salutary effect. No pains will be spared in the future in this direction, and I am glad to be able to acknowledge the efficient assistance of Chief of Police George W. Loosley and of several very capable Indian policemen who are prompt and reliable and who can be depended upon in any emergency.

**Conclusion.**—In conclusion, I am gratified to be able to say that the employees of the agency and schools, with very few exceptions, have been courteous and considerate and have done creditable work. Their intercourse with the Indians has been fair and elevating, and with each other cordial and mutually helpful. A number

of employees, and some of them of exceptionally fine character and capabilities, have voluntarily left us for other schools and agencies, where I doubt not they will continue to do good work in the Indian cause. During the year we have been favored by visits from Inspectors McLaughlin and Graves and one each from Inspector Tinker and Supervisors Holland and Conser, all men of capacity and experience and ready to assist in any practicable way to promote the welfare of the schools and agency. Finally, I wish to acknowledge my debt of gratitude for your kindness and forbearance and for the prompt and valuable assistance so often and so readily given by your office.

Very respectfully,

O. C. APPLGATE,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

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REPORT OF SUPERINTENDENT OF KLAMATH SCHOOL.

KLAMATH AGENCY, OREG., *December 15, 1901.*

DEAR SIR: I have the honor to submit my report of the Klamath School for the year ending June 30, 1901.

**Attendance.**—School opened last fall promptly on the 1st day of September, and 98 pupils sat down to supper in the school dining room on that date, an unheard of attendance for the first day in the history of the school. Before the middle of October we had an actual attendance of 117 pupils, 7 more than the capacity limit called for.

That the pupils were reasonably happy and contented is evidence, I think, by the fact that we did not have one runaway during the entire year.

**Health.**—While on the whole the health of the children has been very good, still the unusually severe winter found out and developed the inherent tendency to consumption that exists in so many of our pupils. In the early spring days, finding that medicine and care were no longer benefiting the afflicted ones, we yielded to the entreaties of the parents who begged that their children might be allowed to die with them, and sent 7 home. Of these, 4 have already passed away and the others can barely survive another winter. Measles and smallpox, diseases that afflicted so many of the Indian schools in this part of the country, mercifully spared us. We did have one light case of measles. One of our pupils, a boy of 14, while surreptitiously bathing in the creek near the school, was drowned. This, while a very sad accident, was the only serious one we had.

**Class-room work.**—While good progress has been made in each of the schoolrooms, I feel that the work in the primary and intermediate departments deserves special mention. The teacher in each of these rooms has been indefatigable in her efforts to advance her pupils by means of rational, up-to-date methods. As a result, the children are alive and are interesting and show their intelligence. The principal teacher, by great effort, succeeded in awakening the advanced pupils from a state of lethargy that they had been allowed to fall into. They are now, most of them, showing a surprising amount of interest in their work.

**Industrial work.**—Carpentering, shoemaking, blacksmithing, farming, and housekeeping in all its departments are being practically and successfully taught here.

**Improvements.**—A new hospital that will be a great improvement to the plant has been built this past year by the carpenter and his detail of boys. A barn, said to be by far the best barn in the county and capable of holding 100 tons of hay, with stall room for 10 horses and 25 cows, has also been built by the carpenter and his detail. Many improvements in the way of repairs to buildings have also been made.

The discipline of the school has been excellent, and the year, as a whole, I feel has been a successful one. The employees all are capable and seem interested in the welfare and advancement of the school.

In summing up, I wish gratefully to acknowledge that whatever of success has come to the school this past year and since my incumbency is due, sir, entirely to you, for without your support and kind, fatherly interest my efforts and the efforts of those who are associated with me in the work of the school would not amount to much.

Thanking you for many personal kindnesses, I remain, respectfully,

ANNA C. EGAN, *Superintendent.*

O. C. APPLGATE,  
*United States Indian Agent.*

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REPORT OF SUPERINTENDENT OF YAINAX SCHOOL.

YAINAX, OREG., *June 30, 1901.*

SIR: I have the honor to submit my first annual report of the Yainax Boarding School for the fiscal year ending June 30, 1901.

**Attendance.**—The present enrollment is 80 pupils, owing to an epidemic of measles, which made it necessary to dismiss many children for the remainder of the school year. The total enrollment for the year is 114, and the average attendance 89. The average attendance should reach 100, as the school population is 123.

**Sewerage.**—There is no sewerage system, and houses placed over cesspools are being used, which makes the school plant unsanitary.

**Water.**—Water is supplied by wells and one large spring, from which the water is pumped by the children.

**Heating.**—Wood stoves are used in heating all the buildings, and the oil lamp is used for lighting, both of which are a menace to the safety of the plant.

**Farm.**—The school farm consists of 2,500 acres, about one-third of which is under fence, and affords pasture to the school herd of 100 head of cattle, as well as about 200 tons of wild hay. There is also a garden of 3 acres which furnishes all the vegetables, except potatoes, required by the children.

Considerable fencing has been done during the year, and one irrigating ditch is being constructed which will irrigate 400 acres of meadow.

**Needed improvements.**—All of the buildings are in bad repair. The dormitory has been repaired and painted inside, but it needs a new roof and new sills. For shops, two old log buildings unfit for use are all the school can boast of. There is need of a new carpenter shop, which can be built by the industrial force. All lumber can be procured at the agency mills. A school building should be erected, as the present quarters are crowded and the rooms are needed for dormitory purposes. All the lumber for a school building can be furnished by the school, but assistance will be needed in the construction. The barns have not been completed owing to the lack of lumber, but with present prospects the plant can be thoroughly repaired during the next fiscal year.

In closing I wish to thank the agent for the support he has given us in the work.

Respectfully,

J. C. LEVENGOOD, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS,  
(Through O. C. Applegate, United States Indian agent.)

### REPORT OF AGENT FOR SILETZ AGENCY.

SILETZ, OREG., *August 5, 1901.*

SIR: I have the honor to submit my eighth annual report on condition of affairs at this agency at the close of the fiscal year 1901.

**Population.**—The census roll accompanying this report shows a population of 456 known as the confederated tribes of Indians on the Siletz Reservation.

During the past year the Indians have built ten houses, two of which are two-story frame buildings and fairly well finished. This has been done entirely by their own efforts (and the lumber furnished by the Indians who operated the sawmill). This is commendable as far as it goes, and the greater number of them are living on their own allotments, but they are not farming and cultivating the land so much as they should for successful home builders. The most of them raise good gardens, while but few raise oats, and none in large quantities as in former years. There are reasons for this. In earlier times they had nothing but their oat crop to depend upon. Now the gathering of cascara is found to be more profitable; also fishing for the cannery at the mouth of the river and hop picking furnish considerable profitable employment. All of these come in the crop season. In fact these Indians have more money now than formerly, when they had only the oat crop to depend upon. Yet to a stranger riding over the reservation, looking at their unkept places, it would appear that they are going back very rapidly.

A few of the more enterprising ones are getting into the stock business. I have encouraged this in every way, as the land is better adapted to grass and more profitable for grazing than for raising grain.

**Land of deceased allottees.**—Of a total of 560 allotments made and completed in 1895, 196 allottees have died. Thus in less than a third of the time provided by the Dawes Act in which patents are to be issued to these Indians over one-third have died, leaving inherited land of about 1,700 acres. In some cases several hundred acres have descended to one person. Much the greater portion of this land is covered with brush, timber, and old logs, and is not and can not be a source of revenue to the present owner. It would be just and advantageous to the Indians in many of these cases to allow them to dispose of some of this land when proper application is made and indorsed by the agent under the law passed by the last Congress and governed by such limitations as would secure to the Indian the full value thereof, at all times reserving the best of the land to the Indians, and I would so recommend.

**Timber lands.**—The five sections of timber lands reserved for these Indians when the residue after allotments was sold back to the Government will in the near future be exceedingly valuable. The argument set up when I made the recommendation for this timber reserve was that in the near future it would give the Indians employment near home. This happy consummation is to be realized much sooner than was then expected. Timber is now in great demand, and we may reasonably expect the development of the milling industry in the near future.

**Sawmill.**—The Government sawmill is operated entirely by Indians. They manufacture sufficient lumber for the local demand. The past year it has not exceeded 200,000 feet.

**Missionary work.**—The Methodist Church and the Catholic Church each has a resident missionary here who are working harmoniously together.

**School.**—The school enrollment for the past year has been 77, with an average attendance of 60. The children have had remarkably good health. An efficient nurse and an attentive physician are the principal factors in producing this desirable result. The last half of the year Mrs. Bates, the seamstress, has acted as principal

teacher in a very efficient manner. Altogether the school has been reasonably progressive and made satisfactory advancement.

Mr. Bates as industrial teacher is both competent and capable, and has more to look after than any one man can do. The best interests of the school require that he should have an assistant, able and competent, to relieve him of some of the detail of the work. There is a fairly good garden, though, owing to the late rains, some of it has been planted three times. Five acres of potatoes are looking fine. The hay crop is the heaviest for years, but the oat crop is not so good as usual, and barley sown last year is almost a failure, owing to the cold rains and backward spring.

Our school herd of cows is in fine condition, and the school children are supplied with plenty of milk and some butter.

**In conclusion.**—During the year we have been visited by Inspectors McConnell and McLaughlin, Supervisor Conser, Special Agents Armstrong and Manchester, the latter having been here several months in the interests of the payment of the annuity to these Indians.

On the 1st of July I turned this agency over to Duncan D. McArthur, who is to conduct it under the new régime as superintendent and agent.

In taking leave of the service after eight years' labor in the interests of these people permit me to extend my thanks to your office for the many courtesies and kindnesses shown to me.

Very respectfully,

T. JAY BUFORD,  
*Late United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF AGENT FOR UMATILLA AGENCY.

UMATILLA AGENCY,  
*Pendleton, Oreg., August 29, 1901.*

SIR: I have the honor to submit my fourth annual report of the affairs of the Umatilla Agency, which covers the fiscal year ended June 30, 1901.

**Population.**—The census roll accompanying this report shows a population of 1,083, as follows:

Cayuses .....	374
Wallawallas .....	525
Umatillas .....	184
Males over 18 years of age .....	288
Females over 14 years of age .....	465
School children between 6 and 16 .....	250

An increase of seven souls over last year's figures is noted. As set forth in my previous annual report, I find it difficult to learn of births, and can be made aware of them only by the strictest vigilance.

**Improvements.**—The new office building at this agency is everything that could be desired for the purpose intended, being neat, commodious, and convenient for the proper transaction of business. A new barn has also been built at the agency which in every way meets the requirements of such a structure. The new boys' dormitory at the Umatilla Agency Boarding School is an exceptionally nice building, the plan and appointments being satisfactory in every detail.

The structure known as the assembly building, built some ten years ago, has been condemned. Owing to the improper manner in which the foundation and brick walls were laid, the building has settled and cracked, menacing the lives of those engaged in work within its walls. Props have been placed for the temporary holding together of the masonry, but the building will shortly be torn down and a new schoolhouse erected, estimates for which have been sent in to the Department.

An extensive, first-class water system has just been put in for school use, which is in every way satisfactory.

On the reservation many new residence houses have been erected by the Indians during the past year, and I note the abandonment of tepees in consequence.

**Health.**—The general health of the red people has been good, no epidemic having made its appearance. While smallpox was prevalent in the adjoining towns and upon other near by reservations, diligent precautionary measures prohibited its advent with these people. As, I suppose, upon all Indian reservations, consumption is the common disease, the number of deaths here during the year from that cause being about six. One of its victims, Young Chief, chief of the Cayuses, was a man whose

place will be hard to fill by another. He was progressive, a trait lacking in many, and was withal a good man and counselor, and I feel that he has done more to advance his people in the ways of civilization than any other Indian with whom I have made acquaintance.

In striking contrast with Young Chief I will mention Peo, chief of the Umatillas, who is now, from alcoholism, a total wreck. He was for years a heavy drinking man, and, instead of setting an example for his people to their betterment, he has seemed to endeavor to lead them from the desired course. Peo is, at this writing, afflicted with brain trouble, being barely able to take care of himself, and from present indications ere the next annual report of this agency will be written he will be numbered with those gone before.

**Lawsuits.**—A suit was entered in the circuit court of this State by W. S. Byers, mill owner, of Pendleton, to enjoin allottees from taking water out of the Umatilla River for irrigation purposes, and the matter was settled by the court deciding in favor of Mr. Byers and he allowing the allottees the privilege of using the water.

Another case of great importance is that of Philomene Smith *v.* He yu tse mil ken, wherein Mrs. Smith, the wife of a white man, claims she should have the land allotted to the defendant. A decision of a former Attorney-General denied Mrs. Smith's right to allotment, which was reversed by a subsequent ruling of another Attorney-General. Hence she claims under the second ruling she should have been allotted on the land selected by her at the time of the general allotment. Testimony has been taken before a referee and submitted to the United States district judge at Portland. Should the plaintiff gain the decision, many cases of like nature will undoubtedly be brought for adjudication.

**Education.**—The schools of this reservation are continuing in a prosperous condition. At the Government schools the superintendent and corps of assistants are industrious, attentive, and conscientious in the discharge of their duties, while the scholars seem happy, contented, and gaining rapidly in knowledge of the studies and occupations assigned them. Persuasion, kindness, and determined effort has considerably increased the attendance, but the average is somewhat lowered by the children not being at home at the commencement of each school year. At that time the Indians have not yet returned from the mountains, and it is impossible to get them in school until the parents return with them.

The sanitary condition of the school since the new water and sewer system has been put in is excellent, and the agency physician has given matters in this line close attention.

The Kate Drexel (Catholic mission) School, while no longer a contract school, continues to maintain its former high standard.

Four Indian boys from this reservation ran away from Carlisle Industrial School during the year. Two of them, Redford and Pierce, had proven themselves of bad character and unworthy of places in the school and Major Pratt refused to reenter them. The other two runaways, Alexander and Walletsie, had always borne a good reputation at home and at the school, and efforts are being made to locate them and have them returned to Carlisle.

**Discontinued.**—The positions of carpenter and blacksmith at this agency have been discontinued, and no bad results have been remarked. These mechanical branches tended to make the Indians more dependent upon the Government, and without free repairing they are more careful to protect their vehicles and implements. While these shops were in operation much property belonging to white men was brought in by the Indians to be repaired under claim that it was their own, and constant vigilance was necessary to detect these impositions.

**Conditions.**—Thrift and industry are recognizable in some, but there are many who heed not the instructions given for their benefit and for lessening the responsibilities of the Government in the future. Some attention has been given to planting fruit trees and berries, a number of dwelling houses have been erected, a few of which have carpeted floors and sewing machines as part of their furnishings. All have cook stoves in their houses and many other appliances of civilization, and the people generally seem to be well fed and clothed. An improvement in the gain of the knowledge of the English language is noticeable, also a move forward in the adoption of citizens' clothing, the introduction of modern furniture, bedding, cooking utensils, etc. Their wants, however, invariably exceed their incomes, whether great or small.

These Indians are advantageously situated, and there is no reason why they should not be self-supporting. This season has been favorable, and large crops are assured. The allotted lands are being rapidly developed into fine farms, considerable revenue being derived therefrom. Products find a ready market at home, and, taken all in all, these Indians have no just cause for complaint. While the Indian is naturally

adapted to stock raising, agriculture seems to agree with him. Nearly all the more progressive allottees have gardens in which they raise ample vegetables for their own use.

**Crimes and casualties.**—Last fall two Indians, by name Columbia George and Toy toy, were arrested for the murder of an old medicine woman, or female native doctor, by poison. They were tried in the State circuit court, convicted, and sentenced to be hanged. The attorneys for the convicted ones took an appeal to the State supreme court on the ground that the lower court did not have jurisdiction, the alleged murder having occurred on this reserve. The supreme court sustained this view, by deciding that where criminal acts are performed by one Indian against another on an Indian reservation, State courts have no jurisdiction. This case will likely now be taken before the United States district court for trial.

Quite an exciting affray took place one evening recently near this agency, when an attempt was made by an Indian policeman to arrest two Indians, both notoriously bad men, who were under the influence of and had liquor with them. One of the culprits, Black Horn, struck the policeman a blow on the head with his pistol, felling him, while the other bad man, Toc nass et, came at the policeman with a huge dagger, lunging at him with it repeatedly. The policeman snapped his pistol at the miscreants, but the weapon failed to explode. He then used it as a club and succeeded in knocking the knife out of the hand of the one man and bringing the other to the ground. At this time other policemen who were on their way to the scene of trouble were seen by Black Horn and Toc nass et, and they immediately jumped on their horses and put spurs, with the policemen in pursuit. Black Horn turned in his saddle and fired at his pursuers, missing them; he then fired again and failed to hit his mark. The policemen then opened fire. Black Horn was pierced by bullets in two parts of his anatomy, and Toc nass et was shot through the shoulder, but withal they escaped in the darkness. Black Horn and Toc nass et fired some shots before the first policeman attempted to arrest them, and it is not certainly known whether they wounded each other at that time or were hit by the policeman when he fired at them.

Black Horn was found a day or so later at the home of his relatives, and is being attended by the agency physician with fair hopes of his recovery. Toc nass et has not been seen since upon the reservation, but he is reported to be down on the Columbia River. The policeman who attempted the arrest in the first place was put to rights by having a few stitches taken in his scalp. The dagger was captured and is a very dangerous looking weapon, being 1 foot in length.

Is pe lia, a noted Indian and formerly a scout for the Army, passed peacefully away under the influence of liquor.

Last winter an old blind man, while endeavoring to get to his home after a visit with friends, lost his way and froze to death. His body was found a few days afterwards.

But one death from old age has occurred during the year, that of Old George, who was supposed to be 85 years old.

An Indian boy at the agency boarding school had his leg broken while playing in a football game.

**Chieftainship.**—Since the death of the last headman of the Cayuses, Young Chief, many councils have been called to elect his successor, but so far without result. The young men desire one of their number, while the older men prefer a man of mature age. Chief Joseph was here and endeavored to use his influence to elect a young man, but those of intelligence refused to comply with his wishes. The Indians realize that chiefs are not recognized at Washington, but they claim a man of their own blood as head is necessary to take the lead and counsel with and for them.

**Indian court.**—The Indian judges and policemen have faithfully attended to their duties, and much good has resulted from their efforts. Without this court and its terrors to evil doers, crimes and misdemeanors would become habitual.

**Liquor.**—So much has been written concerning this great curse to the Indian that I find it difficult to get out of the well-worn track of denunciatory terms. There is no doubt that it is responsible for 90 per cent of criminal acts committed on reservations, and it is certainly detrimental in the greatest degree to the welfare of all—those who use it and those who abstain. The number of drinking allottees does not seem to be increasing, but those who do imbibe intoxicants endeavor to keep continually under their influence.

**Employees.**—The employees of the agency and school have faithfully performed their duties, and no discord or trouble has arisen to mar the pleasant associations necessary to the proper fulfillment of the business affairs of the service.

**Conclusion.**—In this connection I will mention that the Indians desire that the funds held in trust for them be paid over to them without delay. They are so per-

sistent in this request that I am almost tempted at times to pay it over to them myself out of my individual salary, in order to quiet them.

There are yet a number of horses afflicted with the mange upon this reservation, but I am confident the disease is not so much in evidence as it was a year ago. The good animals have been taken care of and doctored and many of the poorer ones sold and killed.

My thanks are respectfully tendered for the uniform courtesy and promptness of officials of the Department, and I desire to acknowledge that whatever success has attended my efforts here is due in great measure to the faithful assistance of the agency clerk.

Very respectfully,

CHARLES WILKINS,  
United States Indian Agent.

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF UMATILLA SCHOOL.

UMATILLA AGENCY BOARDING SCHOOL, *September 2, 1901.*

SIR: I respectfully submit the annual report of this school for the year ending June 30, 1901.

**Improvements.**—During the past year a handsome brick dormitory for boys has been erected and a new water system put in, consisting of a steel tower 60 feet high, with tank, capacity 10,000 gallons, which is filled from a well by a gasoline engine.

The sewer and water pipes throughout are all new and the water system is first-class in every particular. These much-needed improvements add greatly to the convenience and comfort of the school and will enable us to accommodate more children.

**Attendance.**—The attendance last year was better than during any previous year. Now that we have the new building we hope to have a greater number and a better school than ever before.

**Health.**—In December both children and employees were vaccinated. Many of them were made quite sick from it. The children had not entirely recovered from the vaccination when an epidemic of that much-dreaded disease, la grippe, broke out. Fifty children out of 100 and several of the employees were sick at one time. The disease went harder with the young children. Every care and attention were given them. Nevertheless, six of the little ones went into consumption, and in the spring died. A great number of very young children and babies in the camps died, also, from the effects of la grippe. Nearly all of them went into consumption. There were more deaths among the children at school and in the camps during last spring than during the entire eight years of my incumbency, all of whom died from the effects of la grippe.

**Garden.**—Owing to the cold, wet, late spring, many of the seeds planted failed to come up, and two killing frosts late in May materially injured the potatoes and other vegetables. Our garden is the poorest we ever have had, but not a failure by any means. We had enough early vegetables to supply the school, but will not have enough late ones of all kinds, I fear. The boys have done well in every line of work, and although the garden is not as good as usual, they have cultivated it well.

One piece of work done by them deserves special mention, namely, excavating a larger room under the new building and doing enough extra work to pay for four windows being put in. This room in the basement of the new building was no extra expense, and makes a fine, large workshop, which can be used in the coldest weather, and which was very much needed. Everyone says it is worth \$200 to the school.

**Sewing.**—The girls show a marked aptitude in this line, and have done remarkably well. Girls of 10 and 12 years of age are able to sew nicely by hand and also on the machine. The darning for our school of 100 children has been done by little girls from 7 to 10 years of age, and only two of the darners are 10 years old. The darning was well done—far better than I have seen done by many large girls.

Besides doing all the sewing for the school, every girl from 8 years old and up has been taught hem-stitch, crochet, and other fancy work, outside of school hours and voluntarily, by the seamstress. The girls take great interest in this work and like to do it.

**Cooking.**—Girls doing the kitchen work are taught to make bread and pies, the preparing and cooking of vegetables, the use of different cooking utensils, how to manage the range, to keep the kitchen clean, to take care of milk, to make butter, etc. This, of course, is a great advantage to them. However, I am convinced that our school should have cooking classes, in which the girls can receive special instruction on a small scale. For these classes a family cook stove should be provided.

**Schoolroom work.**—The advanced children made marked improvement under their efficient teacher, Miss McDowell. The school gave four public entertainments during the year, which were gotten up entirely by her.

**Kindergarten.**—For the past two years we have had a kindergarten department. During the two years three different kindergartners have had charge of it, none of whom seemed to understand the children. They expected children of 8 and 9 years to be interested in baby games and work. None of them has been able to teach the children to sing, to take part in any entertainments, or to teach primary work satisfactorily, and as we have but two teachers for 100 children it is very important that primary work should be taught in connection. From my experience, I believe that any good, practical primary teacher would do far better work in an Indian school than a kindergartner—would be of more value to the children and would not require half the expensive materials. Therefore I have asked to have a primary teacher sent next year in place of the kindergartner, and the request has been granted. Considering the most of our children are very young—85 out of the 100 being under 12 years old and only a few of the older ones having reached the age of 15 years—we think they have accomplished a great deal in every line of work.

**Religious services.**—Our Sunday school meets from 9 to 10 every Sunday morning, and a song service is held Sunday evenings, in which the children take an active part. The different ministers from Pendleton continue to hold services for us as frequently as they can do so. Mr. Cornelison, the Presbyterian missionary on this reservation, preaches for us once a month. The ministers from a distance who visited our school last spring and summer and held services for us were Rt. Rev. Bishop Morris, Episcopal bishop of Oregon; Bishop Earl Cranston, of the Methodist Episcopal Church; Dr. Hill, pastor of the First Presbyterian Church of Portland, and Dr. Kellogg, pastor of the First Methodist Episcopal Church of Portland. Dr. Kellogg kindly gave our school his illustrated lecture on the "Wonders of the world." The kindly interest taken in our school by these good Christian

people is of great value to it. The best citizens of Pendleton and vicinity continue to show a marked interest in our work, which is very encouraging and helpful to us.

**Employees.**—Most of the employees have been thoroughly interested in the school and have worked for its interests. Perfect harmony exists in the school.

**Official visitors.**—Supervisor Frank M. Conser visited our school twice during the year. We feel very grateful to him for his helpful recommendations and interest, and are sorry to lose him as supervisor of this district, as he has done so much to aid and promote the interests of the schools in it.

Our agent, Mr Charles Wilkins, is in perfect sympathy with the school and cooperates with us in everything, which is of great value to the success of the school, as its flourishing condition will show.

In conclusion, allow me to express my sincere thanks to your office for the much needed improvements allowed us, and for the cordial support given our school.

Very respectfully,

MOLLIE V. GAITHER,  
*Superintendent.*

(Through Mr. Charles Wilkins, United States Indian agent.)

## REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF WARM SPRING AGENCY.

WARM SPRING AGENCY, OREG., *August 27, 1901.*

SIR: I have the honor to submit herewith my annual report of the Warm Spring Boarding School and Agency for the fiscal year ending June 30, 1901.

The Warm Spring School is located about 75 miles south from The Dalles, Ore., which is our nearest railroad and telegraphic point. There is a daily (except Sunday) stage between The Dalles and Wapinitia, and a triweekly stage between Wapinitia and Warm Spring which arrives here Tuesdays, Thursdays, and Saturdays of each week.

The school plant is beautifully situated on the north bank of the Shitike Creek, on a bench rising about 60 feet above the stream and overlooking a dense grove of cottonwoods which has recently been converted into a park—a rare retreat from the heat during the hot summer days. The buildings are within an inclosed campus of about 10 acres, and consist of a large double dormitory, kitchen and dining hall, school building, laundry, hospital, bakery, seamstress house, and employees' building. These buildings are in fairly good repair. A part of the dormitory was replastered last May.

**School.**—The school has a capacity of 150, with an average attendance for the past year of 95. True to past records, the attendance was light during September and October owing to the fact that the Indians, with their children, go to the mountains in August to hunt and pick berries and do not come back until November. Many of them go to the hop fields to pick hops. The policy of withholding passes from such as refused to put their children in school before going was tried without effect. They appreciate, however, a chance to haul freight or furnish supplies for the school, and by making the presence of their children in school a condition on which they were granted the privilege of doing either we had no trouble in securing the children immediately on their return from the mountains.

The water used by the school is pumped from the Shitike and raised about 125 feet into a reservoir. The pump is of modern build and throws a continuous stream through a 4-inch pipe. We have in operation a 52-ampere dynamo with a capacity of 125 volts, which furnishes light for the entire school plant and grounds. We have also a planer and wood saw. All these conveniences are run by water power—ample, safe, and inexpensive. The sewer system covers the entire plant and is perfect in every detail. It flows through a 6-inch pipe a distance of 1,600 feet and deposits below all buildings.

**School farm.**—The school farm and garden contains about 30 or 35 acres. The garden and a small patch of alfalfa is under irrigation. The rest of the farm is not. Last year the garden was almost a total failure and furnished no subsistence for the school except a few potatoes. The hay crop of alfalfa and rye was as good as could be expected from a volunteer crop. This year the hay will be 50 per cent better, and the garden will supply all the school will use of carrots, beets, parsnips, onions, cabbage, and fruit. The potato crop will not be very good.

**Literary.**—The school-room work has been excellent. The grade work for the year was satisfactorily completed. The teachers have been faithful, careful, and tireless in their efforts to help the pupils to a higher, broader life, and the children have been pleasant, interested, and eager to acquire knowledge. They have bright minds and are especially apt in music, writing, and drawing and enjoy history. The usual recess time was devoted to calisthenics, thus giving all the children more healthful exercise than they get in the ordinary recess.

Under the management of Mr. Oshkosh, Miss Wentworth, and Mrs. Moores two



debating societies were organized, a boys' society and a girls', and it was gratifying to see the interest taken in the discussions, especially in their joint sessions. At such times the question was argued in the sewing room, the kitchen, on the farm, and on the playground, each having his say or asking some question that showed on which side his sympathies lay.

**Industrial.**—The girls received careful training in laundering, cooking, sewing, and housekeeping, and all did commendable work in each department. Miss Briggs, the matron, deserves much credit for having the dormitories, play rooms, and dining room so tastefully decorated.

The boys did good work on the farm and in the garden, taking much pride in the care of the latter. During the cold weather a great deal of their time is occupied in hauling, splitting, and sawing wood, policing the grounds, and doing repair work. Two boys were detailed to the blacksmith shop, where they showed the aptness for the trade peculiar to these Indians.

The one cry of these Indians is for shops and trades for their children, but they want them right here.

**Health.**—The health of the pupils has been comparatively good during the school year, there having been no deaths and only two serious cases of sickness. About the 1st of May the family of one of the employees came here from Pendleton, and soon after their arrival one of them took down with smallpox. Although five of the family were afflicted, yet there were no deaths, and a strict quarantine prevented the disease from spreading.

**Agency.**—The Warm Spring Reservation is about 45 miles square and lies between the Des Chutes on the east and the Cascade Mountains on the west, the Metolius River on the south and a range of hills near Wapinitia on the north. The general character of the land is rough, consisting mostly of high rocky plateaus and deep canyons, through which flow clear cool streams from the Cascade Mountains. The general slope of the land is toward the east. Good timber of pine, fir, cedar, and tamarack is found on the foothills of the mountains. The soil is very fertile, producing good crops of wheat, barley, and rye without irrigation, and in the valleys where water can be obtained for irrigation purposes garden vegetables and fruit do well. The range produces nutritious bunch grass that fattens stock readily.

Total number of Indians on the reservation is as follows:

Paiutes .....	78
Warm Springs .....	391
Wascos and Teninos .....	316
<b>Total</b> .....	<b>785</b>
Males above 18 .....	229
Females above 14 .....	304
Children between 6 and 16 .....	120

When compared with the report of one year ago, this is a decrease of 178. Of these, 100 are absentees who have been off the reservation for several years, some of them belonging to other reservations and yet enrolled here. The balance of the shortage appears to be due to gross carelessness in the former enrollment, as whole families were enrolled under two or three different names and many others have been dead for a number of years.

The northern part of the reservation is occupied by the Warm Springs who are remnants of different tribes, the middle part by the Wascos and Teninos, while the Paiutes occupy the southern part. The great majority of these Indians live in houses on their own allotments, wear civilized clothing, and understand English sufficiently for business purposes. The long-haired blanket Indians are found chiefly among the Warm Spring tribe, who are nonprogressive, lawless, cling tenaciously to old Indian customs, and are great gamblers. The Paiutes have the least, require the most help, and are persistent beggars. The Wascos are more advanced than the other tribes, are progressive, have better homes, and will compare favorably with white people similarly environed. Many of the Wascos are good mechanics, can build good houses, fill a wagon wheel, or shoe a horse.

All of these people are industrious, anxious to work for wages, and clamorous for the few jobs the Government has to offer. After the crops are planted in the spring many leave the reservation to pick wool or work for white people. In June scores go to Hood River to pick strawberries, return in July to harvest their crops, and then go to the mountains to hunt and pick berries or to the Willamette Valley to pick hops.

**Allotments.**—About six years ago allotments were made to these Indians in several. The patents are still in this office, although the most of the Indians are living

on the lands allotted to them and are making some improvements on it, but there has been so much trouble over boundary lines, so many unwise selections, allotments wholly unfit for any purpose, or two allotments of good land made to the same person under different names, that they refuse to accept the patents until corrections are made and these matters definitely settled.

There are very few of our Indians who do not raise grain and some garden vegetables. The crops this year are much better than they were last year. Many of the farms will produce 400 bushels of wheat, but about the only market here is what the Government offers. Wheat at The Dalles last year was worth 55 cents per bushel, while at the lowest freight rates between here and there it costs 60 cents per bushel for delivery alone.

**Roads.**—No new roads were made during the year. A few new bridges were put in, the old ones repaired, and the roads which were in bad condition were worked. In all about four hundred days' work was done.

**Police and Indian court.**—The police force consists of one captain and nine privates, who are reasonably efficient—are very obedient, but not vigilant.

The Indian court is composed of three judges, heads of families and leaders among their people. They are passably fair-minded, and their decrees are respected. Offenders are suitably punished and a record kept of all cases brought before the court. As a general thing these Indians are law abiding. The two greatest evils found here are gambling and disrespect for the marriage laws.

The treaty of 1865 by which they unconsciously surrendered their fishing rights on the Columbia, and the Handley survey, made without the knowledge of the Indians, by which they lost land formerly conceded to be theirs, are two grievances which rankle in their hearts; and every new superintendent, every inspector and supervisor, and every missionary who meets these Indians in open council must listen to the story of the treaty robbery and the land steal.

The United Presbyterian Church has on this reservation two representatives, Rev. J. A. Speer and Rev. J. A. Morrow. The character of these missionaries is above reproach, and their sincerity, earnestness, and tireless efforts to raise the standard of morality among these Indians have been productive of much good fruit.

In conclusion I wish to thank the employees for their loyalty, faithfulness, and kindly efforts to make the past year a pleasant and successful one.

Respectfully,

JAMES E. KIRK,  
*Superintendent and Special Disbursing Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORTS CONCERNING INDIANS IN SOUTH DAKOTA.

### REPORT OF AGENT FOR CHEYENNE RIVER AGENCY.

CHEYENNE RIVER AGENCY, S. DAK., August 20, 1901.

SIR: In obedience to Department circular letter of June 1 last, I have the honor to submit herewith this my second annual report of the affairs of this agency, for the fiscal year ended June 30, 1901, together with statistical reports pertaining to agency and schools, and a complete census of the Indians of this reservation.

**Location.**—This agency is located in the extreme southeast corner of the reservation on the west bank of the Missouri River, directly opposite the town of Forest City, S. Dak., and is reached via the Chicago and Northwestern Railway to Gettysburg, S. Dak.; thence west by the Forest City and Gettysburg Railway, a local line, or by private conveyance to Forest City, a distance of about 20 miles; thence across the river by steam ferry to the agency. The telegraph station is Gettysburg, S. Dak., from whence telegrams are forwarded by mail, which is received and sent out daily, except Sunday, over the above route.

**Population.**—The census of these Indians, as appears from the detailed roll accompanying this report, shows a population of 2,471, a decrease of 79 as compared with last year; of the whole number, there are 1,190 males and 1,281 females.

Males over 18 years of age .....	654
Females over 14 years of age .....	866
Males between the ages of 6 and 16 years .....	344
Females between the ages of 6 and 16 years .....	312

**Conditions.**—The general condition of these Indians is, I think, gradually improving, and there is no good reason why they should not in time become a self-supporting people. The means of self-support, however, must come through the sole and only profitable source of pursuit here—stock raising. The Indians generally have been very quiet and peaceable during the past year with a disposition to look more closely after their personal interests than heretofore. This, no doubt, is the result of less drinking and carousing among them, which has been abated somewhat by the trial and conviction of some of the offenders in the Federal courts.

**Agriculture.**—As no seeds were furnished these Indians during the past season, no special effort was made to induce them to cultivate their usual little patches of soil, although some of them purchased seed, planted it, and, with the usual result, were rewarded with an almost, if not entire, failure to realize a return of the original seed sown. I think the discontinuance of the issue of seeds to the Indians of this reserve a wise and an economic move, as the climatic conditions are such as to preclude the probability of successfully growing crops in this locality.

With these conditions against them on the one hand there remains but the one alternative, which is more congenial to the habits of the Indian and more profitable than the tilling of the soil, viz, stock raising. With an abundance of the native grasses growing upon an extended and very ample range there is no reason, if the proper interest is shown, why they should not at a very early day be able to furnish all gross beef required for issue at this agency. During the last year they furnished more than one-half of the whole amount of gross beef purchased, and for the current year they will furnish a still greater per cent of the whole.

**Allotments.**—The work of allotting these Indians has been continued during the year by Special Agent John H. Knight and his corps of assistants. During the fiscal year for which this report is made 419 persons have been allotted. This work is still progressing, and no disposition has as yet been shown by the Indians to refuse to take their allotments as soon as made.

None of the allottees have as yet received the benefits to which they are entitled under the seventeenth section of the act of March 2, 1889.

**Education.**—All of the schools on this reservation, consisting of one boarding and three day schools, have had a very successful year's work. The boarding school has been filled to its utmost capacity, and the attendance at each of the day schools has been very satisfactory. In addition to these there are three mission boarding schools just beyond the borders of the reservation, which obtain their supply of pupils entirely from this reservation, and the agricultural boarding school on the Standing Rock Reservation had 55 pupils enrolled from this reservation.

No effort was spared at the beginning of the past year to require every child of school age and not otherwise incapacitated to be enrolled at some school, and in consequence of these efforts a larger number of pupils were enrolled in some school during the past year than any previous year in the history of this agency. Notwithstanding this fact, however, there were still some few eligible pupils not in school because of the fact that the boarding school was full to overflowing and the parents would not consent to the transfer of the children to a nonreservation boarding school.

Therefore I reiterate the statement in my last report, that the school plant at this agency should be enlarged so as to accommodate properly, within the requirements of the regulations, at least 200 pupils and that two new buildings, to be used for employees' quarters and school-room purposes, should be erected to avoid the practice of overcrowding the dormitories and the necessity of converting rooms required for other purposes into dormitories.

**Missions.**—This work is conducted under the auspices of the Protestant Episcopal, Roman Catholic, and Congregational churches, which have 25 field missionaries and catechists engaged in the work among these Indians, with 19 church buildings and chapels on the reservation, in which 1,149 communicant members attend divine services. The labor of these workers has been and still continues to be an important factor in the civilization of these Indians, and any cessation of the work should be deplored, as it would reflect upon their progress as a people, and tendencies toward retrogression would be the noticeable result.

**Court of Indian offenses.**—This court consists of three judges, who meet at the agency every four weeks for the trial of offenses committed within the jurisdiction of their authority. They take great interest in their work, are usually fair in their decisions, and in consequence their labors are attended with good results.

**Police.**—Two officers and 23 privates constitute the force of this agency, 4 of whom are continuously on duty at the agency headquarters, 2 at Cherry Creek, and 1 at White Horse Station. The organization has been more satisfactory during the past year than heretofore, and in consequence there have been very few changes made, and they have, as a whole, been very faithful in the discharge of their duties.

**Waterworks system.**—The artesian well on the grounds of the agency boarding school near the river, which was an uncertain as well as an unsatisfactory source of supply, has ceased to flow entirely, thus necessitating the more general use of the wagon water tanks in hauling all water used, at both agency and school, from the Missouri River, without, however, affording any protection against fire whatever. This has been the condition for some time past, but I am now pleased to state that on March 11, 1901, the Department entered into contract for the erection of a pumping plant at the river and a large elevated tank on the hills in the rear of the agency and school buildings, with connecting pipe line, which, when completed, will furnish good water for all uses and ample protection against fire. The improvement thus contemplated is under progress at this time, and it is hoped that it will be completed before the opening of school this fall.

**Smallpox.**—Early in the month of April last a report was received at this office that smallpox had made its appearance in the Cherry Creek district on this reservation. The Indians, seized with fear and consternation, began to flee to the more remote portions of the reservation, with the hope of avoiding the disease. But, unfortunately, too many of them had already been exposed to its contagious elements, and, in consequence, the disease made its appearance among them also. Quarantine restrictions and detention and pest camps were at once established; then the work of collecting together the exposed and sick began, which in some instances required drastic measures to accomplish.

Vaccination was being performed continually among the Indians, and, to my great surprise, scarcely any objection was made to it whatever. The Indians, after a few deaths, which occurred soon after the appearance of the contagion, seemed to have a dread fear of the disease and would willingly have submitted to almost any medical treatment in order to escape the scourge. The maintenance of a strict quarantine, to the extent that almost all intercourse between the Indians of the different districts of the reservation was cut off, resulted in confining the disease almost entirely to the Cherry Creek district with the exception of a very few cases.

This disease was communicated to these people by a white man from west of the reservation, who gave his infected clothing to an Indian boy, who in turn wore the clothing and after a short time was the victim of a well-defined case of smallpox.

The Indians living along Bad River, on the ceded land, and some of them near the town of Fort Pierre, S. Dak., contracted the disease by contact with the people of said town, as that is where the Indians had to go to do their trading. The contagion was very general among the whites of Fort Pierre, and in consequence nearly all of the Bad River Indians contracted it, resulting, however, in only one death among this particular lot of Indians. As soon as it was ascertained that smallpox had made its appearance among them they were all removed to one of the detention camps on the reservation, where proper medical attention could be given them, and, after having been isolated the required length of time, were released without any further fatalities.

**Cattle trail.**—During the year a trail or driveway for the driving of horses and cattle across this reservation has been established. This trail embraces a strip of land along the northern boundary of the reservation, 6 miles wide and 90 miles long, extending from the Missouri River on the east the entire length of the reserve. The establishing of this trail is not only a source of revenue to the Indians of this reservation, but serves as an avenue of commerce and places the ranchmen and stock interests west of the reserve more closely in touch with the markets of the East. Thousands of horses and cattle are driven and shipped to and from the vast ranges west of the reserve every year. Heretofore this stock was either driven around this and the Standing Rock reservations to some railroad point for shipment or across either of them in violation of law. Now a great deal of this stock, when ready for market, passes over this trail for shipment to Everts, S. Dak., terminus of the Chicago, Minneapolis and St. Paul Railway, where convenient facilities for crossing the river and ample stock pens have been provided by said railroad company. For stock thus crossing the reservation upon the established trail, which is plainly defined by suitable monuments on either side and with an ample supply of water and grass, a toll of 25 cents per head is charged, except for stock belonging to the Indians of this reservation, who, by agreement, have the free use of said trail.

In conclusion, I desire to extend my thanks and appreciation of the many courtesies shown me during the year.

Very respectfully, your obedient servant,

IRA A. HATCH,  
*United States Indian Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF AGENT FOR CROW CREEK AGENCY.

CROW CREEK AGENCY,  
*Crow Creek, S. Dak., August 28, 1901.*

SIR: In compliance with the instructions contained in your circular letter under date of June 1, 1901, I have the honor to submit herewith the annual report of the Crow Creek Agency for the fiscal year ending June 30, 1901. Having taken charge of this agency only on June 10, much of the information sought to be conveyed in this report will necessarily be based on hearsay.

**Buildings and repairs.**—The buildings constituting this agency are old, and some of them are very much in need of repairs, roofs leaking, and foundations rotting out on account of not having stone foundations under them when built. The warehouses have all been placed upon stone foundations during the present year, which is a valuable improvement.

**Education.**—Appended to this report you will please find the report of George L. Pigg, superintendent of the Crow Creek industrial boarding school, and of Augusta S. Hultman, superintendent of the Grace boarding school, and of Rev. Father Pius Bohem, of the Immaculate Conception mission school; and I desire to state that, from the best information obtained, these schools did splendid work during the past year. However, I believe that if the Grace boarding school was abandoned and the Crow Creek industrial boarding school put in a more healthful condition much better results would be obtained. There were less than 200 pupils enrolled at the Crow Creek and Grace schools last year, and the attendance will be less this year on account of the unhealthy condition of the buildings, and the patrons are seeking school accommodations for their children elsewhere.

**Agriculture** to any general extent on this reservation is impracticable, and very little has been or can be done in this regard. Hot winds, lack of precipitation, and the character of the soil make it impossible to grow grain.

**Industries.**—There is in my opinion but one practical industry for the Indians on this reserve—that of stock raising—cattle, horses, and sheep (cattle preferable).

**Court of Indian offenses.**—This court is composed of three members, selected for their intelligence and good character; they have heard and disposed of twenty cases during the last year. This court by its just rulings and impartiality has earned the respect of the tribe.

**Police.**—The police force has been most efficient and has rendered excellent service at all times.

**Missions.**—The report of Rev. H. Burt, representing the Protestant Episcopal Church is transmitted herewith; also the report of Rev. Father Pius Bohem, who has charge of the Catholic Church in connection with the Immaculate Conception mission school. The Presbyterian Church is ably represented by Rev. Alfred Coe, who is a native clergyman.

**Field service.**—The supervision of the female industrial teacher has been a great benefit to the Indians. She is thoroughly capable, and has done excellent service.

**Sanitary.**—The sanitary condition of the agency and the school could be greatly improved by the construction of a water system giving us the Missouri River water for drinking purposes, which I think could be done with very little expense by using the power we have at the artesian well, which at the present time is wholly unused.

Our hospital should be made more healthful and convenient, that better service might be given the sick in the future.

There has been a number of cases of smallpox on the reservation during the past year. The greatest precautions possible have been used to prevent the spreading of this terrible disease, by fumigating, disinfecting, etc., and it is now wholly stamped out.

**Improvements—fencing and buildings.**—There has been about 5 miles of fence built on the boundary of the reservation during the past year, making about 11 miles of fence. The entire reservation should be under fence, that the trespassing by the settlers' stock adjoining the reservation would cease.

The houses occupied by a large number of the people are in a deplorable condition—dirt roofs and floors in them, with very little ventilation. There should be something done each year toward furnishing them with comfortable homes. I sincerely hope that the Department will investigate this matter. Nothing has been done the past year in this direction.

**Employees.**—I consider this agency very fortunate in its present corps of employees, many of them long having been in the service and thoroughly understanding their duties, all of whom have given loyal and efficient support to the agent, which is greatly appreciated.

**Census.**—The census of these Indians as taken June 30, 1901, shows the population to be as follows:

Total Indians and mixed bloods:	
Males, 478; females, 540.....	1, 018
School children between the ages of 6 and 18:	
Males, 113; females, 118.....	231

During the fiscal year 1901 these Indians have transported with their own teams 272,473 pounds of Indian freight, for which they have received \$681.15. For products of Indian labor sold to the Government they have received \$2,214.65. For value of products sold otherwise, estimated, \$800.

Statistics and census for the fiscal year ending June 30, 1901, are inclosed herewith. In conclusion I desire to express my appreciation for the courteous treatment accorded me by the Department and the Indian Office.

I have the honor to be, very respectfully, your obedient servant,

HARRY D. CHAMBERLAIN,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERINTENDENT OF CROW CREEK SCHOOL.

CROW CREEK, S. DAK., August 6, 1901.

SIR: I have the honor to make the following report for the Crow Creek Industrial Boarding School for the fiscal year ending June 30, 1901:

This has been a hard year on all concerned. The Crow Creek Indians are in the worst physical condition of any people I have ever been in contact with. This condition has been made harder this year by the treatment they have had to endure on account of the smallpox being prevalent all over the country, if not right in our midst. I think I am safe in saying that at no time during the year has there been more than one-half of the pupils able, bodily, to do any work. At one time, after the children were vaccinated, they were all sick. Some have died, and some are sick yet.

**Attendance.**—The enrollment for the year is 147, while the average attendance is only 116, on account of sickness and transfers to Carlisle.

**Health.**—The health of the school, as stated above, has been poor, not only of the pupils, but also of the employees. This is a hard climate, and any person who has any kind of trouble with their nervous or muscular systems should never be sent here, the constantly blowing wind being sharp and cold. It is always hard for a superintendent to decide how long it is his duty to indulge a teacher who has poor health and is constantly losing a day now and then, called sick days.

I want right here to recommend to the Department to give us more male employees. The female employees are all right when there is not so much hard work of every kind to do; but a superintendent can not depend on them to go out of doors as he can with men.

**Industries.**—All the industrial training of the pupils has been persisted in during the whole year, and has terminated as well as could be expected, considering the health of both pupils and employees.

The sewing room, kitchen, dairy, laundry, and farm have been fairly well attended to by the employees in charge.

Our farm crops are not turning out well this year, on account of the grasshoppers. They have taken all the potatoes, onions, cabbage, beans, beets, etc., and have greatly damaged the oats, corn, and alfalfa. When we found that the hoppers were destroying everything before them, we concluded to cut everything and put it up for feed for the cattle and sheep.

The cattle have gotten over all their trouble on account of the pink eye, with two exceptions. Two of our best cows will have to be condemned. We have raised 13 calves, and from now on will be able to have a sufficient quantity of milk and butter for the children.

The sheep herd has done well. We have 60 lambs from 45 ewes. The sheep industry is good in this country, and the boys take to it quite well. If we keep on with this herd we will have in a few years enough to start all our pupils up in the sheep business.

The hog business is all right, too, in this country, where there is irrigation, so corn and alfalfa can be raised to feed them on. We have 80 head of pigs and hogs on hand, but not enough corn to bring them to maturity. The boys are trained to take care of this stock. The girls are taught all kinds of housework.

**Literary.**—The schoolroom work has progressed quite well, considering the sickness, transfers, and general lethargic condition of things around the place. We finished up the year's work with appropriate exercises, and sent samples of work to the National Educational Association meeting at Detroit, Mich., and to the Indian Congress at Buffalo, N. Y.

**Improvements.**—There have been no new improvements here this year, badly as they are needed.

**Needs.**—You will find my estimate of needs for this year set forth in my answer to Educational Circular No. 53, submitted to you.

Respectfully submitted.

GEORGE L. PIGG, *Superintendent.*

H. D. CHAMBERLAIN,  
*United States Indian Agent.*

REPORT OF SUPERINTENDENT OF GRACE SCHOOL.

CROW CREEK AGENCY, S. DAK., August 21, 1901.

SIR: I have the honor to submit herewith my second annual report for Grace School.

Taken as a whole the year has been gratifying, marked by the devotion of the employees to their work and by the interest and cooperation of the parents of our children. The children show, by their

cheerfulness and faithfulness about their work and study, their interest in the results of their efforts their plans for the future, and a general sturdiness of character, that our plan to give them training similar to that of a good country home meets with some success.

**Health.**—The school had an epidemic of whooping cough, and suffered severely from the results of vaccination, and had some cases of chicken pox during the year. With two exceptions they rallied quickly. The general health seemed better than the previous year.

**Farm and garden.**—Frost in the late spring and grasshoppers and drought later have destroyed all hope of return for the labor spent on the farm and garden. While this seems useless labor, the training is essential, and ways to overcome difficulties must be found. Even the 10 year-old boys have talked about the different methods to be tried another year.

**Stock.**—Disappointment in the garden is counterbalanced by the condition of our stock. Two years ago the school had 4 milch cows; now it has 10, 8 of which are very good. The entire herd numbers 17. The pigs are also in good condition. Our sales last year were 14 hogs and 4 head of cattle. The flock of chickens is small, but of good variety. I hope to make poultry raising a feature of the school for the sake of the girls.

**Improvements.**—The artesian well, opened last October and previously reported in detail, has been a godsend to the school. The flow continues unabated in quantity and perfect clearness. The water is hard, but we use it for all purposes save bathing. We attribute some of the children's good health and freedom from sores to the change from the creek water heretofore used. When the water system now under way is completed we shall have the added relief from water hauling and the comfort of fire protection.

Another conspicuous improvement to the property is an artificial lake of 10 acres extent, planned to receive the surplus water. It was made by banking up two ends of a natural depression. Work on one end was abandoned to give a neighbor, who has a natural bank, benefit of the water. The other levee forms part of the section road, is 6 feet high, 3 rods wide, and 25 rods long. This was built by voluntary labor and by details from the agency force, and is an appreciable proof of good will toward the school.

We have already discovered that this artificial lake will scarcely hold a third of the surplus water, and outside our grounds are two other ponds which prove a boon to the grass lands near and to horses grazing on the uplands. Another interesting feature in connection with the well is the great number of willows and cottonwoods which are springing from latent seeds in the moist soil about the well. If the trees grow and the water holds out the arid prairie will indeed be changed.

I wish to explain our appreciation of the supplies sent last year. They came early, were abundant, and of good quality. Nor would I fail to thank the physician, the agent, and visiting officials for their interest, generous support, and helpful suggestions.

Respectfully submitted.

AUGUSTA S. HULTMAN, *Superintendent.*

HARRY D. CHAMBERLAIN,  
*United States Indian Agent.*

#### REPORT OF SUPERINTENDENT OF IMMACULATE CONCEPTION SCHOOL.

AUGUST 20, 1901

SIR: Replying to your favor of the 6th instant, I respectfully submit the following:

During the past fiscal year our school has maintained an average attendance of nearly 55 pupils. Many others had to be refused admission because of our limited space for their healthful accommodation. Last winter, however, a new church was completed. This left the chapel in the school building free for other purposes. Now that it has been converted into a dormitory 65 feet long by 25 feet wide, and other alterations and improvements completed, we have ample room for 80 pupils. All apartments in the school buildings have undergone a thorough renovation and now look cheery and inviting.

During the period above mentioned nearly all pupils made marked progress in class work, and with but few exceptions passed their grades very creditably.

The teachers engaged in this school are well experienced in the nature of their duties. The greater part of their time not taken up with regular routine work is spent with the children. The child's joys are his teacher's joys, and the troubles of the former are readily mastered under the counsel and encouragement of the latter. Thus school life becomes home life instead of monotonous formality and a mere routine of study, work, and play.

Special attention is given the child's future environments. All instructions are so modeled as to cause him to feel that his future will be almost entirely the reward of his own personal effort and a righteous use of those God-given faculties that distinguish him from creatures of an humbler order.

The knowledge and acceptance of supernatural truths are made the basis of his moral and social well-being; industry and perseverance his title to the enjoyment of nature's beauty.

Trusting that the above will be satisfactory, I am,

Very respectfully,

P. BOEHM, *O. S. B.*

HARRY D. CHAMBERLAIN,  
*United States Indian Agent.*

#### REPORT OF AGENT FOR LOWER BRULÉ AGENCY.

LOWER BRULÉ INDIAN AGENCY,  
*Lower Brulé, S. Dak., August 26, 1901.*

SIR: As directed in your circular letter bearing date July 15, 1901, I have the honor to submit my annual report of affairs at this agency for the fiscal year ending June 30, 1901, together with statistics pertaining to the agency and school and a census of the Indians of this reservation.

I assumed duty at this agency on May 27, 1901, and in making my report I will have to depend largely on data found in the office.

The agency buildings are in good repair and provide ample quarters for the school and agency employees.

**Agriculture.**—This reservation is not adapted to farming; wild hay is plentiful, and they raise some corn and vegetables.

The land is best adapted to stock raising, and if Congress should ratify the treaty now pending between the Government and the Indians, in which they are to receive for a small part of their reservation a certain sum of money, a part of which is to be expended in placing a substantial fence around the reserve, the balance to be used in the purchase of good range cows and bulls which are to be issued to the Indians for stock-raising purposes, in my opinion they will then be much nearer self-supporting. The farmers could see that necessary hay be put up to feed during the winter months.

**Missionary.**—The churches represented on the reserve are the Protestant Episcopal and the Roman Catholic. There are two church buildings near the agency and four others on the reservation.

**Police.**—The police force consists of one officer and seven privates. They are faithful in the discharge of their duties.

**Indian offenses.**—The court of Indian offenses consists of three Indian judges, who have given satisfaction, although there has been little for the court to do.

**Sanitary.**—The general health of the Indians the past year has been good. Small-pox was all around us, but by strict quarantine we had only three cases, none of which proved fatal.

Very respectfully,

R. H. SOMERS,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF AGENT FOR PINE RIDGE AGENCY.

PINE RIDGE AGENCY, S. DAK., *August 18, 1901.*

SIR: I have the honor, in compliance with the rules and regulations of your office, to transmit herewith my report of affairs at this agency since November, 1900.

I assumed charge of the agency on November 1, 1900, relieving Special Agent James E. Jenkins. I find the reservation is about 60 by 95 miles in extent, and also includes a strip of land south of the agency, in Nebraska, of 5 by 10 miles in size.

The reservation is divided into five districts with a subagent (or, as they are termed, additional farmers) in charge of each district. There are subissue stations located in each of those districts. All supplies for the reservation are first received at the agency, and from the agency distributed to the several districts. Once a month the farmers make requisition, "based on number of Indians in their district," for supplies for a month.

Beef is issued twice a month, on the 5th and 20th. All beef cattle for issue to the Indians are delivered by the contractor at agency. On delivery the cattle are weighed up and divided according to the population of each district and driven out to the issue stations, where they are butchered by the farmer in charge and his assistants; the meat is then distributed to the Indians and their families. The hides of all the beeves killed are taken care of by the several farmers and assistants. They are either dried on racks or salted, and as soon as cured are shipped to Eastern markets, where the Government sells them for the highest price obtainable and places the proceeds to the credit of the Indians. Once a year this money is divided pro rata among all the Indians of the reservation. The sale of hides from this reservation for the past year amounted to \$13,654.15, giving the Indians about \$2 a head per capita.



364      REPORTS CONCERNING INDIANS IN SOUTH DAKOTA.

Following are the names of the districts, with population of each:

	Under 6 years.		Over 6 and under 18 years.		Over 18 years.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Wakpamini:								
Indians .....	56	49	79	70	187	234	322	353
Mixed bloods .....	42	32	35	39	48	38	125	109
White Clay:								
Indians .....	103	92	139	116	364	390	636	598
Mixed bloods .....	4	5	10	5	6	9	20	19
Wounded Knee:								
Indians .....	79	81	95	93	270	309	444	483
Mixed bloods .....	16	14	22	24	23	24	61	62
Porcupine:								
Indians .....	80	96	102	98	251	285	433	479
Mixed bloods .....	24	29	39	40	28	34	91	103
Medicine Root:								
Indians .....	65	55	97	80	235	274	397	409
Mixed bloods .....	25	28	28	35	37	41	90	104
Pass Creek:								
Indians .....	57	47	69	57	216	243	342	347
Mixed bloods .....	77	73	103	102	119	137	299	312
Total .....	628	601	818	759	1,784	2,018	3,230	3,378
Grand total population .....								3,230
								6,008

RECAPITULATION.

	Indians.		Mixed bloods.		Whites.		Negroes.		Total.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
Enrolled .....	2,544	2,669	686	709	.....	.....	.....	.....	6,608
Not enrolled .....	20	18	23	26	211	130	4	1	433
Births .....	99	96	41	35	2	2	.....	.....	275
Total .....	2,663	2,783	750	770	213	132	4	1	7,316

Deaths.

Ages.	Indians.		Mixed bloods.		Whites.		Total.
	Male.	Female.	Male.	Female.	Male.	Female.	
Under 1 year .....	35	36	11	4	.....	.....	86
1 to 5 years .....	21	14	4	1	.....	.....	40
5 to 10 .....	8	9	2	.....	.....	.....	19
Under 10 .....	64	59	17	5	.....	.....	145
10 to 20 .....	13	20	1	2	.....	.....	36
20 to 30 .....	10	9	.....	2	.....	.....	21
30 to 40 .....	3	4	.....	.....	.....	.....	7
40 to 50 .....	7	6	.....	2	1	.....	16
50 to 60 .....	3	4	.....	.....	2	.....	9
60 to 70 .....	4	12	.....	1	1	.....	18
70 to 80 .....	10	6	.....	1	.....	.....	17
80 to 90 .....	1	4	.....	.....	.....	.....	5
90 to 100 .....	.....	1	.....	.....	.....	.....	1
Murdered .....	1	.....	2	.....	.....	.....	3
Suicide .....	1	.....	.....	.....	.....	.....	1
Accidental .....	.....	.....	1	.....	1	.....	2
Total .....	117	125	21	13	5	.....	281

Schools.—During the past year there have been 31 day schools in operation on the reservation, with an average attendance of 25 for each school; also one boarding school with an average attendance of 218; and one Catholic Mission school, average attendance of this school was 150. Am pleased to state that the school work on this reservation for the past year has been most satisfactory.

There is more or less trouble caused by old Indians, "heads of families," through their interfering with day-school work. This class of Indians, on all sorts of flimsy excuses, try to keep their children from attending school. A police is kept on duty in the vicinity of each day school, his duty, "among others," is to see that all children of school age in that school district attend school regularly. Often the parents attempt to keep their children at home without a permit. I find the best way to break up this practice is to shut off the parents' rations for an issue or two. When this is done they are very careful not to commit the offense again.

The day schools on this reservation are very much scattered; they are from 10 to 15 miles apart. Many of them are 50, 60, and 70 miles from the agency. Usually it takes the day-school inspector nearly sixty days to visit and inspect all of them. For the information of those who are not familiar with the way reservation day schools are conducted, I will state that a man and his wife are employed at each school—"with but few exceptions they are white"—the man as teacher and his wife as housekeeper and industrial teacher.

The teacher is a civil-service appointee; his salary is \$600 a year, his wife's, \$300. Besides the schoolhouse, which has a capacity of about 30 children, there is a teacher's cottage of four rooms, one of which is an industrial room. In this room the housekeeper teaches the girls sewing, washing, ironing, baking bread, and other household industries. The school buildings have, in addition to the schoolroom, a kitchen, storeroom, and bathroom. All the pupils are required to take one or more baths a week. The Government furnishes to each of the schools rations for a noon-day lunch for the children. This lunch is prepared by the pupils, under the supervision of the housekeeper. The lunch usually consists of coffee, dried fruit, bacon, bread, and cake. Where irrigation can be had nearly all the schools have a garden spot, where all sorts of vegetables are raised, the work being done by the boys, under the supervision of the teacher.

The reservation day school has a tendency to break up the nomadic, roving, disposition of the older Indians. An Indian with a family of school children is compelled to have a fixed habitation for at least ten months of the year, so that his children may attend school. In this particular the day school has an influence for good that can not possibly be had through the boarding or nonreservation school. For further information see report of day school inspector.

**Police.**—Up to July 1 this year this reservation was policed by 73 police. On July 1, through instructions from your office, the force was reduced to 53. The officers and men of the force are very attentive to their duties. While their pay is small and most of their work hard and fatiguing, yet they never complain; they obey orders strictly.

A smallpox epidemic, in its worst form, was prevalent all around on outside of this reservation during winter and spring months. It is, in a great measure, due to our police force and the efficient work they did in patrol and quarantine duty that the disease was kept from spreading on this reservation. We had but two cases and they were very mild, both parties having fully recovered.

**Telephone construction.**—The work of connecting the agency by telephone with Wounded Knee and Porcupine districts was inaugurated by my predecessor, Special Agent James E. Jenkins. The work for this line was under way when I assumed charge in November, 1900, and was completed a month later. I asked for authority to extend the line from Porcupine to Medicine Root, and thence to Pass Creek stations, a distance of 36 miles. Authority was granted, and an appropriation of \$1,100 made to buy wire, cut, peel, set posts, and complete the line, which has been done. Under the authority and within the authorized \$1,100 appropriation I built a line from agency to White Clay issue station, 19 miles north of agency. The work of cutting, peeling, and setting the poles on this 19 miles was done by Indian prisoners who were in the guardhouse on trivial offenses. In all, we built some 55 miles of telephone line, complete, including the purchase of four telephones, for \$1,100. All subagencies on the reservation are now connected with this office. The line is working splendidly and is of great convenience in the transaction of business between this office and the several districts.

**Liquor traffic.**—Considerable trouble and annoyance is caused through the sale of liquor to Indians who visit or are on business to towns on the railroad, which are from 8 to 20 miles from south line of reservation. The town of Merriman, Nebr., with one saloon, had been furnishing most of the whisky bought by the Indians. In May I filed complaint with United States marshal of Nebraska against this saloon man of Merriman. He was arrested and taken to Omaha. I took five witnesses down, had him indicted, convicted, and sent over the road. Since this conviction the Indians have not been able to get whisky quite so easy.

**Farming and grazing.**—No farming worth mentioning has been done on this reservation for the past eight or ten years. Very little farming will ever be done here

unless the seasons change and more moisture falls. For the past four or five years the rainfall in this section of the country has been very slight, so light, in fact, that the grass on the cattle ranges became very scarce, which seriously interfered with the cattle industry of this reservation. This year the conditions are better; we have had considerable rain and the range grass is much better than for several years back. There will be plenty of feed for range stock this coming winter.

**Trespassing.**—More or less trouble and annoyance is caused by stock owned outside of reservation drifting over the lines. This is a matter I find rather difficult to regulate and control. When outside stock is found inside our lines, I notify owners to remove them at once. In most cases they comply with the request and make an effort to keep their stock out. On our north line, where a fence was built and a patrol maintained by line riders, this trouble to a certain extent is avoided. Shortage of feed and lack of water on outside ranges is principal cause of stock drifting over on reservation.

I requested the Indians of the several districts to assist in keeping stock from trespassing, have pointed out to them the fact that they owned this reservation in common, and that it was to their interest to protect their range inside the lines of the reservation for use of their own stock, called their attention to the fact that the Government was spending considerable money in maintaining line riders, keeping north-line fence in repair, etc., but that they should not depend altogether on the Government for protection in this matter; that when they found a herd of cattle had drifted over on the reservation they should at once get together and drive them off. Am pleased that to a certain extent they are acting on my advice. I find that outside stockmen "whose stock was in the habit of drifting over on the reservation" are beginning to get tired of having their stock chased all over the country by the Indians, and are making an effort to keep stock on their own ranges or remove them from near the line of reservation.

**Crimes.**—One murder has been committed on reservation since I assumed charge. William Waterman, a full-blood Indian, visited Merriman, a small town on Elkhorn Railroad, procured whisky, got drunk, came back on reservation, and shot Louis Cottier, a mixed blood. As soon as the murder was reported to this office police were sent out to arrest Waterman. He was located and surrounded, but before the police could make the arrest he shot himself—took his case to a higher court, as it were. There has been very little crime of any sort committed on this reservation in the past year. An occasional case of adultery, wife beating, killing a cow without permission, getting drunk outside of reservation, and, returning home in that condition, making gun plays, etc., comprise the class of offenses we have to contend with.

A majority of adult male Indians of this reservation I found were in the habit of carrying six-shooters. I could not see the necessity for the carrying of these weapons, and after the murder of Cottier, in March, I issued an order that from that date no one on this reservation, excepting the police and line riders, should carry firearms of any description without a permit from this office. The police were instructed to disarm everyone found carrying a six-shooter or gun without a permit, and send six-shooter or gun to this office. The order worked all right. At first the police were kept pretty busy disarming parties found with guns, and as a consequence I have a goodly number of all sorts of firearms in the office. The better class of Indians recognize the good effect this order has and are helping to enforce it to the letter.

**Indian court.**—The Indian court of this reservation is composed of four members, full-blood Indians. They are in session ten days each month; are intelligent and very efficient. All minor cases are tried by them, and invariably their decisions are just. They have been of valuable assistance to the agent in suppressing crime of all sorts. They have tried and disposed of fifty-seven cases during the past six months.

**Round-up.**—Our spring round-up, under the supervision of the farmers of the several districts began on May 20 and ended on June 20. A round-up of all cattle and horses was made. I believe this is the first time that a general round-up of horses has been made on this reservation. A large number of stray horses belonging to outside parties that had been on the reservation for years were found during the round-up. Those horses were advertised and we are holding them in a herd by themselves. Will hold them for a reasonable length of time for owners to claim them; those not claimed will be sold to help pay expenses of round-up. There were some 4,578 calves branded during the spring round-up.

The severe storm and blizzard, during April last, killed a large number of cattle and horses on this reservation. On April 20 I sent to your office an estimate of the number of head that perished in that storm. The late round-up showed that our estimate of the loss during that April storm was far below what it actually was.

**Cattle sales.**—During the year the Indians, mixed bloods, and white residents of the reservation sold to the Government for issue \$63,504 worth of cattle. They sold to Eastern markets \$102,061 worth of cattle.

**Sanitary.**—Dr. James R. Walker, agency physician, makes the following report:

A summary of the records in my office during the year ending June 30, 1901, is as follows:

	Indians.	Mixed bloods.	Whites.	Negroes.	Total.
<b>Population:</b>					
Male.....	2,590	819	213	4	3,626
Female.....	2,724	834	132	1	2,791
Total.....	5,314	1,653	345	5	7,317
<b>Births:</b>					
Male.....	99	41	2	.....	142
Female.....	96	35	2	.....	133
Total.....	195	76	4	.....	275
<b>Deaths:</b>					
Male.....	117	19	5	.....	141
Female.....	125	15	.....	.....	140
Total.....	242	34	5	.....	281
<b>Rate per thousand:</b>					
Of births.....	38	45	11	.....	37
Of deaths.....	46	20	11	.....	37
Difference.....	8	25	00	.....	00
<b>Cases treated by Government physicians:</b>					
Male.....	831	298	46	2	1,177
Female.....	854	363	24	1	1,242
Total.....	1,685	661	70	3	2,419

Of the deaths three were murders, one suicide, and two accidental, making the births and the deaths by diseases equal.

There was no epidemic on the reservation during the year. The prevailing disease among the Indians was tuberculosis, it being the cause of 68 of the 130 deaths of persons over 10 years of age.

Diseases and the death rate are conspicuously less among the Indians who have adopted the more nearly civilized methods of living than among those who live in their houses as they did in their tepees.

**Ration issue.**—During the fiscal year ending June 30, 1901, rations were supplied for and issued to 6,609 people on this reservation. On June 22, 1901, this office received a communication from you on the question of ration issue to Indians, mixed bloods, and whites on Pine Ridge Reservation, in which you called the agent's attention to article 5 of the treaty of 1876, known as the Black Hills treaty, with the great Sioux nation (of which Pine Ridge Indians are a part), which was ratified by act of Congress approved February 28, 1877, providing for assistance for said Indians in the work of civilization; to furnish them schools and instructions in mechanical and agricultural pursuits; also a certain prescribed ration, or so much thereof as may be necessary, shall be continued until the Indians are able to support themselves.

In your communication on this subject you say that it is a well-known fact that a large number of persons on Pine Ridge Reservation, classed as Indians, and who are on the ration roll, have profited by the assistance they have received from the Government and are now not only beyond want but in many instances are prosperous, and are, therefore, self-supporting. You instruct the agent to go over the ration roll of the agency and erase therefrom all those who are wholly self-supporting. In compliance with instructions in your letter of August 12, I erased from the ration rolls of Pine Ridge Reservation 857 persons, comprised principally of whites and mixed bloods. They are supposed to be all self-supporting, and the withdrawal of their rations is in compliance with spirit of treaty of 1876.

**Missionary.**—The churches represented on the Pine Ridge Reservation are the Episcopal, Catholic, and Presbyterian. They are all doing excellent work and the heads of each of these denominations are to be commended for their earnest and conscientious work in teaching the Indian morality.

Very respectfully,

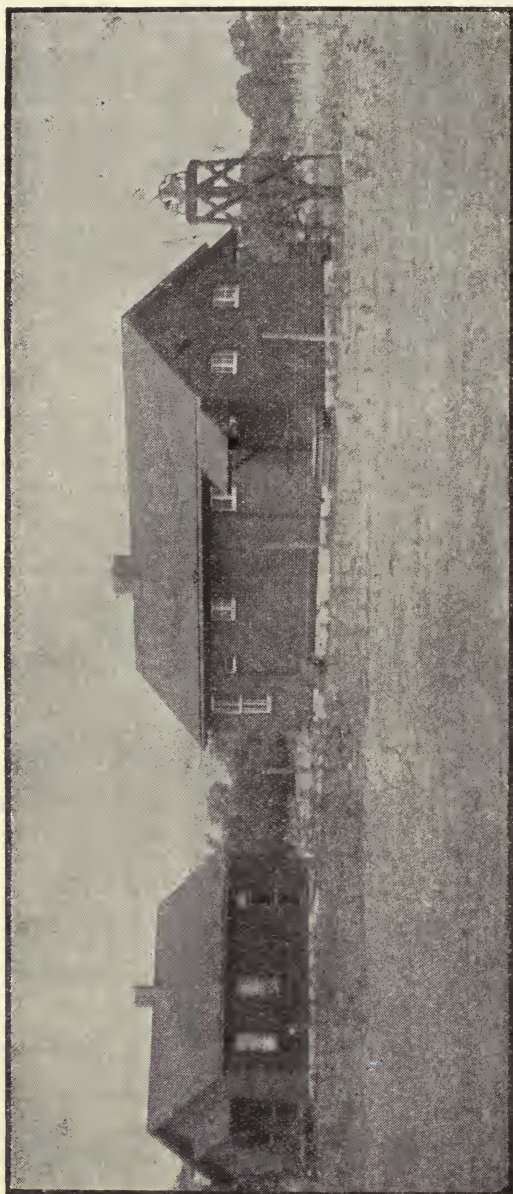
J. R. BRENNAN,  
United States Indian Agent.

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF DAY-SCHOOL INSPECTOR, PINE RIDGE RESERVATION.

PINE RIDGE AGENCY, S. DAK., *August 18, 1901.*

SIR: Having been in the day-school work less than a year, perhaps the novelty has not yet worn off nor the sum total of wisdom has been acquired, yet I can not help seeing a bright future for these schools. Granting that "the key to the situation is the home," the wonder to me is that the day-school system, especially on the large reservations, has not been more generally adopted. It will be seen in the following figures that the cost is less than half the amount allowed for boarding schools:



A Sioux day school.

Total expense for running 31 day schools for 1901, \$44,762.60; average cost of each school, \$1,443.95. Average cost in subsistence, \$28.45; in clothing, \$331.52; in school materials, \$32.28; in light and fuel, \$60.12; in buildings, \$18; in expense per pupil, \$70.05. Average attendance, 20.61; average enrollment, 639.01. This includes all the cost save the small amount of the Indians' rations that are sent to the schools. The total cost is less than the 40 per cent of the \$169 allowed for salaries at other schools.

The following is approximately the school population and the number in the different schools:

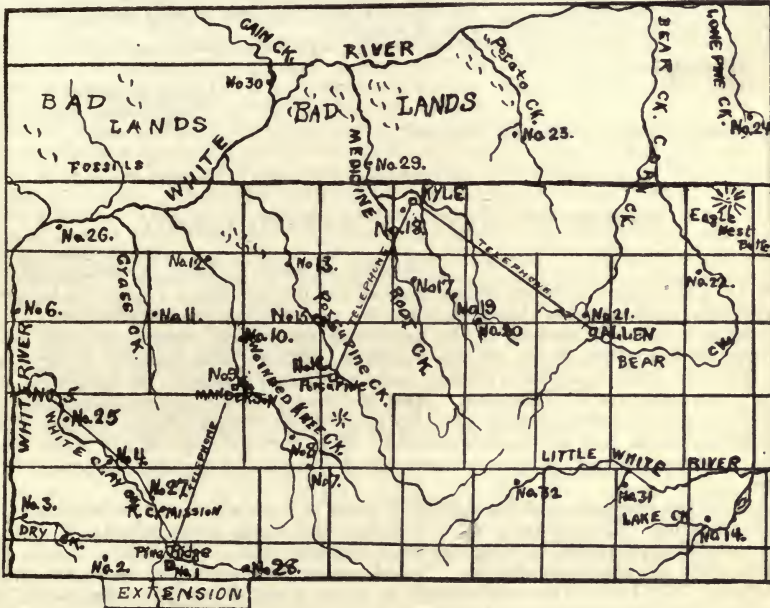
School population of Pine Ridge Agency.....	1,577
Number of pupils in—	
Government day schools.....	762
Government reservation boarding school.....	222
Mission boarding school.....	156
Nonreservation schools.....	120
Public schools.....	29
Total attending school.....	1,289

About 15 out of 100 are physically disabled from attending any school. Of the 1,577 pupils of school age, 1,095 are full bloods and 482 are mixed bloods.

The day-school plant consists of two buildings, a cottage and a school building. The cottage has four rooms, one for an industrial room and three for the teacher and his family. The more recent school buildings have also two cloakrooms, a kitchen, and a little storeroom.

Besides this home for the teacher and housekeeper, they are furnished a free pasture land where they can keep a team, one or two cows, and as many chickens as they wish. Their combined salary is \$900, and the teacher is also in the line of promotion.

These schools are conducted very much as country schools, save the industrial features. The Government furnishes clothing for the children, and these are cut and made into garments by the housekeeper with the aid of the girls. Instruction is given in washing and ironing, and the children are bathed at school. While the children are at school, part of their rations are sent to the school, and these are prepared by the housekeeper and the girls into a noonday lunch. The lunch usually consists of bread, dried fruit, coffee, bacon, beans, and sirup—varied. The rations are sometimes scanty, and hence the bean soup often consists of "one bean and two soups." At quite a number of the schools there is a garden of one or more acres, either irrigated or otherwise well situated, where a small garden is planted and worked by the boys under the instruction of the teacher during one hour of each day in the spring.



With very few exceptions, the children when they enter school at 5 or 6 years of age do not know a word of English; hence the teacher is required to have an unusual amount of tact and skill and should be acquainted with "up-to-date school work and intelligent methods."

In many respects the day schools have an influence for good that no other schools can possibly exert. The parents are forced to have fixed homes ten months of the year, where they must stay to receive the little ones as they come home at night. The parents thus grow into a love for their homes. While it is true that parents have an influence over their children that is not always the best, yet it is also true, considering the love and overindulgence of Indian parents, that the children have an influence for good as they come home at night prattling their experiences of the day and wearing their clean citizens' clothes.

The attendance was almost perfect, save one or two winter months and one month of high water in the spring. Very little compulsion is needed to get all the children to attend. The happiness and contentment of the children in these schools is not unlike that seen in the white country schools.

I wish to present a map showing the location of all the schools, the streams on which they are located, and the telephone lines. Nearly all the schools are near some stream. The map is drawn on a scale of one-sixteenth of an inch to the mile.

*Approximate distance of the schools from the agency.*

No. 1.....	At agency.	Miles.	No. 9.....	18	No. 17.....	40	No. 25.....	15
No. 2.....	5	No. 10.....	21	No. 18.....	45	No. 26.....	30	
No. 3.....	15	No. 11.....	22	No. 19.....	45	No. 27.....	6	
No. 4.....	10	No. 12.....	30	No. 20.....	45	No. 28.....	5	
No. 5.....	20	No. 13.....	38	No. 21.....	50	No. 29.....	50	
No. 6.....	25	No. 14.....	50	No. 22.....	60	No. 30.....	65	
No. 7.....	17	No. 15.....	33	No. 23.....	65	No. 31.....	40	
No. 8.....	15	No. 16.....	28	No. 24.....	80	No. 32.....	30	

The schools are generally from 5 to 15 miles apart, and are in the midst of an Indian community of from 100 to 300 inhabitants. The homes vary from a few rods to 5 miles from the school, and at some places quite a number of the children ride to school on ponies or in buggies.

As a great help in the educational work of Pine Ridge Agency, there are 26 churches scattered over the reservation—14 Episcopal, 7 Presbyterian, and 5 Catholic. The Bible and hymn book are translated into Sioux. Many of the old people who can not read English can read and sing out of these books. Some of the employees, though not as many as should, attend these churches and take part in the exercises. Most of the services at these churches are in Dakota.

There has been much improvement in the past, and I can not help hoping for a brighter future. But this is a "land of work, energy, and bigness." No one can overestimate the influence of 30 faithful, earnest, and hard-working housekeepers on the Indian women of the reservation. Through the schoolgirls they can come nearer reaching the hearts of the mothers, and can thereby do as much good if not more than the field matrons. They are really field matrons for their camps.

Taking them all together there is perhaps not a more honest set of employees in the service. However, 30 teachers and a like number of housekeepers, with various tastes and training, both mentally and industriously, and nearly 800 Indian children, whom it is a problem how best to teach, form a kaleidoscope which requires considerable turning and adjusting to bring out the most beautiful results.

During the past year each teacher was asked to prepare a model course of study for the day schools. With the aid of these, I have prepared a course of study to be in effect until we receive the one from the superintendent of Indian schools. We will thus be able to work more in unison, and better prepare the pupils to take up the work of higher schools.

Through the United States Indian agent, who deserves my thanks for his aid and faithful support.

Very respectfully,

JAMES J. DUNCAN,  
*Day School Inspector.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF AGENT FOR ROSEBUD AGENCY.

ROSEBUD AGENCY, S. DAK., *August 15, 1901.*

SIR: In compliance with the instructions of the Indian Office, I have the honor to submit the annual report of this agency for the year ending June 30 last.

The agency proper is situated in the southwest part of the reserve, about 35 miles northwest of Valentine, Nebr., on the Fremont, Elkhorn and Missouri Valley Railroad, and from which point we receive mails six times a week. A telephone line connects the agency with Valentine. Most of the supplies for the service are received at Valentine, Nebr., but supplies are also received at Stuart, Nebr., for the Ponca Creek issue station, and at Chamberlain, S. Dak., for the Big White River issue station, as these railroad points are nearer the destination of the supplies than Valentine is.

The Rosebud Reserve contains 3,250,000 acres of land, all of which is in the State of South Dakota. The greater portion of this land is much better adapted to grazing than agricultural purposes, although in some portions of the reserve corn, wheat, and oats are more or less successfully cultivated, as are also potatoes, beets, and other vegetables. The Indians are encouraged in every possible way to raise stock, and several of them are succeeding fairly well, while others take but little or no interest in the work.

Our great drawback to the successful prosecution of stock raising here is the large amount of rustling that has been going on for the past few years. Well-organized gangs of white men and mixed bloods have infested the reserve and surrounding country, and have stolen from this reserve during the past two years not less than 500 head of cattle and nearly as many horses.

It is difficult to bring the members of this gang of robbers to justice, and in the few instances where convictions have been obtained and the parties duly sentenced, the effect on the others has not been as great as might have been expected. I do not think the penalty provided by the United States law for cattle stealing is severe enough to deter many evil-minded persons from taking the chances of detection and conviction. The South Dakota law provides a more adequate punishment, and it is to be hoped will soon be made applicable in the United States court to the offenses committed on the Indian reservation by white men and mixed bloods.

At the last session of the South Dakota legislature an act was passed and approved February 14, 1901, ceding jurisdiction to the United States over criminal offenses

committed upon Indian reservations. Of course said law is not operative until the Congress of the United States shall accept the jurisdiction relinquished by the State of South Dakota. The acceptance by the United States of this ceded jurisdiction and the making by Congress of the present South Dakota laws relating to cattle stealing and altering of brands applicable to such offenses when committed on Indian reservations and tried in the Federal courts, would go a long way toward putting a stop to the stock rustling on this reserve. As the matter stands now the United States courts have no jurisdiction over offenses committed by white men and mixed bloods on Indian reservations, and the county of South Dakota to which this reserve is attached for judicial purposes is sparsely inhabited and the people too poor to bear the costs of prosecutions; so this class of criminals goes unpunished.

A severe snowstorm, accompanied by strong wind, occurred over a large portion of this reserve near the end of March last. The snow drifted to an unusual depth, and it is believed that these Indians lost over 400 head of cattle and 500 head of horses in the storm. Such visitations have a very discouraging effect upon these people.

In order to utilize as far as possible the tribal land remaining unallotted on this reserve, the Department granted authority to issue grazing permits for cattle on said lands for limited periods, and in July last the system was inaugurated here, and has yielded these Indians a large revenue. The system, however, has not been found to work as satisfactorily as could be desired, and an effort was made last fall to induce the Indians to consent to leasing their tribal lands for a period of years to stockmen, but was not successful. I hope, however, that the continued efforts in this direction may be successful ere long; because it will be much better for the Indians and more satisfactory in all ways. A person who has a lease for a number of years on a certain tract of land can afford to fence it and put in wells and make other improvements which he is not justified in doing under a limited grazing permit, so that now only tracts of land that have living water on them can be utilized, whereas under the leasing system much land that is now not occupied and on which the grass yearly goes to waste could be leased with profit to these Indians.

The various missionary societies that in years past have labored for the advancement of these Indians have all been active during the year. The work is attended with many difficulties, and while progress is necessarily slow the good accomplished can be distinctly seen. To a great extent this work must go hand in hand with the work of the schools. The reports of the missionaries who have responded to my request for a statement of their work during the year are herewith respectfully transmitted.

The Indians living on the Rosebud Reserve belong mainly to the Brulé Sioux band, and the annual census taken at the end of June last gives the following results:

Males over 18 years of age .....	1,368
Females over 14 years of age .....	1,628
Males under 18 years of age .....	1,010
Females under 14 years of age.....	911
	<hr/>
Total Indians on reserve .....	4,917
Children between 6 and 16 years of age.....	1,238

The census was taken in a careful manner by a large number of persons on the same day. The reserve is divided into seven districts, with a farmer in each district and assistants in charge of each, and these districts are further subdivided into several school districts, and in taking the census not only the farmers, but the teachers and police and all other employees are made use of. A census thus taken in one day by persons who know the Indians, if carefully done, should be quite accurate, and the results given above are believed to be so.

The policy of the Department in regard to the issue of rations as promulgated in office letter of June 22, 1901, is being carried into effect at this agency. About 10 per cent of all the persons heretofore on the ration lists of this agency have been stricken therefrom as being self-supporting or physically able to support themselves, while some have been left on the ration rolls for beef and flour only, according to the ability for entire or partial self-support in each instance. This action is undoubtedly one in the right direction, and although it is strenuously opposed by many of the older and non-progressive Indians here, it is believed opposition thereto will soon subside and ere long entirely disappear.

Twenty-one Government day and one Government boarding and two mission boarding schools have been in successful operation during the ten months of the year. The reports of the superintendent of the Rosebud boarding school and of the day school inspector are transmitted herewith and furnish the detailed information regarding the schools.

During the year we have sent to nonreservation schools 16 children, while 14 more have been attending private schools, on and off the reserve, at the expense of parents.



Dr. L. M. Hardin, the agency physician, submits the following sanitary report:

"I have the honor to submit the following as the annual summary and report of the medical work done at this agency for the fiscal year ending June 30, 1901:

"Number of cases treated: Male, 775; female, 552; total, 1,327. Numbers of births reported: Indians, male, 104; female, 89; total, 193. Whites, male, 4; female, 1; total, 5. Number of deaths reported: Indians, male, 91; female, 96; total, 187. The death of one of the day-school teachers in September from typhoid was the only death occurred among the whites on the reservation during the year.

Smallpox threatened us during October and later months of the year, and a quarantine was established against the infected neighboring towns until January 1, when those places were officially declared free from the disease. Vaccination of all the school children and employees was rigidly enforced and encouraged among the older Indians as far as practicable before same order was issued from the Department. Over 3,500 vaccinations were made. The disease, however, found its way to the reservation about the 1st of March and was soon very widely scattered. The native "medicine man," whose influence will long be felt on these large reservations poorly equipped with sufficient number of physicians to properly look after the medical work, proved to be a great disseminator of the disease and to be a very hard factor to quarantine effectively, and as his name is legion we did not know where our troubles would end. However, aided largely by the approaching warm weather and thorough fumigation of all the infected families so far as known, the disease was at last under control and at the present we have a clean bill of health. During the epidemic there were 218 cases, with 9 deaths, among the Indians and possibly 25 cases among the whites on the reservation and no deaths resulting therefrom. These last cases occurred among the cowboys and others connected with cattle and horse camps on reserve and round-up parties, and in most instances were not visited by physicians. The type of the disease was in most cases of a mild form, though there would have been a greater mortality had the disease come during the winter months instead of the time it did.

Attendance upon these cases taxed the physicians to their utmost and thoroughly convinced all that a greater medical force is required here if the needs of the people are properly met. Without the benefit of a hospital, and an inadequate allowance in the way of medical attendance, the question of teaching this people rational medical practice looms up in the distant future. These facts have been so frequently brought to the notice of the Department and without any material results we are forced to the conclusion that proper allowance is never to be made and that their civilization is to be correspondingly retarded. The Indians of this reservation suffer from the same diseases that are common to all tribes occupying this section of the country, and it has been shown that their physical resistance to disease is markedly less than those of mixed blood of white extraction and the death rate correspondingly higher, so it is only reasonable that an extra effort be made in their behalf or confess our policy of extermination.

There are practically no other changes in regard to general conditions prevailing here than enunciated in my reports for the past six years, and no new recommendations for the good of the medical work than formerly made in those reports, yet still fitted to the situation as I see it at this time.

More physicians are certainly needed on this reserve, as calls to distant parts thereof can not always be responded to by the two physicians allowed, who frequently have more cases nearer the agency than they can properly attend to, and the result is complaints of lack of attendance for the suffering. The services of private practitioners can not always be secured on account of long distances to travel and want of means to pay them. At least two more physicians should be allowed this reserve, and a suitable hospital should be built.

The agency and a considerable portion of the reserve was visited last spring by Indian Inspector McLaughlin, who had been charged by the Department with negotiating with these Indians for the sale to the Government of that portion of the reserve lying in Gregory County; but owing to the prevalence of smallpox it was not deemed advisable to assemble the Indians at that time, and the work was postponed until the disease should be stamped out or conditions were more favorable. It is believed the reserve is free from smallpox now, and it is expected that the negotiations will soon be resumed.

Special Allotting Agent William A. Winder and his assistants are still engaged in the work of allotting the Rosebud Sioux. The number of allotments made to June 30, 1900, was 4,064, and from that time to June 30, 1901, 444 more were made, making a total of 4,508. Of the allotments made during the year, 22 were divisions of former allotments between husband and wife, as provided for by the act of Congress approved March 3, 1899.

With rare exceptions the police force has been faithful in the performance of their duties, which have been more than usually onerous on account of the epidemic of

smallpox. These employees of the Government merit and should receive a substantial increase in pay.

I wish to thank the Indian Office for its support and assistance during the year past. The statistical report is herewith respectfully transmitted.

Very respectfully,

CHAS. E. MCCHESENEY,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS,  
*Washington, D. C.*

REPORT OF DAY-SCHOOL INSPECTOR, ROSEBUD RESERVATION.

ROSEBUD AGENCY, S. DAK., *August 14, 1901.*

SIR: I have the honor to submit my annual report on the schools of this reserve for the fiscal year ending June 30, 1901.

The entire enrollment from the reservation for the year is as follows:

	Enrollment.	Average attendance.
21 Government day schools .....	589	466
Government boarding school .....	227	210
St. Francis Mission Boarding School .....	218	206
St. Mary's Mission Boarding School .....	55	50
Nonreservation schools .....	36	36
Private schools .....	14	14
Total .....	1,139	982

This shows a slight decrease from that of a year before, but taking the conditions under which we have labored into consideration, I think the above a fair showing. About the middle of the year smallpox made its appearance on the reservation, and by the beginning of the last quarter there were cases in a number of districts. Three schools were closed for a part of the last quarter, and at some of the other schools pupils who had been exposed to the disease were not allowed to attend, and this very materially reduced the attendance at three schools. It has also been the custom here to enroll some new pupils during the last quarter, but owing to the danger of getting smallpox in the schools no new pupils were enrolled.

Sixteen pupils were transferred to nonreservation schools, as follows: Hampton, 1; Rapid City, 5; Flandreau, 2; Pierre, 2; Chamberlain, 4; Pipestone, 2. One was refused transfer on account of having been exposed to smallpox.

The work of the day schools has in the main part been fully equal to that of former years. The industrial feature has received considerable attention, and as the weather was quite favorable, fair crops of potatoes and garden vegetables were produced.

The presence of smallpox on the reserve had for a time a disturbing effect on the schools. Not only were the Indians agitated, but many of the teachers who live far from white neighbors and long distances from the agency were much alarmed at the danger of taking the disease. Fortunately, none of them took it, and as it was in a mild form among the Indians the excitement occasioned soon passed away.

The past year has been one of general harmony and good will. The Indians, as a rule, regard the schools and the employees as their friends, and it is very seldom that any complaint is heard against either the day or boarding schools. In my travels over the reserve, at the schools and in the office I come in contact with a great many of the people, and it is very gratifying to note this friendly feeling. There is also a much better sentiment concerning the nonreservation schools than was true a few years ago. These schools are now looked upon by many of the people as a part of the educational system, and the transfers made to them during the year were with the free and full consent of the parents concerned.

I have given considerable attention to those who have finished their schooling and are now classed as returned students or ex-reservation pupils. I find some of these doing well, and am sorry I can not say as much for more of them, but owing to the lack of opportunity to obtain profitable employment, I find many of them spending the greater part of their time in idleness. That they are not doing better I do not consider their fault alone or the fault of the schools which they attended, but it is largely due to the system under which they live and the character of the country. I would urgently recommend that some plan be adopted to give those who have finished their schooling some special attention and aid—some plan that would prevent the educated from falling in with the uneducated and nonprogressive Indians, and thereby render the work of the schools more effective.

In conclusion, I wish to say that the clothing, school supplies, repairs, and support given the day schools were very satisfactory and about all that I think necessary, and I wish to thank all concerned for their help and courtesy in this work.

Very respectfully,

J. F. HOUSE,  
*Day-School Inspector.*

Dr. CHARLES E. MCCHESENEY,  
*United States Indian Agent.*

REPORT OF SUPERINTENDENT OF ROSEBUD SCHOOL.

ROSEBUD BOARDING SCHOOL,  
*Rosebud Agency, S. Dak., August 1, 1901.*

SIR: I have the honor to submit my second annual report of Rosebud Boarding School for the fiscal year ending June 30, 1901.

The enrollment for the past year has been 227, with an average attendance of 210.

Literary department.—This has been in charge of Mattie L. Adams. I am pleased to say that the pupils have made grand progress. Much of the shyness of the pupil has been dropped, and they appear to be in earnest and seem to love their work.

**Industries.**—Shoe and harness shop; The boys in this department have done fairly well, though not so well as I had expected. This department has been under the charge of Felix Eagle Feather.

**Woodwork.**—The boys have done fairly well, many doing good work on rough repairs, such as mending fences, gates, etc. This department has been in charge of James Williamson.

**Ironwork.**—Here we find the boys doing credit to themselves. This department was under Thomson Warren till April, when he resigned on account of sickness.

**Engine room.**—In this department we find the boys doing well, they being able to do the pumping at the waterworks. This department was under Samuel F. Bixby till December 1, when he resigned, and since then under Lloyd E. Carruthers, whom I find a very competent man.

**Sewing room.**—In this department I am well pleased with the work done, the girls turning out many garments of their own cutting and fitting that would do credit to any white girl. This department has been in charge of Mary Zielian.

**Cook.**—This department for the last six months has been under the care of Tina Armstrong, who has taught them much in the line of cooking. Many of the girls do nicely. With our garden to help supply the table, the children can not ask for anything better or more wholesome.

**Dairy.**—From our dairy of 24 cows there has been made 700 pounds of butter which, with the milk, has helped very much in our diet for the children. This butter has been made by the kitchen girls under the supervision of the cook, Tina Armstrong. The butter has been very nice.

**Bakery.**—This department is under Ellen Branchaud, who, with the detail of the boys and girls, has done much better than in the past.

**Laundry.**—The laundry is under the care of Rose E. Floyd, who, with the help of the large girls, has performed her work quite well. We feel the need of a steam laundry. By changing the drying room we now can dry our clothes without any trouble in any weather.

**Farm.**—The farm is under the care of Theodore Branchaud, and with his assistants he has done well. Our crops that were harvested in the fall of 1900 were quite good. We raised all the beets, tomatoes, and cabbage that we could use, and enough corn to fatten our pigs in the fall. The hailstorm on July 27, 1900, destroyed our melons, sorghum, cucumbers, and damaged all our crops to some extent.

This year we started out with the determination of completing our dam and irrigation ditches, so that we should not have to depend upon the rainfall alone for moisture for our crops, but after completing the dam and using the water for a very short time we had the misfortune to lose our dam by high water, two dams above us giving away and thus destroying ours; but we will put it in again in a new position and have water to use again, but it will be quite late.

My field of 16 acres planted to broom corn failed to grow, and we replanted it to corn, which looks well. I have 20 acres of corn that was planted earlier that looks very well; 8 acres of potatoes that bid fair to furnish all that we can use in the school; 2 acres of cabbage that looks fairly well, but the seed did not grow as it should. We have also 1 acre of carrots, 1 acre of tomatoes, one-half acre of beets, 1 acre of squash, and 1 acre of melons, all of which look fairly well. We set 7,000 strawberry plants in the spring of 1901. The few that are alive look well. We are in hopes to have enough to plant a nice bed in the spring of 1902. We also planted out 200 hills of pieplant, which is as good as I could ask. I also set out several hundred cuttings of mulberry, which failed to grow. I am satisfied that with the use of water we can successfully grow apples, grapes, and fruits at this school—all that we can use, but it will take time and patience on the part of those who have the work to do.

**Poultry.**—Our stock of hens and chickens have not met with very good success, the coyotes having caught many of them, but with the help of a gardener, which position was recently granted by the Department, I shall expect more all along the line.

**New building.**—Since my last report we have built a cow barn, 75 feet by 24 feet, with 14-foot posts, giving us ample room for the stock. We have also built a small root cellar and completed a milk room with ice box. We now make nice butter, even in the hot months.

**New buildings needed.**—The children's dining room has a capacity to seat 150, while our average attendance for the past year has been 210, thus causing the room to be crowded and some 27 to be seated in the kitchen, where they can not be cared for as well as if they were all together. We also need coal sheds to store all our coal. As it is, much of it has to be piled out of doors, where the winds and weather do it much damage. The hard coal has to now be stored in the cellar, which place is needed for roots and vegetables.

**Girls' home.**—This has been under the care of Emelina H. Tripp, who, with her assistant, have kept it neat and tidy, giving a mother's care to all the little ones.

**Boys' home.**—This has been under the care of Stella S. Bullard, who has given satisfaction, being of a kind and gentle disposition.

**Discipline.**—The care of the boys and their discipline has been under William H. Ross. It was his first year in the work, and I feel that he has done well.

**Health.**—The health has been quite good. We had a few cases of whooping cough in September.

**Employees.**—With a few exceptions I have a very able corps, and I wish to thank them for the prompt performance of their duties, and courtesies to me.

I thank you and the employees in your office for courtesies extended to me in this work.

Very respectfully,

JOHN B. TRIPP, *Superintendent.*

DR. CHARLES E. MCCHESENEY,  
*United States Indian Agent.*

#### REPORT OF MISSIONARY, ROSEBUD RESERVATION.

ROSEBUD AGENCY, S. DAK., August 15, 1901.

SIR: In compliance with your request I inclose statistics.

The work of the American Missionary Association has been carried on during the past year in much the same manner as in previous years. The churches have grown in number, and the regular attendance is increasing slowly. The year has been without any marked increase in interest.

The more the Indian community is pushed into contact with the surrounding white community the more essential it is that they be instructed and grounded in Christian truth and morality. And instruction in this line must be done in and for the Indian community, and for the present in their own language. White people and towns do not care for the Indian beyond the amount his trade is worth. The saloons welcome him and the churches let him severely alone. And yet he should not be allowed to become a vagabond and criminal. He ought to have the best teaching and example on the reservation in the right things to do and the wrong things to avoid. The thorough grounding and development of anyone in this comes through the Christian religion. This is the missionary work.

I am sure that the work is having its effect on our Indians. It is not always coextensive with the church. Some of our church members are not better than all outside; but the spirit of Christian morality and faith is a growing one. This is encouraged by all the white people on the reservation who are living up to the standard demanded by our Lord and Master. On the other hand, profanity, Sabbath breaking, loose conduct, drunkenness, and immorality among the white employees annuls

the missionary work and breaks the interest and confidence of the Indian, as well as finds him a ready and willing imitator. For this reason too high a standard of conduct and practice can not be applied to those who are in the Government service among the Indians.

I have to thank you again for your continued kindness and courtesy.

Very sincerely,

DR. CHARLES E. MCCHESENEY,  
*United States Indian Agent.*

JAMES F. CROSS,  
*Missionary, American Missionary Association.*

REPORT OF MISSIONARY, ROSEBUD RESERVATION.

ST. FRANCIS MISSION,  
*Rosebud, S. Dak., August 9, 1901.*

DEAR SIR: The past year has been one of trials, and also of consolation. The dreaded smallpox, which in spite of all vigilance had been brought in over the boundaries of Nebraska, kept us in suspense nearly all the year. It did not reach the mission, however, and with the necessary precautions we could keep up divine service without interruption. "At such times we ought to pray more than usual," was the remark I heard repeatedly made by Indians.

The Indian dances, though not immoral themselves, are, in my opinion, the greatest obstacle in the way of civilizing and Christianizing these people. They are and remain the living tradition, keeping alive the old habits. The custom of giving away all kinds of property in the way of presents exercises its tyrannical force mainly on account of the publicity at dances. One who does not do it is derided as "a dog," and no Indian. Besides, dancing starts late in the evening and lasts most of the time all night. The young folks, not being allowed to be present, are left to themselves at home.

Especially the Fourth of July celebration, as it was kept for the last five years, has resulted more in a revival of the old Indian habits than in a teaching of patriotism, as was intended. Late Bishop Marty had chosen for years past the Fourth of July as the day for the Sioux Indian Catholic congresses, which, as all that witnessed them agree, have done much good in the right direction.

The school, which is the main factor in civilizing these Indians, has in spite of all adverse circumstances been kept up and done good work. The good spirit of the pupils, their cheerful readiness to work, their eagerness to learn and speak English, was greater this year than ever before. We hope that Christian charity will enable us to keep up the work until children of the same tribe and families will again enjoy the same rights.

Thanking you, dear sir, and those at your office for courtesies received,

I am, yours, very respectfully,

DR. CHARLES E. MCCHESENEY,  
*United States Indian Agent.*

P. FLOR. DIGMANN, S. J.

REPORT OF MISSIONARY, ROSEBUD RESERVATION.

ROSEBUD AGENCY, S. DAK., *August 10, 1901.*

DEAR SIR: The past year has been a busy one in our mission work, the results of which we can not exactly measure.

Herewith I send you the usual statistics for the year ending June 30, and I desire to acknowledge the kindly courtesy and sympathy of all Government officials.

Our native workers have been generally most faithful and attentive to regular duties, several acting as volunteers and doing good work.

The contributions of the Indians in both money and labor have been large for a people under training for a single generation, and I therefore consider the outlook toward self-support rather hopeful. The readiness of the people to provide for repair of damages to churches and school (St. Mary's) also seems to indicate the growth of a grateful spirit of self-help.

Faithfully, yours,

DR. CHARLES E. MCCHESENEY,  
*U. S. Indian Agent.*

AARON B. CLARKE.

REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF SISSETON AGENCY.

SISSETON AGENCY, S. DAK., *August 30, 1901.*

SIR: I have the honor to submit my annual report for the year ending June 30, 1901. On the 2d day of May, 1901, I took charge of affairs at this agency, the agency having been discontinued and affairs placed under the supervision of the school superintendent.

**Location.**—The agency is located about 8 miles south of Sisseton, the terminus of a spur of the Milwaukee railroad running north from Millbank, S. Dak. The location is a beautiful one, and the agency and school are surrounded by fine farms. In order to finish up the work at the agency I found it necessary to continue the office at the agency for a time, but found it very unsatisfactory going back and forth from school to agency, a distance of 1½ miles.

**Population.**—There are about 1,950 annuitants on this reservation, of which about one-fifth are of school age.

**Buildings.**—The school buildings are in the worst state of repair of any school plant I have ever seen. At the time I assumed charge of affairs here there was not a room in any of the buildings that could be rated as even respectable as a place in which to live. The agency buildings are not bad, but out of repair.

**Sanitary.**—Our condition in this respect is not good, but might be worse. The school was under strict quarantine for the greater part of the school year. Smallpox threatened us on every hand. The school physician vaccinated all pupils in school and those out of school, so far as possible, and in this particular met with success. We have an abundance of spring water, but no sewerage system whatever, and one is needed badly.

**Education.**—There are two boarding schools on this reservation for the Sisseton Sioux—the Government school, which will accommodate about 100 pupils, though at times many more have been crowded into it, and for some unknown reason has been rated as having a capacity for 130 pupils, and Good Will Mission, under the auspices of the Presbyterian Church. The work in these schools has been carried on in a creditable manner. The pupils are bright and tractable; the workers efficient and willing.

**Missions.**—There are two missions located near the agency, one under the auspices of the Presbyterian Church, the other the Episcopal Church. I herewith inclose a report of Mr. Evans, superintendent of the Presbyterian mission school.

**Temperance.**—Of all the obstacles encountered on this reservation I regard none so detrimental to the progress of the people as the traffic in intoxicating liquors. When a misdemeanor has been committed on the part of the Indian, in most instances, I believe I may safely say, it may be attributed to the fact that the Indian had imbibed too freely of whisky. With a weakness for spirituous liquor, and having it in the hands of designing white people, in easy access to the reservation, it is little wonder that he spends too much time with the bottle and too little time at home attending to his farm.

**Crimes.**—These Indians are classed as citizens, and we have no court of Indian offenses. The white citizens do not seem to consider the Indian question very seriously, except possibly at times when he is in possession of some money. Horse stealing and the cause of other Indian troubles usually can be traced to liquor.

**Leasing.**—This is a constant source of annoyance on account of illegal leasing. A great many of these Indians have leased their lands without the consent or knowledge of the Indian agent, and in most instances repent of their action when they fail to collect from the renter or the case otherwise becomes complicated. In a country like this, where the soil is productive, an able-bodied Indian can, if he will work, become well-to-do. In many instances they claim they have not horses or implements to use in working their farms and give this as an excuse for wishing to rent their allotments. All who are not provided with farming outfit may be, if willing to work, as work at good wages may be had in this particular part of the Northwest from spring until late autumn.

**Police.**—The police force has been efficient and willing to make all necessary trips out on the reservation. They have tried to make themselves useful and helpful.

In conclusion, I thank the Indian Office for support and encouragement in my work at this agency.

Very respectfully,

EARLE T. MACARTHUR,  
*Superintendent in charge.*

The COMMISSIONER OF INDIAN AFFAIRS.

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#### REPORT OF SUPERINTENDENT OF GOOD WILL SCHOOL.

GOOD WILL, S. DAK., *August 31, 1901.*

DEAR SIR: I have the honor to report to you the following facts concerning the Good Will Industrial School for the year just ending:

The school was in session for nine months, and the closing exercises were held May 30 and 31. The total enrollment of Indian pupils for last year was 93; the average attendance, 71. The scholarship work done by some of the advanced pupils was of high order, eight of them having grades at conservative marking of above 90 per cent, and one 98 per cent. A taste for literary work was cultivated, which was very encouraging.

This is a missionary school, supported entirely by benevolent Presbyterians throughout the United States, and the aim is to establish here a school of high grade, where young men and young women of the Dakota Indians can be prepared to uplift their people. The missionary societies and the Government thus mutually aid each other. It is well for each to recognize the rights of the other. It is best for certain characters to be isolated from home surroundings during their education, while it is best to have some educated near the homes of the people, so the home life can be most effectively influenced.

Good Will School teaches the industries as well as book learning. The boys are taught the various duties of the farm life and also some of the trades, while the girls are taught all the duties of house-keeping, including cooking and sewing. The produce of the farm last year was a little more than \$2,000 in value, all of which went to the support of the school.

We shall rely, as heretofore, on the helpful cooperation of the Government, and beg leave to call the attention of the Department to our scholarship system, which necessitates, so far as practicable, a continuous enrollment.

Sincerely, yours,

DAVID E. EVANS.

Supt. E. T. MACARTHUR, *Sisseton Agency, S. Dak.*

REPORT OF AGENT FOR YANKTON AGENCY.

YANKTON INDIAN AGENCY,  
Greenwood, S. Dak., September 1, 1901.

SIR: I have the honor to submit herewith my fourth annual report pertaining to the affairs at this agency for the fiscal year ending June 30, 1901, together with statistics accompanying the same.

**Population.**—A census of the Yankton Sioux Indians taken for the year just closed shows a population of 1,678 persons, a decrease of 22 over last year.

Males .....	780
Females .....	898
Males above 18 years .....	471
Females above 18 years .....	598
Children between 6 and 16 years .....	396

**Health.**—While the Indians of this agency have undergone the same smallpox scare this year as last, there has not been any alarming results from this disease, only one mixed-blood Indian woman dying from same and only a few other cases being reported. Strenuous efforts were brought to bear in preventing the spread of the disease by the employment of quarantine guards in addition to the regular police force in enforcing and maintaining a strict quarantine. The Indians quite generally submitted to vaccination, and this fact, combined with efficient action on the part of the agency physician, has prevented any serious results from this dread scourge.

There has been no serious epidemic or disease among the Indians at either the school or agency. Most of the 95 deaths during the year resulted from consumption and old age.

**Agriculture.**—Farming operations among the Yankton Indians have probably been more extensive this year than any previous one, they having come to learn that by industrious efforts on their part a remunerative crop can generally be depended upon in this productive country. There are no Yankton Indians at this time who are physically able that have not a cultivated field ranging in acreage from 10 to 150 and upon which an average crop of corn will be harvested this year as formerly.

As stated in my last annual report, and for the reasons set forth therein—namely, that seed wheat would not be issued to the Indians hereafter because of the fact that small fields of wheat are not as profitable, by reason of the greater expense in harvesting and thrashing this cereal, than in raising corn—the Indians, upon my advice, are giving more attention to raising corn; and as it is fully as salable, more productive, and better feed for their stock, it may be said that corn is the principal product on the Yankton Reservation. In the further encouragement of this project I have asked for and secured the issue to these Indians of nearly 100 riding cultivators in the last two years, and in the year to come it is expected still better results from the corn harvest will follow, both in acreage and number of bushels.

**Leasing.**—This branch of the agency work has now assumed such proportions as to require a large amount of the agent's time in attending to same, as well as a goodly portion of the time of the agency clerical force. Not less than 700 lease contracts are now in force, involving the disbursement of about \$10,000 for this year. These figures will acquaint your office with the amount of work necessary to keep up this branch of the Government business, and at the same time attend to the other necessary routine work, which in itself is no small item. At the same time, only surplus lands that could not be utilized by the allottees have been leased to whites. The new railway across the reservation, bringing in settlers and making the Indian lands more available and valuable, has largely caused this increase in the lease business. The further fact that the Department, by recent ruling, will not approve a grazing lease for a longer term than one year will tend still further to increase this work for another year, if the leasing business is to be kept up.

Of course the payment of \$10,000 to these Indians this year has been of great benefit to them, inasmuch as it has been derived wholly from lands that would otherwise have been idle, and brought in no revenue other than what was obtained by them two or three years ago, before the agent's instructions regarding leasing were in force, and which consisted of bartering trade between the Indians and whites. Revoking such nefarious traffic and requiring lessees to come to the agent's office, make lease contracts, and pay a just price per acre for lands leased has required an endless amount of work, and has brought the wrath of the white man upon the agent's head. But this old custom has at last been quite overcome, until now there is seldom a case of the white man trying to override the agent's authority.

**Education.**—The Government boarding school, except for the last three months of the term, did not attain as high a degree of success as could be asked for. The attend-

ance was not kept up to where it should have been, owing probably to the fact that the Indians have been slow to forget the epidemic that raged there two years ago and the deaths that followed, as well as failure on the part of the superintendent then in charge to exercise due diligence in securing pupils for the school and in keeping them in when there.

Aside from this fact, and the further one that there has been almost a semi-annual change in superintendents at the Yankton school in the last three years, the results have probably been as good as could be expected. The school plant has been improved, in outward appearance at least, by a double coat of paint, and the interior, in many instances, has been made more convenient and inviting; yet there is room for further outlay on the interior.

It can not be said that the Yankton school will be fully equipped until an assembly and class room building is erected, something that has been advocated by every superintendent, inspecting official, and myself for the last three years. The present class rooms in the different dormitory buildings, leaving no room large enough or available for an assembly of the school children, besides being a most unsatisfactory and unsanitary plan, is probably the most urgent case requiring attention.

However, many repairs and improvements have been made in the last few months, and more have lately been authorized. These, which allow material for general improvements, the erection of a meat-storage room, a vegetable cellar, and refurnishings for the reception room, together with the new water system and flushing closets now under construction, will put the school plant in acceptably good order.

The heating and lighting problem, however, will ever be unsatisfactory, dangerous, and expensive so long as kerosene lamps and heating stoves are in use for this purpose.

Taking the last three months of the school year, in which the average attendance reached the capacity of 150 and wherein there was evidence throughout of careful and efficient management, as a medium from which to judge, there is reason to look for an unusually successful year ahead.

Two or three district schools have lately been started on the reservation, and some of them have been patronized and supported by the part bloods and white men married to Indian women, and by some of the Indians for a few days or weeks, who have enrolled their children there as an excuse for not putting them in the agency school. But this dodge was quite carefully guarded against last year and will be equally as well guarded this. At one of these schools, visited by the superintendent, where there was an enrollment of nearly 40 Indian pupils, it is not believed that there was an average attendance of more than 10 per cent of this number.

The St. Paul's Mission School for Boys, located at the agency, maintained its average attendance for the year of about 45 pupils. The aid extended this school heretofore, which consisted of the "camp" or home ration allowed these Indians, has lately been cut off, so that now no aid whatever will be allowed this school by the Government.

**Missions.**—There are six regularly ordained missionaries working among the Yankton Indians, four of whom are native clergymen. They are located at different points on the reservation, where church buildings have been erected for them by the Presbyterian and Episcopal denominations, to which they equally belong. A greater portion of these Indians are members of either of these churches.

**Roads and bridges.**—While the county authorities have the road and bridge work on the Yankton Reservation in their charge, the Indians have, in a few cases, worked upon same where it was to their particular benefit to do so. The roads and bridges on the agency reserve proper are in good repair, kept so by the employees.

**Issues.**—The Yankton Indians at this time receive about one-fourth the regular ration. The custom of issuing this small allowance has applied alike to the well to do and the old and indigent. About half the Indians on the Yankton Reservation are able to get along without this small amount of subsistence, and those that are able to do so and have nothing in the way of their self-support except an indisposition should be cut off from such issues and their shares be given to the dependent and aged. By adopting such policy a good precedent would be established and the supplies would go where they would do the most good. As it is, the able-bodied and the well to do Indians file up to the ration counter after their pittance the same as the old and needy do. While the rations thus issued are not enough to support one person more than two or three days out of every two weeks, they would be of great benefit to the older Indians if given to them instead of the tribe equally without regard to condition or needs.

**Indian police and court.**—The Indian police have been as vigilant as heretofore and have performed their work efficiently and willingly. In conjunction with the Indian court they have maintained good order and discipline among the Indians.

The court disposes of minor offenses and differences among the Indians satisfactorily, thus relieving the agent of much annoyance in this particular.

**Morality, etc.**—While there has been some drunkenness among these Indians the past year, I can not say that the habit is growing to any extent. When one considers the fact that the Yanktons are able to secure whisky almost any time they want it, either from the adjoining towns or across the river, in Nebraska, it is a wonder they are not more addicted to intoxication. Whenever such cases are known the Indian has been punished by the court and confined at hard labor. But this form of correction would never effectually stop the whisky traffic here, for the Indian sees no humiliation or disgrace in thirty or sixty days confinement in the agency jail, and instead of helping the agent apprehend and convict a whisky peddler, they invariably forget and can not identify the person who sold it to them. Several cases heretofore brought in court have been dismissed for lack of evidence, as the Indian's memory becomes a blank when it comes to testifying against a whisky seller.

One case where a part-blood Indian girl brought liquor on the agency reserve is now before the next term of court, she having waived hearing and been bound over by the United States commissioner. But it is probable the grand jury will consider her ninety days of confinement awaiting trial sufficient punishment in her case and will dismiss her at the time of hearing.

I am glad to note, however, that most of the drinking is confined to a few regulars whose intoxication and punishment seem to be part of their existence.

I think the morals of the Yankton Indians can be classed as good and in keeping with their other strides and advancement along the lines of citizenship and self-respect. There are few cases of plural marriages and none of adultery. There are no Indian-custom marriages, and licenses either issued by the county authorities or the agent have been procured before marriage is performed. The missionaries perform nearly all such ceremonies, and not a few have been church weddings, celebrated with considerable display.

More detailed report concerning the agency school, from Superintendent Betz, is herewith transmitted.

Thanking your office for the many courtesies and considerations extended, I have the honor to remain,

Most respectfully, yours,

JOHN W. HARDING,  
*United States Indian Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERINTENDENT OF YANKTON SCHOOL.

YANKTON INDUSTRIAL BOARDING SCHOOL,  
*Greenwood, S. Dak., July, 1901.*

SIR: I have the honor to submit the annual report of this school.

**Attendance and enrollment.**—The enrollment for the year was 166 and the average attendance as follows:

First quarter.....	64
Second quarter.....	103
Third quarter.....	110
Fourth quarter.....	148
Average for the year.....	106

When I took charge, March 6, I found only 96 pupils actually in school. I went to work at once filling the school and by May 1 we had 150, the capacity of the school, which was maintained during the remainder of the year.

There was not much sickness during the year except the chronic cases. One death occurred. We were quarantined for several weeks as smallpox was near us.

**Industrial work.**—The boys are taught farming, gardening, stock raising, general repairing, and ordinary painting. With the industrial teacher, the boys have finished and repaired buildings and, with the labor allowed, have painted the principal buildings of the entire plant and assisted in the work of the farm and garden. Good discipline has been maintained. With the farmer, the boys have taken care of the farm, garden, and stock. We have 18 acres in oats, 25 in corn, and about 5 in potatoes and garden. All are doing well except the garden. Authority to purchase seeds was requested February 23, but it was so late when the seeds were delivered that good results could not be obtained. Some of the cabbage, beets, ruta-bagas, and tomatoes are doing fairly well, but most of the seed planted has been of no use. Either the seed did not sprout, or it sprouted so little that it did not pay to take care of it. The oats are yielding a good crop, and I think the present outlook for the corn and potatoes is very encouraging.

Tuberculosis appeared among the cattle in the early spring. All cases of it were separated entirely from the herd. A few head were lost. At present all are doing well. We need a better breed of stock. Several of our hogs are ready for market.

The work of the girls in general housekeeping, under the direction of the matron, has been good. Attention has been given to beautifying the quarters in general, and habits of neatness and industry have been taught by example rather than by precept. The work in the sewing room and laundry has been well done, though the laundry labors under difficulties of equipment and of artesian water, which is very hard. This last-mentioned will soon be remedied. Instruction in lace making has been given to some of the larger girls. The kitchen has not given the training I have desired, though much of the work has been well performed.



The boys' quarters were in charge of the assistant matron, and received careful attention.

**Literary work.**—The schoolroom work has not been entirely satisfactory, though much good work has been done. The large increase in average attendance during the last quarter was rather a detriment to the grading and classification of the school. A cantata given at the closing entertainment was well rendered, and was a credit to the school. Commendable progress was not made in the primary room.

The school work is seriously interfered with, because there is no building or rooms suitable for school purposes. The closing entertainment was given in the dining room, as we have no assembly room that will hold all our pupils at one time to say nothing of visitors. Thus the influence of the school is narrowed down.

**Improvements.**—A new water system that will supply from the Missouri River is under construction, also two Smead automatic flushing closets. All are expected to be finished by October 1. Necessary repairs to the parts of the present system that will be used will be made.

Authority has been requested for labor and material to make indoor repairs, and to paint, calcimine, and paper, also for lumber for general repairs, and to build a meat room and vegetable house, all of which, if allowed, we expect to finish before next winter.

**Needs.**—The needs of the school are a school building, a modern heating and lighting plant, and a steam laundry.

The present schoolrooms are inadequate. There is no assembly room or no schoolroom that will hold all the pupils at one time, unless we crowd them in like sheep. Twice as many as are allowed by sanitary regulations were crowded into one room for school work. The rooms that are used should be the boys' sitting rooms. The boys' living rooms are in the basement, which is not in the best interests of physical or mental development. The girls do not live in a basement and the boys should not be compelled to do so. I recommend that a school building, cost not to exceed \$10,000, be erected. The plant would then be complete and all the buildings in good condition, except the present boys' building, which needs constant repairs.

The present system of heating by stoves and lighting by lamps is obsolete and dangerous in a plant like this. A steam or hot-water heating plant and a gas or electric light plant would cost no more to be kept in operation than the present system and would give satisfaction, which the present system does not.

A large part of the work in the laundry is the drudgery of running machines which must be done mainly by boys, the work requiring 16 pupils every day, and is practically of no value as industrial training and is a large expenditure of energy that could be used to better advantage. A Troy steam laundry should be furnished for the school. The cost would be less than \$1,000.

**Children not in school.**—On account of the small number in attendance when I took charge, I gave the matter particular attention. I approve the plan of getting the Indian children into the public schools of our country, but in visiting various parts of this reservation looking after its educational interests, I found that on Choteau Creek a "district school" is maintained in name that is a positive detriment to Indian education. I visited the school and looked carefully into its operations, and found that the pupils merely enroll and do not attend, while the teacher is paid for reporting them all present every day so that their apportionment of State money may be drawn. Little pretense of instruction of any kind is made. The school is an absolute fraud, serving only to keep children out of the Government schools, for which purpose alone it is maintained. In the interest of the children on this reserve living on Choteau Creek I request that authority be given us to enroll them in this school.

**Employees.**—The employees have generally been efficient and responded heartily to my efforts to build up and improve the school.

In conclusion, I wish to thank Agent Harding for the support he has given me, and the inspecting officials and your office for the courteous attention and loyal support accorded us.

I am, sir, very respectfully, your obedient servant,

BERT R. BETZ, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through John W. Harding, United States Indian agent.)

## REPORT CONCERNING INDIANS IN UTAH.

### REPORT OF AGENT FOR UINTA AND OURAY AGENCY.

UINTA AND OURAY AGENCY,  
*Whiterocks, Utah, August 15, 1901.*

SIR: I have the honor to submit herewith my third annual report of the affairs of this agency:

**Location.**—The Uinta Reservation is in the northeastern part of Utah, and the nearest railroad station is Price, on the Rio Grande Western Railroad, and is 110 miles from the Uinta Agency, over a very bad road. The Ouray subagency is 35 miles from the Uinta Agency, and is in charge of a civil-service clerk. Some one appoints a clerk for me and the law makes me responsible for all his acts, which I think is wrong.

**Census.**—The census of the Indians was taken June 30, 1901, and shows a population of 811 enrolled at the Uinta Agency, and 837 at the Ouray subagency, divided as follows:

#### White River Utes:

Males over 18 years of age.....	117
Females over 14 years of age.....	104
Males under 18 years of age.....	70
Females under 14 years of age.....	63

Uinta Utes:		
Males over 18 years of age.....	160	
Females over 14 years of age.....	145	
Males under 18 year of age.....	90	
Females under 14 years of age.....	62	
		457
Uncompahgre Utes:		
Males over 18 years of age.....	295	
Females over 14 years of age.....	304	
Males under 18 years of age.....	119	
Females under 14 years of age.....	102	
		820
White River Utes. (Ouray subagency):		
Males over 18 years of age.....	7	
Females over 14 years of age.....	5	
Males under 18 years of age.....	2	
Females under 14 years of age.....	3	
		17
Total Indians under charge of this agency.....		1,648
Number of children between the ages 6 and 16—attending school or not:		
White River Utes at Uinta Agency.....	98	
Uinta Utes at Uinta Agency.....	92	
Uncompahgre Utes at Ouray subagency.....	146	
White River Utes at Ouray subagency.....	4	
		340

I am quite certain that the census of the Uinta and White River Utes are correct, but it is very difficult to get a correct census from the Uncompahgre Utes. I told the clerk in charge to be very careful, and I think he has done about as well as he could under the circumstances.

**Farming.**—The Indians are doing better on their farms every year, and are taking more interest in farming since I have refused to permit them to rent to white men for a share of the crop. There are a number of young Indians here who want me to assign them farms so that they can have farms of their own, but I can not do it because I do not have enough fence wire to fence it for them. I will write you a separate letter on this subject, and ask you to send me more wire.

**Liquor traffic.**—There has been very little drunkenness among the Indians in the last year, but it increased from the year before. I think that the fact that the War Department has abolished the canteen at Fort Duchesne is the cause of the increase. One man has been indicted by the United States grand jury for selling whisky to Indians, and another man has a trial before a United States commissioner to-day for the same offense.

**Schools.**—The Uinta and Ouray schools are on this reservation, and are 20 miles apart. My opinion is that nothing short of force will ever fill these schools. The parents are very prejudiced against the schools, and I think there should be force used to compel children to go to nonreservation schools, without the consent of the parents. I herewith inclose a report from each of the superintendents.

**Buildings.**—The buildings at the Uinta Agency are in good condition and repair, but we need more dwellings for employees. The buildings at the Ouray subagency can be classed as worthless, with three exceptions, and there is very little value to them. The school buildings are in fairly good condition.

**Irrigation.**—We have a splendid system of irrigation on the reservation, and plenty of water.

**Health of Indians.**—The health of the Indians has been very good the past year, except that there was considerable measles and chicken pox among the children, and some deaths occurred because the Indian medicine men did not give them proper treatment. By the way, the medicine men are a great nuisance and hindrance to the Ute Indians.

**Progress.**—I think the Indians have made great progress in the last few years toward being self-supporting. The greatest improvement in this respect, however, has been among the younger Indians. A great many of the old Indians still try to live on their rations and the annuity money. If there were some way to separate the old Indians from the young ones their improvement would be much more rapid.

**Recommendations.**—The Uinta and White River Indians should be paid for the land they sold to the Uncompahgres in 1897 and 1898.

The Ouray school should be abandoned and consolidated with the Uinta school, and the Ouray subagency be moved to the present site of the Ouray school.

I desire to acknowledge my appreciation of the courtesies extended to me during the time I have been agent by the Department.

Very respectfully, your obedient servant,

H. P. MYTON,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF UINTA SCHOOL.

UINTA BOARDING SCHOOL,  
*Whiterocks, Utah, July 1, 1901.*

SIR: I have the honor to submit this my first annual report of Uinta Boarding School. I assumed charge of this school on the 15th day of June, 1900. At that time Special Agent E. B. Reynolds was at this agency.

He mentioned to me the fact that this school was in need of good, strong systematic discipline both among pupils and employees. I not only found this to be true, but that it was a very difficult problem to solve for various reasons. By the resignation of the seamstress and the laundress, in August, and the subsequent appointment of probationers to those positions, our employe force of 9 consisted of 3 who had been in the Indian school service for less than one year, 5 probationers, to which class was soon added another by the resignation of a teacher, and 1, the superintendent, who had had several years' experience in that work.

I found that the boys were quartered in the building containing the kitchens and dining room and the sewing room, while the girls were located in the same building with the class rooms. This order was immediately reversed. Old and filthy outhouses were purified by fire, and new ones built over a new sewer ditch constructed for that purpose, through which passes a constant stream of fresh water.

Dormitories and schoolrooms being without means of ventilation other than windows and doors, ventilating shafts were put in, and falling so far to secure the necessary motor fans for securing a free passage of air through these shafts, we place burning kerosene lamps in the lower openings of these shafts and thus secure a moderate circulation at the cost of safety.

The great difficulty with this school is in securing a proper attendance of pupils. The remarks on the Sauk and Fox of Iowa, in the report of Estelle Reel, superintendent of Indian schools, for the year 1900, where this statement is made, "I am convinced that force is the only method to be pursued in order to uplift these people," have been repeatedly made with reference to the Uinta and White River Utes by superintendents, agents, supervisors, inspectors, and special agents, and for the sake of these savages it is to be hoped that those higher in authority will soon realize this fact and act accordingly.

In gathering children at the opening of the school year, nearly all school employees made at least one trip into the upper Duchesne country, where our best material is found. Four days of constant driving are required on this trip, over rocks and desert, through sand and dust. Four of these trips were made, myself going for the third time. I have squatted in their filthy wickiups and counseled with the stubborn savages, only to be told that they had no children, or that their children always died when they went to school, or that they would not let them go. The net result of all our work there was 13. By constant effort, during the month of November we enrolled 68 and held an average attendance of 65, the capacity of our plant being 85.

Then in December came the catastrophe. More than half of the school came down with measles. One patient, suffering also with tonsillitis, died. Doubtless this deplorable accident would have been avoided had the employe in charge of this patient exercised ordinary good judgment and obeyed orders. However, the following morning nearly all the patients were taken from their beds and carried away by their parents, and placed in the hands of the Indian medicine men, and it was found necessary to call for a troop of cavalry to protect the buildings from being burned, as that determination had been reported to the agent by one loyal Indian policeman.

From exposure and Indian treatment, four of our pupils died in camp, while several were unnecessarily seriously ill, and one has a well-developed case of tuberculosis. Doubtless this could all have been avoided had they remained at the school. Their medicine men were to be found everywhere practicing their fiendish arts. It was a very common thing to hear the tom-tom and the barbarous howl of the medicine man at night, and the death wail from the same wickiup in the morning. One Indian informed me that 17 children in this vicinity died of measles last winter. We have an excellent physician here, one who understands his business, and is always ready to do his duty, but one medicine man can undo more than two good physicians can do.

It was hard and unsatisfactory work getting our pupils in again, and at no time since the measles epidemic has the attendance been what it was before. Then came the order for vaccination, and as a result several pupils left and some never returned. At this crisis in affairs Inspector James McLaughlin was sent to us. By repeated and lengthy councils, certain ones promised to bring children to school, while others said, "We don't have to till we get ready." The net results of his labors were 12 new pupils, and the attendance was regular from this time out—54, 55, and 56; only about two-thirds of what it should be. What are the conclusions? If a child refuses to take the medicine for his own good, take him by the nose, shut off his wind, and compel him to swallow it.

In spite of these discouragements fair progress has been made in schoolroom work. It has been somewhat difficult for the primary teacher, on account of new pupils coming in at different times, and always beginners, with little or no knowledge of the English language. Kindergarten methods have been employed wherever possible, and with good results. A good beginning for next year's work has been made in geography and history in the more advanced grades, should any of the advanced grade return another year, which is doubtful, as some of them are already married, and probably others will be, according to the custom of early marriages in vogue among these Indians.

I quote the following from a report of J. W. Reynolds, principal teacher: "The greatest detriment to schoolroom work here lies in the fact of irregular attendance, and also to the fact that the children drop out of school at the time when they are just beginning to make real progress. However, these factors are beginning to make less trouble, as evidenced by the showing for the quarter ended

June 30, 1901. This was the best of the year in regularity of attendance and in the character and amount of work done."

Toward the close of the year, at the suggestion of Supervisor A. O. Wright, the system of industrial training for girls was revised. Each large girl was given a family of three, besides herself, which family she must take care of in the matter of washing and sewing; and a cooking class separate from the general work of the school was also organized. The results were decidedly satisfactory, and a great improvement over a system of general work all through. Some of our large girls have learned to cook reasonably well, and must be complimented on their economy in this work. The large girls have also learned to cut and make their clothing, as well as run the sewing machines, and it is no uncommon sight to see two or three large girls in the sewing room during play time, busily engaged in making dresses or other garments from goods purchased by themselves for mother or little sister at home, cutting and sewing all being done by themselves. The girls have also made good progress in laundry and house work, though not as marked as in cooking and sewing.

Opportunities for industrial training for boys are limited. A very good cut of alfalfa is now being taken from the farm, and there is every indication of a good crop of oats; but the garden promises almost an entire failure, the only thing having an appearance of success there being the potatoes. Class work in the shop is out of the question with the present number of employees to look after the boys' work, there being but one, and no prospect of more until the attendance of pupils is increased very materially.

The first and greatest need of this school is the authority and power to fill it with pupils, and then other things will be easy.

The buildings are sadly in need of repairs, and have been so for some time. I am unable to say for how many years the brick building has needed two corners renewed, the soft brick of which they were constructed having melted away, leaving the house not only unsightly in appearance, but not entirely safe. All the buildings need more or less new plastering, the boys' and girls' quarters needing it throughout. We were obliged to abandon one dormitory room in the boys' building on account of falling plaster.

There is an abundance of the purest of mountain water to be had if we go to the ditch and dip it up. A surface reservoir might be put in a half mile above the school, from which water could be piped all over the buildings, and the pressure would be amply sufficient for the best of fire protection. As it is now, our fire protection consists of the fire pail.

In conclusion, I wish to say that the prospect for successful and satisfactory work for the coming year is not favorable. The problem of filling the school has been discussed. According to recent information from the Indian Office, the per capita cost for employees for 1902 has been reduced from \$96 to \$80, and the positions of assistant matron and laundress and that of one teacher have been abolished, while the remaining teacher has been reduced in salary; and we are wondering how we are ever to do it.

I take pleasure in noting the visits of Special Agent E. B. Reynolds, Supervisor A. O. Wright, and Inspector James McLaughlin, and of the good advice and assistance received from these gentlemen.

Very respectfully,

E. O. HUGHES, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

(Through H. P. Myton, United States Indian agent.)

## REPORT OF SUPERINTENDENT OF OURAY SCHOOL.

LELAND, UTAH, July 26, 1901.

SIR: I have the honor to submit my third annual report of the Ouray boarding school.

The attendance the past year has been 32, while during the previous year it was 44. This loss is due partly to transfers, marriages, and poor health, but mostly to the Indians' determined opposition to civilization. I do not believe the agent, by the exercise of all the power vested in him by the rules of the Indian Department, can fill this school. Kindness and persuasion have been tried long enough. The Indians mistake kindness for cowardice, and it is a waste of time to try to reason with them. Many of these children will never attend school until they are taken by force. It is useless to appeal to the police, for they are dominated by the unfriendly element in the tribe and are afraid to do their duty. It will be necessary to adopt some more effective means of dealing with these Indians before the school will be a success.

During October and November we had an epidemic of measles among the pupils, which seriously interfered with the work in all departments. At one time all the girls and most of the boys were sick and it was necessary to omit schoolroom work for three weeks. One pupil died at the school with tuberculosis, while four others, who were discharged, subsequently died with the same disease.

On account of sickness and changes in teachers, the schoolroom work has not been so satisfactory as it was during the previous year.

Our supply of water is still hauled from the river in barrels or carried from an irrigating ditch. Neither method is satisfactory.

Our farming operations have not been very successful. Each year I have a new industrial teacher who knows nothing about irrigating. The first cutting of alfalfa made a fair yield, but the second cutting will be very light on account of a lack of water. The alkali has almost destroyed our garden, so we will raise but few vegetables.

The buildings need some repairs, but most of the work can be done by the regular employees.

Although the outlook is not encouraging, I still hope that some means of filling the school may be discovered, and that at some future time I may be able to make a more favorable report.

Very respectfully,

JNO. M. COMMONS, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORTS CONCERNING INDIANS IN WASHINGTON.

## REPORT OF AGENT FOR COLVILLE AGENCY.

COLVILLE AGENCY, MILES, WASH., *September 12, 1901.*

SIR: In compliance with instructions in office circular dated June 1, 1901, I have the honor to submit the following report concerning this agency for the fiscal year ended June 30, 1901.

There are eleven tribes under the jurisdiction of the agency. The following table being a recapitulation of the census, which is transmitted herewith:

	Males above 18 years.	Males under 18 years.	Fe-males above 14 years.	Fe-males under 14 years.	Total.	School children.		
						Males.	Fe-males.	Total.
Lower Spokan .....	101	70	144	56	371	42	43	85
Upper and Middle Spokan on Spokan Reservation.....	57	27	70	30	184	11	22	33
Okinagan .....	195	106	199	75	575	81	66	147
Columbia .....	106	42	131	41	320	30	32	62
Nez Percé (Joseph's band).....	34	21	52	19	126	20	19	39
Cœur d'Alène .....	139	90	165	80	474	51	45	96
Upper and Middle Spokan on Cœur d'Alène Reservation .....	26	19	37	16	98	9	10	19
Lake .....	110	52	112	33	307	37	39	76
Colville .....	104	47	107	38	296	30	36	66
Nespelem and Sanpoll (estimated) ...	120	70	140	70	400	45	30	75
Kalispel (estimated).....	50	25	25	50	150	15	10	25
Total.....	1,042	569	1,182	508	3,301	371	352	723

These various tribes are scattered over a large scope of territory which is touched at only a few points by railroads, and which, owing to its mountainous character, is difficult of access from the agency. This is to be regretted, especially since the south half of the Colville Reservation has been thrown open to mineral entry. The influx of white population, which has resulted from that action, has been of benefit to the Indians in creating markets for their produce, but it has also made it extremely difficult to prevent the sale of intoxicants to them, and has resulted in much aggression upon their rights in various ways.

The form of this aggression, in opposing which a large part of my time has been occupied during the past year, has been the placing of mineral filings on Indian allotments, usually for the purpose of obtaining land for town sites and other speculative purposes and not for mineral development. During the year, in the local and general land offices of the Government, I have contested a number of filings of that character and have succeeded, in the majority of cases, in securing decisions favorable to the Indians.

As to the liquor traffic, it would seem that absolute defeat is at hand in so far as allotted Indians are concerned. Judge Hanford, of the United States circuit court for the district of Washington, recently ruled that an allotted Indian is a full-fledged American citizen and at entire liberty to buy intoxicants when and where he pleases. This may be a correct interpretation of existing law, but it is a very unfortunate decision for the allotted Indian.

Allotment has had no miraculous effect on his character or intelligence. Up to date it has been a good thing for him. It has tied him to one location and is developing business and home-making instincts and habits, but it has not suddenly remade him or qualified him to conserve property rights which he only dimly comprehends, nor morally equipped him for self-government in an environment crowded with unfamiliar temptations. On the reservations of this agency there are many Indians to whom allotments have not yet been made; most of them are ready for settlement upon individual holdings of land, but, in my judgment, only a very small minority are ready for citizenship with the privileges mentioned in Judge Hanford's decision. If allotment is simply to turn them immediately adrift as though they were intelligent and capable citizens it should, in my opinion, be deferred for the reason that they are not intelligent and capable citizens and will be made helpless paupers if so turned adrift at this time or in the immediate future.

Generally speaking, the Indians of all the reservations connected with this agency have made fair progress during the year, especially on the Colville Reservation.

There has been a notable increase in the acreage under cultivation and in other evidences of industry and thrift.

I am glad to report, too, that Chief Joseph's band of Nez Percés has done more work and has been less troublesome than ever before, this, in my opinion, having been a direct and logical result of reducing rations—a process which I am inclined to push further. These people are located in the Nespelim Valley, where ordinary industry and thrift would soon make them not only comfortable but wealthy; but having for years past been given rations and other annuities as reward for atrocious crimes they have been lazier, more worthless, and less progressive than any other Indians under my jurisdiction.

Smallpox was again prevalent during the past year, this time in many localities on the several reservations of the agency. As many of the Indians as could be reached were vaccinated, and infected camps were quarantined and afterwards fumigated. There were in all 252 cases of the disease, of which 26 terminated fatally.

Two schools were maintained by the Government during the year, namely: The Nespelim day school and the Fort Spokane boarding school. The first mentioned was discontinued at the end of the year, having hardly justified continued maintenance. The Fort Spokane boarding school had a prosperous year on the whole, though the enrollment in it was less than had been expected, being cut down by reason of unprepared buildings in the fall and later by the outbreak of smallpox in so many localities that it was deemed unwise to continue enrollment. The school is admirably located and can be made a very useful institution. The report of Superintendent Avery is submitted herewith.

Inspector McConnell and Supervisors Conser and Dickson visited the agency and boarding school during the year and made just and helpful reports.

Thanking your office for courtesies received, I am,

Very respectfully,

ALBERT M. ANDERSON,  
*United States Indian Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF AGENT FOR NEAH BAY AGENCY.

NEAH BAY AGENCY, WASH., *July 20, 1901.*

SIR: I have the honor to submit my fifth annual report of the affairs of this agency, including the usual statistics for the fiscal year ending June 30, 1901.

**Population.**—The census taken June 30, 1901, shows a total population of 713, divided by the four reservations as follows: Makah, 369; Ozette, 44; Quileute, 234, and Hoh, 66. Of this there are 216 males above 18 years of age, 243 females above 14 years of age, and 142 children between the ages of 6 and 16. By comparing with my annual report for the last year, it will be noticed that there has been a gain of 5 on the Quileute Reservation, a loss of 1 among the Hoh, a loss of 3 on the Ozette Reservation, and a gain of 9 on the Makah Reservation, making a total gain of 8 Indians on the four reservations under my jurisdiction.

**Location.**—The four above-mentioned reservations are situated as follows: First, and by far the largest, the Makah, which is bounded on the north and east by the Straits of Juan de Fuca and on the west by the Pacific Ocean. Cape Flattery is included in this reservation. Second, the Ozette Reservation is on the coast, 20 miles south of the Makah Reservation, and is about 1 mile square. Twenty miles south of the Ozette we come to the Quileute Reservation, of about 1 mile square, and 21 miles south of the Quileute is the Hoh Reservation, 1 mile square; all facing the Pacific Ocean.

**Climate.**—While this is a very wet climate, it is not particularly disagreeable. The winter months are rainy, with very seldom any snow or ice; in fact, some winters pass without either. The summers are generally delightful—fine, clear days, with a cool, refreshing breeze from the ocean. For a little while during the spring and fall there is considerable fog.

**General conditions.**—What I have said on this subject in my previous annual reports is as true this past year as in the previous years. These Indians live on fish the year round—raw, dried, and cooked. During the summer they catch large quantities of salmon, halibut, cod, and other edible fish, which they sun dry for future use. Every summer they kill a few whales, which are also dried. During the salmon season they sell a good many fish to the canneries; if the price is favorable a good fisherman may make as much as \$20 or \$30 a day. Of course the salmon season does not

last long, and then the Indian turns his attention to halibut and other fish. The women make baskets and curios for sale, and some of the Indians turn off a few head of cattle during the year. They cut some wild grass to feed through the winter, but generally their ponies and cattle go through the winter without any feeding. Last year their gardens and potato patches were totally ruined by the "army worm."

**Schools.**—There are two day schools on this agency, one at Neah Bay for the Makah, and one at Quillayute for the Quileute.

W. H. Winship has charge of the Neah Bay school, at a salary of \$72 per month for ten months, and he has for his assistant Chestoqua Peterson, an Indian, at a salary of \$40 per month. This school is well conducted.

The Quileute school has been for years and is now in charge of Prof. A. W. Smith, at a salary of \$72 per month. This is a good school, and is also well conducted.

The Hoh have never had a school and are behind the Makah and Quileute, and in fact they have never received any help from the Government. I renew my former recommendation that a day school should be established on the Hoh Reservation and one of our bright young Indians be sent from this reservation to teach them.

The Ozette had a bad fire during the month of May. One poor old woman was burned up in one of the houses; one Indian family had every thing they owned burned up and are destitute.

**Missionary work.**—This is a good ripe field for some good Christian worker and one who understands the disposition of the Indians and has a desire of uplifting them to a higher standing in life. No good has ever been done these Indians along these lines. The Shakers have done good work among other tribes of Indians on the Sound, and arrangements are being made to have them come in here this coming winter and see if they can not do something along the Christian line for our poor people.

**Indian courts, police, and crimes.**—We have two courts of Indian offenses, one at Neah Bay and the other at Quillayute, with police at both places. During the past year a considerable number of cases of a trival nature have been tried. There has not been any crime of a serious nature committed by these Indians during the past year.

These Indians love whisky and will go most any length to get it, and in spite of my best efforts and what help I can get from the Indian police it is occasionally brought onto the reservation. It is almost impossible to convict a white man of selling liquor to an Indian. The white man may be indicted and brought to trial and thereby put to some trouble and expense, but he is rarely convicted.

**Sanitary.**—With the surrounding filth and frequent exposure it is not to be supposed that the sanitary condition of these Indians would be good, and in fact it is not. Consumption is always present among them and every year is the cause of several deaths. The mortality among the young is large for the reason that the Indian mother has no idea of the proper care of her infants. The child is allowed to do as it wishes in regards to food and medicine or anything else.

There having been frequent alarms of smallpox in the surrounding country, it was thought advisable to vaccinate the Indians. The agency physician has during the past year succeeded in vaccinating nearly all those Indians who had escaped previous vaccinations, and it is believed that nearly all have been vaccinated, some having two and three well-defined vaccine scars, excepting a few infants and some on the Quileute and Hoh reservations.

**Visits of inspectors.**—During the year we have had the benefit of a visit from Inspector W. J. McConnell, and we trust that his visit has been a benefit to us all here.

**Conclusion.**—In conclusion I wish to thank the honorable Commissioner of Indian Affairs and the Indian Office for the many courtesies that have been shown me during the past year. I am,

Very respectfully,

SAMUEL G. MORSE,  
*United States Indian Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

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REPORT OF FIELD MATRON, NEAH BAY AGENCY.

OLYMPIA, WASH., August 15, 1901.

DEAR SIR: I have the honor to make my fifth annual report as field matron of Neah Bay Agency.

After an absence of over three months I began work August 22, 1900.

During the year I have visited Indian homes and had Indians visit me in my home, sometimes the visits extending over several days of time. Have talked in public and private, in Sunday schools, meetings, and (potlatches) feasts, urging, advising, and stimulating Indians to improve their oppor-

tunities and make the most of the benefits offered by the Department of Indian Affairs. Have taught needlework, household arts, hygiene, etc., wherever opportunity offered; have ministered to the sick, and given aid to the aged and poor in clothing, medicine, etc.; 203 days have been spent in visiting Indians; 298 visits have been made; 150 letters from Indians have been answered; 300 magazines and papers distributed; 100 packages of seeds distributed; 50 articles of wearing apparel have been given; 18 prizes have been won and awarded for improvement; 30 public meetings in which I have assisted; and, in addition to this, there has been a great deal of miscellaneous unclassified work in the nature of suitable field matron's work.

Have visited Neah Bay ten days, and there assisted in six meetings; visited Jamestown twice, once during the smallpox quarantine; visited Point Gamble three times, each time for special needs; visited Chehalis twice, Oakville twice, Oyster Bay five times, Squaxon three times, and Takoma three times en route to other places, special. Have visited Marysville once for special work, and Skokomish twice. "Specials" are relative to rescue work, illness, or domestic troubles.

I have been giving especial attention to basket making, trying to promote the industry by enlisting the younger women and schoolgirls in the work. Have offered prizes for beginners and gained the cooperation of some interested dealers, who will assist in establishing more just and uniform prices.

Have enlisted the interest of the Agricultural Department of the United States and will have the benefit of their classification and experiments in the transplanting of basket grasses. I sent samples of the grasses most used in fine basketry to the Department in Washington, also to the experimental station at Puyallup, Wash. I am also experimenting with a few roots brought from Quinalt and transplanted on Squaxon Island and on Chehalis Reservation. The first requisite of basket making as a paying industry is to increase the availability of grasses. Now the demand exceeds the supply. I believe there is none growing near Neah Bay, Chehalis, Squaxon, Puyallup, Jamestown, or Nisqually. Small patches of it grow a few miles from Skokomish Agency, but the quantity is limited and the difficulties of procuring it not light. These grasses grow to perfection and seed matures in places on the Quinalt Reservation, but it is a hard trip through almost impassable woods for from 4 to 18 miles from the agency to the "grass prairies." I was dissuaded from personally making the investigation, but gained reliable information from old Indian women.

Mr. McIntyre, whose active, practical efforts are always in evidence where Quinalt Indians are concerned, was most kind and helpful in my quest for information. In fact, I could accomplish little in promoting home industries there were it not for the active interest and help of Mr. McIntyre, superintendent in charge, and the day-school teacher, Mr. Hunt, and his wife.

One kind of baskets in great demand is made from cedar bark, which is easily obtainable. I have most encouraging hopes of having the use of "store dyes" discarded after the present stock is used up. Every woman and girl at Quinalt has a new and growing interest in basket making, and I believe the success of the work is assured. I have seen no old-time work equal to the best of the present. Every basket-making Indian mother on all the reservations will be a teacher of this art to her daughter.

I have also tried to promote mat weaving. The Indians make bed mats from rushes and "cat-tail flags" that are sought for by collectors to form a background for curios. Floor mats are also made from cedar bark, which are very pretty, durable, and salable.

The opening of the forest reserve and the contemplated allotment of the Quinalt Reservation is even now bringing hundreds of adventurers through the reservation. Friction between them and the Indians is inevitable. I greatly fear demoralization of the Indians and serious loss. The Government employees on the agency will surely need a liberal amount of authority to check disturbances and arrest evildoers and forestall lawlessness to protect the Indians and the rights of the Government and insure the safety of the Indians and whites alike.

The schools are improving, and the results evident in the larger life of returned pupils, more work, more interest in home improvement, more reading, habits of thrift and industry. "By their fruits ye shall know them" is a truth fitly applied to Indian schools. Carlisle proves it. Hampton, Lawrence, Lincoln Institute, Chemawa, all have indelibly left their mark on even the least of these. In my field of work it is easy to see the hall-mark of the good and the bad of respective schools' training. May I leave my mark so that he who runs may read increasing hope, desire, and fulfillment for Indian advancement! Mistakes have been made, opportunities missed, doubtless, but by the law of compensation my coworkers—my interested friends in association clubs, churches, and private life—have supplemented my work, thus atoning for my deficiencies, lack of judgment, or mistakes.

To the State officials for documents and advice I am indebted, as also to legislators who worked for Indian interests in enacting laws that already have been a means of helpful reforms. To the Church Periodical Club, the Women's National Indian Association, Women's Industrial League, the Fannie Paddock Hospital and White Shield Home, of Tacoma, to the agents and superintendents of Neah Bay and Puyallup agencies, and especially to the several day-school teachers, farmers in charge, and housekeepers, am I deeply grateful for unselfish loyalty to the work in which my work but supplements their own. Not mine the credit as the wheels go round, but to each of the army of workers—spokes in the wheel of the great Department of Indian Affairs—each supplements the other, and cooperation brings success and fruition.

Believing it for the good of the service, I supplement a brief detailed account of some special features that will be of interest to the Department in connection with my fifth annual report.

**Squaxon Island.**—Squaxon islanders are poor, and old and ignorant for the most part, helpless so far as making the island productive. I recently had a gentleman who owns 4,000 sheep and thoroughly understands sheep raising go over the island with me. He says the island furnishes ample feed for each islander to keep a small flock of from 25 to 50 sheep. They would not require winter feeding other than foraging. The island has some good land, enough for gardening purposes, and fruit and berries do well. There are valuable oyster lands there, but the expense of planting oysters is far beyond the islanders' means.

If an honest, competent man and wife could be sent there as resident industrial teachers, and a small sum appropriated for oyster planting, cost of fruit trees and berry plants, and each resident three sheep to start with, by judicious overseeing and industrial teaching for even a few years the ultimate success and self-support of these people could be secured, with but little added expense to what it will cost otherwise. No police would be needed; no outside school expenses. I hope some plan may suggest itself to the Department. There is valuable pile timber on the island, for which there is a demand.

**Port Gamble, Port Ludlow, etc.**—At some mill towns, Port Gamble, Port Ludlow, and others, Indians living at home, working by the day in mills, loading ships, etc., are comparatively separated from the evil influences of a transient community of mill hands and sailors, while working side by side with them. At Port Gamble the teacher, Mr. Clauson, and his wife have lived among them, devoting their time and energy, besides generous helps in food for the sick, material for teaching industries, and the results are evident in the changed character of houses and people. Drunkenness, carousing, and debauchery are rare. A quiet, peaceable, thrifty community is slowly developing as a natural result of honest, conscientious work of the day school, in cooperation with the Department



of Indian Affairs. The present outlook assures the future if bad elements can be kept out. Would regret changes.

**Oyster Bay.**—Indians scattered about Oyster Bay are engaged in oystering, logging, and farming. "Mud Bay," old and new "Kamilche," "Gales Landing," "Simmons Landing," "Slocums," etc., I have classed under one heading, viz, Oyster Bay. None of these people have school facilities. Many live in house boats on the bays and earn good wages oystering, both men and women working at it. Hence I have found it desirable to make extra visits and devise special measures. The children are mostly of tender age, and the parents able to teach them to read. I have tried to supply reading matter to all who wish it, and to induce Indians, even in these simple wage-earning industries, to become expert, believing the future promises to them all that the same industries are to their white brothers on the Atlantic sounds and bays, or in the great woods of Minnesota and Wisconsin to lumbermen.

Visiting missionaries are needed, visiting field matrons, etc., but no systematic regular work is practicable or greatly needed.

**Jamestown.**—Because of the loss of time and waste of home furnishings, the Jamestown Indians, sufferers from the recent epidemic of smallpox, will need, each family, a few blankets and some clothing before winter sets in. The teacher or the field matron would personally and impartially distribute such appropriations as needed if it met with the Department's approval to appropriate a small quantity of supplies.

Here the Indian problem is practically solved, and all by the faithful work of one teacher, J. E. Malone, who has labored among them for ten years, Sundays and week days.

**Bathing facilities, clothing, etc.**—The several day schools would more effectively reach the home life and promote cleanliness if they could be supplied with bathing facilities in connection with the school. It is a long-felt want no less needed in day than in boarding schools. Three suits of good underwear a year and a change of outer wear to supplement home clothing would be sufficient; one day's work a week for a washerwoman would be the extra expense of labor. The teachers who suffer from the steaming disease-laden odors that fill the schoolrooms as wet and dirty pupils gather around the stoves in winter would gladly take the extra work and responsibility required.

Quinalt, Chehalis, and Skokomish are especially in need of some reforms in this direction. Clothing would serve also as a reward for school attendance.

**Lunch in day schools.**—At Chehalis, Quinalt, and Skokomish a midday lunch of hot soup and bread would conduce to more regular school attendance and the health and comfort of pupils. I know of no other places in my field of work where this seems a necessity, and even here it is true that in the main the parents are able to furnish it; also true that the average pupil gets his breakfast in barely time to go to school. It is no serious hardship to lunch on "bread and fish" to those brought up in that way. A school garden would, besides furnishing the industrial kitchen garden for a part of school training, be a means of supplementing the luncheon. Carrots, turnips, onions, fruit, melons, etc., require no cooking to prove a relish for the hungry Indian boy or girl. Real suffering I have not found, and no necessity exists for it among youth.

**Neah Bay.**—Neah Bay is a large reservation, needing a resident field matron with facilities to visit the remote places. The agent, teachers, and missionary I found most kind and helpful, and doing worthy work. These Indians are civilized, industrious in some lines, having fairly good homes, and thrifty habits in comparison with the average.

During my brief visit the village was overrun with visitors, every house crowded, and the fishing season in full sway. Yet, though visitors were en masse and white crews off fish boats buying and trading, old-time customs being revived by dances and jollity, a two days' potlatch (feast and gift giving), I saw no drunkenness or flagrant lawlessness.

I could neither judge of needs or promote home industry during such a season of extra work and pleasure. However, the experience was profitable for Indians and myself in lessons and influences. My knowledge of Neah Bay is very limited. However, it is a large field and an important one, with Indians all the way from Neah Bay to Quinalt, not in my field of work we understand.

**Nisqualli Indians.**—The Nisqualli Indians are in school districts and prefer to send their children to white schools. I have not visited them for a year. I thought the Indians on Nisqualli Reservation taking care of themselves fairly well, with a small percentage of exceptions, and they will work out their own salvation in another generation.

**Puyallup Reservation.**—The Puyallup Reservation has the best and the worst of Indians. More drunkenness, crime, and immorality exist here than on all of the other places combined. The effect is a demoralizing one on Indians visiting them. Complaints are frequent from decent parents who are unwilling to let their children go to the near-by boarding school. This is worthy of careful thought. I do not place the blame on anyone. The saloon interests of Tacoma, the vile dens of various sorts in Tacoma are open to the Indians. \* \* \*

**General remarks.**—As my acquaintance with Indians broadens, more and more they seek my help, and the work branches out in new directions. Parents troubled over children's waywardness appeal to me. To the Indian who is trying to live right it means much to have some one to advise and assist him and who will listen to him. But once have I been mistreated or impudently talked to by Indians, though I must often rebuke them.

As the work succeeds the greater the demands and travel expenditures and the wider grows the scope of the work. I should visit Quinalt again this season. Many were away berry picking, hence I could not carry out plans for promoting the home industries. Before winter I will be needed at Jamestown, where I hope to help families who suffered in the smallpox quarantine. Squaxon Indians are just beginning efforts for general improvement, and will need special work and encouragement, which I hope to give.

The outing system so well established in Tacoma to continue must be directed from headquarters in Tacoma. I have left it to the superintendent of the school lest I possibly intrude; elsewhere, however, I have continued to make it a feature of my work with entire success.

**Rescue work.**—Of the rescue work, the special girls whom I had previous to the present year provided homes for all are leading honest, useful lives. Two, I am assured, are winning splendid records—one in the Blackfoot school, one in the Chemawa. There have been less appeals for help in this line during the current year than any previous year. However, I have had far too many cases of girls astray, husbands and wives separating, and kindred evils that are especially field matrons' care.

Indirectly I have helped bring, through act of the legislature, help for the White Shield Home of Tacoma, the only refuge for the abandoned Indian girls and women open to me. Also helped secure an act prohibiting "nickel in the slot" gambling, to which the Indians are very partial. Also agitated the subject of making a law compelling husbands to provide for wife and children and making it a misdemeanor not to support a wife. This act was defeated by a narrow majority, but the agitation of the subject and the impression prevailing among many of the Indians that it is a law has had the desired effect to some extent, and a number of recreant husbands have returned to their wives and families. All of these laws are directly in the interest of Indian homes.

Suppressing vice, intemperance, and Indian doctoring has been a feature of the last year's work. I aim to show the Indians the faults of Shekerism hereafter, even at the risk of offending old leaders.

Basketry will require special work for the present.

I aim to visit Indians, especially the Puyallups, in the hop fields during September to prevent lawlessness and induce good use of wages. In October and November have reservation work to complete on Skokomish Reservation, and a round of visits among basket makers elsewhere, and, if practical, to do special work on Squaxon Island in starting farm industries.

Thanking the Office of Indian Affairs for courtesies and special kindnesses helpful in my work, I submit my report, trusting to your kindly consideration of same.

Respectfully,

LIDA W. QUIMBY,  
Field Matron of Neah Bay Agency.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF TULALIP AGENCY.

TULALIP INDIAN AGENCY,  
Tulalip, Wash., October 24, 1901.

SIR: I respectfully submit herewith this my first annual report for the fiscal year ending June 30, 1901, for a period when the entire charge of the affairs of the agency were in the hands of my predecessor, the Hon. Edward Mills. I did not assume charge until July 1, 1901, at the commencement of the present fiscal year.

This agency contains five Indian reservations more or less adjacent to Puget Sound, four of them bordering directly on the Sound and the fifth (Muckleshoot) being somewhat inland. The location and acreage of these reservations may be given as follows:

Reservation.	County.	Acres.
Tulalip .....	Snohomish .....	23,040
Lumml. ....	Whatcom .....	12,312
Swinomish .....	Skagit .....	7,195
Port Madison .....	Kitsap .....	7,284
Muckleshoot .....	King .....	3,367
Total .....		53,198

Census.

	Tulalp.	Lumml.	Swinomish.	Port Madison.	Muckleshoot.	Total.
Males over 18 .....	165	104	91	47	45	452
Males under 18 .....	72	77	64	31	32	276
Females over 14 .....	147	100	100	50	41	438
Females under 14 .....	104	59	49	31	31	274
Total .....	488	340	304	159	149	1,440
Children 6 to 18 .....	107	84	66	40	49	346

The order relative to taking the annual census was issued and received, and was supposed to have been put into execution prior to my incumbency. Upon assuming charge, I found that no census had been made of the Tulalip Reservation of this agency for the fiscal year just completed. Indeed, there were many reasons which made the taking of a census at that time impossible. Many of our Indians were away, working at the fish canneries. From the canneries the bulk of our people go to the hop fields or to the silver salmon fisheries or to the potato fields. This condition exists until the heavier rains of the late fall send them homeward again. It is therefore impossible to take a complete and accurate census at the time and during the season ordered by the Indian Office. The other four reservations have each a farmer, each in charge of one small reservation. He has ample opportunity, and it is a comparatively easy matter for him to keep and maintain an accurate census. Tulalip has no such employee as a farmer, and has no employee to whom this work of census taking can be fully confided without detriment to the more important work of the agency. The agency is having too much work with too little help as it is.

Still an absolutely correct census is needed, for the old one, taken years ago, is filled to repletion with the accumulated errors of years. I would suggest that funds and blanks be put at the disposal of the superintendent for the purpose of obtaining a

correct census of the Tulalip Reservation this winter, such correct census to be used as an accurate foundation upon which to build correct statistics in the future. A census of this kind is a tremendous task when it is remembered that a large portion of our lands are allotted in severalty. Reliable results can not be obtained without the expenditure of both funds and labor. It would seem that court funds ("Miscellaneous receipts, Class IV") might be placed at the disposal of the superintendent for the purpose of securing suitable blanks and reliable enumerators.

**Education.**—The agency has beneath its jurisdiction four day schools and one boarding school—the Lummi day school, the Swinomish day school, the Port Madison day school, the Tulalip day school, and the newly projected Tulalip training school. I have recommended the discontinuance of the Tulalip day school. It would be a needless expense for the Government to attempt to maintain two schools upon the Tulalip reservation.

I would call particular attention to the fact that the facilities afforded the Lummi day school and the Port Madison day school are very poor indeed. The teachers at these places are working under very material disadvantages which should be removed as soon as practicable. These two schools should be supplied with new, properly located, and properly constructed buildings if they are to be continued; and I would urgently recommend their continuance.

The Swinomish day school is the best equipped day school of the agency. It is, in fact, the only day school of the agency that possesses anything like the facilities which such a school should have. Moreover, Mrs. Whitaker is a most excellent teacher, and the record of this school and the results attained by it have always been the boast of the Tulalip Agency.

The Tulalip training school is to be located in the old, abandoned, dilapidated, antiquated mission plant of the mission of St. Ann. It will open its doors as a Government training school for the first time. The buildings constituting the plant of this school are old (some of them having been built during the civil war), dilapidated, unsanitary, and entirely unfit for occupancy by a modern school attempting to attain serious results. Poor and insufficient water supply constitutes an almost insuperable objection to it, to say nothing of other very material objections to both plant and site. The present plant and site should be abandoned and an entirely new plant located and constructed adjacent to the present agency site, where an unlimited water supply and water power can be obtained from the mill pond, and where the sanitary condition would be far better.

**Road work.**—The customary amount of road work was done this year, each able-bodied Indian working two days upon the road and putting it in fairly good condition for a dirt road. It is well-nigh impossible, however, to construct dirt roads in this county so as to successfully withstand the constant and large winter rainfall—nothing short of a macadamized road would do that. The heavy and constant teaming (necessary to bring over school and agency supplies from Marysville, the nearest railway station) and the wet winter weather serve to cut the roads up badly.

**Liquor traffic.**—I am sorry to have to report that there does not appear to be a very material abatement of this crying evil. It has been the policy to prosecute every case, no matter how meager the evidence. The moral effect of such a policy is quite obvious. The expense, the publicity, and the trouble to which this policy has put alleged defendants has had a very salutary and deterrent effect in the case of the regular dealers in liquors. It does not appear, however, that anything short of the actual apprehension and the absolute conviction and sentence of the "bootlegger" will materially minimize his pernicious activity.

**Land.**—There appears to be a material improvement in the tendency and desire to clear land upon the part of the Indians of this agency. More particularly is this true upon the Tulalip Reservation, where the amount of cleared and cultivated land has not been overwhelmingly large. This improvement is due to a number of causes, among which may be enumerated the following: The increasing value of timber lands; the fact that individuals are not allowed to go upon unpatented lands without actually living upon them, improving them, and making a bona fide attempt to make a permanent home thereon; the fact that the tendencies of land valuation in this vicinity are upward and in a direct ratio with the increase in population.

But the chief cause of all for improvement in this direction is the effective policy outlined by my predecessor, Agent Edward Mills, whose retirement was a distinct loss to this agency and to the Indian service. Mr. Mills became tired of the constant applications to clear land, for the inevitable result was that when the Indian had gotten off the timber from the land he had lost all desire to clear the land. Mr. Mills inaugurated a policy of contracts to clear land, a small amount at a time. Everyone desiring to clear land had to sign a regular contract with the agent to that effect,

agreeing and binding himself to fence, clear, seed, or otherwise fit for grazing or other agricultural purposes all land from which any timber was cut. As a sort of a cash guaranty or bond for the faithful performance of this contract the individual was always required to pay over into the hands of the agent a certain definite percentage of the proceeds of all timber cut incidental to clearing the land. This stumpage fund was kept intact by the agent and was only returned to the Indian upon the completion and fulfillment of every condition and obligation of the contract. It is obvious that the elasticity and adaptability of this method come as near to guaranteeing good faith as any plan or scheme that can be devised. True, it entails clerical and other work, and a great deal of work which requires the actual personal supervision of the agent, but if such labor benefits the Indian (and there is no question on that point) then it is labor laudably and legitimately done.

**Crime.**—The chief notable event in the criminal affairs of the agency is that further legal recourse has been had in the murder case of Judge David Teuse (Indian). Four Indians were held for a hearing before the United States commissioner, and two of these four Indians were by him bound over to the June session of the grand jury. The grand jury spent the greater portion of a week investigating the case, but finally brought in "not a true bill," thus leaving the legal status of the case undisturbed. No further developments in the case have occurred since then.

**Fish traps.**—Considerable difficulty has been occasioned by acts of trespass upon the part of fish-trap men. Both traps and men have trespassed upon the tide lands abutting the reservations of this agency. In some instances the trespasses were committed upon the uplands of the reservation as well.

The matter is a very serious one and should be definitely settled. The question at issue appears to hinge upon the location of the shore boundary lines of the reservations. The Executive orders locating the reservations specifically designate "low-water mark" as the shore boundary line. The trap men claim that when this State, or rather this Territory, desired statehood the enabling act (passed by Congress) caused and carried a cession of all tide lands (including reservation tide lands, reservation clam beds, reservation fishing locations, etc.) by the Federal Government to the State of Washington.

A careful examination of the enabling act causes me to believe that this contention is not well founded. If this claim is a true one, then it would appear that the Indians of Puget Sound are to be robbed outright of their natural larders. The Puget Sound Indian is self-supporting, because he is a fisherman. Our Indians of Puget Sound have cost the Government little or nothing for subsistence when compared with other Indians. The Puget Sound Indians are almost entirely dependent upon the never-failing supplies of salmon, clams, shellfish, etc., which their beloved Hwulch bestows upon them. It is because of this that rations have not been and are not now issued to them. If they are to have neither rations nor their natural larders, then pray how are they to eke out an existence between the upper and the nether millstones? Our great and good Government has been far too benevolent in its treatment of the Indian for anyone to be justified in the belief that there has been any intention upon the part of the Government to force such a condition upon the Indian of Puget Sound. It can not be, as the Russian says, that "the Czar is very busy and God is very far away." Puget Sound is a very large body of water and contains fortunes in fish. The Indian reservations are pitifully small, but the rights of the Indian thereto should be none the less sacred.

Very respectfully,

CHARLES M. BUCHANAN,  
*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL SUPERINTENDENT IN CHARGE OF PUYALLUP AGENCY.

PUYALLUP CONSOLIDATED AGENCY,  
*Tacoma, Wash., August 20, 1901.*

SIR: Obediently to instructions I have the honor to submit the annual report for this agency for the fiscal year ended June 30, 1901.

Your attention is directed to former reports, and especially to the report for the fiscal year 1900, for much valuable data relating to the work of this agency. In my said report of last year I gave the names and locations of all of the schools and reser-

vations under this agency, and it seems hardly necessary to repeat them here. The population by tribes under this agency for the fiscal year 1901 is as follows:

Puyallup .....	536
Skokomish.....	165
Chehalis.....	156
Port Gamble.....	82
Jamestown.....	235
Nisqualli.....	107
Squaxon.....	62
Quinaielt.....	131
Quaitso.....	59
Georgetown.....	115
Humtulpip.....	19
Total .....	1,667

As your office is fully advised, the majority of these Indians live upon reservations, which have been allotted, with the exceptions of the Quinaielt and Georgetown reservations, arrangements for the allotting of which have now, as I understand, been inaugurated. The majority of these Indians, therefore, are citizens of the United States under the Dawes Act of 1887, and the Government is rapidly relaxing its jurisdiction over them and leaving them to the control of the State and to the working out of their own destinies without governmental tutelage.

With the exception of the leasing of some of the lands, especially on the Puyallup Reservation, and protecting the timber from destruction, the most important feature of this work is the education of the Indian youth. For this purpose the large Puyallup boarding school and the day schools at Jamestown, Skokomish, Chehalis, Port Gamble, and Quinaielt are maintained.

The enrollment at Puyallup school during the past year was 265. The highest average attendance was 234. The average attendance for the year, not counting July and August, was 220.

The school has spent a successful year, graduating at the close five pupils in the prescribed course. These pupils are unusually bright for an Indian school, having, by their close contact with white neighbors, acquired in most cases a good command of the English language and a knowledge of the white man's industrial methods and habits of thought. In this respect, therefore, they are becoming like white children.

One feature, however, greatly to be regretted is that their contact has been, in many cases, with rather a bad element of whites, the consequence of which is that there has been a tendency to take up with vicious habits and practices, and especial efforts, therefore, have been made during the past year in the direction of character building. Effort has been made to impress upon the pupils the importance of being strictly honest in their transactions and truthful in their statements and industrious in their habits. Considerable progress, I am glad to be able to report, was made in that direction, and I believe that it is true, as reported by Inspector McConnell last winter, that "the morale of this school is now unusually high."

The Indians have for many generations resisted very strongly the white man's effort to teach them the language and habits of the dominant race of this country; they have fought very stubbornly against having their children educated, and refused almost to the last to adopt the white man's ways; but these Indians, having at last yielded that point and given up their tribal habits, have a tendency to adopt the vices rather than the virtues of the whites. I do not mean to say that this is universally true, for I can point to a number of Indians on the Puyallup and other reservations who are rapidly developing into substantial and desirable citizens, but I say that as a general rule the above statement is correct. The practical work, therefore, that this school has in hand is to counsel and direct the Indians as to which habits of the whites, the good or the vicious, they shall adopt, and therefore character building in the Puyallup school must hereafter be one of its most important features.

Next in importance is the industrial work of the school, which has been carried on with more vigor and system during the past year than ever before. We have had some intelligent and faithful help in our industrial departments during the year, and the pupils have made quite rapid advancement in these departments.

It is impossible, also, to speak too highly of the literary work of the school. The teachers have worked hard and with a purpose, and the students have made good progress in their books.

We have also been able during the year to do some work with the girls in the direction of fancy sewing, Mrs. Terry having taken up that work in connection with

her work in the schoolroom and conducted a good-sized class in various kinds of fancy work, which has been a source of great benefit and enjoyment to the girls who have availed themselves of this opportunity.

I desire during the coming year to add still another feature, that of basketry, and I am looking about now for an Indian woman who is familiar with such work to conduct a class in that branch. I am satisfied that Indian basket making will ever be a source of profit to those who are familiar with that art.

The Jamestown day school, near Dungeness, has been conducted during the past year with the usual success and has accomplished a great deal of good for the younger generation of that village.

Port Gamble day school, in the village of Boston, situated near Port Gamble, has also been quite satisfactory, the average attendance being close to the school population of the village.

Skokomish day school has done good work for the pupils who have attended, though on account of the almost inaccessible location of the school the attendance has been small. It is hoped that by another year a better report in this respect can be rendered.

Chehalis day school has done about as usual, the schoolroom work being very satisfactory, but the attendance much less than was desired. Chehalis Reservation is a long, narrow strip of land, and the school is situated near one end of the reservation and is therefore inaccessible to the pupils living upon the other end.

Quinaiet day school, located in the little Indian village at the mouth of Quinaiet River, has been quite satisfactory, the attendance being about as good as could be expected under the circumstances. The children living in the village have attended the school very well, but those outside the village are too distant to be able to attend the school.

Puyallup reservation includes Nisqually and Squaxon Island reservations, which have no schools, but the pupils are allowed to attend the Puyallup boarding school.

The school population is shown by the following table:

Tribe.	Males.	Females.	Total.
Puyallup .....	85	96	181
Skokomish .....	24	21	45
Chehalis .....	24	20	44
Port Gamble .....	10	8	18
Jamestown .....	39	34	73
Quinaiet, Quaitso, and Georgetown.....	42	35	77

The reports show the following number enrolled at the schools during the year:

School.	Males.	Females.	Total.	Average.
Puyallup boarding school.....	157	108	265	220
Skokomish day school.....	15	14	29	11½
Chehalis day school.....	20	6	26	14½
Port Gamble day school.....	14	8	22	12½
Jamestown day school.....	17	8	25	19
Quinaiet day school.....	10	10	20	11½

From the 19th to the 23d of August last an institute for employees of the Indian school service was held at Puyallup school and was largely attended by employees, especially from the schools and agencies near by. The interest manifested was good, and the sessions proved to be very beneficial to those who attended.

The school has been visited during the past year by Supervisors Conser and Wright during the session of the institute in August, 1900, and by Supervisor Conser again in June, 1901; also by Inspector McConnell during December and January last.

Thanking my superior officers for courteous treatment, I have the honor to be,

Your obedient servant,

FRANK TERRY, *Superintendent, etc.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF AGENT FOR YAKIMA AGENCY.

YAKIMA AGENCY, FORT SIMCOE, WASH.,  
August 31, 1901.

SIR: I have the honor to submit annual report of this agency, reservation, and school, also census and statistics accompanying this report on separate forms.

This reservation is what is designated a "treaty reservation," where Indians have been allotted, but the reservation not thrown open to settlement, and lands not allotted are tribal lands and still considered Indian country.

Indians are practically self-supporting and receive but little financial aid from the Government except in a few exceptional cases, viz, old and destitute. Where there is no relation to care for them small amounts of articles of subsistence are furnished by the Government for their support. Wherever water can be obtained for irrigation of allotments, Indians are as a rule improving to some extent and are engaged in raising grain, hay, and stock.

**Leasing and lands.**—There are now 76 approved leases to white men and 15 pending. On account of expense of clearing, leveling, and improving, and of obtaining water for irrigation, a clause was inserted in Indian appropriation bill for 1901 as follows:

The Indians to whom lands have been allotted on the Yakima Reservation, in the State of Washington, shall be permitted to lease unimproved allotted lands for agricultural purposes for any term, not exceeding ten years, upon such terms and conditions as may be prescribed by the Secretary of the Interior.

The Secretary does not deem it advisable to approve leases for ten years, and none have been approved for over five years.

Practically all the lands on the reservation where there seemed any chance to obtain water for irrigation have been allotted. A great many of the allotments are without water, and it can not be obtained without a great outlay of money, building a canal from the Yakima River, and can not be improved by Indians or leased for agricultural purposes on any terms until ditches are constructed to furnish a supply of water. For leasing purposes it is my opinion that the allotted lands on the reservation should be classified as three classes.

First class. Lands located along and adjoining creeks and rivers and known as "sub-irrigated land," where it does not require much, if any, artificial irrigation, or, if it does, water is at hand to irrigate.

Second class. Lands unimproved, sage-brush lands under some ditch or irrigating system already constructed and where water can be obtained without great expense or with a reasonable outlay that lessees could afford to expend on a three or five year lease.

Third class. Should be such lands located above any present constructed system or ditches and where water can not be obtained without a great outlay of money to construct a canal. It is my opinion, however, that this class of lands can not be leased or improved until the Government constructs a canal to irrigate, as it is too expensive for any private person to undertake unless they owned and controlled a large part of the lands. Possibly some company might be induced to construct a canal to irrigate these lands, provided they could lease a considerable tract for ten years, but I consider it doubtful, as to build a canal to irrigate this class of land would require an expenditure of from \$75,000 to \$100,000.

The tribal lands, or unallotted lands, are not agricultural lands and are only valuable for what they may be worth for grazing and timber, and the timber is now inaccessible and distant from market, but probably in time may be valuable.

The boundary-line question and the tract cut off from the reservation by survey of boundary line in 1890 is still being discussed and agitated by the Indians. Inspector McLaughlin was at the agency in July and held a council with the Indians, with the view of settling the matter, and endeavored to enter into an agreement for the relinquishment of the Indian claim, but as yet no agreement has been reached. Indians object more to the manner of payment proposed than to price offered. This is a very annoying and troublesome matter to the agent in many ways, and it will be a great relief when a settlement is consummated.

**Smallpox.**—This reservation did not escape the smallpox epidemic that prevailed throughout the country last year. There were about 40 cases of smallpox on the reservation at one time, and the chances of checking the disease and preventing its spread throughout the reservation and surrounding country looked very bad, and the agency physician, Dr. McLoughlin, deserves great credit for his good judgment and care in preventing a worse epidemic than we had. The physician vaccinated about 800 Indians and about 75 per cent was successful. Children in school and employees

were also all vaccinated and 90 per cent was successful. Three deaths from smallpox were reported. The reservation is now free from this disease.

**Crimes.**—Two Indians have been murdered since my last report. One, an Indian doctor, named Ten a wash a, was murdered in a lot near his home on the reservation by some Indian hiding in the brush and shooting the doctor in the back twice. No evidence can be obtained as to identity of the murderer. Indians here mostly cling to their old superstitions and believe that the Indian doctor has power to kill or cure, and their superstition and belief was no doubt the cause of the murder of Ten a wash a.

Another Indian, named Hen a wash a, was recently murdered off the reservation, just outside of the city limits of North Yakima, where his body was found about ten days after the murder. This murder is supposed to have been committed by other Indians in a drunken row. I have sworn out a complaint and have warrants in the hands of the sheriff for the arrest of three Indians suspected of the murder, and an examination of the case will be had as soon as the warrants are served and the suspects are in the custody of the sheriff, which will no doubt be in a few days.

Larceny and petty offenses are not of frequent occurrence among the reservation Indians. There are no civil officers of the State on the reservation and the agent has to depend upon the agency police force to protect life and property and to maintain law and order and to prevent the introduction of whisky on the reservation and dispensing it to Indians. There are a great many large hop fields in the surrounding country, and Indians from Nez Percé, Umatilla, Colville, Warm Springs, and other places in the Northwest are here during the months of August, September, and October for the purpose of picking hops and having a big time generally. Many of them are hard cases, especially when they get liquor, and it is necessary to keep police constantly on duty to protect life and property.

**Census.**—There were fourteen tribes included in the Yakima treaty of 1857. Many of the tribes have lost their identity by intermarriage with other tribes, and have mingled together so long that it is impossible to take census by tribes, and the census is taken as a whole as the Yakima Nation.

Total population .....	2,311
Males over 18 years old.....	660
Females over 14 years old.....	882
Between the ages of 6 and 16.....	410

**School.**—I forward report of Superintendent Rakestraw, of the reservation boarding school, as a part of my report. There was \$14,000 expended for water and sewer systems and the building of additions to the dormitories the past year, and we have now a very respectable and efficient school plant that will accommodate about 150 pupils.

Very respectfully,

JAY LYNCH,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERINTENDENT OF YAKIMA SCHOOL.

FORT SIMCOE, WASH., *September 2, 1901.*

SIR: Herewith I have the honor to transmit my annual report of the Yakima Indian Boarding School, located at Fort Simcoe, on the Yakima Indian Reservation, Wash.

Owing to the prevalent custom of these Indians to engage in hop picking during the month of September, there is no attempt made to begin school until October 1. On account, however, of putting in a complete water and sewerage system and the necessary delays attendant thereto, the school did not begin until about the middle of October, 1900. As school had been in session during July, 1900, there were therefore about ten months' school during the fiscal year 1901.

**Additions and improvements.**—During the past year there have been made several additions and improvements here, which have added considerably to the convenience of the work and greatly aided in perfecting the sanitary condition of the school.

To the girls' building there has been added a commodious kitchen, bakery, bathroom, and water-closets on the ground floor, and a good dormitory room and wash room on the second floor.

To the boys' building has been added a good water-closet and a wash room. In both buildings the water-closets are furnished with automatic flush tanks and ventilating appliances, which seem to be working in a very satisfactory manner.

The water and sewerage system seems to be doing fairly well, considering the fact that it was quite late in the fall when the work was completed. I consider the water system and sewerage system at this school one of the very best I have seen at any school in the service. The water system is a gravity system and the water is conducted through 4-inch mains, from a distance of about 2 miles down from the canyon to an elevated reservoir on a hill near the school. This furnishes a fine water pressure throughout the buildings and an excellent pressure for fire protection for the buildings of the school and agency. The fire hydrants are conveniently located for the protection of all of the school buildings and the agency buildings except the barn.

Most excellent as this water system is, it will, however, require constant watching in order to keep the froshets from washing out and breaking the pipes in places. This is no fault of the system, but is owing to the nature of the country through which it was necessary to construct it.



**Fire drills.**—Special attention has been given to fire drills throughout the year. Each employee is detailed to certain specific duties in seeing that the children all leave the buildings in an orderly manner immediately on an alarm of fire, and in a very few moments every child is out of the buildings.

A well-organized and well-drilled fire company, composed of the larger boys of the school, under the immediate supervision of Mr. Auglea, the carpenter, have charge of the hose cart, and have proven themselves very efficient.

**The literary work.**—The literary or schoolroom work has been carried on as efficiently as could be under the existing conditions here. I have found the schoolroom teachers faithful, painstaking, and efficient in their work, and the pupils making as good progress as could be expected under the circumstances.

**The industrial work.**—As a general rule the industrial work, as it has been carried on here, is of very little educative value. The lack of the necessary material and equipment for the carpenter shop, and the necessity for having the larger boys at outside work the most of the time precluded the possibility of doing the kind of work in the carpenter shop which should and would have been done had it been possible during the past year.

The condition of the laundry also prevents the kind of instruction here that should and would be given were the conditions otherwise. The entire washing for the school must be done with hand machines and washboards (which are all right to a limited extent), and takes up the time which might profitably be given to work of educative value in the laundry work. A small steam washer would place the laundry in a shape to do some very effective work of educative value.

There is no good reason why the work of the girls in the sewing room and the kitchen should not be of educative value.

The industrial work on the farm has been well done and the stock well cared for.

**Hindrances.**—One of the greatest obstacles to the proper advancement of the pupils at this school, in both the literary and the industrial work, is the irregularity of attendance on the part of the pupils. The continual home going of pupils, and their absence from school for days and weeks at a time during the session of school, is not only detrimental to the particular pupils who have thus gone home, but is very discouraging and also detrimental to the progress of the pupils who have to remain at school. The work of this school in all lines has been seriously hindered during the past year by the pupils being allowed to go home, and so long as this policy is in vogue here this school will never be the success that it should be, or the success that your office has a right to expect it should be.

Very respectfully,

CHARLES D. RAKESTRAW, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

(Through Jay Lynch, United States Indian agent.)

## REPORTS CONCERNING INDIANS IN WISCONSIN.

### REPORT OF AGENT FOR GREEN BAY AGENCY.

GREEN BAY INDIAN AGENCY, WIS.,  
*Keshena, July 31, 1901.*

SIR: Pursuant to your instructions, I have the honor to present this my fourth annual report relative to the affairs of this agency for the fiscal year ending June 30, 1901.

The Green Bay Agency is located at the village of Keshena, Wis., on the Menominee Reservation, 8 miles from Shawano, the nearest railroad and telegraph station. The Menominee and Stockbridge reservations are under the jurisdiction of this agency.

The census taken June 30, 1901, shows a population of 1,917, divided as follows:

#### Menominee:

Males over 18 years of age.....	448	
Males under 18 years of age.....	262	710
	-----	
Females over 14 years of age.....	448	
Females under 14 years of age.....	232	680
	-----	
Females between 6 and 16 years of age.....	173	
Males between 6 and 16 years of age.....	164	
	-----	
Total children of school age.....	337	

#### Stockbridge:

Males over 18 years of age.....	142	
Males under 18 years of age.....	134	276
	-----	
Females over 14 years of age.....	148	
Females under 14 years of age.....	103	251
	-----	
Females between 6 and 16 years of age.....	73	
Males between 6 and 16 years of age.....	80	
	-----	
Total children of school age.....	153	

Total population..... 1,917

**Menominee.**—The Menominee Reservation contains ten Government townships of land, or about 230,400 acres, of which amount 161,280 acres are located in Shawano County and 69,120 acres located in Oconto County.

**Logging.**—Logging has been carried on on the Menominee Reservation for over twenty years. Prior to the act of Congress passed June 12, 1890, logging was confined to dead and down timber, but this act authorizes the Menominee Indians to enter into contract with the Government to cut and bank pine timber from their reservation. Since the passage of said act 189,099,560 feet of pine have been cut on the reservation, for which the sum of \$2,214,679.76 has been realized. Of the above amount 15,000,000 feet were banked during the past winter. The price paid for banking averages about \$4.65 per thousand feet.

The logs banked during the season of 1900–1901 were duly advertised, and deviating from the usual custom, the bids were opened at Washington, D. C. The logs were awarded to S. W. Hollister & Co., on a bid of \$13.25 per thousand feet, aggregating the sum of \$198,750. After deducting \$70,415.97 paid the Indians for banking there remained the sum of \$128,334.03, giving a stumpage value of about \$8.55 per thousand feet for the timber cut and sold.

There is still a great deal of valuable timber on the reservation, consisting of pine, hemlock, oak, elm, basswood, birch maple, and tamarack.

**Industries.**—The principal industries of the Indians at this agency are farming for the Stockbridges and farming and lumbering for the Menominees.

**Farming.**—All possible inducements are held out to the Indians to persuade them to cultivate their farms. The honorable Commissioner of Indian Affairs has exerted every influence in this direction and I have been instructed to allow the Indians the proceeds from the sale of timber necessarily cut in extending their clearings. Where such timber has been cut it has always been my endeavor to see that the land has been properly cleared and seeded.

Owing to a heavy frost on the night of May 20 much damage was done to garden truck and other tender plants.

The estimated harvest of crops grown by the Menominee and Stockbridge Indians this season is as follows:

Menominee:		Stockbridge and Munsee:	
Wheat.....bushels..	2,000	Wheat.....bushels..	670
Oats.....do.....	15,000	Oats.....do.....	3,000
Rye.....do.....	500	Potatoes.....do.....	2,700
Potatoes.....do.....	6,500	Beans.....do.....	58
Beans.....do.....	1,000	Onions.....do.....	40
Onions.....do.....	700	Corn.....do.....	3,400
Corn.....do.....	5,190	Hay.....tons.....	100
Hay.....tons.....	1,450	Turnips.....bushels..	165
Turnips.....bushels..	1,500	Others.....do.....	36
Others.....do.....	1,400		

**Stockbridge Reservation.**—This reservation is situated in Shawano County, and consists of 11,520 acres of land, a small portion of which is covered with mercantile timber. Most of the land is good farming soil. Farming is the principal occupation of these Indians.

The Department has for some time been convinced that the Stockbridge Indians ought no longer to remain wards of the Government, as they are intelligent and fully capable of caring for themselves, but owing to the various factions existing in the tribe it has, until recently, been impossible to effect a settlement of their tribal affairs.

Pursuant to a request from a number of the Stockbridge Indians and under instruction from the Indian Office Cyrus Beede, United States Indian inspector, spent some thirty days among the Stockbridge Indians during the past winter in an effort to reconcile the different factions of the tribe to a plan of settlement of their tribal affairs. Mr. Beede displayed the utmost patience in dealing with these factions. Undaunted by the persistent efforts of certain members of the tribe to frustrate every possible plan of settlement, and notwithstanding the rejection of several proposed plans, Inspector Beede, patient but determined, continued in his work of reconciling the Indians, and at length by inducing each faction to concede something secured more than a majority of the signatures of the male adult members of the tribe to a plan of settlement which provides for an equitable division of the tribal property and which, while fair to the Indians, shows that the author also had in mind the interest of the Government.

Under this plan of settlement, which it is hoped will receive the approval of Congress, each unmarried member of the tribe is to receive 40 acres of land and every head of a family 80 acres. The reservation does not contain sufficient land to carry

out the above provisions, but the plan of settlement provides for the relinquishment of certain claims made by the Indians in consideration of the purchase by the Government of the additional land required to effect the above settlement.

The money now on deposit in the United States Treasury to the credit of the tribe is to be divided between the members of same, share and share alike.

**Education.**—There are two boarding schools located on the Menominee Reservation, the Menominee Boarding School, a Government school, until recently in charge of Supt. Walter J. Wicks, with a capacity of 140 pupils, and the St. Joseph's Industrial School, in charge of Rev. Blase Krake, with a capacity of 170 pupils. Morton E. Bradford, formerly superintendent of the Hope school, Nebraska, has been appointed to succeed Mr. Wicks as superintendent of the Menominee Boarding School.

The health of the pupils has been fairly good during the past year. Upon the discovery of smallpox on the reservation I immediately posted signs excluding all visitors from the schools and took measures to carry the same into effect. It has not been a pleasant duty to refuse to allow parents to see their children, but my success in preventing the spread of the disease and in keeping the school entirely free from same has, I think, fully atoned for any unpleasantness in this direction. Dr. William H. Cantwell, temporary physician, deserves much credit for the skill with which he has handled and is handling these cases. For more detailed information in regard to the schools I would respectfully refer you to the reports of the superintendents of same.

**Water and sewer systems.**—A water and sewer system was constructed at the Menominee school two years ago, but has been a failure as a water supply. Plans are now being considered, however, for the extension and improvement of same.

**Police.**—Six policemen are employed on the reservation. There is a great deal of work for them to perform as the reservation covers over 230,000 acres. During the smallpox epidemic on the reservation the police force has proven inadequate, but much substantial assistance has been rendered by them.

**Temperance.**—The greatest drawback to the improvement and prosperity of the Indians at this agency is the use of intoxicating liquor, and under the present conditions, with saloons adjacent to and on all sides of the reservation, it is impossible to prevent them from obtaining it. If an Indian has money he does not experience much difficulty in obtaining liquor. I am at all times vigilant, however, in prosecuting cases against saloon keepers where sufficient evidence can be obtained to insure conviction.

Intemperance is punished by confinement in the jail, but as there is no fund provided by the Indian Office for paying the board of an Indian while confined in the reservation jail, and as friends are generally unwilling to feed them, it is often impossible to inflict the punishment an Indian deserves.

**Religion.**—The Menominee Indians are generally Catholics. There are three Catholic churches on the Menominee Reservation where services are held. The Stockbridge, with the exception of a few families, are Protestants. The Lutheran church society has a parsonage on the reservation and is also about to complete the construction of a church, at a cost of \$1,500.

**Day school.**—One day school is located on the Stockbridge Reservation, and until the present fiscal year has been in charge of Charles H. Koonz, teacher, assisted by his wife as housekeeper. Noonday lunches are furnished the scholars, and the school has greatly improved under Mr. Koonz's management during the past four years. Mr. Koonz has recently been appointed to the position of superintendent of the Red Lake school, in Minnesota, and he will be succeeded at the Stockbridge day school by Leroy A. McGee.

**Sanitary conditions.**—The sanitary conditions at this agency have been fairly good during the past year. There has been very little sickness at the schools. While there have been some 25 smallpox cases on the reservation, I have been successful in keeping the same out of the schools.

The smallpox which we have experienced has been of a very mild type. In only one or two cases have the patients been confined to their beds. In the majority of cases the Indians have felt perfectly well, and the only evidence of the disease has been the breaking out of the face and hands. In fact, the mildness of the disease has been more or less a surprise to surrounding physicians. Quarantine regulations have been established, but, owing to my limited police force and the fact that in the majority of cases the Indians have experienced no feeling of illness, I have not at all times been able to confine them to their homes.

The hospital at this agency continues to be a blessing to the Indians. It is fairly well equipped and is under the management of the Sisters of St. Joseph, who are faithful in the discharge of their duties.

**Conclusion.**—In conclusion I desire to thank the honorable Commissioner of Indian

Affairs for the many courtesies extended to me in the conduct of the affairs of this agency during the past year.

Very respectfully,

D. H. GEORGE,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF MENOMINEE SCHOOL.

KESHENA, Wis., August 1, 1901.

SIR: I hereby respectfully submit my second annual report for Menominee Boarding School, as follows:

**Attendance.**—The total enrollment for the year ending June 30, 1901, was 98 boys and 82 girls; that is, 180 pupils. This does not include 2 boys who were enrolled and ran away the same day, to return no more. The average attendance during the year was —. This is an increase of 10 pupils over the average of the previous year.

During the year the pupils have been allowed to visit their homes only every other Saturday, instead of once a week, as heretofore, and I propose another year to reduce this allowance to once each month. I do not think the children have ever come back, after going home, without the necessity of our sending for one or more of them, and sometimes our team has been out as often as three days in a week to bring in absent pupils. This is a great detriment to both the literary and the industrial work of the school and should be obviated as rapidly as possible.

One of the greatest difficulties the school has to contend with is to handle the Stockbridge pupils, who, when at home, are not under the police of this reservation, and we seem to have no way to return them to the school unless they are inclined to do so themselves. They not infrequently have entered this school, where they have no legal right, and after being well clothed have gone home and entered the day school. They should either be refused admittance to this school or else be compelled to attend for the rest of the year after once entering.

During the last quarter smallpox appeared on the reservation, and this considerably reduced the attendance, as it aroused the anxieties of parents, though the disease did not enter the school.

During the year thirteen pupils were transferred to nonreservation schools.

**Health.**—The sanitary condition of the school has been fairly good, the worst feature being the crowding of dormitories and of the girls' sitting room.

There have been no epidemics during the year, and the most serious trouble was caused by vaccination of the pupils. Vaccine points from three different establishments were used. Those from Oshkosh worked in only a few cases; those from Washington were very severe in their operation and gave nearly all the trouble; those from Detroit worked in nearly every case and in a normal manner.

During the year three pupils were withdrawn on account of sickness. One was a case of quick consumption. The child, having no home, was cared for at the hospital. She died after being there about six weeks. The other two were cases of scrofula. The patients are living and apparently somewhat improved.

**Literary work.**—This has gone on satisfactorily under the charge of the principal teacher. Our teaching force was reduced at the close of the year 1900 by the abolition of the place of one teacher. This year the kindergarten and primary work were combined, of necessity, and placed in the care of one teacher.

Pupils old enough to take part in the industrial work of the school have been detailed to the school-room only a half of each day. Those too young to do industrial work have attended a part of both the morning and afternoon sessions.

It has been the custom heretofore to transfer pupils to nonreservation schools at any time of the year when solicitors for such schools appeared and secured the necessary consent of parents and agent. I believe it would work a great improvement if pupils could as a rule be retained until they finished a definite amount of work in the reservation and then be transferred to take up more advanced work in the nonreservation school. The present system lacks the encouragement of definiteness to the pupil, and is decidedly discouraging to the teacher in the reservation school.

**Industrial work.**—This, the most important part of the school work, has been far from satisfactory. In the first place, there have been three different industrial teachers during the past twelve months. This alone is sufficient to interfere seriously with the efficiency of the work. The conditions and requirements of the work and the characters of the pupils must all be known to the industrial teacher before he can do telling work.

Mr. E. D. Mossman, who held the position for about eight months, was peculiarly fitted by character and training for this particular work. He was indefatigable and took a living interest in the boys. He was transferred to the position of disciplinarian in the White Earth Boarding School. Mr. Archquette, who succeeded Mr. Mossman, had formerly been in this school as assistant industrial teacher. He was retained as industrial teacher about two months, hardly long enough to get his bearings, and was then transferred to Tomah Industrial School. During the remainder of the year the place was filled temporarily by a brother of Mr. Archquette. Each of these men tried, I believe, to do his duty honestly and faithfully, but each had an opportunity only to make a start in his work, and much in the way of results could not be looked for.

In the annual statistics the amount of produce raised on the school farm is given, including the yield of milk from the school herd. Farming, caring for stock, and carpentering have constituted the industrial work for the boys. The land actually farmed comprises about 105 acres.

The school herd numbers 12 cows, the most of which do not pay for their keeping. I believe there is but one cow in the herd which a practical farmer would regard as worth keeping. I would earnestly recommend that these cows be turned into beef and an equal or less number be bought of good-grade cows. We can not teach boys to see the advantage of keeping milch cows on their farms when it is positively a disadvantage to keep them; when the yield of milk is so small that a boy with good sense must see it does not pay to keep them in a country where hay ranges from \$8 to \$18 a ton and grain is proportionately high.

All the repairs and improvements on the school buildings are made by the carpenter, with the assistance of the older boys, and each one, as he is able, is detailed to the carpenter shop. Many of the boys have become very handy with carpenter tools of the more common kinds, and nearly all of them seem to enjoy this kind of work. They also, under the carpenter, do the painting and whitewashing of the various buildings.

During the year two of the boys were detailed to the agency blacksmith shop with a view to actually learning the trade. They did good work until the school was quarantined on account of smallpox, when of course their work was discontinued for the time.

The girls have been taught during the year, by actually doing the work, in the arts of cooking and baking, washing and ironing, sewing and mending, and in care of rooms and furniture.

In the case of the girls I wish to state again that there should be more employees to assist them. The girls average about 10 years of age, and there are but a few of them large and strong enough to do much of the heavy work that must be done in the school. I believe that more work is of necessity required of them than should be done by pupils of their age and strength. The boys are detailed to assist wherever their help can be used, as in the laundry and bakery.

A large part of the laundry work must be done with hand washers, and these, as well as the wringers, are turned by boys. It is very hard, disagreeable work, however, sheer drudgery, and both the boys and their parents make frequent objections to it. At this I am not surprised, and believe I would do so also under similar circumstances. The school needs a steam laundry outfit very much, so that this department may be relieved of its drudgery.

The same difficulty as above detailed obtains also in the sewing room. More help is needed. When the pupils went home for the summer they did not take their usual allowance of clothing because it could not be turned out with the help available in the sewing room. There are many girls who can not be put to the work of running a sewing machine, and no girls between the ages of 10 and 18 years should do it for more than a short time each day. This work is also very trying to the seamstress and no doubt unfits many seamstresses for their duty. I would respectfully suggest that, as soon as practicable, a small water motor be added to the equipment of the school to relieve the sewing room of this serious hindrance to its greater efficiency.

**The school plant.**—An effort is made to keep the plant in good repair, but it is not worth the labor and material expended on it. This plant should be replaced by something more fitted to its purpose and more worthy of a great nation. This is the consensus of opinion of all the inspectors and supervisors who have visited this school during the past two years. I would respectfully refer you to my annual report for 1900, in which this matter is taken up in detail.

We have hoped during the past year that our water system might be so improved that we could make use of the whole plant put in two years ago. The present supply of water is utterly inadequate, and is precisely as it was when I wrote my report one year ago.

The sewer system has given considerable trouble this year, which would have been obviated had the contractors arranged frequent clean-out plugs in the system.

In conclusion, I would say that the relations between pupils and employees and those between employees and their fellow-employees have on the whole been pleasant, with one notable exception. During the fourth quarter of the school year two employees entered upon an open and malicious persecution of the matron, which rendered that quarter far from pleasant for most of us, and, I am sure, reacted very unfavorably on the discipline of the school. In my judgment these two employees are utterly unfitted by their disposition for the positions they occupy in the service. I care not how capable a person may be, the disposition that harbors malice will cause more harm than good in a school.

Very respectfully,

The COMMISSIONER OF INDIAN AFFAIRS.

(Through D. H. George, United States Indian agent).

WALTER J. WICKS, *Superintendent.*

#### REPORT OF SUPERINTENDENT OF ST. JOSEPH'S SCHOOL.

ST. JOSEPH'S INDUSTRIAL SCHOOL,  
Keshena, Wis., August 3, 1901.

SIR: In compliance with instructions from your office, I have the honor to submit the following report of this school for the fiscal year ending June 30, 1901.

The progress made by the pupils has been on the whole very satisfactory. The large number of the previous year, who returned when the school had opened, together with many new pupils, made considerable progress in the various departments of the school to which they were assigned.

There were enrolled 160 pupils, and an average attendance of 122.

In the four different schoolrooms they had regular exercises during the whole year, and in general the progress of the pupils was excellent.

The larger boys have done fairly well in their work with the industrial teacher in the garden and on the farm, and in caring for the horses and cattle belonging to the school. They have also rendered much assistance to the carpenter in repairing and painting the buildings and such other work as he would assign them in the carpenter shop. Considerable repairs have been made to both exterior and interior of the school buildings. Some of the boys were helping in the shoemaker shop, making new shoes, repairing and fixing up harnesses, and other things needed by the school.

The larger girls who have been in regular attendance during the whole year have become quite proficient not only in the work of the class room but also in that of the laundry, kitchen, and sewing room, where they cheerfully devote themselves to the work at hand and really enjoy the acquirement of habits of industry, frugality, and domestic economy. Not only have they learned to cut, make, and mend their own clothes, for they have done much of the work required in making the clothing used during the year by the boys and girls, but also have willingly spent much time on pieces of fancy needlework and crocheting, which would compare very favorably with similar efforts of girls of civilized life.

Following the principle that children must be trained to a life of usefulness beginning with their early age, our little boys and girls are engaged in employment suiting their strength and ability. Thus the little boys assist in house cleaning, fetching wood to stoves and furnaces during winter, cleaning up the premises, and doing such work in the garden as they are able to do. The little girls share in the usual housework as far as they can, assist in washing dishes after meals, set the tables, learn to knit and darn stockings, mend little pieces of dressing, etc., and in this way get prepared to tend afterwards to the more difficult work of housekeeping.

The health of the pupils during the past year was excellent. A few of them were a little sick, but with the help of the agency physician, Dr. P. Carter, soon recovered. Only one little boy died, a sudden death of heart disease, in the beginning of the school year.

The farm of the school consists of about 40 acres, and the following crops were raised: Hay, 20 tons; corn, 100 bushels; potatoes, 200 bushels; turnips, 15 bushels; beans, 6 bushels; onions, 8 bushels, besides other vegetables, as cabbage, carrots, parsnips, etc.

The stock that belongs to the school comprises the following: Horses, 2; cows, 5; swine, 30; domestic fowl, upward of 130.

Acknowledging my appreciation for the courtesy you have shown me all along, I am,

BLASE KRAKE,

*Superintendent St. Joseph's Industrial School.*

D. H. GEORGE, *United States Indian Agent.*

REPORT OF AGENT FOR LA POINTE AGENCY.

LA POINTE INDIAN AGENCY, Wis.,  
Ashland, August 24, 1901.

SIR: I have the honor to submit herewith my fourth annual report of this agency, together with the usual data and statistics required by the Department.

Connected with the La Pointe Agency are seven reservations, as follows:

	Acres.
Red Cliff, Bayfield County, Wis.....	14, 102
Bad River, Ashland County, Wis.....	124, 333
Lac Courte Oreille, Sawyer County, Wis.....	66, 136
Lac du Flambeau, Vilas County, Wis.....	69, 824
Fond du Lac, Carlton County, Minn.....	92, 346
Vermilion Lake (Nett Lake) St. Louis and Itasca counties, Minn.....	131, 629
Grand Portage, Cook County, Minn.....	51, 840
<b>Total.....</b>	<b>550, 210</b>

Census.—The actual Indian population, as ascertained by the census taken June 30, 1901, is 5,080, apportioned among the reservations as follows:

Red Cliff.....	234
Bad River.....	804
Lac Courte Oreille.....	1, 146
Lac du Flambeau.....	768
Fond du Lac.....	817
Vermilion Lake.....	785
Grand Portage.....	337
Rice Lake.....	189
<b>Total.....</b>	<b>5, 080</b>

The Rice Lake band of Chippewa are included in the official census, as they were for the first time last year. These Indians having no reservation of their own are scattered over the southern portion of the State of Wisconsin. The pending negotiations looking for the establishment of a reservation and school for these people has not as yet reached any satisfactory conclusion. Meanwhile the Rice Lake band look to the La Pointe Agency for care and protection. I have visited them during the past year, furnished subsistence supplies for their relief, and medical service and assistance during the smallpox epidemic which prevailed among them. It is very advisable that some definite action be taken by the Department at an early date that will permanently benefit these people, who are at present in a deplorable condition.

The classification of the Indians, compiled from the last census, is contained in the following table:

Name of band.	Males over 18 years.	Females over 14 years.	School children between 6 and 16 years.
Red Cliff.....	70	76	45
Bad River.....	297	288	136
Lac Courte Oreille.....	430	483	212
Lac du Flambeau.....	251	347	138
Fond du Lac.....	219	283	208
Vermilion Lake.....	218	229	155
Grand Portage.....	81	118	90
Rice Lake.....	48	53	51
<b>Total.....</b>	<b>1, 614</b>	<b>1, 877</b>	<b>1, 035</b>

**Schools.**—There are at present five day and three boarding schools connected with the agency. All of these are supported by the Government with the exception of the St. Mary's and Bayfield boarding schools, which receive no assistance. Data concerning these schools is contained in the following table:

Name of school.	Reservation where situated.	Average attendance.	Name of teacher.	Salary per annum.
<b>DAY SCHOOLS.</b>				
Normantown.....	Fond du Lac.....	9	William Denomie.....	\$600
Fond du Lac.....	do.....	23	Josephine B. Von Felden..	600
Red Cliff.....	Red Cliff.....	22	Sister Seraphica Reineck..	600
			Sister Victoria Steidl.....	300
Grand Portage.....	Grand Portage.....	20	Walter B. Phillips.....	600
			Hannah M. Phillips.....	300
Odanah.....	Bad River.....	57	Sister Macaria Murphy.....	600
			Sister Clarissima Walsh....	480
<b>BOARDING SCHOOLS.</b>				
St. Mary's.....	Bad River.....	81	Sister Venantia.....	(1)
			Sister Celestine.....	(1)
			Sister Bertilla.....	(1)
Lac du Flambeau.....	Lac du Flambeau....	143	Reuben Perry.....	1,200
			Ada Zimmerman.....	660
			Flora L. Whitmore.....	600
			Mary E. Perry.....	600
Bayfield.....	Bayfield, Wis.....	31	Sister Anna Miller.....	(1)
			Sister Callista.....	(1)
			Sister Irene.....	(1)

<sup>1</sup>Not Government employes.

On June 30, 1901, the Department discontinued the Pahquauh Wong and the Lac Courte Oreille No. 3 day school. No day schools are now maintained by the Government on the Lac Courte Oreille Reservation. By special authority the Franciscan Sisters are still permitted to conduct Lac Courte Oreille day school No. 3 as a part of their mission work, but under the condition that they assume all the expenses of operating the same.

The Hayward Boarding School is expected to provide all necessary educational facilities for the Lac Courte Oreille Indians. A superintendent has been placed in charge of this school and several employees appointed. Supplies and equipments are constantly arriving, and it is expected that the school will be ready for pupils within the next two months.

The Roman Catholics have conducted St. Mary's Boarding School at Bad River Reservation and a boarding school at Bayfield, Wis., during the past year. With the exception of \$100 paid in each case for the rental of school buildings and equipments, these schools have been maintained without expense to the Government.

The annual report of Reuben Perry, superintendent of the Lac du Flambeau Boarding School, is submitted herewith, in which is set forth in detail matters of general interest in connection with the said school.

A change has been made in the teaching force at the two day schools, located on the Fond du Lac Reservation; and the Normantown day school, in charge of William Denomie, and the Fond du Lac school, in charge of Josephine B. Von Felden, have had a successful year.

Mr. Denomie, who is a Chippewa Indian and graduate of Carlisle Industrial School, was formerly located at Lac Courte Oreille No. 2 day school, and was very successful in his work, although the school population in that locality of the reservation never exceeded 20. His present field of work is also a small one, there being only about 15 pupils within walking distance of the Normantown school. Mr. Denomie being an exceptionally good teacher, it is to be regretted that he has had so little opportunity for doing successful work.

A housekeeper has been recently authorized for the Fond du Lac day school. Such an employee has long been needed. Mrs. Josephine B. Von Felden, who is in charge of this school, is an Omaha Indian and one of the most successful teachers connected with this agency.

The Grand Portage Reservation is so isolated from civilization that the school conducted there has greatly suffered from the continual change in employees. No man and wife could be found who were willing to remain at the reservation through the winter months. During the past year Mr. W. B. Phillips and wife, as teacher

and housekeeper, have successfully carried on the school, and the pupils show marked advancement.

It is to be regretted that the Department has decided to furnish no kindergarten material for the day schools, as these supplies have in the past been of much assistance to the teachers in their work.

A delegation of Indians from the Nett Lake Reservation visited Washington last spring for the purpose of consulting with the Department relative to the Vermilion Lake boarding school, which was established for their benefit, but toward which they have always been hostile and have refused to allow their children to attend. It was hoped and expected that when the Indians returned from Washington their animosity to the school would have been entirely overcome. The benefits of the trip, so far as the school is concerned, can not yet be fully determined, as smallpox has been epidemic among the Nett Lake Indians, and the majority of them have been quarantined for several months. Under these circumstances I have deemed it best to make no further effort at present relative to the compulsory attendance of their children at the Vermilion Lake boarding school.

**Missionary work.**—The Roman Catholics are zealous in their work among both Wisconsin and Minnesota Chippewas. They have built and are conducting churches on all of the seven reservations of the agency and have schools on three of the Wisconsin reservations. Both the priests and nuns belong to the Franciscan order. Sisters of this order are in residence at the Lac Courte Oreille, Bad River, and Red Cliff reservations. They are to be commended for their self-denying efforts in carrying on their work.

There is great room for improvement as regards the morals of the Indians. On the Wisconsin reservations especially morality seems to be at a low ebb or entirely unknown.

The Methodists and Presbyterians conduct a few small missions among the Indians, but their following is not large.

**Courts, police, and employees.**—No courts of Indian offenses have ever been established at this agency. There are 17 Indian policemen employed by the Department to preserve order on the seven reservations under my charge. In all cases the local Government farmers act under my instructions as captains of the police force.

As usual, the liquor traffic between the whites and Indians is the most serious obstacle in the way of maintaining peace and order on the reservations. In cases where confinement in the guardhouses is not sufficient punishment the matter is brought to the attention of the United States marshals and attorneys, and prosecution promptly follows.

The agency employees are as a rule efficient and satisfactory in their various positions. The removal from the classified service of the position of additional farmer will permit the employment of practical log scalers and timbermen as farmers on the Wisconsin reservations, who can act as general superintendents of the timber industries so largely prosecuted at this agency. It is to be regretted that the salaries of the additional farmers have been lowered to \$60 per month, as it is difficult to secure competent men for so small a compensation.

**Roads.**—The Bad River Indians have a considerable amount of money to their credit, which has been deposited in the United States Treasury from time to time, being the proceeds derived from the sale of timber on the tribal or unallotted lands of their reservation. This fund has been judiciously expended in opening and repairing roads, building bridges and sidewalks, sinking wells, and making other improvements for their benefit. The prosecution of these industries has furnished employment for all able-bodied Indians who desired work. Authority has recently been obtained for the expenditure of \$10,000 during the fiscal year of 1902 in additional road building and street improvement at the Bad River Reservation.

The roads on several of the other reservations are in bad condition, as the Indians decline to perform any labor on the same unless paid for their work and furnished with subsistence supplies. Where well-traveled highways cross reservations, they are generally kept in passable condition by the local county commissioners.

**Allotments.**—On December 17, 1900, I received 693 patents for allotments made to Indians on the Vermilion Lake Reservation, Minn. The lands were allotted by the Chippewa Commission, and I have never received a copy of the schedule and am therefore unable to include any data regarding the same in the table given below. These patents have never been issued to the Indians entitled thereto, for the reason that this office has not been supplied with a tract book of the Vermilion Lake Reservation in which they could be recorded. The Indian Office has promised to furnish such a record at an early date.

A small list of Bad River allotments has recently been approved by the Department, but no patents have been issued for the same. A bill authorizing allotments



to be made to married women and minor children of the Bad River Reservation has been passed by Congress, and a revised schedule of allotments of land made to such persons and known as the "Bad River women and children's allotment list," has been under consideration by the Department since April 15, 1901. Action concerning the same should be taken at an early date in order that the Indians may be permitted to contract during the coming logging season for the sale of the pine timber on their allotments.

The following table includes information relative to allotments made at this agency and for which patents have been issued:

Reservation.	Allotments.	Males.	Females.	Acres allotted.
Lac Courte Oreille .....	702	443	259	54,862.13
Bad River .....	662	400	262	51,884.02
Fond du Lac .....	450	258	192	30,296.73
Lac du Flambeau .....	458	247	211	36,634.32
Red Cliff .....	205	108	97	14,166.01
Grand Portage .....	304	147	157	24,191.31
Vermilion Lake .....	693			
Total .....	3,474	1,603	1,178	212,034.52

**Agriculture.**—On all of the Wisconsin reservations of this agency the cutting and manufacturing of timber forms the chief industry. The majority of the Indians are selling their timber to the contractors and obtain a comfortable income from the proceeds. Very little attention will be paid to farming their lands until the pine is exhausted and they are forced by dire necessity to till the soil. On the Minnesota reservations the conditions are somewhat different, as the Indians are not permitted to sell their timber.

Four hundred dollars' worth of seed potatoes were issued last spring to destitute Indians for the purpose of planting their lands. I have also purchased and issued to destitute Indians during the past year \$1,000 worth of provisions.

Statistics relative to the crops raised by Indians of each reservation are included in the following table:

Reservation.	Oats.	Corn.	Potatoes.	Turnips.	Onions.	Beans.	Other vegetables.
	<i>Bushels.</i>	<i>Bushels.</i>	<i>Bushels.</i>	<i>Bushels.</i>	<i>Bushels.</i>	<i>Bushels.</i>	<i>Bushels.</i>
Grand Portage .....			1,375	240	75	30	400
Vermilion Lake .....		90	15	200			50
Bad River .....	1,000	200	5,000	1,000	150		100
Lac du Flambeau .....		500	3,000	1,500	100	50	350
Red Cliff .....	1,200	200	4,200	1,200	175	116	1,800
Lac Courte Oreille .....	2,500	750	1,200	400			
Fond du Lac .....		500	1,500	200	100		800
Total .....	4,700	2,240	16,290	4,740	600	196	3,500

The Indians have cured 2,641 tons of hay, made 2,775 pounds of butter, cut 6,345 cords of wood, and own 691 horses, 570 cattle, 410 swine, 6,850 fowls, and 125 burros.

**Timber industries.**—The sale, cutting, and manufacture of timber on the Red Cliff, Lac du Flambeau, and Bad River reservations has been successfully carried on during the past year under the same rules and regulations heretofore promulgated by the Department. At each of the above-named reservations the contractors own and operate sawmills for the manufacture of the logs into lumber. Indians are given employment both in the logging and sawing of the timber.

There have been no serious complaints, either on the part of the Indians or the contractors, during the year. The additional farmers in local charge of the reservations have a general oversight of the logging operations, and two scale inspectors were appointed by me at Red Cliff and Bad River reservations, who visited the various logging camps from time to time, looked up all reported trespass, and saw that the Indians received a fair scale for all timber cut.

A small quantity of timber was cut last winter under the present existing contract on the La Courte Oreille Reservation. I regret to state, however, that the negotiations for the sale of the hard-wood timber on this reservation did not reach a satisfactory conclusion, and no bids that could be accepted were received in response to my advertisement calling for such proposals. I recently submitted a proposition to

the Department for the purchase of this timber, which included the cutting and manufacture of the same largely with Indian labor, together with the establishment of a portable sawmill on the reservation. It is hoped that arrangements may be made to cut the timber during the coming logging season in order that it may be saved to the Indians and that they be provided with work.

As heretofore reported, the Minnesota Chippewa are extremely anxious to be permitted to cut and dispose of the timber on their allotments.

I have been instructed by the Department to investigate the conditions relative to the timber on the Grand Portage Reservation and to make report concerning the same, submitting recommendations as to the most advantageous means of its disposal. My report in the matter will be forwarded as soon as practicable.

The amount received from the contractors for the purchase of timber on the Wisconsin reservations is paid to me and is deposited to the credit of the individual allottee entitled thereto. Under a recent ruling of the Department, the Indians are allowed to draw but \$10 per month of their money, except in special cases, when authority for such expenditures must first be obtained from Washington. By adopting this plan the Indians are prevented in a great measure from spending their money recklessly, and it is saved to them as long as possible.

The proceeds from the sale of timber on individual Indian allotments as fast as received from the contractors is deposited in national banks, and I am glad to be able to report that this year for the first time in the history of this agency I have obtained from the banks a yearly interest of 3 per cent on such funds. As there is generally on deposit considerably over \$100,000, the interest obtained for the same and credited to each Indian in such sum as he is entitled to, makes a valuable addition to his bank account.

There is subjoined a statement compiled from the agency records in which is tabulated the amount of timber cut on each reservation since my report for 1900, and also the amount of funds received for the same, together with disbursements made to Indians, money paid on account of scaling and necessary expenses, etc.:

Red Cliff Reservation:

Balance on hand July 1, 1900, and due from contractors.	\$85,389.56	
Amount received from sale of timber from July 1, 1900, to June 30, 1901.	30,781.64	
Amount received from advance on contracts.	934.61	
Amount received from interest on individual Indian moneys.	2,822.24	
Amount received from miscellaneous receipts.	200.00	
	<hr/>	\$120,128.05
Amount paid to Indians on timber accounts.	20,062.25	
Amount paid to contractors on account of advance	1,749.30	
Amount paid for scaling and other expenses	950.91	
Balance on hand June 30, 1901, and due from contractors	97,365.59	
	<hr/>	120,128.05

Bad River Reservation:

Balance on hand July 1, 1900, and due from contractors	77,645.03	
Amount received from sale of timber from July 1, 1900, to June 30, 1901.	112,824.42	
Amount received from advance on contracts	19,017.20	
Amount received from interest on individual Indian moneys.	2,545.17	
	<hr/>	212,031.82
Amount paid to Indians on timber accounts.	85,192.74	
Amount paid to contractors on account of advance.	9,066.30	
Amount paid for scaling and other expenses.	3,266.88	
Balance on hand June 30, 1901, and due from contractors	114,505.90	
	<hr/>	212,031.82

Lac du Flambeau Reservation:

Balance on hand July 1, 1900, and due from contractors	37,690.43	
Amount received from sale of timber from July 1, 1900, to June 30, 1901.	25,470.17	
Amount received from advance on contracts.	2,139.75	
Amount received from interest on individual Indian moneys.	938.60	
	<hr/>	66,238.95

## Lac du Flambeau Reservation—Continued.

Amount paid to Indians on timber accounts.....	\$15,311.87	
Amount paid to contractors on account of advance.....	1,745.11	
Amount paid for scaling and other expenses.....	990.89	
Balance on hand June 30, 1901, and due from contractors.....	48,191.08	
		\$66,238.95

## Lac Courte Oreille Reservation:

Balance on hand July 1, 1900.....	868.74	
Amount received from sale of timber from July 1, 1900, to June 30, 1901.....	1,648.78	
		2,517.52
Amount paid to Indians on timber accounts.....	970.99	
Amount paid for scaling and other expenses.....	133.77	
Balance on hand June 30, 1901.....	1,412.76	
		2,517.52

## Summary of timber operations:

Balance on hand July 1, 1900.....	201,593.76	
Amount received from sale of timber.....	170,725.01	
Amount received from advance on contracts.....	22,091.56	
Amount received from interest on individual Indian moneys.....	6,306.01	
Amount received from miscellaneous receipts.....	200.00	
		400,916.34
Amount paid on timber accounts to Indians.....	121,537.85	
Amount paid contractors, account of advance.....	12,560.71	
Amount paid for scaling and other expenses.....	5,342.45	
Balance on hand June 30, 1901.....	261,475.33	
		400,916.34

## TIMBER CUT.

	<i>Feet.</i>	<i>Feet.</i>
Red Cliff Reservation:		
White pine.....	4,505,580	
Norway.....	229,280	
Hemlock.....	3,087,080	
Spruce.....	215,070	
		8,037,010

## Bad River Reservation:

White pine.....	22,536,870	
Norway.....	10,637,540	
Dead and down.....	267,440	
Shingle timber.....	768,670	
Hemlock.....	80,020	
Birch.....	60	
Elm.....	127,250	
Maple.....	1,600	
Basswood.....	3,710	
Spruce.....	3,340	
Cedar.....	7,770	
		34,434,270

## Lac du Flambeau Reservation:

White pine.....	4,645,690	
Norway.....	2,758,710	
Dead and down.....	325,500	
Shingle timber.....	102,480	
Hemlock.....	1,243,530	
Spruce.....	15,210	
		9,091,120

## Lac Courte Oreille Reservation:

White pine.....	381,240	
Norway.....	425,940	
Dead and down.....	82,210	
Hemlock.....	60,490	
		949,880

TIMBER CUT—continued.

Summary:	Feet.	Feet.
White pine .....	32,069,380	
Norway .....	14,051,470	
Dead and down .....	675,150	
Shingle timber .....	871,150	
Hemlock .....	4,471,120	
Birch .....	60	
Spruce .....	233,620	
Elm .....	127,250	
Maple .....	1,600	
Basswood .....	3,710	
Cedar .....	7,770	
		52,512,280

**Sanitary condition.**—The sanitary condition of this agency is fairly good, and, if anything, our Indian villages are in this respect in better condition than the white communities contiguous to the reservations.

At Bad River Reservation two years ago there were many cases of typhoid fever reported by my predecessor. Last year there were only two or three cases, and up to the present time there have been no cases reported. The healthful condition of this reservation is due largely to the efforts of the Government farmer and his policemen, who have taken every measure possible to see that the back yards and out-houses were clear of all filth and garbage.

Red Cliff Reservation is favored by having natural drainage; consequently there has been very little sickness upon this reservation.

While there are no large villages upon the Lac du Flambeau and Lac Courte Oreille reservations, the health of these Indians is not as good as at Bad River and Red Cliff reservations. This is due in a great measure to their manner of living, as I know of instances where as many as 12 and 15 people cook, eat, and sleep in a single room not over 16 by 20 feet, and perhaps one of them in the last stages of pulmonary tuberculosis. Of course this state of affairs is bound to cause their physical powers to be at a low ebb, and they are less able to ward off disease.

January 1 last Dr. Benjamin F. Harris was relieved as physician at the Lac du Flambeau Boarding School and it was placed in charge of the agency physician, Dr. George S. Davidson. The health of the pupils has been good, with possibly a few exceptions. Catarrhal conjunctivitis has given us more trouble than anything else. The cause of this was the presence in the school of a half dozen or so of boys and girls who were troubled with discharging scrofulous ulcers. I expect to avoid this the coming session by refusing to pass any child that is suffering from a discharging scrofulous ulcer. There was an epidemic of measles at the school this spring, but no serious consequences resulted from it.

The hospital attached to the school is too small and not properly equipped. There is no contagious ward and no instruments. When an operation is to be performed, I am obliged to carry the necessary articles with me and then take them with me when I leave, as I am liable to need same upon the next reservation to which I may be called. I hope to avoid this inconvenience in the near future, as I understand the Commissioner of Indian Affairs has approved of plans for the enlargement of the hospital, and at the same time I hope to have it properly equipped with instruments.

The prevailing diseases among the Indians are tuberculosis, rheumatism, and venereal diseases. A great many of the children die of cholera infantum, due largely to want of attention. For some reason or other the Indian women have fallen into the habit of trying to bring up their children on a bottle. Consequently the majority of bottle-fed children die.

Since July 1, 1900, I have vaccinated 2,700 Indians, besides a good many others who have been vaccinated by different farmers, of which I have no record. My experience has been that a person who has been successfully vaccinated will not have smallpox. The greater portion of my time since November 25, 1900, has been taken up with the treatment of smallpox, and in establishing pesthouses and detention camps, and in disinfecting and releasing Indians from quarantine. Out of 600 patients visited and prescribed for, 210 were smallpox patients.

The following table gives specific data regarding smallpox epidemic upon various reservations of this agency as to number of cases, length of quarantine and deaths that have occurred:

Location.	Date of out-break.	Quarantined.	Cases.	Deaths.	Total days for persons quarantined.
Odanah .....	Nov. 25, 1900	83	45	0	2, 388
Fond du Lac .....	Jan. 25, 1901	14	7	1	500
Lac du Flambeau .....	Mar. 6, 1901	17	10	3	526
Red Cliff .....	do .....	19	11	0	569
Rice Lake .....	Apr. 15, 1901	31	28	0	1, 133
Lac Courte Oreille .....	May 1, 1901	57	45	1	1, 474
Nett Lake .....	Mar. 17, 1901	95	54	7	3, 096
Grand Marais .....	May 31, 1901	17	8	0	306
Minoequay .....	Mar. 6, 1901	2	2	0	35
Total .....		337	210	12	10, 027

**In conclusion.**—I would state that both agency and school employees have been faithful, efficient, and industrious, and the consideration and courtesy extended to me by the Department is gratefully acknowledged.

Very respectfully,

S. W. CAMPBELL,  
United States Indian Agent.

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF LAC DU FLAMBEAU SCHOOL.

LAC DU FLAMBEAU, Wis., August 3, 1901.

SIR: I have the honor to submit this my sixth annual report of the Lac du Flambeau boarding school.

Owing to the fact that smallpox existed on the Bad River Reservation and diphtheria in the school early in the year, making it impracticable to bring pupils from Odanah, the attendance for the year has not been as large as it was for the fiscal year 1900. The following table shows the average attendance for the year, by quarters:

First .....	133
Second .....	139.55
Third .....	147.71
Fourth .....	151.30

The average age of pupils enrolled this year was less than that of pupils enrolled during any previous year, and the pupils as a whole were more desirable.

**Literary department.**—The work in this department has been conducted by three teachers and a kindergartner and has been good, with the exception of the primary room. Three teachers were employed in this room during the year, a fact which indicates that the work has not been what it should. \* \* \* Miss Cynthia E. Webster was finally appointed, and the work thereafter was satisfactory.

The evening hour has been occupied by reading books, talks on current topics, singing, and oral exercises, and alternately, on Thursday evenings, the different rooms gave entertainments.

Ten of the most advanced pupils were transferred to Haskell, Carlisle, and Flandreau.

**Industrial.**—The industrial work has been conducted about as in previous years. Gardening, the care of stock, and the preparation of fuel have constituted the major portion of the boys' work. Two boys have worked under the supervision of the carpenter and three were detailed to the blacksmith shop. All have been greatly benefited by the training afforded them in the two shops. The work in the carpenter shop consisted of repairing buildings, furniture, and sidewalks, and making tables and other articles of furniture, while in the blacksmith shop the repairing of wagons and farming implements, shoeing horses, etc., both for school and reservation, and making various articles have furnished employment for the boys.

I consider that the care of dairy cattle and gardening should receive more attention at this school than other industries for boys, for the reservation is, or could easily be made, well suited for dairy purposes and gardening. Vegetables of a great many varieties and berries of all kinds do well here, and the market for these and dairy products is good. A thorough training of the boys in gardening and the care of hogs and dairy cattle will enable them to support themselves when they leave school, and should be an encouragement to them to improve their allotments.

The crops, consisting of potatoes, ruta-bagas, timothy and clover, millet, berries, and small garden stuff, have a healthy appearance, and the recent rains insure a good yield from all. The following table shows the produce raised last year:

Beets .....	bushels..	5	Berries .....	quarts..	2, 000
Hay .....	tons..	3	Cabbage .....		800
Radishes .....	bushels..	15	Cucumbers .....	barrels..	9
Peas .....	do.....	4	Sweet corn .....	bushels..	20
Potatoes .....	do.....	400	String beans .....	do.....	5
Squashes .....		500			

The girls have received the usual training in housework, cooking, sewing, fancy work, and laundry work, and have made satisfactory progress in all departments. Following is a list of articles manufactured in the sewing room during the year:

Aprons.....	185	Dresses.....	416
Pants.....	20	Nightshirts.....	156
Pillowcases.....	230	Tablecloths.....	44
Sheets.....	112	Suits underwear.....	319
Towels.....	120	Waists.....	40

One thousand four hundred and thirty pounds of butter have been made by the kitchen force.

**Social and ethical.**—During the year a number of programmes were rendered by the pupils. The entertainment at the close of school, including the military drill, did credit to the pupils and teachers, and was well attended by visiting friends. The Christmas tree and Christmas dinner were greatly enjoyed by the pupils. A Sunday school in the forenoon and a singing exercise and the recitation of Bible texts in the evening composed the Sunday exercises.

**Music.**—Eighteen of the girls were given lessons on the piano by Miss Mollie Owen, assistant cook, up to April 1, when Miss Owen resigned. As most of the band boys were transferred last August, new members have been instructed during the year, and by the close of school they discoursed acceptable music.

**Health.**—The health of the school has been generally good, with the exception of a number of cases of diphtheria and measles and a few cases of scrofula. One death occurred at the school and three after the children were returned to their homes. Since January 1 the agency physician has been attending the school, and notwithstanding the fact that his time was largely taken up in the treatment of smallpox on the various reservations of this agency he has rendered us good service.

**Improvements.**—A central steam heating plant is nearing completion and a steam pump and machinery for a steam laundry are on the grounds and are being installed. These improvements were much needed and will add greatly to the efficiency of the school. Boys who heretofore have been detailed to prepare wood for heating purposes and to run the machines in the laundry can now be detailed to the carpenter and blacksmith shops, where their work will be a training instead of drudgery. Also more girls can be detailed to the sewing room, as a less number will be required in the laundry.

**Needs of the school.**—A complete sewer system, including ring baths and water-closets in the buildings, an addition to the hospital, and a heating plant for the hospital are the improvements most needed at present. Plans, specifications, and estimates for these improvements were forwarded to the Indian Office early in June, and it is to be hoped that the same will be authorized in time for their completion before cold weather.

The present indications are that the coming year will be a profitable one.

In conclusion I desire to thank my assistants for efficient help and my superiors for courteous treatment and support.

Respectfully submitted.

REUBEN PERRY, *Superintendent.*

S. W. CAMPBELL,  
*United States Indian Agent, La Pointe Agency, Wis.*

## REPORT CONCERNING INDIANS IN WYOMING.

### REPORT OF AGENT FOR SHOSHONI AGENCY.

SHOSHONI AGENCY, Wyo., *August 15, 1901.*

SIR: I have the honor to submit this my fourth annual report of the Shoshoni Agency, Wyo., for the fiscal year ending June 30, 1901.

**Buildings.**—The buildings at this agency and the Arapaho Subagency are in fairly good condition. During the year the roofs have been painted and many repairs made where needed. Commodious sheds have been built at the agency and subagency in which to store machinery and tools.

**Agriculture.**—The Indians have not met with as good success in the production of crops as in former years, owing to lack of seed and the fact that all crops were a partial failure in this locality. The present maturing crops will show a marked improvement over last year.

**Allotments.**—No allotments have been made during the year. The Indians continually complain because they have no allotting agent to complete and revise the allotment work on this reservation, as much work remains to be done and much to be corrected, such as canceling worthless allotments (of which there are many) and allotting land in lieu, establishing lost corners, and retracing lines, etc.

**Education.**—The several schools have shown a decided improvement over former years in attendance, advancement, and morals. The boarding school, with a capacity of 200, had an enrollment of 160 and an average attendance of 158 last quarter of school year. Many improvements have been made at this school during the year. A brick hospital has been built, a stone farmhouse has been moved and rebuilt near the school for the use of the employees, 50 acres of new land has been broken and sowed to grain, and 25 acres of old land seeded down.

The Shoshoni Mission School, 1½ miles west of this agency, is conducted by Rev. John Roberts. Only girls are received; it can accommodate 20. Last quarter its enrollment was 15; its average attendance was 12. Rev. Roberts is a painstaking,

conscientious man, exerting a good influence over these Indians and advancing their interests in a marked degree by preparing the small girls in his primary school for advancement to the boarding school. This school, formerly a contract school, is now supplied by the Protestant Episcopal Church, by charitable contributions, and by the products of the school farm.

St. Stephen's Mission School, near the subagency, 25 miles from here, has been conducted during the last year by Rev. Father B. Feusi, S. J. It has a capacity of 125. During last quarter of school year it had an enrollment of 73, an average attendance of 70. It is now in charge of Rev. Father F. P. Sansone, S. J., assisted by Rev. Father A. Valpolini and seven Sisters. It no longer receives governmental aid, but is supported by the Roman Catholic Church, by charity, and the product of the school farm, which is highly cultivated and made very productive. This school is doing a good work in the upbuilding, education, and advancement of the Indians.

A private day school has been taught on Big Wind River, 16 miles from this agency, during the greater part of the school year. It had an enrollment of 15, with an average attendance of 13. The teacher has been poorly paid by the parents of the children taught. This school will hereafter be under Government supervision, as a teacher has just now been authorized.

**Missionary work.**—Revs. Roberts, Coolidge, Feusi, and Sansone devote such time as they can spare from their other duties to the religious training of the Indians. They are conscientious and untiring in their efforts, and the effect of their labors is beginning to be appreciated.

**Morality.**—During the past year the practice of plural marriages and marriages by Indian custom has been broken up. This has been accomplished by withholding rations and a refusal to recognize such marriages. Now license is issued by the agent, the ceremony is performed by authorized persons, and a complete record made, all of which has a civilizing and moral influence upon the Indians.

**Courts.**—The Indian judges on this reservation are now dispensed with, as there is no further use for them, all matters of controversy (of which there are few) being settled by the agent. The few criminal offenses are tried by the Federal courts, only one having occurred during the past year. Two young Arapaho, having killed a citizen's cow, were promptly arrested, tried, convicted, and sentenced to six months in jail.

The Indian police are faithful and efficient, and are kept busy with a multiplicity of duties.

**Road making.**—Roads and bridges are constantly being built and repaired by the Indians in payment for farming utensils and supplies furnished them. Many miles of road have been built or repaired, grades made, and bridges and culverts built or repaired, until now the most frequented roads on the reservation are in better condition than the average county roads in this State. No new ditches have been constructed during the year, but the Indians have done much repair work on canals, ditches, laterals, head and waste gates, etc.

**Freighting.**—These Indians transport about 450,000 pounds of freight annually, for which they receive about \$6,500. They put up for the Government post 400 tons of hay, for which they receive \$3,600. They deliver to post, agency, and school 400 cords of wood, for which they receive \$2,400.

**Sanitary.**—The health of the Indians on this reservation is far from satisfactory. Though considered a healthy locality, the deaths continue to exceed the births, there being 66 births and 78 deaths, a loss of 12, while last year there was a loss of 18. This is due to lack of medical treatment and skillful nursing.

On June 12 Sharp Nose, chief of the Arapaho, died and was buried in the rocks by his people before they could be prevented from so doing. Chief Washakie, of the Shoshoni, died last year and was given a Christian burial in the post cemetery. These are the last chiefs of these tribes. Each tribe now has a council of six to speak and act for them.

**Census.**—The census taken in July, 1901, shows the Indian population on this reservation to be as follows:

Shoshoni (males, 419; females, 385) .....	804
Arapaho (males, 407; females, 415) .....	822
<b>Total</b> .....	<b>1,626</b>
School children between the ages of 6 and 18.....	356
Shoshoni .....	196
Arapaho.....	160

Males over 18 years of age.....		473
Shoshoni .....	240	
Arapaho.....	233	
Females over 14 years of age .....		496
Shoshoni .....	249	
Arapaho.....	247	
Number of births.....		66
Shoshoni .....	22	
Arapaho.....	44	
Number of deaths.....		78
Shoshoni .....	49	
Arapaho.....	29	

The statistical report called for by you on June 6, 1901, is herewith inclosed.

I desire to thank the Department and all connected therewith for their uniform kindness, cordiality, and support; also Mr. Wadsworth, the financial clerk at this agency, whose courtesy and ability have so materially advanced the office work.

Yours, very respectfully,

H. G. NICKERSON,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.



# REPORT OF THE SUPERINTENDENT OF INDIAN SCHOOLS.

OFFICE OF SUPERINTENDENT OF INDIAN SCHOOLS,  
*Washington, D. C., October 20, 1901.*

SIR: The nineteenth annual report of the superintendent of Indian schools is herewith submitted, together with the proceedings of the department of Indian education at Detroit, Mich., held in connection with the National Educational Association; the congress of Indian educators, at Buffalo, N. Y., and the summer schools at Keams Canyon, Ariz., Pine Ridge, S. Dak., and Puyallup Agency, Wash., and extracts from a number of papers presented at these gatherings.

Only such matters as have come under my personal observation while in the field will be noted in this report, as the report of the honorable Commissioner will contain the statistical data relating to the Indian schools.

During my three years' incumbency of the office of superintendent of Indian schools, the greater part of each year has been spent in the field, ascertaining by personal observation the needs of the Indian, and the conditions, requirements, and defects of the Indian school service. During the past year I have traveled 24,493 miles by rail and 269 miles by team. In the three years I have traveled 65,900 miles—63,544 being by rail and 2,356 by team—inspecting schools (some of them several times), as follows:

*Arizona.*—Phoenix, Pima Agency, Gila Crossing, Hackberry, Supai Canyon, Kingman, Fort Mojave.

*California.*—Perris.

*Colorado.*—Fort Lewis, Grand Junction.

*Idaho.*—Fort Hall.

*Indian Territory.*—Seneca, 2 schools at Vinita, male and female seminary at Tahlequah, 2 schools at Fort Gibson, 2 mission and 2 public schools and 1 college at Muskogee, in the Creek Nation.

*Iowa.*—Sauk and Fox.

*Kansas.*—Haskell Institute.

*Michigan.*—Mount Pleasant.

*Nebraska.*—Genoa.

*Nevada.*—Carson.

*New Mexico.*—Albuquerque, Santa Fe, Nambe and Tesuque.

*North Carolina.*—Eastern Cherokee.

*Oklahoma.*—Chilocco, Osage, Kaw Subagency.

*Oregon.*—Klamath Agency, Yainax, Salem, Siletz, Warm Springs.

*Pennsylvania.*—Carlisle.

*Virginia.*—Hampton Normal and Agricultural Institute.

*Washington.*—Puyallup, St. George's Mission, Skokomish, Chehalis, Neah Bay, Tulalip, Port Madison.

*Wisconsin.*—Oneida.

*Wyoming.*—Wind River, St. Stephen's Mission, Shoshoni Mission, St. Xavier's Mission.

## SYNOPSIS OF REPORTS OF GOVERNMENT SCHOOLS VISITED.

**Phoenix, Ariz.**—Phoenix is one of the largest, best-equipped, and best-managed schools in the service. A number of large buildings have lately been erected, and all are in good condition and well cared

for. Year by year the attendance of pupils has increased until now there are over 700 enrolled. The capacity of the buildings should be increased to at least 1,000, owing to the density of the Indian population in the Southwest and the increasing eagerness of the Indian youth to attend school. The literary and industrial training received here is excellent. A large number of the pupils obtain practical training during the summer by means of the outing system, and the civilizing influences received by contact with the home life of good white citizens can not be overestimated.

**Pima Agency, Ariz.**—On this reservation are about 8,000 Indians, who support themselves by means of agriculture. The capacity of the school is 225, and the children are well fed, well clothed, and comfortably quartered.

On the Gila Bend Reservation, the Gila Crossing day school is in operation, and there is also a day school on the Salt River Reservation.

**Hackberry, Ariz.**—This is one of the best schools I have visited. The literary work is good, but there are few facilities for the teaching of industries.

**Kingman, Ariz.**—About forty-five bright children were in attendance at this school, and the work carried on is of a practical value, which will fit them to be useful citizens.

**Havasupai, Ariz.**—About sixty-five children were attending this school, which has been in session several years. Literary training in an almost inaccessible canyon, where the children do not come in contact with white people, is of very little value, and I would suggest that more attention be given to agriculture and industrial work.

**Fort Mohave, Ariz.**—The schoolroom work is satisfactory, but on account of the climatic conditions here prevailing very slow progress can be made in educational work. The larger pupils should be sent to the Phoenix school, which is well equipped for the teaching of industries and where the conditions are favorable for better work of all kinds. The outing system is carried on extensively at Phoenix and is especially valuable in the training of these Indians.

**Perris, Cal.**—The general condition of this school, so far as buildings, management, and supervision are concerned, is all that could be desired. The literary work is good and a pleasant and home-like atmosphere surrounds the children. On account of the lack of water, farming and gardening can be carried on only to a small extent. Instruction is given in industrial work, but the facilities are limited.

**Fort Lewis, Colo.**—The general condition and management of the school is excellent. The literary instruction is extremely good, and all of the industrial departments are giving practical instruction in their respective branches. The principal occupation of the Indians of this locality is agriculture and stock raising, and, as the Indian boys are good cattlemen, they find ready employment on the ranches in the vicinity.

**Grand Junction, Colo.**—This is one of the schools at which the outing system can be put into effect to the best advantage to the Indian children. The boys and girls are well paid for their services, and the benefit to be derived from contact with a good type of civilization is of great value. The literary work at the school is satisfactory, but the facilities for industrial instruction are limited.

**Fort Hall, Idaho.**—The general condition of the buildings is fair. A large herd of cattle is maintained and great quantities of hay and farm products are raised. More and better industrial facilities are needed here.

**Seneca, Ind. T.**—Many buildings at this school require small improvements, which the superintendent hopes to make at the earliest opportunity. Much of the 160 acres of land belonging to this school is unsuited for the raising of grain, but all that pertains to a farm life is being taught the children in a practical way. The girls are being instructed in the duties of housekeeping and the care of the dairy. The literary work is satisfactory, and the children are receiving a good common-school education. The superintendent is devoting a good deal of time and energy toward inducing these Indians to take care of their property and become good citizens.

The Indians of this section are more advanced than any others I have seen, the majority of them being perfectly capable of transacting their own business. They have excellent tracts of land, and much of it is good farming country.

**Sauk and Fox, Iowa.**—This school is situated 1 mile from Toledo, Iowa. Although in the midst of civilization for many years, these Indians have made little progress. The majority of the Indians are opposed to education, and it is with difficulty that the attendance of the children is obtained for the excellent school plant which the Government has provided. Several industrial trades are taught, and the school farm of 70 acres has been well cultivated.

**Haskell Institute, near Lawrence, Kans.**—This school, one of the large nonreservation schools of the service, is attended by about 600 pupils. The buildings are well constructed and present a very pleasing appearance. This school is one of the best equipped and best managed of the Indian institutions. Practical instruction is given in the literary and industrial branches, and the school also has a normal and commercial department.

There are about 650 acres in the school farm, which is well stocked with horses, cattle, and swine. The principal crops raised are corn, wheat, oats, hay, alfalfa, apples, strawberries, etc. All the work of cultivating the farm and garden and caring for the stock is done by the Indian boys under the direction of capable instructors.

**Mount Pleasant, Mich.**—The new improvements are nearing completion, and while the lighting and heating arrangements seem to be giving satisfaction, the water supply is not sufficient for the requirements of this school. The literary work is conducted in a satisfactory manner, but there should be better facilities for industrial work.

**Genoa, Nebr.**—This school has an excellent farm, on which large quantities of vegetables are raised, furnishing a plentiful supply for the school. The industrial department, though limited, is doing good work. Improvements in the heating, lighting, and sewer systems, and in the laundry and warehouse, have added greatly to the comfort of the school.

**Carson, Nev.**—The school buildings are fairly good, but there is a lack of buildings for the teaching of trades. Besides the literary course, general housekeeping, sewing, laundering, and cooking are practically taught. The farm, consisting of 270 acres, of which 80 are tillable, is sandy and poor, requiring frequent fertilization, and the lack of a sufficient water supply seriously interferes with the teaching of gardening and farming.

**Albuquerque, N. Mex.**—This school is situated in a temperate climate, and is in a generally satisfactory condition. The literary work is carried on in a satisfactory manner, but I would like to see better provision made for the teaching of industries, especially blacksmithing.

**Santa Fe, N. Mex.**—I found the condition of this school to be satisfactory, and the children well clothed, bright, and happy. The literary

work is well done, and practical instruction is given along industrial lines, including farming and irrigation.

**Nambe and Tesuque pueblos, N. Mex.**—Two good day schools are located at these two pueblos, which are 18 miles from Santa Fe, N. Mex.

**Eastern Cherokee, North Carolina.**—This school is well filled with bright children, but there is a lack of facilities for the teaching of industrial work, especially the trades. If a factory for the manufacture of wooden articles could be established here, much good would result, as the country has an abundance of water and material. Encouragement should be given to the making of native pottery and the weaving of willow baskets. The manufacture of cane-seated chairs could also be made a source of profit.

**Chilocco, Okla.**—Chilocco has a capacity for about 400 children. The pupils receive instruction in both literary and industrial work. The school farm, consisting of 8,640 acres, is the largest and most valuable tract of land in the service. This could easily be made the greatest agricultural school in the service, as the climate is favorable to the raising of cereals and all kinds of fruits and vegetables.

**Kaw Subagency, Okla.**—About fifty pupils are attending this school. The buildings, though old, are kept in good condition. All the employees are giving practical instruction in the branches assigned to them.

**Osage Agency, Okla.**—The buildings are in good condition. The garden managed by the boys is progressing finely, and the various departments of the school are doing satisfactory work.

**Salem, Oreg.**—This is one of the largest and best equipped schools in the West. The course of study outlines advanced work in all that pertains to general knowledge sufficient to prepare pupils for the everyday walks of life. Wagon making, blacksmithing, painting, harness making, shoemaking, carpentry, engineering, gardening, stock raising, and farming are taught in a practical manner. One of the finest hospitals in the service is located here.

**Siletz, Oreg.**—The Siletz school is situated 9 miles from the railroad. The Indians on this reservation are quite advanced in civilization, most of them being self-supporting and taking an interest in the education of their children. Farming and gardening are extensively carried on, as the soil is productive. Facilities for teaching the trades are very limited.

**Klamath Agency, Oreg.**—This agency, 85 miles from the railroad, contains two schools, the Klamath school being at the agency and the Yainax 40 miles distant. Both are doing good work.

**Carlisle, Pa.**—This is the largest Indian school in the United States, the enrollment being over 1,000. Excellent training is given in the literary and industrial branches. The school is admirably equipped, and the literary and industrial departments are presided over by a competent corps of teachers. Useful trades are taught the boys, while the girls are trained in the duties of housekeeping. Practical instruction is also obtained through the outing system, which had its origin with Colonel Pratt. By this system the students are employed in good white families during a portion of the year. Its operation has been so successful that a number of other schools have introduced it. The management of the school is excellent.

**Hampton Institute, Virginia.**—Hampton is an admirable school in every respect and offers splendid opportunities for giving practical instruction in industrial and literary work. The keynote of the institution is "learning by doing." Agriculture, dairying, and the

useful trades are taught the boys, and the girls are instructed in gardening, woodwork, sewing, cooking, and laundering.

**Puyallup, Wash.**—The Indians on this reservation are fairly well-civilized and own excellent tracts of land. The literary work is unusually good and the school is well-equipped for industrial training. Several churches have been erected near the school and are doing good work.

At the Chehalis day school the attendance is about twenty. The land belonging to the school consists of 471 acres, some of which is under cultivation. The pasture for cattle is especially good.

At Skokomish very few Indian children attend the Government school. The district school is more accessible, and the county includes the Indian children in its school enrollment, drawing a per capita for each child so included. As there are only 113 Indians on this reservation, the children should be urged to attend the white schools.

**Neah Bay, Wash.**—The Neah Bay day school employs two teachers and is doing satisfactory work.

**Tulalip, Wash.**—A good mission school was formerly in operation here, and the Government has but recently taken charge. The preparation for the work of the school for the present year is satisfactory.

At Port Madison, under the Tulalip Agency, a day school is also in operation.

The Indians of the State of Washington own fine tracts of land and are possessed of considerable numbers of cattle and horses. They are very progressive, and practically on a level with the whites, and should be permitted and encouraged to manage their own affairs without looking to the Government for support.

**Oneida, Wis.**—This is among the best schools I have visited. The buildings are modern and in good repair, and the surroundings well kept. The work in the literary and industrial departments is good, but the facilities in the latter department are inadequate. The management of the school is satisfactory.

The moral and religious welfare of the children is carefully looked after at all of these schools.

Besides the schools enumerated, there are a number conducted by charitable organizations which are doing commendable work.

Statements in detail concerning the condition, requirements, and defects of the various schools inspected have been placed in the hands of the honorable Commissioner of Indian Affairs.

#### RETURNED STUDENTS.

The student who has returned from school continues to exercise a potent influence for good upon the reservation Indians, and statistics show that a large percentage of returned students (at least 76 per cent) make good average citizens.

#### SYSTEMATIC TRANSFER OF PUPILS.

The lack of system in the transfer of pupils should be remedied and some plan devised whereby the reservation and nonreservation schools will be filled systematically by pupils advanced from day schools, just as our high schools are filled with recruits from the grammar grades. Each year the day school teachers should make a list of those children who have completed the day-school course, and a strong effort should be made to induce the parents to consent to the

transfer of these children to the most convenient boarding school. After three or four years at a reservation school a list of those whose condition and capacity warrant further training should be prepared by the superintendent, and these should be promoted to a nonreservation school.

A paper read by one of the superintendents at the meeting of the Department of Indian Education at Detroit contained the information that as many as eight schools have had representatives on his reservation looking for pupils. Much valuable time and money are lost in this way. Besides, a person collecting children hurriedly and promiscuously in this manner is unable to judge of the mental, moral, and physical fitness of the pupil for transfer. Great injustice may thus be done to the child, if physically unfit for transfer, and to the receiving school, if morally deficient.

This promiscuous transferring for the purpose of keeping schools filled to their capacity should not be tolerated, but the transfer should be made in a systematic manner, which will prove of the greatest benefit to the schools and to the pupils.

#### OUTING SYSTEM.

Much good has resulted from the introduction of the Carlisle outing system at a number of the Indian schools, and I respectfully recommend that it be extended to all schools where the conditions are favorable.

By this system is meant the plan originated by Col. R. H. Pratt, by which students spend a portion of each year in selected white families under the supervision of the school, receiving compensation for their services, thus gaining experience in practical self-support and receiving an introduction into civilized life not otherwise attainable.

They thus acquire a command of the English language, a knowledge of family life, of business methods, and of farming, and also a consciousness of being able to make a living in a civilized community.

#### INDUSTRIAL TRAINING.

Industrial training for the Indian boy and girl is of prime importance. While not neglecting the literary branches, the Indians must be taught a proper respect for manual labor. In order that they may become self-supporting citizens as speedily as possible, the boys are taught agriculture, dairying, stock raising, and the useful trades, and the girls laundering, cooking, sewing, dairying, and housekeeping. As the Government is giving to each Indian an allotment, and as it is through agriculture that the great majority of Indians as well as whites must attain their independence, it is necessary that this training be given in order that an Indian youth may be able to cultivate his land, build farm buildings and fences, shoe his horses, mend his implements, and make other necessary repairs.

#### SANITATION.

This subject, of vital importance to the Indian, is receiving due attention. Necessary changes are being made in the old buildings to improve the sanitary features, and in the erection of new buildings

special attention is paid to these points. Improved lighting, heating, water, and sewer systems are being substituted and better bathing facilities furnished. Attention has been directed to the proper airing of the schoolrooms and dormitories each morning, and to seeing that during the day the windows are lowered from the top and raised from the bottom, thus keeping the rooms filled with fresh air. Too much attention can not be given to these matters, as they exert such a powerful influence on the health, not only of the Indians, but of the employees as well.

#### SUMMER SCHOOLS.

During the summer there have been five gatherings of Indian educators in various parts of the country, as follows: The Department of Indian Education, in connection with the National Educational Association, Detroit, Mich.; the Congress of Indian Educators, Buffalo, N. Y., and summer schools at Keams Canyon, Ariz.; Pine Ridge, S. Dak., and Puyallup Agency, Wash.

The summer schools at Keams Canyon, Ariz.; Pine Ridge, S. Dak., and Puyallup Agency, Wash., were well attended, and the sessions proved interesting and instructive.

A great variety of practical questions relating to the welfare of the Indian were discussed at the meetings of the Department of Indian Education and of the Congress of Indian Educators. Many important conclusions were reached by the interchange of ideas afforded by the association of many minds interested in the same subject, and numerous practical and valuable suggestions were made.

The excellent display of literary, industrial, and fancy work prepared by the pupils of the various schools, showing the thorough and practical training these Indian youths are receiving, was greatly admired by the many who viewed the exhibit at Detroit and Buffalo. The native work, consisting of baskets, pottery, and blankets, also attracted marked attention. All of the work displayed reflected credit upon teachers and pupils.

#### COURSE OF STUDY.

One of the needs of the Indian school service has been a uniform course of study, in order that each school may know what to teach, and that pupils transferred from one institution to another may be properly graded. By your consent and with your valuable assistance, I have just completed a course covering thirty-one subjects. Aside from the literary branches, the course embraces instruction in agriculture, baking, basketry, blacksmithing, carpentry, cooking, dairying, engineering, gardening, harnessmaking, housekeeping, laundering, printing, painting, sewing, shoemaking, tailoring, and upholstering. I have spent a large part of the past three years in the field ascertaining the needs of the service, and this course embraces the ideas gained from such personal observation, together with the views of the various superintendents, and other Indian workers, and many prominent educators in the United States. The literary work and industrial work in the course of study are so arranged that they will correlate, thus enabling the instructors to do more systematic work in their respective departments. It is hoped that the instructors will use their best endeavors to carry out the plan as outlined in this course.

The following is a brief outline of the course of study which you have so kindly assisted me in preparing.

## COURSE OF STUDY FOR INDIAN SCHOOLS.

OFFICE OF SUPERINTENDENT OF INDIAN SCHOOLS,  
Washington, August 10, 1901.

To Agents, Superintendents, and Teachers of Government Schools:

An outline course of study for the Indian schools is herewith submitted to you, and I trust it will receive your cordial and active support.

This course is designed to give teachers a definite idea of the work that should be done in the schools to advance the pupils as speedily as possible to usefulness and citizenship.

The aim of the course is to give the Indian child a knowledge of the English language, and to equip him with the ability to become self-supporting as speedily as possible.

Methods of instruction and subjects of study have their limitations in value, and in view of the aims and purposes in educating the Indian, who is just starting on the road to civilization, such methods must be employed as will develop the various powers and capacities with which the child is endowed, and, by systematic industrial training, give him the skill in various directions designed to be serviceable in meeting the demands of active life, making him a willing worker as well as an inquiring learner.

The value of education must be measured by its contribution to life interests, and it is our purpose to fit the Indian pupil for life. It is the privilege of the elementary school to awaken the child's capacities and quicken his interests, giving him an appreciation of his own powers, awakening his interest in and appreciation of things about him, cultivating a desire to cooperate with his fellow-men in the pursuit of knowledge and its achievement.

In this course practical lessons in every branch are outlined. The child learns to speak the English language through doing the work that must be accomplished in any well-regulated home, and at the same time is being trained in habits of industry, cleanliness, and system. He learns to read by telling of his daily interests and work with the chalk on the blackboard. In dealing with barrels of fruit, bushels of wheat, yards of gingham, and quarts of milk, in keeping count of his poultry, and in measuring his garden he becomes familiar with numbers in such a practical way that he knows how to use them in daily life as well as on the blackboard in the schoolroom.

It should be the constant aim of the teacher to follow this course and to do as much more in each grade as he or she has time to accomplish; but the chief end in view should be the attainment of practical knowledge by the pupil, and no teacher should feel restrained from asserting his or her individuality in bringing the pupil's mind to a realization of the right way of living and in emphasizing the dignity and nobility of labor.

As far as possible teach the children that the cultivation of good habits, self-control, application, and responsiveness are recognized as being on a higher educational plane than a knowledge of definitions and unimportant dates; that the development of character is the only imperishable object for which we can work; that consequences follow action with unfailing certainty, and that "it is the purpose that inspires and the motive that holds to our task that limits the extent and value of our service."

Hoping that better morals, a more patriotic and Christian citizenship, and ability for self-support will result from what this course of study may inspire, I am,

Very respectfully,

ESTELLE REEL,  
Superintendent of Indian Schools.

Approved:  
W. A. JONES, Commissioner.

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 AGRICULTURE.

The Indian pupil needs careful agricultural training, and the class-room teacher by daily help will lay the foundation for intelligent work with the farmer.

With the advice and direction of the farmer, the greatest strength of the school force should be brought to bear upon raising crops best suited to the soil, climate, and general conditions of the locality.



In this age of competition impress that careful rather than extensive farming pays.

Every boy should be taught to raise crops of wheat, corn, cotton, sorghum, or whatever grows best in the climate where he is located.

Give the following :

The relation of soil moisture to plant growth. The effect of soil cultivation, deep and shallow. The right quantity of seed to plant to the acre. The best way to fertilize the ground. Harvesting and marketing of the crop.

The herding of cattle, where this is an industry.

The care and management of swine, poultry, sheep (where the conditions are favorable), cattle, and horses. The principles of stock feeding and breeding, diseases, etc.

The management of a garden, raising such vegetables and small fruits as the soil, climate, and general conditions will justify.

The propagation of plants, seeds, cuttings, grafting, etc.

Growing vegetables under glass; the care of hotbeds, transplanting, fertilizing.

The general care of an orchard; propagation, planting, pruning, spraying, etc.

The nature, causes, and prevention of plant diseases.

Injurious insects, their nature, methods of destroying plants; insect remedies.

The proper use of tools and their care after using.

Management, care, and breeding of dairy stock.

Both boys and girls should be taught dairy bacteriology; the composition and care of milk and cream; ripening the cream; butter made from cream that is unripened.

Teach also.

Churning, working, and packing butter. Cheese making. The care of dairy apparatus: the separator (if one is used), churn, butter paddles, cream pots, milk pans, pails, and crocks.

*Irrigation.*—In many parts of the country farming can be carried on only by means of irrigation, and it is expected that farmers at schools where the pupils in attendance are from arid regions and from reservations where irrigation is necessary will have a large irrigated acreage under cultivation, that the pupils may have much experience in the management of irrigating ditches and in the general plan of irrigating.

If the boy is to return to a locality where nothing can be raised without irrigation, it is of the greatest importance that he be carefully trained in the manner of operating (and where possible, in constructing) irrigating ditches. If his home is in arid regions where moisture can be conserved in the soil by careful preparation of the ground, he should have practical training in observing, while very young, and later, in himself preparing the ground in such a manner, and in growing the crops best suited to the general conditions.

All theoretical work must be discarded by the farmer. Do not attempt anything but what can be successfully raised in the locality. The soil, climate, and conditions at the schools on the different reservations are similar to those existing at the homes of the pupils of the tribe attending that school; therefore it will not be a difficult matter for the thoughtful farmer to plan intelligently a rotation of crops, that they may carry out the same plan themselves, and successfully, when they leave school.

During the winter months—in fact, at all times, but during this period especially—have the boys do all the work about the barns and stables with the help of the farmer. Have them rise early and repair to the stables before breakfast. They must feed the horses, then clean the stables, brush and curry the animals, fill their racks with hay or fodder, and water them before returning to breakfast. Another detail of boys will do the same with the cattle, others will do the milking, and still others will attend to the needs of the sheep, hogs, and other stock. Fix a certain time for the boys to report at the barn and stables, and see that it is observed punctually. At noon the animals must again be fed and watered in the same systematic manner as in the morning. In the evening the same chores will be performed by the boys—feeding, watering, and preparing for the night. A quantity of dry bedding must be provided for all the animals.

Lanterns may have to be used, and if so they must be in turn taken charge of by certain boys, who must be held responsible for keeping them always well filled with oil, well cleaned, and with globes free from dirt and smoke. Show the boys how to use lanterns in a safe manner, and caution them as to the danger of fire from the lanterns.

These farm chores being done in the morning and evening, and as other farm work is necessarily suspended during the winter months, during this period the boys must do much work in the blacksmith and carpenter shops, dairy, etc., and every effort must be made to acquire proficiency in these departments during the

prolonged lull in farming operations. During the planting and harvesting seasons the reverse will be the case; the farm work will assume primary importance and the majority of boys must then be detailed to assist the farmer.

It will be the duty of the farmer to raise the grasses that are needed in making the basketry to be taught. The grasses must be carefully harvested and safely housed that there may be an abundant supply of material for the use of the school.

**First year.**—The teacher must commence with the child the first year in school, but nothing very extensive can be attempted at this time. Attention should be given to creating in the child an interest in the domestic animals and fowls. Have him help as much as he can in the "light chores," and impress upon him the value and importance of his assistance. Tell him of the habits of the fowls and anything about them that will arouse his interest, and let him scatter the corn and place the food for them to eat. Also give the children the duty of daily giving water to the poultry and such other little duties as may be available. Have the little boys accompany the older ones when they go after the cows to give them the benefit of the experience. Do not restrain the natural curiosity of the child and his tendency to ask questions, but rather gratify and encourage it. The little garden which the child plants and the things he learns in the class room will stimulate an interest in farm operations.

At every school where such labor is performed the small boys should be given the work of keeping the wood boxes and coal bins in every room and department always well filled. Even the smallest boy can carry one small stick and thus early acquire habits of helping.

**Second year.**—The children this year can be given some of the chores to perform, such as shelling corn for the fowls, assisting in driving the cows, and keeping the premises clean under the direction of the larger boys, keeping the wood boxes full of wood and chips.

They can now, also, assist more materially in the lighter work of planting, such as dropping corn, potatoes, etc. As in the preceding year, have them assist to a limited extent with their small hoes and rakes in the work of cultivation, showing them the proper manner of doing it and explaining in a simple way the advantage of stirring up the earth around the roots of the growing plants, and why the potatoes are "hilled," while the corn is not, etc. This, in addition to such other means as will occur to the teacher of farming as profitable and calculated to increase the child's interest in and attachment for the work, and in connection with the work in the child's garden, will be sufficient for this year. The work performed by the pupils must still be of a very light character.

**Third year.**—The boys are now large enough to attend to the more important duties and "chores" incident to every farm and dairy. Have them drive the cattle whenever necessary, occasionally taking with them the smaller boys, as directed in the outline for the first year. When the stables are in use, have the boys keep them in order, and feed and water the cattle and horses. If practicable, give the boys practice in driving the horses, both single and in teams, and in riding those that are gentle. The farmer will be able to use the boys in many secondary ways in the cultivation of the crops, such as driving the horses in harrowing and cultivating, hoeing the corn, potatoes, and similar crops, assisting in making hay, harvesting, and in husking corn. This will all be of the greatest practical value to the pupils and will prepare them for the more serious work of the following years. The instructor should use every opportunity to illustrate and apply the principles and facts learned in the class room. The child's garden will still be a very important part of the work.

The farmer will frequently consult and advise with the teacher in the class room, in order that the work done there may be of such a practical character that when the pupil reaches the point where he begins to do serious work on the school farm he will be found prepared for the work before him.

The farmer must remember that the boy will go from the school to his allotment of land, where he will find perhaps neither a fence nor a building of any description on the place. The outlook will be discouraging, even to the stoutest heart, and the boy will consider it an almost hopeless task, unless he has been prepared to meet the exigencies of the situation. Early in school life train the boy to think, to be ready, and by talks, induce him to plan for the future.

At his home the boy must have a barn first, later a house. He can sleep in the barn at first until he can build a house. During many months of the year he must assist in putting the needed repairs on school buildings, outhouses, etc., and receive enough instruction from the carpenter to enable him to construct this small barn, which of necessity he must have, in order that his stock may have shelter, and for a place for his implements. "Build the barn and the barn will build the house" is a true saying.

The question of good water must be considered. If there is running water on the place, or near, the barn should be built not far distant, care being exercised in not letting the stable drain into this water.

The farmer must remember that the boy will not have the school carpenter to call upon in case his roof should leak or his fences need repairs, and he must be trained to do this work himself and do it well. Nor will he have a blacksmith to whom to take his horse should it cast a shoe. The tire of his wagon wheel may need repairing or the spokes require fixing. The boy's training in farming must embrace enough work at the forge to do all this work easily. His farming implements will need repairing and he must be taught to know how to mend them. Farmers must talk to the boys constantly about the importance of their knowing how to do these things for themselves. When a wheel breaks, go directly to the shop with the boys and show them what needs to be done, mending the broken wheel at once and having them help to do the work. Show them how easily they may have a shop of their own and how useful one is in saving time that would have to be consumed in making long trips to a blacksmith; also in the expense of paying someone to do what a boy can do so easily himself. Impress in every lesson that a penny saved is a penny earned.

**Fourth year.**—Make the instruction in farming as pleasant and fascinating to the boys as possible. Be practical, i. e., teach only those things that will be of advantage to the boy when he is farming for himself.

Each boy will still be conducting his garden or "farm," as outlined in the course on nature study, but at the beginning of this year the supervision and control of the work will pass from the nature-study teacher to the farmer. It is needless to say that this work is of very great value to the pupil. When he has finally finished school and has a farm of his own, his natural impulse will be to be the real owner of a garden similar to, though larger than, the one he leaves behind him at school, and from his long experience with the work at the school—his experiments, failures, and successes—he will commence his work with a skill and confidence that will go far to insure his success. The farmer will render all necessary assistance to the pupils in their gardening, showing them the best methods of planting and cultivation and manner of conducting.

In the farm work, whenever practicable, assign to a detail of boys the work of doing some separate piece of work, as, for instance, the planting of a section of a cornfield, and such similar work as may arise as the season progresses. Exercise a little supervision over the work, and when done criticise it before them, commending what is well done, telling them what makes it satisfactory, and showing them in what respects it might be improved.

*Model farm.*—In many schools it will be possible to have a model farm of 2, 3, or 4 acres, dividing the proceeds among the boys having it in charge under the management of the farmer. To make this a practical illustration of what can be done at the homes, this farm should produce crops sufficient to furnish a moderate-sized family with vegetables throughout the year; furnish the coarse fodder for one horse, one cow, one or two pigs, and some poultry, and have something left to sell, the farmer to select the crops adapted to the market facilities, soil, and climate of his home. In most places the land should be occupied with crops not only during the summer, but also during the winter months, thus preventing more or less the loss of plant food by the wash of winter rains. Usually each field should grow at least two crops, and sometimes more, every year.

Each field should grow a manurial crop (cowpeas, etc.) regularly every other year, which crop not only tends to increase the supply of plant food in the soil, but also to keep up the supply of organic or decaying vegetable matter in the soil, which is so necessary and helpful in maintaining the proper soil texture. A part of these manurial crops is plowed under; the rest is harvested as forage for the stock, the manure from the stock being returned to the soil.

In lessons in practical farming the farmer will show the pupils very plainly the principles involved in the rotation of crops and how the continued renewal of any one kind of crop is sure to produce exhaustion. For example: If the crop is potatoes, the available supply of potash will soon be exhausted if the same crop is continuously raised, and the surplus phosphoric acid for which the potatoes have no use might be washed out of the soil and wasted; while if some crop requiring more phosphoric acid should be planted a good crop might be obtained and at the same time the decomposition going on in the soil would render a new supply of potash available. For this reason the crop grown by each boy must be changed every year. The fact must also be emphasized that after crops have been harvested the formation of plant food in the soil is continued and is liable to be lost if there are no growing crops present to make use of it.

Impress by precept as well as by example how necessary it is for the well-being of the farm, the appearance, etc., to keep the place free from foul weeds, which should always be cut before they have transmitted their seeds.

**Fifth Year.**—This year the boy will be able to handle the plow, and the farmer will take him into the field and carefully instruct him in the best ways of doing the work. Let one or two boys at a time carry out the entire process of a day's plowing, from the feeding of the horses early in the morning to the closing of the stables at night. Let them in the morning clean the horses, feed, water, and harness them, take them to the field and hitch them properly to the plow. If they are beginning a new field, show them how to commence; i. e., whether to plow it into "lands" or otherwise, and how to start. Accompany them in their plowing for a while until they become fairly well accustomed to the work, and when the day's work is finished examine the plowed field in company with the boys, criticising it in a kindly way, commending the good points, and showing how it may be improved upon. The boys will return the horses to the stable and themselves attend to their evening care. The farmer must here impress strongly the necessity of feeding and watering the animals regularly.

Smoking must not be tolerated in the barn or on the school grounds. Lighted matches must never be thrown on the ground, nor, indeed, should matches be left at all in the barn, since rats and mice often ignite them. Care must also be observed in the use of lanterns.

In the carpenter shop plans should be looked at carefully and studied for buildings, pens, corrals, barns, and houses this year. Drawings for the same should be executed under the direction and instruction of the carpenter. The boys must assist in the repair work, seeing to it that fences and outbuildings must be kept in good condition. At the proper season whitewashing should be done very extensively around the buildings and grounds. The sanitary conditions about the buildings and grounds must receive careful attention and its importance shown to these farmers in embryo. No refuse must be allowed to accumulate on any part of the school grounds. All that can not be used for feeding the stock or for manuring the ground should be burned.

*Improvement and cultivation of soils*—Teach that soils are improved in two ways: First, by natural causes, and second, by artificial means. The improvement by natural causes amounts to considerable after long lapses of time, but, considered as an appreciable benefit to the farmer, is insignificant in comparison with the results obtained by artificial means.

One of the prominent imperfections of soils is in regard to the quantity of water they contain—either too much or too little. In the first case the remedy may be found in proper drainage; in the second either by irrigation or by adding to the soil such materials as will increase the retentive power of the soil for water.

Deep plowing and subsoiling are a means of draining to a limited extent, but can not be substituted for ditching in wet, swampy lands. Emphasize the advantages to be obtained by draining. Some of the principal benefits are the following:

1. It adds to the farmer's wealth by reclaiming wet lands, which are often found to be the richest part of his farm. Frequently, where the wet lands intersperse with the dry tracts drainage will change these detached plots into one continuous field, and thereby decrease the cost of cultivation.

2. By removing the water from the surface the roots of the plants are enabled to penetrate deeply, thereby not only adding to the wealth and size of the plants, but preventing the effects of drought, as the roots of the plant are so deep that the effect of the sun's rays and the dryness of the surface soil does not reach them.

3. It improves the soil by inducing a more rapid fall and dispersion of the water through it, thus carrying air and warmth to the lower levels.

4. It adds further to the warmth of the soil by preventing excessive evaporation, which is always a cooling process.

*Irrigation.*—Irrigation is an absolute necessity in many Indian countries, and in such localities it will be of paramount importance in the work of the farmer. Through this agency worthless tracts are converted into rich farms.

The farmer must endeavor to give the pupil a thorough acquaintance with the practical features of irrigation, for this will be the foundation of his farming in those sections not having sufficient rainfall. Different crops and different soils require different times and manner of irrigating, and the farmer must be careful that the boy learns by actual doing how to adapt his mode of irrigating to different kinds of land, and especially must know the proper manner and time for irrigating the several crops.

*Claying and sanding.*—Show the pupils how the adding of clay to sandy soils and the reverse may be made a very effective means of improvement. In the first case the soil is made more compact and retentive of moisture, and in the second it

is made more porous and open. These processes, however, are very expensive and not often of any practical value to the Indian farmer.

*Tillage.*—Under this head are included plowing, harrowing, rolling, cultivating, etc., the ends of which are:

1. To break up the soil and make it mellow, so that the roots of the plants may more easily penetrate it.
2. To admit air.
3. To hasten decomposition of the soil and the resulting formation of plant food.
4. To kill weeds.
5. To regulate the supply of moisture.
6. To afford special treatment for particular crops.

Teach the meaning of what is known as "capillary attraction" and its relation to moisture in the soil. In addition to retaining moisture, the chief benefits of cultivation are the admission of air to the roots and the destruction of weeds.

Show the pupils that weeds are among the greatest obstacles to good crops with which the farmer has to contend; that they prevent the sunlight from reaching the plants, withdraw from the ground the moisture which the crops need, and exhaust the plant food in the soil. They should be destroyed by cultivation when young and before injury is done to the crop.

*Plowing.*—Franklin's injunction to "plow deep" is one to be kept in mind by every Indian farmer, but it must be applied intelligently. The advantages of deep plowing are too generally overlooked by the average farmer. Just in proportion as the depth of cultivated soil is increased do you increase the available plant food, and consequently the productive capacity. Not only that, but deep plowing lessens the tendency to extremes in the supply of moisture. In wet seasons it aids drainage by providing more space for the absorption of surplus water, and in making it easier for the water to pass off, and in times of drought deeply plowed soil has a larger supply of moisture stored away for the use of the plant, and beyond the reach of the sun's rays. The roots of the plant are also enabled to spread over a greater area and sink deep into the ground, where they reach sources of supply which are comparatively unaffected by the sun in times of drought.

But the farmer must be careful to show that while deep plowing is desirable in nearly all cases, it must not be attempted all in one season if the ground has been accustomed to comparatively shallow plowing. In this matter the safest advice is, plow as deep as you can without turning up too much of the subsoil. Bring up from half an inch to an inch each year, and thus gradually deepen your soil. Take the boys to the field and illustrate this rule. Plow one or two furrows deeply, turning up much yellow dirt, and show the pupils how injurious this would be to the crops until it became properly assimilated. After the soil has been deepened sufficiently the subsoil should only be disturbed by means of the subsoil plow.

Teach that the best method of plowing is that which exposes the largest soil surface to the action of the air. Deep, narrow furrows thrown on edge do this best.

*Subsoil plowing.*—By this is meant the breaking up of the subsoil without bringing it to the surface, and is usually done by a specially constructed plow following in the furrow of the ordinary plow.

*When to plow.*—Teach how very important it is to every farmer to know whether to plow in the fall or spring. The answer depends on the climate, the character of the soil, and the crop to be raised. In mild, rainy climates the washing of the rain makes fall plowing unprofitable to loose, sandy soils, but it is otherwise as to clayey soils. In cold climates plowing in the fall is of great benefit to the land through the crumbling, disintegrating, and loosening effects of frost and cold and the resulting destruction of weed roots, and also through the long exposure of the land to the action of the atmosphere. Land thus plowed in the fall must be left in the rough, unharrowed state in order to give free access to the elements.

*Harrowing.*—The only rule to be given in regard to harrowing is that it be done thoroughly, for proper harrowing will make much less fertilizer necessary to obtain the same results.

Show that its object is to level and pulverize the ground and prepare it for the seed and to cover the seed after planting. It should be done as shortly before planting as possible.

*Rolling.*—Rolling is beneficial to loose and lumpy soils. It crushes the lumps and presses the soil more closely about the seed thus bringing moisture to the surface and hastening germination. Also, by smoothing the ground it retards evaporation, first, by lessening the amount of surface exposed; second, by creating a coating which better retains the moisture, and third, by offering less friction to the sweep of drying winds.

Teach that clayed soils should not be rolled when at all damp, as the surface soil is pressed into a compact mass, which excludes air, and drying forms a hard crust. Show this by experiment.

*Dry-weather farming*—In all sections where there is any danger of drought, or where there is not a plentiful supply of rain all through the season, or where it is advisable or needful to economize the amount of water used in irrigation, it is desired that the school farmer put in practice the following method of cultivation and preparation of the ground:

In the fall, plow the field 4 inches deep and harrow it thoroughly with a coarse-tooth harrow (a disk harrow is the best). Then go over it again with a small-tooth harrow until the ground is mellow and thoroughly pulverized to the entire depth of 4 inches. Now plow the field again to the depth of 8 inches, thus exposing 4 inches more of coarse earth. Use the same process in pulverizing this 4 inches that was used with the first, and then plow the field once more, this time to the depth of 12 inches. This will bring up another 4 inches of unpulverized soil, which must be treated as before, giving us a thoroughly pulverized seed bed 12 inches deep. Go over the field with a light roller to make the surface even and prevent the fall and winter winds from taking up too much moisture. Most of this work can be done by the large boys, under the careful supervision of the farmer.

When spring arrives run over the field with a steel-tooth harrow to prepare it for planting corn. Cultivate the corn frequently with a cultivator to prevent the growth of weeds and to keep the surface soil well stirred up. This surface soil will gradually dry out and become a complete mass of dust to the depth of possibly an inch and a half. This is called the dust blanket and it prevents the moisture from escaping from the soil beneath. Thus the moisture stored up in the winter and spring is preserved and utilized only by the growing crop. It has been found that in this way a good crop can be raised in the driest season, and the farmer is also independent of uncertain weather conditions.

The fall following this cultivation put in rye, wheat, or some similar crop by drilling it between the rows of cornstalks. The ground has already retained sufficient moisture for the seed to grow without immediate rains. The standing cornstalks will prevent the wind from drying up the ground and also keep the snow from being blown. In this way we get all the moisture possible.

The fall following the harvesting of this crop of wheat, plow 6 inches deep and pulverize as before. The ground is then ready for any desired rotation of crop. At the next plowing time plow 12 inches deep, and repeat the pulverizing of the upper 6 inches.

By these means a mellow pulverized seed bed a foot deep is maintained, which will be found to retain its moisture throughout the season. Of course it is not expected that the ground can be plowed in divisions of exactly 4 or 6 inches, and it may be inadvisable to go to the depth of the entire 12 inches at first, but the farmer should approximate these figures as nearly as possible and be governed by the character of the land as to the ultimate depth to be plowed. But while it may be unwise to plow a foot deep at first, the soil should be deepened a little each plowing until it is at least a foot deep.

*Rotation of crops*.—Different crops draw from the soil different elements, and as the plant uses up food faster than the soil can produce it, repeated planting in the same place soon exhausts the required elements and a change is needed to give the elements opportunity to prepare new material.

The growing of one crop on the same land continuously promotes the growth of injurious worms and insects, while, on the other hand, a rotation destroys them by depriving them of their special food.

Most annual crops are harvested comparatively early, leaving the ground bare for the balance of the season, which is undesirable on account of the loss of plant food which results. A proper rotation keeps the ground under cultivation, and either retains or uses this plant food.

Again, rotation of crops subject the soil to different kinds of cultivation, promoting decomposition, admitting air, and otherwise enriching it. It also gradually rids the land of weeds by destroying them before they go to seed. Lastly, this method economizes the farmer's time, and cheapens the cost of farming.

**Sixth year.**—From this time on, the boys will be old enough to assume responsibility and do a large share of the actual work in caring for stock, stables, and barn; in preparing the ground, and in putting in the crops. The boy's judgment must be exercised. Endeavor to lead him to independence of thought and action by having him plan the work to be accomplished.

In talking about farm animals, show that it is most desirable to keep strong

horses for heavy work and endeavor to have them, which can be accomplished by breeding wisely. Cows that give an abundant supply of milk and hogs that attain the greatest size all show the effects of breeding. The strong, healthy stock secured through careful breeding is twice as valuable and costs no more to maintain than the inferior grades.

Show that a number of dogs consume, and do not add to the revenue of the family.

The income from raising poultry will be a valuable lesson for these pupils. Poultry not only furnishes supplies for the family, but often becomes a lucrative industry. In districts where sheep and goats can be raised, the importance of these industries must also be shown.

Swine can be raised nearly everywhere, and with proper care are very profitable. They thrive on the refuse of the house.

Show that the quality of hay depends upon its kind and variety, the character of the soil, stage of growth at the time of cutting, and the method of curing.

Give instruction as to the relative values of fodder; ensilage as a food; the value of tubers and roots. The most important of all feeds are the grains or seeds of the cereals, mill feeds, and refuse products of bran and middlings, and of gluten foods. The cutting and crushing of coarse fodder makes it more digestible.

Instruct as to: The proper proportion of food constituents required for the different purposes of feeding; feeding standards and their usefulness; the economy of sometimes selling grain and buying feed; the manurial value of stock.

Where special farming is carried on, the soils should be abundantly supplied with active plant food.

*Hotbeds.*—The instructor in farming will show the pupils by the actual work the best practical way of growing plants from seeds in a hotbed or box, so as to have enough plants for the school garden.

*Fruit growing.*—In some sections where fruit growing is the main industry, it will form the most important subject for the instructor in farming to teach, as stock raising is in other localities. His object is to fit the Indian to be able to support himself in his own home, and hence he must adapt the means to the end.

Teach the importance of tilling the land in the orchard, also the value of pruning the trees. Give lessons in laying out an orchard, choice of varieties, planting, care of young trees, worms and insects, remedies, spraying, cultivation of orchard, diseases of trees, remedies, grafting, picking and care of fruit after picking, packing and preparing for market, storing for winter.

*Conclusion.*—There is no department in the Indian education exceeding in importance that trusted to the farmer's care, viz., the teaching of agriculture. Upon the result of his work more than any other depends the advancement of the condition of the Indian. The vast majority of the Indians must support themselves by the working of the soil, and whether they succeed in doing so or not rests in a large measure with the training they receive in school.

One thing the farmer must ever bear in mind, and that is the object at which he aims, viz., the making of Indian boys into industrious, practical farmers.

#### ARITHMETIC.

*First year.*—When a child enters this grade he probably has the idea of one, but the teacher must find this out.

In teaching to count to ten the test of success is the child's ability to discover readily any number of objects to ten, but do not attempt the instant recognition of any group of more than four. The child should also be taught ordinal numbers.

Along with this work it will be profitable to conduct special exercises adapted to sense training and enlargement of judgment, in which faculty the Indian is deficient.

While a more systematic study of solids is taken up after a year or two, attention can now be given to many things observable in the schoolroom and about the house; they can be compared as to their faces, edges, corners, etc., and those that are alike may be gathered into a group.

*Second year.*—In the preceding year the pupil has learned 25 to 45 primary combinations of numbers.

In adding, read or think the lowest number first. Toward the close of the year drill on the board and slate can be given in numbers consisting of two figures, but the sum of the units should not exceed nine.

Practice counting by adding numbers to 10. For instance, in expressing 11 say, 1 ten and 1; 12, 1 ten and 2; 21, 2 tens and 1. This shows the principle of the combination. There are various ways in which the teacher can explain it—make

marks on the board, 10 vertical marks, then 1 mark. Show that the one, the unit, is expressed by writing it 1, and the ten is expressed by writing 1 at the left of the first 1. In 25, 5 represents five units and 2 represents two tens. There should be drill on this, and later in hundreds and thousands.

Introduce fractions like one-half and one-third, etc., where they can be brought in naturally, and teach by the use of objects.

Teach the pint and quart with actual measures; also the inch, foot, and yard.

Where sewing material is given the school, it is well to have each child measure his required quantity and then label it, giving the quantity and his name.

Every schoolroom should be furnished with foot rules, yardsticks, and surveyor's chain, the common measure for liquids and for grain, and a pair of scales. Great use may be made of the ruler for the exercise of judgment.

Third year.—Review work of the previous year, telling at sight the forty-five primary combinations.

Experience seems to show that the Indian child readily picks up a "series idea," as counting by adding 2s; counting by adding 3s, etc.

The study of ratio may now be profitably pursued as supplemental work. Having placed on the board lines of different lengths—for instance, a 12-inch line and a 6-inch line—then ask the ratio of the shorter line to the longer line. Answer,  $\frac{1}{2}$ . Then ask of the longer line to the shorter line. Answer, 2.

Teach linear measure, by using problems suggested by sewing material and cutting of garments for children.

Teach United States money, with actual money or toy money.

Fourth year.—Review the work of last year, in constant addition.

The teacher must bear in mind what a child learns in the second, third, and fourth years of number work is what he will use chiefly in after life, and see the need of thorough teaching.

Teach pupils to tell the time.

Fifth year.—Multiplication and division.—Show the child that multiplication is the same as "constant addition." The table of 2 in multiplication is the same as the series made by adding 2. Illustrate.

Teach the terms multiplicand, multiplier, and product.

As in addition, the child should make the tables, using objects and writing the results. After calling to mind the series made by constant addition of 2 he can repeat: One two, 2; two twos, 4; three twos, 6; four twos, 8; five twos, 10.

Thoroughly memorize the tables.

Division can be taught as reverse multiplication. It can be shown that 4 contains 2 two times, since two times 2 are 4; 6 contains 2 three times, since three times 2 are 6.

Multiplication and division should be taught together, or nearly simultaneously.

Sixth year.—Do not attempt much memorizing of rules; where the principles are understood, the rule will be of little practical use. All teaching should be of a nature as will best fit the child to cope with his environment.

Make use of problems drawn from daily life of the Indian man and woman. Teach the boys how to invest sums of money in cows or sheep; how to estimate the number of yards of wire required to fence a field; number square feet in a table or floor; how many yards of carpeting would be required to carpet a floor, the dimensions of the floor being given; how much wall paper is needed to paper a room; teach girls such problems as they will meet with in going to stores with pottery or vegetables which they exchange for calico, groceries, etc.

Examples:

How many yards of fence will it take to inclose a field that is 30 yards on one side, 25 yards on another side, 40 yards on another, and 45 yards on the remaining side?

A table is 3 feet long and 2 feet wide. How many square feet in the table?

Measure table in schoolroom; how many square feet?

Suppose the floor is 6 feet one way and 12 feet the other way, how many square feet in the floor?

How many yards of carpeting will it require if the carpeting is 1 yard wide?

#### THE BAKERY.

This important department of the school is established to supply the school tables with wholesome, appetizing bread, and to teach the pupils how to make bread of all kinds for family use.

No girl should be allowed to leave school until she understands the art thor-



oughly. Boys frequently like the work also, and become excellent bakers and secure lucrative positions.

Pupils must wear proper clothing in the bakery, of washable material and scrupulously clean. Special attention must be given to washing the hands thoroughly and cleaning the nails.

Give talks on the different grades of wheat; the properties of flour made from winter and from spring wheat; the fact that wheat is the most important cereal; making of yeast and its influence; setting sponge; mixing the dough; molding loaves, biscuits, rolls, etc.; baking the bread and the treatment of the loaves when taken from the oven, and that the loaves should be of such form that the heat will readily penetrate to the center and cook the starch thoroughly; making different kinds of bread and the making and baking of pies, cookies, and cakes; the making and frying of crullers and doughnuts.

The care of the fire and oven is an important lesson that must be impressed; also the care of bread pans, sacks, boards, and boxes. Every girl must be taught how to cut bread into dainty, thin slices and place on plates in a neat, attractive manner.

#### BASKETRY.

Correspondence is invited with this office from agents and superintendents representing the weaver and potter tribes of Indians, recommending native teachers in these arts. It is desired that the tribes that make especially good pottery, weaving, or basketry, teach the children of the tribe the art, and equip them with the ability to put on the market as useful, durable, and beautiful articles as could their ancestors.

The Indian students who have attended the nonreservation schools know the needs of the markets in many places, and are the ones to show their people how much they may contribute to the world of workers in giving their work in a larger way. Of all Indian work, however, basketry must take the lead, since the demand for this article is great everywhere. In every school where the children are descendants of a basket-making tribe and where suitable materials are obtainable, a good teacher of basketry should be employed, and all the children must learn the art, since very many skilled workers are necessary to supply the demands of the times for these baskets.

The French peasants supply our markets with braids for making hats. Why should not our Indians do this and make other greatly needed articles in straw?

With the returned student as the connecting link between the Indian at home and the needs of the world, the Indians as a people must be led to see the importance of developing the work they are so gifted in doing, and to help supply the market's demands, and thus take a long step in the direction of self-support, which, after all, is the end of all Indian education.

First year.—Lessons in basketry may be helpfully given the children the first year in school. The teacher will find willows, reeds, grasses, cat-tails, or some tough, flexible growth near the school which can be utilized in weaving baskets. Use the material damp always. Mats may be woven for the tables and floors, small baskets woven, doll furniture made, and also many other things.

Second year.—The second year's work will be a continuation and extension of the work outlined for the first year. The children will be able to do more accurate work, make better and stronger doll furniture, good mats for the floor, and put seats in old chairs.

The school and agency farmers will be expected to plant and raise such grasses and materials as are suited to the local conditions and are needed in making baskets. Work in cane—making bottoms and backs for chairs—is excellent in connection with basketry and develops finger skill.

Third year.—At the schools located among the tribes of basket-making Indians the native basket maker will teach the children basketry, thus perpetuating the art and endeavoring to show the children of a race, the ancestors of which excelled in making baskets, that they possess the ability and can acquire the skill to make baskets of great value.

#### BLACKSMITHING.

It is intended that all the boys in the school shall receive some instruction in blacksmithing, sufficient, at least, to enable each to shoe a horse well, to set a tire on a wheel, to make the various pieces of ironwork that can be made by a blacksmith, and to be generally capable of repairing implements of farming, dairy-ing, etc.

**First year.**—The first thing for the blacksmith to look to is the arrangement of his shop. He should so order it as to give instruction to the desired number of boys with the least possible apparatus. Give instruction as to the proper construction of forges and the care of fires. There will, of course, be an anvil for every forge. It should not be placed too near the forge, for that causes inconvenience; about 6 feet from the center of the fire is the proper distance.

Place the vises also in systematic order, as, for example, in a row, say 6 feet apart. The intelligent blacksmith will be able to carry out this idea in respect to all his apparatus.

The following will be taught this year:

Drawing square iron to a point, to flat, to bevel, and to round; drawing from round to square; to octagon; and from octagon again to round; bending rings of round and flat iron; pointing and bending a staple; drawing, bending, and twisting in making a hook; upsetting and forming square and hexagon head bolts; punching and cutting square and hexagon nuts; bending, twisting, and punching flat iron; upsetting, drawing, bending, punching, and chamfering square angle piece.

The next instruction will be to teach the pupil how to weld two pieces of iron together; how to get the proper heat, and how to treat the iron with borax and sand to prevent burning, etc.

As soon as he learns how to weld the boy will be given the work of making simple implements. It will be found that he can successfully make many things that will be needed around the school.

Have the pupils make out of old iron some small bolts, gate hooks, hasps, and similar things. Train the habits of thrift and economy by making all old iron into useful articles.

**Second year.**—In the instruction this year will be included upsetting, welding, forming, punching, introducing casehardening in making heading tools; drawing and upsetting nails and rivets in heading tools; butt welding; bending and welding in making chain; forming, punching, slotting, and bending a hasp; laying off and forging diagonal brace; forging eccentric strap; drawing out, bending, and threading eye bolt with ring; T-welding; jump welding steel; forging S-wrench.

Study horseshoeing as to the following points:

(1) Stripping and preparing foot to receive new shoe and nailing it in place; (2) reshaping old and making new shoes to overcome difficulties with the feet; (3) study of diseases of the foot and remedies available through good shoeing; (4) shoeing to overcome difficulties in gait, as interfering, knee knocking, etc.; (5) different kinds of shoes for the different seasons and according to the character of work to be done by the horse.

Begin the instruction by having the boys watch repeatedly the work of shoeing the horses. Then take a gentle horse, and, after preparing the hoof and fitting the shoe and tacking it in place, give the boy the hammer and show him how to take the nail in his fingers and start and drive it, and then to cut and clinch the nail and rasp and finish the foot.

To be able to shoe a horse well and intelligently it is necessary for the boy to understand the nature of the horse's foot. In order to do this, it is desirable to have a hoof to examine. The blacksmith should endeavor to obtain the leg of a horse from the knee joint down. Place the severed limb in hot lime for several weeks, and then clean thoroughly, and by boring small holes in the bones of the fetlock and running through a small copper wire, fasten them together so that they will be nearly as pliable as in life.

Show the difference between shoes for farm work and those for heavy road work and between those for winter and those for summer.

Some instruction in wheelwrighting must be given in connection with blacksmithing, in order to make available the boy's skill in the blacksmith's art.

Every boy will be expected to make for himself before the year is out as complete a set of horseshoeing tools as possible.

Instruct the pupils in the making of such farming implements as a blacksmith can ordinarily make. In order to do this completely he must have practice in the making of handles for such tools, which the instructor will see to.

Teach carefully the setting of tires. It will take some little time for the pupils to master this so as to gauge the shrinkage so that the wheel will get just the right "dish," and no more.

Give instruction and practice in making chains, both light and heavy. Save all old bolts, and make them into spikes and hooks for the hanging of harness and other articles.

Teach the hardening of iron and the hardening and tempering of steel.

Many of the wooden parts of a wagon must be made, among them the felly for

a wheel, bolsters, wooden axles, tongues, thills, and wagon boxes and seats. Have the boys make a complete wagon box for a farm wagon, including seat and sideboards for increasing its capacity.

Third year.—The instruction this year will include the following: Drawing cast steel and introducing tempering in making cold chisel; forging and tempering flat drill; forging and tempering hammer; drawing, bending, punching, and tempering archspring; forging and tempering lathe tools; welding steel to iron; forging blacksmith tongs and other tools; a study of the reading of drawings; the construction of iron, steel, etc.; the study of fuels and their combustion; the study of tools, their names, uses, and parts.

Impress upon the boys the intensity of the suffering inflicted upon the animal by poor shoeing, and also how this lessens his value and working powers. Whenever practicable teach also the shoeing of oxen and mules. If there are none available, at least show the boys the manner in which the shoeing should be done and how it may differ from horseshoeing.

The work in wagon making and repairing will be very important in this year's work. The pupils should now be skillful enough to make almost all of the iron parts required for a farm wagon. Much practice must be given in making the various wooden parts of a wagon, commencing with the spokes and felly for the wheels. Before the close of the year it is desired that the class make a complete light farm wagon. The pupils will also make and iron completely wheelbarrows and other useful articles.

The boys should now be skillful enough to make or repair almost any farm implement that can be made by a blacksmith, and at every opportunity practice in work of this kind should be given them. Accustom them to making old iron and cast-off scraps of use in the construction or repair of useful articles.

Give instruction in construction of a bellows, showing the proper size, how to hang it, etc.

#### CANING.

Practical basket makers begin with square mats. The teacher will find that by having squares of cardboard or pasteboard prepared with holes punched around the edges the child will have a substantial foundation upon which to learn to weave cane. In preparing pasteboard mats for the cane to be strung through at first, to give the children an idea of the work, the board must be very firm and strong. The holes should be very far apart and an open pattern made, which is easiest for the child to handle at first. Cross weaving may also be taught. This is the first lesson and gradually leads up to chair caning.

The next lesson will be with a frame of wood, which the boys can prepare in the class room, with holes in the edges. The cane must be used damp, not wet. It is not easily spoiled by moist or soiled hands, can be easily threaded and drawn firmly by the child. With such substantial frames many patterns of beauty and use may be woven. These seats must be kept, and with a little instruction from the carpenter the boys can easily make little chairs for use in the kindergarten or first-grade class room, and the school will not have to call upon the office for little chairs, as has been so extensively done.

The chair pattern is very easy. Two rows are stretched at right angles and parallel with the sides of the frame (use cane damp), then two rows interwoven diagonally with the first two. Leave the ends of the diagonal rows loose and just long enough to come to the edge. When the four rows are put in the rush is laced around the edges. Let the rush and the cane used to lace with be just damp, not in the least wet. In fixing the stretched strands it is never necessary to tie the cane twice, for a knot once tied and flattened with the thumb will keep firm and flat.

Most of the cane chairs on the market are in this pattern. It is one that wears well. The diagonal rows are put in last. The lacing row, as the fourth is called, need not be pushed down the side holes, these ends and those of the diagonals and the edges being covered with the rush. If we weave the mat needle at first, we see the path for the cane, but the fingers must thread it, any stiff strand being lifted with a pin to allow the weaving thread to go under it. Knowing these patterns, the children can cane all chairs in the school neatly and in a durable manner.

#### CARPENTRY.

First steps in woodwork.—Do not think it impossible to do good work in wood because the school does not happen to be equipped with a lot of tools and specially constructed benches. With some lumber, a few jackknives, a few planes and saws, a hammer, try-square, and pencils you can make your own benches and many other things you need, thus teaching the pupils at the beginning a

lesson in self-reliance and enabling them to gain power from the start. Before making the benches, draw the design on paper, thus showing them the importance of planning and originating intelligently and systematically. A good vise should also be made by the boys, and this can be done with very crude material and but little labor. The boys will be able to make in the blacksmith shop many useful things needed for the carpenter work, and their ingenuity in this direction should be encouraged. With determination and energy the teacher will find himself (or herself) equipped to go ahead with the work effectively and successfully. In the very work of preparation the pupils will have been given the most valuable lesson of the course.

The work in wood must sustain the interest of the child and counteract the evil of sitting still and cultivate the habit of attention. The work must lead from the easy to the difficult, so that in each lesson given the child will be prepared for the work of the next. The models must be such as can be used: Useless and fancy models may be pleasing to the eye, but are apt to mislead the child who will look upon the practical carpenter work as crude in comparison. The real value of the instruction is evidenced in the pupil's ability to make something. The work given must train in habits of neatness, order, and cleanliness, and it must emphasize the dignity of labor.

Elaborate outfits for each boy are not necessary nor desirable. The tools he will have after leaving school will most probably be few, perhaps rude, and his material not always of the best, so we must teach the boy to work with such as he is likely to have. Develop his ingenuity and endeavor to make him self-reliant and inventive. A few chisels, a hammer or two, some planes, and a few other simple tools will answer at first.

Give a number of small boys into the care of a large pupil who has been through the course of instruction; lay out a systematic course of exercises for him to give the boys under his charge, and oversee his work of training a set of boys to be real helpers later.

First year.—Furniture and other accessories of the doll's home will be cut out of paper and modeled out of clay. This leads up to working in wood. The teacher will have ready thin strips of wood, and with small hammers and tacks give the children practice in driving in and withdrawing tacks and nails. Tables may be made of wood by nailing a strip of thin wood on top of a cube. To make chairs, use a cube for the seat and nail a strip of wood to the back for the back of the chair. Beds for the dolls may also be made, seed boxes for the seed to be planted in, and the utilitarian idea fostered while the play spirit is encouraged. Making their own toys will be the first lesson given a pupil to prepare him to build and furnish his home later in life. Blocks must be freely used for building purposes. By a variety of plays the child will learn to divide the paper in half, to divide the pile of corn in two parts, etc. The child must see for himself the truth of the statements made to him.

Second year.—Have the child make measures of cloth and of wood, marking on them the inches, half inches, etc. Give drill in measurements on the desks, books, and other plain surfaces. Have the geometrical figures made of clay, paper, wood, etc.

Extend the measurements to the yard where each one must help to measure off his own garden, making his rows of vegetables straight and equally distant. The teacher is the moving spirit, and the needs of the school will suggest many practical and valuable lessons that may be presented.

Show pupils how to hold a hammer properly and to hold and drive a nail without marring the wood.

The lessons presented by the class-room teacher to be done with the jackknife will be:

1. Straight whittling.
2. Oblique whittling.
3. Cross whittling.
4. Point whittling.
5. Cutting along the grain.
6. Cutting partly across the grain.
7. Cutting lengthwise with the grain without splitting.
8. Cutting crosswise the grain.

Also teach:

1. Using the hammer correctly.
2. Sand papering.
3. Marking and lining.

Let the children have some work involving boring with the gimlet.

In giving these lessons pupils will make crochet needles, flower sticks, butter

paddles, seats for chairs to be caned, and other simple articles needed in the class-room work. The children have some idea of number work from the work last year with blocks, and the teacher will correlate number and language with the lessons in woodwork. From such instruction pupils should have a clear idea of the four fundamental rules of arithmetic.

Third year.—From teachers of carpentry everywhere in the service comes the regret that pupils coming to the shop have to be taught to take measurements correctly. This work must begin in the class room as soon as the child is able to understand the ruler, which will be not later than the second year, and the child must be shown by the class-room teacher every day how to use the tool correctly and to take measurements accurately, until he is able to take them alone. It is an injustice to the boy to send him to the carpenter shop, where there are so many important lessons to be learned, unequipped to take up the work there. By teaching a boy to do this work thoroughly, he will be ready to make greater progress. By the last of this year pupils will be able to use a ruler and tapeline intelligently; they can make 2-foot rulers of soft wood, prepared for them by the larger boys in the carpenter shop.

Useful articles must be made this year. A table or something equally useful should be made as soon as the boy has learned to handle tools; hence the great need for teaching joinery accurately in the class room. Joinery must be taught carefully, giving the halved joints and the open mortise and tenon joints. This will enable pupils to make frames for the seats of chairs, in which holes can be bored around the edges with a gimlet. On these frames the lessons in caning are to be given, thus making the seats of the chairs which are to be manufactured in the school for use in the kindergarten and primary departments.

Fourth year.—Review measurements, boring with a gimlet, joinery, and chamfering with a jackknife. Then take up—

Half-lap joint.

Open mortise and tenon joint.

Mortise and tenon joint.

Miter joint.

Miter half lap.

Dowelling.

Dado joint.

Half-dovetail joint, halved together.

A dovetail with single tongue; with several tongues.

The locked joint.

The scarf joint.

Where the teacher has taught joinery thoroughly the pupils will be able to make a box finished complete and without help.

The class must be familiar with the gauge. Drill the class at setting gauge at different gradations.

Drawings will be made from measurements given of all work before starting it. Simple furniture might be made this year.

*In the shop.*—Preface.—A pupil must first be put on work that is simple—repair work, helping mend fences, walks, furniture, etc. As he learns to use tools skillfully he is advanced to more difficult and complicated work.

Pupils must acquire a workmanlike and skillful use of the various tools; they must know how to sharpen and keep them in fit condition for work, and see that they are kept in their proper place. They must be given a variety of bench work which will bring into use all the tools commonly used in the trade. Pupils must be taught to lay out and construct centers and window frames, make, case, and hang doors, lay beams and set bridging in same, erect stud partitions, and lay flooring. A course in joinery, also the way to lay sheathing and shingles on a frame house, must be taught.

Exercises must be given in measuring on a plane surface with rule and knife; squaring with try-square; gauging with marking gauge; sawing to a line with rip, crosscut, and back saws; planing to true surface; planing ends smooth and true with block plane; lining rough lumber with straightedge and pencil; making the half joint, or box halving; making the dado or cross groove; nailing butt joints, mortising and tenoning, boring and making joints fastened with screws; gluing; making a smooth surface with plane, scraper, and sandpaper; grooved work; making miter joint; making irregular bevels; making dovetails; laying out and sawing curved work. (Each of the above exercises should be worked in free-hand drawing from a model prepared by teacher, the model then set aside and the object reproduced from the drawing.)

In the course in drawing it is not intended to make expert draftsmen, but to give such instruction as will enable pupils to read readily drawings both of plans and of work such as generally comes before a mechanic in his trade.

In the carpenter shop an experienced boy may be given the charge of a number of small ones, and with the supervision of the carpenter give them exercises in (1) measuring, (2) properly driving in nails. He should give lessons also in the proper method of withdrawing a nail, boring holes, using the jack plane, the smoothing plane, the jointer plane, and the block plane.

Give talks on materials; care of tools; difference in woods—their relative value; ascertaining of the age of timber by counting the rings from the center of the tree to the bark; the reading of drawings; the care of lathe and names of parts.

It is expected that students will do the general repair work of the buildings and the furniture connected therewith; also that they shall assist on new work, such as making tables, chairs, settees, rockers, desks, shelves, etc. Boys will enjoy making models of buildings. It is well to instruct the Indian boy in mending and making furniture, for with this ability he can easily make many pieces of substantial furniture for his home, and thereby add to its beauty and comfort.

In Indian schools it is advisable for carpenters to know something about plastering, that they may be able to teach pupils how to apply the scratch coat of plastering, the brown coat, and the hard finish.

In bricklaying, teach pupils how to handle the trowel and how to spread mortar; to lay bricks properly, so that the joints are neatly pointed; the properties of mortar and cement and how they should be mixed.

When new buildings are in process of erection, or old ones being repaired, the boys should be actively engaged in the work and do a large share of it. The greatest stress must be laid on plain house building, including foundations, walls, arches, and chimneys. Lessons in making mortar and on lime and cement and brickmaking must be given in connection with this work. A course in blacksmithing should go with this work. Special stress must be laid on building and repairing fences, and repairing houses and outbuildings necessary on a farm; also to repair work on wagons and other vehicles.

**Fifth year.**—Have pupils compute the cost of and estimate the amount of lumber necessary to build a house of two rooms complete. Have them estimate for the weatherboarding of a house of one room; of two rooms; four rooms. Estimate the cost and amount of lath needed for houses of different sizes. The cost of shingles and the number required for roofs of various sizes will give good drill. Have them find the cost and amount of lumber required to erect the frames of houses of a number of sizes. Find the number of feet of lumber needed to floor the different rooms of houses of given sizes. The amount and cost of lumber for door and window frames, also for doors, will be another practical question. The lumber for board walks of different lengths and for fences should also be found. Have them describe the quality of lumber required for the different purposes. Estimate the cost and amount of lumber required to build barns, chicken houses, and other outbuildings needed on a farm. Ability to compute readily the amount and cost of lumber needed for a specific purpose will be of inestimable value to the boy in the carpenter shop, and the help the class room gives him in this direction will materially aid him in his work at the bench.

**Conclusion.**—Keep in mind the future environment of the child and that teaching is of little value that is not practical and useful. When fences are to be built or repaired the boys should do most of the work. Indeed, when any repairing is to be done, walks laid, or any repairs about the institution, give the work into the hands of pupils. If a new building is in process of erection an opportunity of the utmost value presents itself to the carpenter and his pupils. Discuss plans with the boys, allowing them to express their judgment as to location, materials; encourage them to watch every development and process with keen curiosity, and before the building is completed they will have learned much about practical carpentry and building.

Encourage boys to plan for the future: let them express their views as to locations, materials, structures, etc.; get their interest aroused to think and plan independently. Arithmetic and carpentry will aid each other. In the construction of a single house the carpenter is obliged to solve problems involving nearly every arithmetical process. Give problems in computing the quantity of lumber required for laying several walks, taking those around the school buildings as examples, and having the children measure them.

Give problems in figuring the quantity of earth necessary to be excavated for a cellar, the perches of stone in the wall, the amount of labor required for floors, lath, plaster, and paper for the walls and ceilings, bricks for the chimney, shingles for the roof. Then have them compute the cost of each kind of material and the entire cost of the building, the barns, and outbuildings.

Teach pupils to save their money in order that they may have something with which to build their houses and other buildings when they begin life for them-

selves. Train them in habits of economy and thrift, showing how fragments of lumber remaining from one piece of work can be advantageously used in other ways. Permit no unnecessary waste. Endeavor to foster a spirit of discussion among the boys as to the best manner of building houses and barns.

#### COOKING.

This most important department in the school should teach the girls lessons in home-making and equip them with the ability to prepare dainty and appetizing meals out of ordinary material. The first year the little children prepare simple meals for the dolls, while the second year they do more extensive cooking for the dolls and write receipts stating what they have done, the proportions of each ingredient used; and they are given lessons in bread and butter making.

Pupils are taught to work with few, simple utensils, and must use the material supplied by the school, varying the cooking so as to have variety, which can easily be done by using judgment and putting thought into the work.

Pupils must be taught the relation of fire, air, and water to life and to cookery. Instruction in cookery must be given the child every year in school, first in the class room, then in the kitchen, where opportunity will be afforded pupils to show how thoroughly they have learned the lessons given in the class room.

Pupils must be taught the care of milk, butter and cheese making, and the proper care of milk vessels. They must also be taught to make yeast; to make and bake bread, cakes, and pies, and the different ways of cooking meats (retaining and extracting the juices); to make soups; cook eggs, fish, vegetables; making gravies, simple desserts, and simple cookery for the sick. They must be taught the proper disposal of refuse and a general idea given of the care of food boxes and refrigerators, sinks, and drains.

The young housekeeper must be taught to milk and have a general idea of the care of stock, their feed, etc. She must know how to plant and raise vegetables, wisely planting seed so that she will have crops of lettuce, radishes, and other vegetables coming on for use after the first crop planted has been exhausted. She must be taught to have pantry and garden so arranged as to be able to keep her table supplied with wholesome food in season. She must know how to use poor cuts of meat in such a way as to make them palatable. Good food left from other meals should be used over, cooking it so that it will furnish an appetizing, digestible meal.

Mrs. Emily Johnson, teacher of cooking at Haskell Institute, Lawrence, Kans., has outlined an excellent course in cooking which suggests teaching first the use of the stove, the damper, the oven, and economy in the use of fuel; also the setting of the table and simple lessons in serving. The care of milk is taught and its importance as a perfect food. Junket is made to show the change which takes place when milk is taken into the stomach, and in connection with the lessons on milk, butter making is given. The four principal elements found in nature—oxygen, nitrogen, hydrogen, and carbon—are made the subject of careful study that pupils may know what parts of the human body these elements enter and what foods supply them. Reference is made to the valuable food charts published by the Department of Agriculture, which will be found of great assistance.

Mrs. Johnson's motto for her work in the cooking class, and one which may well be adopted by all teachers of cooking, is "to teach to do by doing."

#### DAIRYING.

Dairying goes hand in hand with farming, and may almost be said to be a part of it. Every thrifty, ambitious farmer, unless the circumstances be exceptional, runs a dairy, large or small, in conjunction with his farm. It is desired that this branch be taught in every school where the conditions do not render it absolutely impracticable.

If the school does not already possess a dairy, a beginning must be made at once. It need not be pretentious at first; in fact, it is better not to be. Make a commencement with a few cattle—four or five is a good number—and a good sire, and then increase gradually. The cattle selected should be of as good a grade as possible. If it is not possible to get high-grade cattle, get the best that can be obtained, and a good sire, preferably a Durham, and then by raising the best calves and disposing of the poorer cattle, gradually improve the herd. If a calf is a healthy one of good breed it should be raised, otherwise it is better to veal it. By following the policy of raising all good calves the dairyman, provided he has a good bull of standard breed, will soon have an excellent herd.

The buildings for the dairy will not need to be elaborate or expensive at first. They can in most instances be erected by the school carpenter and the boys under

his charge. The instructor should also impress upon the students that when they have a small dairy of their own they do not at first, nor for a good while, need to have an elaborate or expensive outfit or buildings.

Give the students frequent talks in relation to the matters touched upon above, and in every way and at every opportunity endeavor to prepare each one to be able to begin correctly a dairy of his own. Emphasize the fact that three good cows are worth more by far than a dozen poor milkers. The expense of feeding an unprofitable cow is just as great as the cost of feeding a profitable one.

The work of the dairy will be begun by the child quite early in his school life when he assists in his small way in the care of the cattle, driving them, and doing many other light chores.

Teach the boys to handle and treat the cows gently. They must not be abused or frightened, as this injures their milking qualities. Give talks and instructions on stables; how they should be constructed, the value of raised platforms, and of stanchions instead of ropes.

Both boys and girls should be taught to milk. The student can begin to learn milking at from 12 to 14 years of age. Instruct in the proper method of milking, always using both hands. After the student has learned to milk he should be given a certain number of cows to milk daily, night and morning. Each boy can milk from five to a dozen cows. Another thing that is very important is to milk cleanly. Regularity is essential to the best results. Appoint certain hours for milking in the morning and evening, and then see to it that the milking is done at those times.

The entire work of the dairy should be done by the pupils, the instructor devoting his whole attention to supervising their work and giving them instruction, and endeavoring in every way to improve them.

Give frequent talks on the standard breeds of cattle; the relative merits of Holsteins, Durhams, Ayrshires, Jerseys, Guernseys, Short Horns, and other breeds as adapted to the particular locality. Explain which are better when quantity of milk is desired, and which when butter is the object.

For fodder, clover, prairie hay, and cured cornstalks are excellent. Ensilage is especially good and very economical. It is said that more cattle can be maintained from a given acreage by the use of this food than from any other.

The room used for keeping the milk should be cool in summer and warm in winter. It should always be clean and sweet and a model of neatness. Pans and other utensils not in use must be kept clean and arranged in a neat and convenient way. The dairy must above all look businesslike and never slipshod or slovenly.

Teach the proper handling of the milk from the time it comes into the milk room until it is made into butter and other products. It is first strained carefully, and poured into properly arranged pans in a cool place for the cream to "rise," then skimmed, and the cream placed in a receptacle to await churning, and the skim milk put to whatever used may be desired. The cream should be kept for a period long enough to turn a little sour, usually a couple of days. Keep it in a warm place over night before churning. After the butter has collected, remove the buttermilk, and pour in some cold water and "wash" the butter in a churn. Then take it out and work in the salt. After salting, let the butter stand for twenty-four hours, and then work it and put up in packages of a desired size or store in proper receptacles.

The length of time to be spent by each pupil at dairying will depend upon circumstances and will vary according to the capability of the student. The instructor will be able to determine this without any difficulty. It is desired, however, that all students receive instruction on this subject, for the great majority of them will have occasion to utilize this knowledge in their after life.

#### ENGINEERING.

At every school where there are facilities engineering will be taught. The boys selected for this course should be those who show an aptitude and liking for the work, and who possess sufficient physical strength and robust health. The main course in engineering will extend over a period of three or four years, to be varied in the discretion of the engineer. In it will be included instruction and practice in steam heating and plumbing.

During the first and second years of the course the student should be taught the principles of boilers and engines, and possibly also of dynamos and motors. This work will continue until the boy is thoroughly familiar with the different parts, can set the valves on the pumps and engines, erect boilers, connect a series of them, and connect dynamos, motors, etc. The school plant will be used to illustrate this work. Engineering and electrical papers and catalogues of machinery



should be furnished to the pupil, and he should be encouraged to read and study them, and make designs and models of the appliances shown, that he may keep in touch with modern machinery in general use.

First year.—The students should first be taught to keep themselves neat, and should assist the engineer in keeping the machinery and the engine and boiler rooms clean. Give the boy the oiler and put him to oiling the shafting. Then let him wipe up around the engine and remove all surplus oil and grease, then scrub the floor and do such other work as he can. When the engineer is absent, he can watch things and wipe off the running parts of the engine. Later on, the student may occasionally be left in charge of the engine.

In the boiler room, where the pupil will be chiefly engaged this year, the first things to be given the pupil to do will be to wheel out ashes and get in coal, oil the shafting, and clean the pipes. Give some lessons in pipe fitting and putting in valves. At the proper time give instruction in the principle upon which the boiler-feed pumps work; how to pack, repair, and clean them, and their care in general. Then will follow the care of the fires, when to clean the fires and how they should be kept to get the best results from the fuel used. An intelligent fireman can often save in fuel an amount several times greater than his wages.

Show how to prepare the boiler before exhausting the steam for the work of cleaning, how to clean, how it should be kept after cleaning, how to test for leaks, loose rivets, and strained rods. The detachable parts of the boiler should be removed and the pupils shown how to reassemble them in good order. Then illustrate the proper way of closing up the boiler, how to prepare it for firing, and how to connect it with other boilers. Have them watch the steam and water gauges, and learn what to do if the steam pressure rises too high or falls too low.

Incidentally, as much repair work on hot and cold water pipes, radiators, and steam pipes as possible will be given the pupils as a beginning of their instruction in plumbing and steam fitting.

Second year.—The apprentice this year will enter the engine room. Teach the principles of the engine; show how to start and stop the engine; to set up and repair it; to set its valves; to pack it and take up the wear; to set the piston; to oil the engine properly, and to clean the various parts.

Practice will be given in running the engine, making steam connections, setting slide valve, giving proper lap and lead, setting eccentric, arranging for proper cut-off, fitting oil cups, speeding governors, fitting belts, lining up, and calculating indicated horsepower.

Give the same attention to the running of dynamos and motors, their adjustment and care.

When the pupil has learned how to run the engine and has shown that he can be relied upon, he may be used as a substitute to run the engine and boiler in the absence of the engineer. This will arouse the boy's ambition and pride in his ability and is very valuable in order to impart self-confidence and thoroughness.

Third year.—Continue and review the work of the first and second years. Much attention will be given this year to plumbing and steam fitting.

Teach how to set and connect different kinds of radiators and how to make the various kinds of coils in common use, such as return coils, miter coils, corner coils, etc. Then give instruction in the piping of dwellings and other buildings. Have the pupils learn the relative merits of the different systems; the one-pipe and two-pipe systems; those with high and those with low pressure, and the exhaust steam plan. Give much practice in the fitting of pipes, cutting of pipes, and cutting of threads. Have the pupils do as much repair work as possible on steam pipes and radiators.

The student should become very proficient in pipe fitting. Teach how to make a solder; how to make a "wiped joint," a joint between lead and iron pipes, and a "packed joint." Give as much practice as possible in setting up closets and bath tubs. Whatever repair work may be done around any of the buildings of the school should be utilized to give the pupils practical experience.

Take up the steam-heating plant of the school and study it thoroughly. Show the necessity for covering the steam pipes and why the boiler is placed lower than any part of the pipe system.

Teach the laying of steam pipes under ground.

Give talks on steam-heating boilers, and assign problems in finding heating capacity; also problems in estimating the cost of a given piece of work in steam heating. Give instructions as to the care of the pipes during the various seasons.

After steam heating will follow general plumbing which should be taught very carefully.

Give instruction in natural drainage. Houses, especially farmhouses, should

be located with the view of affording the best possible drainage. Show how such locations are to be selected and what conditions make a situation more or less desirable. Have the pupils examine the school farm and let each select the point best suited, in his opinion, for a home, and give his reasons.

Discuss the various means of dispensing with the dangerous cesspool in places where sewerage facilities are not available.

Give instruction in laying water and sewer pipes, and show the proper way of making lead and the various other connections.

#### THE EVENING HOUR.

The superintendent will be able to plan for a pleasant and profitable hour for the pupils each evening by having the several employees give a talk on the work of their respective departments, arranging so that each employee will instruct the children at the evening hour twice a month; for example: Monday—The farmer; Tuesday—The seamstress; Wednesday—The shoe and harness maker; Thursday—The cook; Friday—The social hour; Sunday—Devotional exercises, song service, etc.; Monday—The industrial teacher; Tuesday—The laundress; Wednesday—The matron; Thursday—The superintendent; Friday—Social hour.

Subjects and dates being changed to suit the convenience of the employee, this will carry the work through two weeks, when it will be repeated, and so on through the year.

The class-room teacher will assist in making the evening hour a helpful one by preserving order and by assisting the speaker of the evening in every way possible, giving instruction in music, in calisthenics, current events, etc.

#### GARDENING.

**First year.**—The child is taught gardening the first year of school life, when, upon entering school in the fall, he collects, with the teacher, seeds that are needed for next spring's planting, puts them into properly labeled envelopes, and stores them away. Plants are transplanted from the garden to window boxes, and some seeds are planted. In a large box a miniature farm is conducted, and seeds planted in the small fields which are laid off.

Very early in the spring a hot bed is made where the conditions are favorable, or plants are raised in the house. As soon as the weather permits, pupils are taken into the garden where, with the assistance of the teacher, they lay off a number of beds—two children working at a bed—prepare the ground, and plant vegetables, fruits, and flowers. When the plants commence to grow, they care for and cultivate them, finally harvesting and selling the crop, thus starting a small bank account.

**Second year.**—The second year larger gardens are planted, and a system of rotation of crops observed. A succession of crops, where possible, will also be planted. More vegetables will be raised this year, and the bank account increased proportionately.

**The third year.**—This plan is carried out on a much larger scale during this year, and the pupils should gain much skill and judgment in the management of their small farms.

**Fourth year.**—Girls as well as boys should have hours with the farmer in receiving instruction in this all-important subject, but the boys from this year on will work in the school garden, and also have independent gardens of their own. The object of this work is to equip the boy with such ability that when he goes upon his allotment he will be able to plan and conduct a garden that will supply his table with vegetables, and also produce a considerable amount for the market.

#### GEOGRAPHY.

**First, second, and third years.**—Begin the subject of geography by studying the school grounds. Then teach the cardinal points, fixing them in the children's minds by connecting them with the positions of the different buildings and conspicuous objects in the vicinity. Likewise show their connection with the rising and setting of the sun. Have pupils draw a plan of the school farm, locating all the buildings and giving their relative positions, using the school buildings as a starting point. Have them locate the roads, fences, and the different fields. Study the effect of climate in the locality, noting the condition of the fields at all seasons and the work that can be done from time to time. Have the grounds reproduced at the sand table.

Have the children observe the phenomena of nature, day and night, bright and cloudy days, rain and snow, hail, frost, dew, giving this information in a series of talks, which may be written on the board in sentences and used as a reading lesson. Consider man's dependence upon the land for his daily bread, how fields must be plowed and planted by man, watered by rain or by irrigation, and cultivated carefully that they may yield an abundant harvest; how the corn or wheat after going through various processes is used to make bread. Give a series of lessons in breadmaking in the class room. The wheat that is not needed for bread for the family is to be sold to purchase other necessities.

Give pupils a thorough understanding of the geography of the reservation. The geography presented to the pupil must be that of his environment. The geography of the reservation will lead up to that of the State. Pupils must study the articles of consumption and commerce that can be successfully and profitably produced in the locality in question. Impress upon pupils that if each one labors to obtain a good home, be self-supporting and independent, and endeavors to improve his home and ameliorate the condition of those around him, he will have discharged the duty which he owes to mankind and be a credit to his country and his race.

Explain how fresh air and sunshine purify our homes and keep away disease, and how necessary it is to have our windows open often to let all the sun possible into the rooms daily. Observe the yellow, unhealthy appearance of plants that have been in the house where they could not get the sunlight.

Dwell upon the importance of the different industries in localities where farming is not possible, show the advantages of herding, and, if possible, how dairying may be profitable. In localities where mining is the industry, the lessons on the work of the miners will form an important feature of the geography taught. At schools located near great bodies of water fishing is an important industry. Should large manufactories be near, the children must be shown that the raw material as it comes from the earth is usually unfit for use in that state, hence the work in such manufactories. Study the roads of the school and reservation and the facilities for transportation, also the products that are sent out to the markets of the world and what is received in return.

It is a good plan for each school to have a collection of the soils and minerals found on the reservation and of the grains raised, also a collection of paintings and drawings of the fruits and vegetables raised on the school farm, as well as models of these in clay. If the tribe be that of potters or blanket or basket weavers, pupils should make drawings of the designs, shapes, colors, etc., used in the work in question, using the old and artistic designs and the colors as made by the Indians. Such a collection of drawings will be valuable aids in teaching the native arts.

Pupils must study the earth with reference to its fitness to helping them to make a living. Study those crops that will bring the best results in the environment. Consider the surroundings carefully, and show that the industry that pays best is the one for each to follow. Show that a county progresses most that has the best agricultural features; that it pays to go, carefully, into the raising of fruits and vegetables. Remember that the Indian child at home has fewer advantages than the average white boy upon the farm, and he must be given every opportunity at home to broaden his range of thought. He inherits a love of out-door life, but lacks the faculty for constant application to daily tasks. He must be taught that the law laid down by St. Paul, "if any man will not work let him not eat," applies to-day.

Every boy and girl should have sufficient knowledge of tools, agriculture, and business to apply it practically to the betterment of the home and of the crops raised. They should see the need of getting rid of poor grades of animals and getting good ones, and that a part of the money received from crops, put back into the farm, will pay interest on the investment. Impress the importance of always putting away a little, no matter how small the income. Show pupils that to steal the necessities of life is to lead a criminal career; to live upon the result of others' toil is to become a parasite; while the only honorable way by which these things are obtained is by honest toil, and remember that the education that does not develop one's powers of usefulness is of little value.

#### HARNESS MAKING.

Teach the essential principles that underlie a number of trades and ability to do many kinds of work rather than give the boy a trade. See that he has gained intelligent ideas of tools and their uses, the laws of mechanism, the properties of wood, iron, leather, and other materials. Teach system and precision.

The aim must be to give a more symmetrical education, employing the brain and hand by using books and tools, in order that increased interest in all work and more useful citizens may result.

**First year.**—The boy must first be taught to make a wax end; then give him scraps of leather to sew upon until he learns to make a good stitch. He will then be advanced to strap work, which necessitates much practice on stitches.

Give plain work, such as traces, folded breaching, bellybands, hip straps and halters. The necessity and value of good, careful stitching can not be too strongly impressed.

The making of the different kinds of pads used on harness is a very important branch and should be taught carefully.

Talks should be given frequently on leathers of different kinds, where obtained and how tanned, and those best suited for the different parts of the harness; also upon the proper care of harness and the tools and materials used in making harness.

**Second year.**—Continue the work on straps and give thorough instruction in making bridles. Give also the round work.

**Third year.**—The work this year involves much practice in cutting and fitting all parts of the harness and in putting them together to complete a full set of harness, and the talks must embrace a thorough study of leather and where to obtain the best grades. Have pupils observe the different kinds and styles of harness. Give practice in estimating cost of leather and all supplies pertaining to the harness trade. Drawings showing the different parts of harness, as well as complete sets of harness for wagons and carriages, will also be made by the pupils from memory as well as from the articles themselves.

#### HISTORY.

Begin teaching history by telling the children the story of their tribe and then of their race. Relate to them legends and stories such as will excite and fix their interest. Have the pupil tell what he can of the history of his forefathers and of his tribe as it has been handed down from the fathers and mothers in tales told around the camp fires. The parents have lived through pages of history. Oral and written reproduction of all such historical stories should form an important part of the work.

Endeavor to arouse in the pupils an interest in the upward struggles of their people in the past and a determination to do their part toward the progress of their race in the future. Always seek to create a spirit of love and brotherhood in the minds of the children toward the white people, and in telling them the history of the Indians dwell on those things which have showed nobility of character on the part of either race in their dealings with the other.

Study the arts and industries of the Indians in the past.

Compare the Indian life of the past with its present and what it should and will be in the future; the houses the old Indians built; their food, occupations, and manner of living. Tell them that their history will be what they make it, and they should feel the responsibility for making it bright. Dwell upon agriculture, its history, and its importance to the Indian. Discuss the various products that can be raised and the best crops to be raised.

Give attention to the other industries of the old Indians, encouraging the discontinuance of those which are unprofitable and the preservation of the practice of those which are valuable, such as basketry, pottery, blankety, etc.

Have the children bring baskets to school and make some themselves, all of which place on exhibition, and encourage the pupils to become as skillful as possible. Native weaves and the natural Indian dyes are the most valuable. Follow the same plan with respect to bead work and pottery.

Take up the subject of the buffalo and thence lead up to cattle raising and dairying. Find out how cattle figured in the history of the old Indians and how it will figure in the lives of the Indians of the future. Study cattle raising, the different breeds and those best suited to the locality, their feed, different grasses and grain raised for feed; their care, housing, pasturage; how profitable, either for beef or dairy purposes; the available markets, etc.

Take up in a like manner the other industries, such as the raising of hogs and poultry.

Irrigation will also be a valuable subject for study in many localities where it is necessary for farming.

Then give instruction in the history of the United States. It is not desired that American history be studied with much detail, but rather a general view of it

given the pupils. They should know enough about it to be good, patriotic citizens, but valuable time should not be used in learning minor details. They should learn a few important dates, such as that of the discovery of America, settlement of Virginia, Declaration of Independence, etc.

Describe historical events, as the discovery of America and the landing of the Pilgrims.

The important events in our history, such as the great wars, should be given attention, but not in detail. Show the causes of the various wars, what were their principal results, and who were the great actors in them. The names of our greatest men, such as Washington, Franklin, and Lincoln, should also be learned and something about the character and work of each.

Employ public anniversaries and the birthdays of great men, like Lincoln, Washington, and Longfellow, to give historical information—points of general interest, not minute details.

Adapt also stories appropriate to Thanksgiving, Christmas, New Year's Day, Arbor Day, etc.

Enlarge upon national holidays; history of our flag; patriotism; loyalty to a cause, one's institution, one's country.

Teach the general character of the Government of the United States and how it is conducted. Explain its relations with the Indians.

Give lessons in State and local government; how public officers are chosen; the principle of self-government. Explain the three branches of government, executive, legislative, and judicial. Explain in a simple way the workings of a court.

The central thought is preparation for citizenship.

Correlate history and language, requiring all stories to be retold in good English,

#### HOUSEKEEPING.

The art of housekeeping as learned in the home under the mother's eye is what we want to teach our Indian girls, assuring them that because our grandmothers did things in a certain way is no reason why we should do the same. The good housekeeper is the arbiter of the health of the occupants of the home, and special stress must be laid upon the hygienic and sanitary laws. Let all the sunshine possible into the homes and lives of the family.

Attention must be given to the food eaten, the water used, and the air surrounding the home, to the furniture of the house, and to the manners and morals of the members of the family. Unselfishness, consideration for others, and a spirit of helpfulness, together with a sense of right and wrong, constitute good habits and manners of the individual members of the household. "A happy, healthful home is the foundation upon which the welfare of the family and the prosperity of the nation rest," and a systematic knowledge of things relating to the home is a lesson all girls should learn.

Every girl should be taught to make yeast, to make and bake all kinds of bread, to cook cereals, meats, vegetables (boiling and steaming), soups, plain pastry, cookies, cake, to dress and cook poultry, to prepare eggs in a number of palatable ways, to prepare beverages, to do simple invalid cooking, warmed-over dishes, and to utilize unconsumed food. Attention must be given to the hygienic conditions of the kitchen and surroundings, exercising great care that refuse be placed where it can not sink into the drinking water.

Drinking water should never stand uncovered. The value of pure water can not be too strongly impressed, for, as a well-known writer has said, "this fluid, which infuses new life into mankind, is likewise the chief vehicle by which disease and death enter the body."

Since "the destiny of the nation depends upon its food," it is important that we show these Indian children that their first duty is to help build up a strong physical organism. Nothing so weakens the brain as lack of nutrition.

Pupils must be taught to cut, fit, and make all kinds of wearing apparel and all articles needed for the household, and to be resourceful, using every scrap in some way, throwing away nothing. Economy in housekeeping is an all-important lesson.

Teach girls to care for the sick, to dress wounds, put on bandages, and simple appliances for the relief of pain, thus fitting them for the emergencies that come to every home.

The importance of teaching the laundrywork in a systematic way is very great. Pupils must be taught to make good soap. Impress the importance of mending clothes before washing, and to wash, starch, and iron all kinds of wearing apparel and household linen. Teach sweeping, dusting, care of lamps, washing windows, care of woodwork, care of kitchen, of floors, of cellar, and the disposal of household refuse.

Study the bent of each girl, giving each the help in special directions that she needs most.

Have the girls take turns in the management and care of the house, the sweeping, scrubbing, and dusting; the care of beds, filling up all cracks and holes with putty, that vermin may have no place in which to breed; the care of bedding, seeing that it is kept clean and properly aired, and that beds are neatly made.

Show the importance of keeping sleeping rooms well aired during the day, and that no food should ever be kept in a room where people sleep.

The dignity of labor should be impressed upon the mind of the Indian student, and the virtue of economy should be emphasized. Children should be taught to put to the very best use what is so generously supplied by the Government. If there is time for nothing else, housekeeping must be taught.

The materials supplied by the school for the pupils must be used, and in a variety of ways, and the pupils must be taught cooking as done for a small family. This work may be placed under the immediate direction of the cook, and every day one girl should prepare an entire meal for one table in the dining room.

Teach pupils the bad results of running bills at shops. Cash payments should always be made, and the income of the family so divided that the housekeeper will set aside a certain portion for household expenses and live within that amount.

Reverses and illness come to the best regulated families, and it is wisdom to have simple, well-cooked food, simplicity in dress and living, and a bank account to resort to in time of need.

#### LAUNDRY.

The training in doing laundry work begins the first year the child enters school. This highly necessary lesson can not be commenced too early in life, and the first year in school it will be presented in such an attractive manner that the child will enjoy assisting in the work, and be given one of the most important lessons that must be learned. It is not expected that children will appreciate the importance of well bleached linen and faultlessly smooth ironing, but it is intended that from the start they shall be trained in doing laundry work systematically and see the necessity for hygienic living.

With the youngest children the teacher must have a proper place and receptacle for all soiled linen used in the doll's house, never putting any away damp, lest it mildew. On wash day the clothes must be properly sorted, washed, and dried out of doors if possible; if not they may be hung on lines strung across the window. On ironing day they are ironed, then mended, and when thoroughly dry put away, neatly folded.

Each pupil should have a laundry bag and be responsible for personal apparel. This fosters responsibility and will tend to make children take better care of their clothing. The matron must see that every garment is plainly marked with the name of the owner, thus avoiding confusion and enabling garments to be located. Clothing that is common property is rarely appreciated as personal belongings are. This is a lesson the Indian child needs to learn.

Small children can assist in the laundry, staying an hour at first and gradually increasing the time as the child develops physically. Have small irons for the smaller children to use and put them on the simplest garments, towels, etc.

It is always wise to have at least one girl on the laundry detail at all times who is thoroughly familiar with the work and in whose care the smaller pupils may be placed, that the experienced pupil may assist the little ones just learning, helping them with the difficult parts, and showing them how whenever they need advice and assistance. In this way the laundress will have a trained class of helpers each year.

In laundries where the work is heavy and must be done by machinery, the laundress must have a few tubs and teach pupils how to wash on boards. This must be taught every pupil. When pupils return to their homes, they will have few facilities for doing laundry work, and at school they must be taught to do the work with the most limited outfit.

So much of the health and comfort of life depends upon the cleansing of clothing and linen used in the family that the subject can not be studied too carefully.

The laundry must be supplied with oilcloth aprons that pupils may not get their clothing wet when washing at tubs. Overshoes should be worn by pupils when floors are wet or when they have to walk on damp ground. Pupils must not be allowed to go out to hang up or bring in clothes when overheated, and they should have a jacket or cape to protect the lungs, and some covering for the head in bad weather. Good health is one of man's greatest blessings and must be guarded intelligently.

The laundress and her assistants will be expected to do all the laundry work of

the school, including wearing apparel for boys and girls, table and bed linen, curtains, towels, and everything that is needed for the comfort and well being of the pupils.

All body linen should be changed at least once a week and individual towels and handkerchiefs must be supplied pupils. Bureaus and tables should be supplied with neat covers which pupils should take pride in keeping well laundered. It is well to wash comforts and blankets at least once a year. Dresses and aprons should be starched since they keep clean much longer.

Pupils must be taught in the laundry to use fires economically, to sort and wash white and colored clothes; the different ways of washing, rinsing, wringing, bluing, and starching clothes; the making of soap and starch, also their use; using lye; drying clothes out of doors and in the house; sprinkling and ironing clothes; care of laundry, tubs, buckets, utensils, machinery, and irons. The object is to teach all pupils to be able to do family washing expeditiously and thoroughly.

The school laundry is maintained not only to keep the clothing used at the school in proper condition, but to train the pupils in habits of cleanliness and civilized ways of living and for hygienic reasons. Pupils must be taught the work in a systematic way and the training must be so thorough that pupils will see and feel the reasons for washing articles clean and making them look as attractive as possible. They must be shown the inadvisability of keeping soiled clothing in a sleeping room and in sorting clothes properly, washing white and colored pieces separately. They must be taught to use plenty of soap, to rub soiled things on a board (using a scrubbing brush on heavy-soiled garments), rinsing properly and drying in the open air, and finally ironing smoothly.

#### MUSIC.

Froebel believed that music greatly assisted the development of all the powers of the child; that it awakens the moral life, elevates the spiritual tone, and gives relief to physical weariness; therefore in the kindergarten the child is given songs and mother plays which are full of music.

Pure tone must be sought. This will be aided by using a pleasant tone in speaking; therefore cultivate it in all recitations and conversations.

The position of the body and throat while singing should contribute to the full expansion of the lungs; not only must the mouth be open nearly as wide as nature will allow, but the throat also must be open.

In the lowest grades the children may be given a few simple rote songs illustrating the lesson to be impressed. Have them sing in a natural soft tone, never permitting nasal tones.

A few exercises in breathing should be given before singing, and see that all children assume a proper position while singing.

Patriotic songs must be taught and the children told something of the life of the author and the reasons for writing the songs given.

Every evening at the study hour, or what should be termed the recreation hour, the pupils may be given fifteen minutes drill on sight reading from the chart and blackboard, the scales, tonic drill, and part singing.

It is not the desire of the Department to give advanced instructions in music, but it is intended to be taught more as a recreation, whose uplifting influence will be felt in the home.

#### NATURE STUDY.

The Indian child is already fairly well equipped with this information, and should be taught facts about nature that are of practical use in every day farm life, and he should be taught to make use of them. Without these practical lessons, nature teaching is deprived of most of its power. Nature study in the kindergarten years will very materially assist in the acquirement of English.

First year.—During the first year of the child's school life only the most simple and elementary facts of nature study should be treated of. In September, fruits, grains, and plants maturing at that time should be talked about and examined with a minuteness varying with the grade.

Collect, label, and study seeds of all kinds. In October, add to the collection the different kinds of nuts and leaves common to the neighborhood, watch the operations on the school farm. In this connection it may be observed that in every year the work progressing on the school farm should be talked about and followed and used for illustrations whenever possible, having in view the fact that the child is to do this farm work himself when older.

Have allotted to each child a piece of ground for a little garden, which may be known as his "farm." At the proper season the boys should make small boxes

to be used by each child for the planting of flower seeds indoors in the fall to beautify the rooms and to transplant in the garden in the spring. In other and larger boxes plant cabbage and tomato seeds, and when the plants are of sufficient size transplant to the garden.

In preserving the seed from the lettuce and radishes, select only the largest and most prosperous plants, and for this purpose the largest plants in each bed must be left unmolested while the others are taken for market or consumption. These seed plants need careful attention from the first. This will be excellent training for the children in the art of improving varieties.

The farmer should be called upon frequently to show the children the best manner of caring for their gardens. The class room teacher thus becomes a most valuable assistant to the farmer, giving the foundation, for which the farmer does not have time with the smaller pupils, and preparing the child to do more effectual work when he passes from the class-room teacher to the teacher of farming.

The uses of domestic animals may also be touched upon informally to advantage, and the children encouraged to talk about such animals as they may know of. In insect study, teach the names of a few of the insects common to the neighborhood, such as the butterfly, bee, ant, etc., and a little about their habits. As for the birds, in these tender years of the child's life, it is enough to teach it to love the birds and not to hurt them; nor to break up their nests which are their homes. Bird houses should be built by the older boys with the aid of the carpenter. At the proper season, teach the children how to dry fruits, corn, etc.

**Second Year.**—This year the work is to be conducted on the same broad lines laid down for the first year, but on an enlarged scale.

In the autumn direct the child's attention to the preparation nature makes for the winter. Discuss and have the children talk about the operations on the farm; harvesting, gathering of fruit, and storing for winter. Repeat the work of drying fruits, corn, peas, etc., giving all the work to the children, but directing them constantly. The teacher will preserve fruits and make jellies and jams, the children helping with the work, putting it away in small jars (vaseline or others) for the doll's use. The doll's home will thus be ordered as the child's will be later.

Teach the practical uses to which the trees of the neighborhood may be put and their commercial value. Teach the children which are the best fruit trees for the farm, such as the apple, peach, pear, etc., and something about their cultivation. Each child must plant one tree.

The child's farm must be continued as in the first year and enlarged. Make the children collect and preserve such seeds as the school garden and their own produce for planting the next season. Show the children, with the help of the farmer, how to prepare their "farms" for the winter.

Repeat the planting in boxes and operations of the previous year, making additions to the varieties of flowers and vegetables planted. Give short talks on the parts of the plants and their functions, using those the child is raising in his garden as illustrations. With a little care, the children can raise a large share of all the cabbage and tomato plants needed for the school garden. Special attention should be given to the place selected for the boxes as regards light and also temperature.

The children will continue in charge of the poultry, under the direction of the teacher, as before, and ducks and turkeys may be added. The children will see that the nests and roosts are kept in good condition and the coops clean and well disinfected, for which purpose an occasional whitewashing of the inside will be valuable.

**Domestic animals.**—Cows: Different breeds. Milk and its uses. Explain to the children the forming of the cream, and have them watch the milk and observe how the cream collects on the surface. Give each child a small bowl or tin pan large enough to work a small amount of butter in, and let each use a small butter paddle made in the class room. Tiny pats should be made and set away for use of the doll's table. See to it that when through all utensils are put away carefully and scrupulously clean.

Horses: How useful. Teach that it is usefulness that gives value to the animal. Wild, unbroken horses are of no value. The importance of the horse to the farmer and the care that he should have. Suitable food for horses. Winter care.

Sheep: Uses. Wool. Care of the sheep in winter and summer.

Swine: Value to Indian farmer. Their feed and care.

**Third year.**—Teach those things which will be an aid to the Indian in practical life, especially in the line of agriculture.

Show that without flowers we could not have wheat, corn, or fruits; also of roots, stems, branches, and leaves; also the propagation of plants.



Give short talks on plant diseases, their nature and cause, and also their prevention, giving illustrations from the children's gardens, if possible, and also making experiments. Injurious insects; their methods of destroying plants; remedies for same; the fruit trees must be sprayed if we want good fruit; wormy varieties will result if this is neglected; trees are often destroyed by small caterpillars; the roots of fruit trees should be looked after. A spirit of competition and friendly rivalry for the honor of the most productive and neatest garden should be encouraged. Sufficient corn should be planted to supply the demands for drying, etc. In this connection, fruits should be canned as well as dried. Tomatoes, corn, peaches, apples, or whatever is available must be put up for winter.

Teach that the reason many seeds are used so much for feeding people and animals is because of the food stored up in them for the use of the young plant, and that in this way nearly all the food of men and animals grows out of the ground.

**Fourth year.**—The class-room teacher must interest the pupils in nature work from the start by introducing them to plant life, soils, and insects, showing the relations existing between them and their interdependence. By experiments with seeds and soils teach the uses of roots to plants, that roots absorb plant food and moisture from the soil, while they sometimes store food for the future use of the plant, and that they will not grow without air. Show the relation of soils to plants, and how they are made and their power to absorb and hold heat; also bacteria in the soil.

**Fifth year.**—*Soils.*—Soils are classified as follows:

Loam.

Sandy loam, in which there is more sand than clay.

Clay loam, in which there is more clay than sand.

Clay soil, composed largely of clay.

Sandy soil, composed largely of sand.

Humus, or organic soil, composed largely of decayed organic matter, such as the black soil of swamps, decayed leaves, woods, earth, etc.

What can we do for our clay soils to help them absorb the rain? For immediate results, plow them and keep them loose with tillage tools; for more lasting results, mix organic matter with them by plowing in farm manures or growing crops and turning them under. Sand may also be applied, but it is not always to be obtained and is expensive to haul.

What can we do for our sandy soils to help them to hold better the moisture which falls on them and tends to leach through them? For immediate effects, compact them with the roller; for more lasting effects fill them with organic matter.

By simple lessons impress upon the pupil (1) the importance of deep and thorough preparation of the soil; (2) the importance of keeping the land covered with crops the entire year in moist regions to prevent the loss of plant food; and (3) the importance of keeping the soil well supplied with organic matter. The lessons will be well worth the effort, for these are some of the important points neglected by our farmers through ignorance of their value.

**Sixth Year.**—Teach farm accounts and business forms.

Review plants, soils, etc., as presented in the fifth year.

*The crops.*—What is raised on the school farm? What on the land owned by the parents of the pupils? Give talks on marketing crops and their comparative value.

*Corn.*—Its history; nature as food; uses of corn.

*Wheat.*—Uses of wheat and wheat straw. For man; for animals.

*Seed, how improved?*—A highly intelligent practical wheat grower selected wheat on the following plan: Choosing the best and most productive plant, he planted the grains from it in rows, 12 inches apart every way, and so arranged that the grains from each head or ear should be in a row by themselves. At harvest he selected from those, after careful study and comparison, the finest plants. This process he repeated for four or more years. In five years the number of grains to the ear increased from 47 to 123. From various observations and experiments he deduced the following laws of the development of cereals:

1. Every fully developed plant, whether of wheat, oats, or barley, presents an ear superior in productive power to any of the rest on that plant.
2. Every such plant contains one grain which, upon trial, proves more productive than any other.
3. The best grain in a given plant is found in its best ear.
4. The superior vigor of this grain is transmissible in different degrees.
5. By repeated careful selection the superiority is accumulated.

**Seventh year.**—Review work of plants and soils as taught in fifth and sixth years.

Discuss plowing, harrowing, cultivating, rolling, irrigation, underdraining, fertilization, harvesting, farm accounts, and the leading breeds of farm animals, the proper housing of grain, vineyards, and orchards, marketing of crops.

This year the boys should be given practice in making estimates and plans for next season's work. They must be taught the quantity of wheat and other grains required to seed properly an acre of ground and then made to put their knowledge into practice by taking particular fields and figuring the amount of seed to be used. Endeavor to put the boys in the position of farmers having land of their own to manage. For example, in the fall require each pupil to submit a plan for conducting the farm for the coming year, giving in detail the crops to be put in each field and portion of the school farm, in doing which they must remember the principle of rotation of crops.

#### OUTING SYSTEM.

It is the earnest wish of the Department to extend to every reservation and every school where the conditions are favorable the system known as the "Carlisle outing system." Its value as a means of educating and elevating the Indian can not easily be overestimated, and the Department desires that every Indian agent and school superintendent carefully investigate and consider the conditions surrounding his school to ascertain whether it be practicable to put this plan into operation, and if so, that he proceed at once to take steps to place a number of the school children among the citizens of the locality.

The Carlisle outing system, briefly stated, consists in the placing of the Indian pupils in good white families, preferably in the country, during a portion or all of the year, where they will be treated as one of the family, made to attend the public school of the district while it is in session, and paid a small sum for their services. The pupils clothe themselves and pay their other necessary expenses, and the school makes provision for taking care of their savings. The spring and summer months are most desirable for sending the children out, but many of them should be kept out at all times of the year. The plan of saving part of the earnings is one of the best features of the outing system.

The homes for the placing of the students should be very carefully selected by the agent or superintendent, and should be those where the conditions are most favorable for the attainment of the objects aimed at.

The pupil will be allowed to spend a portion of his earnings for clothing and incidentals, and the rest will be placed on deposit in accordance with arrangements made by the superintendent.

The person with whom any child is placed should be required to make a report periodically upon the progress and efficiency of the pupil.

#### PAINTING.

It is desired that some knowledge of painting be possessed by all Indian boys. The proper and timely use of paint will do a great deal for them when they have farms or homes of their own.

**First year.**—The first lesson, cleanliness and order, will be impressed by assigning work in cleaning up the shop—plain, simple work, such as cleaning, sandpapering puttying, etc.

After this will follow in order work on priming coats (showing the proper manner of holding the brush); regular painting on the outside of buildings; practice in the putting up and working of a swinging ladder; plain trimming on the corners of houses; tracing sash; painting of doors, and roof painting.

As soon as the pupils are allowed to use the brush all the painting about the institution in any department that they are capable of doing should be given to them to do.

Next, give plain frosting of glass, preparing walls for painting painting walls in oil color and stippling, and flat color and stippling, painting blinds, and brick penciling.

**Second year.**—Take up the mixing of paints. Give the pupils talks on the proper kinds of paint to use for different purposes, as, for example, that kind used for houses and that for farm implements and wagons; also on the best colors to use for various purposes.

In the painting of wagons and farm implements teach the filling up and building of a foundation for color, and the applying of the several coats. Follow this with wall papering, wall painting, and calcimining. Some lessons in simple frescoing should be given if practicable.

Endeavor to have a few simple booths or rooms upon which the students can practice wall papering, calcimining, wall tinting, etc. Give problems to the pupils in computing the cost of particular jobs.

Third year.—This year will include instruction and work in filling, staining, rubbing, polishing, and finishing of natural woods; benches, chairs, bookcases, wardrobes, tables, and other fixtures and furniture; cleaning and varnishing the woodwork of the buildings, school desks, etc.

In wagon painting teach varnishing, rubbing, and finishing of painted work, striping, and ornamenting of wagons and carriages.

Give trimming of houses and mixing and combination of colors. The more difficult and ornamental departments of painting will be taught this year and some instruction given in plain lettering.

#### PHYSIOLOGY AND HYGIENE.

A teacher's first work should be to put her schoolroom in as nearly perfect hygienic condition as possible, and the temperature and purity of the air should be the best possible under existing conditions. The windows should be kept open all day. Lowered a little from the top and raised from the bottom, ever so little, insures good ventilation. In winter, while the fire is being kindled, the air should be changed; also at least once during the session doors and windows should be opened for ventilation. Marching or some other exercise may then be engaged in. A child eats more and breathes more in proportion to bulk than an adult, and for this he must have fresh air in abundance. Fresh air is the great natural disinfectant, antiseptic, and purifier. Have breathing exercises deep and full, with the mouth closed. Another duty of the teacher is to see if the children have come to school with clean persons and clothing. Teach that it is best to eat with clean hands and on a clean table. Teach the great need of pure water.

When heated, do not sit in a cool breeze; never sit on damp ground. The weekly bath is a necessity. Remember that the formation of correct habits is of more importance than information about the body. The use of tobacco leads to diseases of the throat. The use of cigarettes dwarfs the body. The excessive use of alcohol cripples the brain, stomach, muscles, and other parts of the body.

Teach that tuberculosis is not necessarily hereditary, and that the child whose parents have had consumption must not feel that he will have it.

Too much attention can not be given to personal hygiene, comfortable clothing, ventilation, and to emergency cases, since a slight accident, neglected, sometimes develops into a serious matter, and handicaps one through life.

It is very important to show children how spinal curvature may result from sitting in a curved position. Show why the healthfulness and vigor of the body depends much upon the amount of exercise we take.

Nursing.—The children should be taught a few general rules for the treatment of sore eyes, fever, and emergency cases.

The older girls should be called upon for assistance in treating all cases, explaining to them the drugs, their respective healing properties, and the doses, to the end that they learn how to handle the same; but under no circumstances should a pupil administer a dose of medicine to a pupil. This is the duty of the employees in charge of the patient. Too great caution can not be used in administering medicines. Never permit food to be kept in a sick room. Milk absorbs odors very quickly.

Teach that hot water is an excellent remedy for nausea; that sulpho-naphthol is an inexpensive and excellent disinfectant and deodorizer; that ordinary wood ashes placed in buckets used in dormitories will disinfect; that there is great danger of contagion in diseases of the skin and eyes. Teach that it is necessary to ventilate every room in the house; that in sickness or health there is nothing more necessary for the physical and mental condition than good slumber; that it is better to sleep without a pillow, and never with the head covered. Well-aired rooms, frequent bathing, clean clothing, pure water, and hygienic surroundings are the conditions that make for health.

Ventilation.—The question of ventilation is the most important one the house-keeper has to face.

In sick rooms or where very delicate children sleep, a good screen which keeps out dampness, admitting fresh air, may be made by using a mosquito net or screen frame covered with unbleached factory cloth. Raise the sash and place this in the opening at night.

The most fertile cause of contamination in schools is the breathing of children in rooms inadequately supplied with air. In dormitories that are poorly venti-

lated and on playgrounds where many children meet, the bad effects result from the decomposing organic matter given off from the lungs, which acts as poisons having been thrown off from the lungs because it is unfit for use. Whether a room is warm or cold it is safe to have a window open at the top and at the bottom a little for the escape of the heated air and gas. In all dormitories and sleeping rooms the windows should be opened at the top and bottom, not exposing anyone to a draft. The entire house should have a thorough airing every morning. As soon as the dormitories are vacated, open all windows and throw back the coverings. Once a week all mattresses should be thrown across the foot of the bed, so that the air may circulate all around them. After sleeping apartments have been put in order for the day, windows and transoms should be left wide open until an hour before they are to be occupied at night, when they can be arranged as suggested above. It must be remembered that a great volume of pure air sweeping through the house for ten minutes will more effectually remove impure air than airing for hours with windows only partly opened and closed doors.

**Tuberculosis (consumption).**—Tuberculosis is due to a living germ (something like a seed). The germ is coughed up by people who have tuberculosis. When this dries it will float in the air, and so may be breathed in by any man, woman, or child. When this germ is breathed in by anyone whose health is not good, whose lungs have been made weak by sleeping with head under the bedclothes or by bad air from neglect day or night, so that they can not resist disease, the germ will live and develop and will produce more germs of its own kind in the lungs. This germ growth in the lungs causes the condition we call tuberculosis or consumption. Sunshine will kill this disease germ.

*Prevention of tuberculosis.*—In order to escape taking tuberculosis, when it is our duty to live near one who is suffering with it, the following rules should be observed:

First. Keep what is coughed up from getting dry and so floating in the air.

Second. Observe strict cleanliness about the patient.

Third. All that is coughed up must, in order to prevent flies carrying it, be kept covered in a tin cup or glass jar partly filled with water (a sheet of paper may be used for a cover) or in a box of moist earth, ashes, or sawdust. Where a disinfectant can be obtained it must be kept in a cup or jar. In any case the whole mass must be buried in the earth, so that no particle can dry and be blown about. If the patient is too weak to use a cup, he should use a cloth, which in all cases must be buried. Wet it in a disinfectant so that it will not have a chance to dry. Never allow anyone to spit on a stove or on the floor.

Fourth. If a consumptive person must travel, he should have cloths or a large-necked bottle to spit into. This is the only safety for the public.

Fifth. After a death all infected articles, such as rugs, carpets, and bedding, should be washed and disinfected or else destroyed by fire.

Sixth. Care should be taken to keep flies away from all infectious matter, as they may carry it on their legs to food, which being eaten will carry the germs of disease into the stomach of the eater.

Germs of disease float in the air we breathe, swim in the water we drink, and are in the ground under our feet. They are always ready to lodge and grow wherever they can find a weak spot in our body; that is, wherever there is a weak cell growth and so little power to resist. A colony of disease germs will develop very quickly in a weak spot, and they will infect an area about themselves until the whole system is sown with disease germs.

Sunshine, cleanliness, and good food not only protect from disease by increasing the resisting power of the body, but may also overcome and drive out disease already acquired.

#### PRINTING.

Not many of the Indian boys will follow printing as an occupation, but some may, and the training and experience will be of great benefit to everyone, whether or not he ultimately uses the skill and knowledge gained as a means of livelihood.

It may be found that some of the boys have a desire and an aptitude for this kind of work, and these should be encouraged to carry out their ambition and become skillful workers, and endeavor to obtain a place in some printing office in a neighboring town or elsewhere.

Before going into the shop the boy must have a fair knowledge of the English branches, particularly of grammar, reading, and spelling.

The pupil will first be given some of the simpler work of the office, such as running a small job press. Then will follow learning the positions of the letters in the case. Then show him how to hold a stick in his left hand and pick up the letters

with his right. Set up the first line for him, and the next let him set up himself. When the line is filled he must be shown how to justify it and make the spacing uniform.

Considerable attention must be given to spacing and justifying, as both are quite important. Give talks to the students on these points.

As soon as the beginner has learned the case thoroughly he may be given his own distributing.

Take special care to instruct the students so that they will become clean compositors, both in typesetting and distributing.

Practice in locking forms will be given at the proper time. This work and that of the subsequent handling of the forms is one requiring much care, in order that the danger of the form being "pied" may be reduced to a minimum. Show the pupil how to place the forms in position, adjust the platen, and adjust the gauge pins. Next he will learn how to ink the rollers and how much ink is required to obtain the best results. After a job is finished he should clean the type and, if he has become sufficiently advanced, distribute the matter. The presses should be carefully cleaned and oiled regularly and always kept in a neat condition.

Proof reading will receive careful attention. Ability in this respect is very important to every printing office, and often determines its success or failure.

Capitalization, punctuation, and the correct use of words will be given as needed in actual practice.

Correct judgment and taste in setting up advertisements and jobs and a general knowledge of newspaper, book, and job work, printing of blanks, letterheads, envelopes, programmes, posters, bills of fare, and reports, presswork, the simpler forms of bookbinding, and other features of the trade will likewise be carefully taught.

#### READING, LANGUAGE, AND SUBPRIMARY WORK.

The teacher of Indian children must have a general understanding and thorough sympathy with the peculiar circumstances of Indian life, using the articles of the Hampton creed and making her school a school of labor, of love, of life, bearing in mind that we are educating the children for right living and that lessons of kindness and truth are most important.

Special attention should be given to language, articulation, enunciation, and purity of English of pupils in every grade.

Every teacher should study the various pamphlets issued by the Department, and be conversant with their requirements.

**First year.**—The work this year is not "to secure devices for making history, geography, reading, etc., interesting, but to bring out steadiness, precision, and thoroughness, which book learning rarely imparts and on which excellence depends," as one of our schools so well expresses it. The main work of the first year—the subprimary work—will be the teaching of the English language, and this will be done not through text-books but through occupations.

For instance, the daily care of the dolls embraces taking them up and bathing and dressing them every morning and preparing their meals, airing the beds, and making them up for the day; turning the mattresses putting on sheets smoothly, and having nice netted or crocheted counterpanes. The doll's house must be furnished by the children. They require clothing, and this will be made by the little ones. When they are ill the pupils must be their nurses. On Monday the clothes are to be washed, rinsed, and hung on lines to dry, the children using small tubs and washboards, and in bad weather stringing the lines across the windows. On Tuesday the clothes are sprinkled and ironed and aired. On Wednesday they are mended.

Sewing is one of the earliest industries given the child. Patterns are given the children by which to cut out their work. In sewing have the children assume correct positions of the body, use of the needle, etc.

Meals are to be prepared for the dolls. Cereals and beverages must be prepared in the correct way. Tiny potatoes or vegetables of other kinds may be selected and pared and prepared for the dolls' table, cooking them in different ways, as one does in a well-regulated family. Small pieces of steak may be cooked, varying the menu with different meats, or the same kind prepared differently. Small pans of biscuits and loaves of bread will be made and baked. The table should be set to present a pleasing appearance. The tablecloths and napkins will be made by the children and kept well laundered. The dishes may be made out of clay or cardboard. Colonel Parker's school has a small kiln where dishes made by the children are baked and a substantial glaze put on and useful articles thus made. All pans must be kept bright, and tiny cakes of soap and small tea towels kept in their proper place, to be used as needed. The house must be swept and dusted every day and kept clean.

Mats and baskets may be made of willow or grasses for use in the household, as well as for presents at Christmas time.

The fall thought—preparation for the winter—gives much interesting employment. Nuts must be gathered for the children and the squirrels kept in cages in the class room, and fruits dried and preserved and pickled for use in winter. Pupils must can corn, can tomatoes, dry corn, peas, fruits, berries, and peppers, and make pickles and preserves.

Potatoes may be planted in the window boxes. They grow easily, and useful lessons may be impressed before the season comes for them to be planted in the gardens. The cotton plant may also be raised in the windows. Attention must be given to clay modeling, making the fruit and vegetables the children deal with, and other things possible to be made in clay. Drawings of the toys, dolls, tools, and other objects dealt with will be made daily and colored with pencils, crayons, or paints. The love of parents for children represented by pupils and their dolls, as evidenced in spending so much care and thought and time for their comfort and pleasure, leads to the thought of the Father's love for all.

Give talks on the animals and what they do for us—giving us food and clothing and the care we should give them.

When the weather becomes pleasant and children can work out of doors, have them build a house the plan of which has been drawn to measurements in the schoolroom. They must lay off the ground, getting stones, if possible, or using bricks for the foundation. Construct a mortar box and mix mortar, fitting the stones accurately and making the foundation strong. The boards for the house will be measured as needed in building the structure, sawed into proper lengths, and the necessary joints cut and fitted. When shingled and otherwise finished, it should be painted, papered, and furnished.

There are many sense games that are helpful, also playing ball, jumping, hopping, marching, running, and skipping.

The teacher should keep a list of the words comprising the vocabulary of the children. This will be approximate, since some brighter children will easily learn more words than others, but the vocabulary of the average child will give the words that may be used as a foundation for the simple reading lessons and the first lessons in writing that will follow.

The occupations of card sewing, parquetry, mat weaving, etc., have been eliminated from the best schools and the more practical work of the home is given the child. Stories must be told daily, and the pupils given the freedom of a home, at the same time expecting each one to perform his allotted task.

Visits to the stables and talks about the cows will lead up to lessons in the care of milk and butter. With a few utensils, the milk and cream can be cared for. The teacher will have a churn in the class room and let the children make butter frequently during the year. After churning, each child must be given a tiny bit of butter, which he will work with his small paddle, adding salt and putting by the small roll or prints for the doll's table.

Each child must make a scrapbook. The leaves may be made of cotton cloth.

Pupils and teachers must take care of the fowl, collecting the eggs, marking them, "setting" the hens, and watching for the little chicks to break the shell, then caring for them, having ready small coops for their homes. In the spring the gardens are the farms on which each child will raise as many vegetables as possible.

Lessons in geography and number will be learned in the school yard, studying the lay of the land, measuring off and making the gardens, watching the awakening of nature.

Children must be made to feel individual responsibility. The true mother-teacher will strive to secure, before all other things, the happiness of the children, for the sunshine of the schoolroom is to them what sunshine is to young plants.

"The work of adult pupils in this grade will be based upon their experience on the school grounds, in the shops, on the farm, etc. This must be worked out for them, first, upon the board, and later, by chart made by the teacher, limited to the needs of the pupil. Great pains must be taken to give him the power to converse correctly in English. Any books used should be adapted to the age of the pupil. The pupil's needs will be the teacher's guide in planning and selecting lessons."<sup>1</sup>

Second year.—Have real objects, where possible, brought into the schoolroom; for example, if the subject of the lesson is a ball, the lesson may be introduced by a game of ball. Let them toss and catch to the count. Have the children mold balls of many sizes, from clay, coloring them with chalk by way of variety; after the game questioning the child as to what they did will very likely produce the

<sup>1</sup> Course of study Carlisle Industrial School.

following answers: "Helen threw a ball." "James took two balls, tossed one to Martha and one to Henry." "Fred caught a red ball." As these sentences are given write them on the board, erase them, and let the child reproduce them. After thorough drill give the book to the child—question him concerning the picture. If there are script sentences have him read them, then the printed ones. If the drill was thorough before the book was taken up, the child would readily read the lesson.

Oral work should be the basis of the reading lesson throughout the year. Children like to see their own name in sentences, and the day work in the class room; introducing the names of the pupils, will form stories that may be written on the board by the teacher and read by the pupil. It is an interesting game to tell a story, then have the children each write his own version of it. The teacher will find it a pleasant diversion to have the reading lesson told by the children in pictures drawn by themselves, instead of writing the lesson, which they must explain orally before the class. Guard against too close confinement to a book. Reading is not calling words. Thought getting and thought giving is the prime object of reading. Phonetic drill should be given with each reading lesson.

The success in teaching children to read depends largely upon the ability of the teacher to present the lesson in an interesting manner, and untiring energy and persistent will daily will enable the child to read in a short time. Train children to repeat exactly what is said; this quickens the memory and predisposes to truthfulness. Give dictation and have the children write a letter.

The following directions for conducting a reading lesson are clipped from the *Southern Workman*: The teacher wrote on the board the words "kite," "white," "high," "wind," "makes." The children pronounced these quickly and distinctly, after which the books were opened to a lesson on flying kites. As each sentence was reached, the teacher put a skillful question, suggesting the thought to be found in it. The pupils reading to themselves got the thought out of the sentence, then read it to the class, not before. After the stories had all been read the books were closed, and a small boy drew a picture of a kite on the board, and the story was retold. The teacher was bright and animated, and the children were learning to read, not to call words.

The constant criticism from every part of the field is that pupils do not read loud enough to be heard, and from the start teachers must train the child to read so as to be heard distinctly from any part of the room.

Use first readers and supplemental readers, and pursue the blackboard-drill method with the supplemental readers. Then review the book without such drill.

Resort to devices to improve children's articulation, and compel children to read loud enough to be heard in any part of the room.

Third year.—The aim of all reading, "Mastery of thought and ability to read with expression," should now underlie all training. Drill in ready recognition of phrases is still essential, especially all new phrases. New words at the head of the lesson must be drilled on the board; their meaning found. They should be spelled phonetically, emphasizing the sounds; and they should be put into many sentences original with the children.

Dictation will be given daily by the teacher. It is expected that each pupil will make a cookbook, containing receipts for cooking everything served in a well-ordered home. These will necessarily be simple this year, and may be written from dictations given by the teacher. The cookery book must contain simple receipts.

Each child must make a book of drawings, of tools used, stitches taken, and directions for sewing. Sample bits of cloth may be added, showing the actual stitches. This book must contain descriptions and drawings of garments cut, fitted, and made, with full directions for making each and patterns of each part drawn.

Each child is expected to make a book showing everything learned in the laundry, containing drawings of utensils used, and of pupils engaged in the occupation, showing the different stages of the work. The teacher must, by drawings, show the children the correct way to fold each garment after ironing. A full account of the whole process, from taking the articles to the laundry to sending them out, must be written in this book.

The dictation lessons in gardening will be very full and complete, so that each child may make his book of notes on this subject interesting as well as comprehensive.

In woodwork the dictation lessons will explain the work, so that any subject may be used as a reading lesson and the child be able to see before his mind's eye the work as it has been done by him.

Correlate geography and history, using geographical and historical readers occasionally.

**Fourth year.**—Before taking the books, select words to be pronounced by the children as a result of phonic and other drills. Go through them with a slow and distinct pronunciation, then more rapidly. Where possible illustrate the reading lessons by what is learned from other departments of the school. Give exercises in which the pupils change the form of expression and retain the thought. Describe pictures orally and in writing. The dictation lessons this year will be more advanced than last. The cookbooks and the manuals of gardening, laundry, agriculture, dairying, woodwork, sewing, etc., that the children shall write from dictation given by the teacher must be fuller and cover more ground than those of last year.

The teacher must bring newspapers into the schoolroom occasionally to let the pupils become familiar with reading fine print, the teacher picking out here and there a paragraph for their reading lesson. Teach pupils also how to look at headlines for news items.

**Fifth year.**—Use third and fourth readers.

Follow suggestions given in previous grades. Read for information; train to read and to think at the same time, both in the class and at the seat.

Train the child in the use of the dictionary. Show him the value of diacritical marks, etc.

Business forms.

#### SEWING.

All civilized nations have obtained their culture through the work of the hand assisting the development of the brain. Basketry, weaving, netting, and sewing were the steps in culture taken by primitive people. A knowledge of sewing means a support for many. Skill in the art of using the needle is important to every woman and girl as an aid to domestic neatness and economy and as a help to profitable occupation.

The teacher of sewing must be trained in every branch of needlework, and have the ability to plan and construct garments. She must be an expert in the use of her needle and know the principles upon which every stitch is based. She should be well informed as to the process of the manufacture of the different articles and materials used in the work, and she must be so qualified in her language as to be able to give intelligent talks and explanations to her classes on these subjects. Her knowledge of drawing should be sufficient to enable her to illustrate a lesson by the use of the blackboard. She should provide herself with books and specimens as an aid to self-improvement and devote a good portion of her time to the preparation of her lesson. She must feel that at the same time she is training a pupil in sewing she is also making some impression on a human soul. The object of all this training and expenditure of money for industrial training is to make our girls useful and self-supporting women, good citizens, properly trained for the great responsibility of womanhood and motherhood. Sewing is an effective agent in the building of character and in making industrious, capable, independent, and happy women.

On dark, rainy days, when the sewing classes seem to grow tired, the theory lessons will be opportune—lessons on pins, needles, and the like. The factories send out pamphlets giving the story of the development of needles, pins, thimbles, thread, etc., which will be helpful to the teacher in making the lessons interesting and educative.

When cloth is first put into the child's hand, the attention should be called to the threads and the general plan of weaving. Talks on textiles should be given frequently, the relation of one stitch to another should be brought out, and the rules governing the construction of seams and hems and the laying of tucks should be given daily. All tendency to a great amount of trimming should be discouraged, and should give way to the more refined finish of plain hems, tucks, ruffles, and handsome stitches.

The instruction in sewing begins when the child enters school. Under the direction of the class-room teacher, the little ones are given a regular course of stitches throughout the year. In making the doll's sheets, pillowcases, tablecloths, and napkins, etc., the children will discover the use of the hem. Before the doll's wardrobe is completed the uses of basting, running, overhanding, and other stitches will be clearly demonstrated.

When the children have gained skill in the handling of the needle, which will be about three months after they enter school, each week they will bring their hose into the schoolroom and darn them. Half an hour a day will be sufficient time to devote to sewing in the class room at first.

**First year.**—In teaching sewing, have pupils make things that are needed and will add to the comfort and pleasure of the household. Teach the child to appre-



ciate the value of time. Children must be supplied with material to make boxes or envelopes in which to keep their thread, needle, thimble, pincushion, tape measure, and the work under construction. The teacher may pass the scissors around among the little ones until they have learned to use them carefully, after which each child may be provided with a pair if convenient to do so. Never permit sewing without a thimble. Do not let children make knots in thread. See to it that all sit in an erect position, never resting any part of the arm on the desk. Biting threads must never be tolerated.

Drill in use of thimble, length of thread, threading needle, motion of arm in taking stitches, taking stitches, fastening thread; drill in the use of emery and holding scissors. Give the following stitches—basting, running, half backstitch, whole backstitch, top sewing, overcasting, hemming. Give the little children buttons to sew on at first until they learn to hold the needle. Train in weaving and darning and later have pupils make a workbag to hold the tools in sewing the work, etc. Give every child an empty spool on which to wind left-over pieces of thread.

It will be interesting to have a drill in opening and closing the lesson in sewing. Suitable songs will be enjoyed occasionally, and it is very good practice to hum while engaged in this work. Preface all lessons in sewing with a drawing lesson of not over five minutes in duration, illustrating the work to be done. At the end of each week have pupils write compositions telling of what they have done. Books containing samples of every stitch taught must be made by each child.

Use only coarse thread at first for little children, and unbleached muslin, which is soft and easily sewed.

When the children have learned to handle the needle and understand the simple stitches, they may help to mend their clothing each week. This will be good practice on the different stitches that have been taught, but this should not be given the children before the latter part of the year. The seamstress will keep the class-room teacher supplied with scraps and pieces on which to have the children practice sewing, and the pupils will be expected to make a quilt by way of practicing the stitches taught. Pupils this year will cut and make clothing for the dolls, first from paper (the patterns being supplied by the class-room teacher, who will have them prepared and ready for the class), then from cloth.

The formal occupations of card sewing, weaving, paper mats, parquetry, etc., will be supplanted by the more practical and less fatiguing work of cutting dolls' patterns, sewing dolls' clothes, crocheting, weaving, basketry—all of which may be diversified pleasantly. Do not allow the pupils to become fatigued; stop every lesson while it is interesting. Exercises in marching, breathing, calisthenics, and games may be given between classes to give the requisite muscular exercise so necessary to the unfoldment of the child.

Second year.—Talks, also drawing lessons, will form part of the lesson in sewing each day this year, and the teacher will have pupils draft patterns for the doll clothes that are to be made, from drawings she will put on the board, giving simple measurements. With practice on the stitches (on quilt squares) the pupils this year must complete well-made suits of clothing for the dolls and assist in doing the work of the school. The towels and napkins may be hemmed in the class room, also the sheets and pillowcases. The pupils will mend their own clothes each week and darn their hose.

Work to be accomplished: Hose darned, clothes mended, quilt made, drafting patterns for doll's clothes, making suit of clothes for the doll, knitting, crocheting, drawing, compositions on the work done, book of samples completed.

Third year.—This year pupils will be expected to make good buttonholes and be able to make the buttonholes in their own clothes. Begin by learning the stitch around the edge of a piece of cloth. Patching and darning must be taught carefully; patches matching designs and stripes must be taught and the clothes are expected to be well mended in the class room each week this year. The matron will keep the class-room teacher supplied with the garments, having them ready when called for. The stockings will be darned in a neat manner, and the pupil at the end of this year will be able to go into the sewing room and be a real helper to the seamstress.

Lessons to be learned this year: Crocheting, knitting, darning, matching designs or stripes in plain and bias patches, drafting and making union suit for self, drafting plain skirt, button and eyelet holes, felled seam, French gathers, French seam, vent, and gathers.

*In the sewing room.*—The seamstress, with the assistance of details of girls, will be expected to keep the pupils of the school supplied with comfortable and seasonable clothing, and do all other sewing that is needed for the comfort and convenience of the school. Classes shall be conducted daily, and pupils must be taught

to cut, fit, and make their own clothes, to sew on the machine, and to do some ornamental needlework.

Fourth year.—The class-room teacher this year will be a valuable assistant to the teacher of sewing, for she will teach pupils to draft and cut by measurement, and the number work involved will be excellent drill in the practical work in numbers. Pupils must be impressed with the importance of care and good taste in sewing. Hemstitching must be taught in class room, and this may be practiced on pillow cases for the school. Endeavor to teach pupils to make the best use of the material at hand and to be resourceful.

Fifth year.—The lessons in drafting and cutting by measurement will be an important feature of the lessons in the class room this year, and lessons must be given carefully and slowly, a little each day, until all girls thoroughly understand the work. Careful work in buttonholes and in darning is expected from the class room this year, and pupils should be encouraged to make handkerchiefs for their own use.

By the end of this year every girl will be expected to draft, cut, fit, and make for herself a dress complete. With this result to be attained, the teacher will see just what lessons will be necessary to give to accomplish it.

#### SHOEMAKING.

In the shoe shop it is designed to teach the boys to mend and make shoes, that they may be able to do this for themselves after they leave school, and, if any desire to follow the trade, to give them insight into the work and a good foundation upon which to build when they are promoted to a school where the trade can be learned thoroughly.

The shoemaker, with the assistance of a detail of boys, will be expected to keep the pupils of the school supplied with necessary footwear. The shoemaker should sit in a conspicuous place in the shoe shop, that his every movement may be seen by the boys, that they may acquire a workmanlike manner of handling tools, taking stitches, etc. Instructions must be very thorough in mending and patching, half-soleing (both pegged and sewed), and heeling well-worn shoes.

It is important that this trade be taught without the use of complicated machinery, since the boy will have to start a shop on a very little capital, while on the ranch or range he will have a limited number of tools with which to work.

Careful work should be exacted in sewing leather, and the details of the trade should be thoroughly taught, step by step, until the boy is able to mend and make a pair of shoes unaided.

First year.—The work must be given progressively, first teaching to make waxed threads, then the proper position for stitching, the use of the awl, the proper method of drawing through the waxed ends, much practice in stitching evenly and making a straight seam, also making the different stitches, as plain, overcast, whip, etc.; teach the use of the sewing machine in stitching leather and general repair work.

Second year.—Pupils will make a shoe complete this year; fitting the uppers, sewing welt to uppers and sole to welt. Talks must be frequently given on leather (learning the best parts of a skin), thread, and other shoe materials.

Third year.—Boys who have had two years' instruction in the shoe shop will be sufficiently advanced to assist the shoemaker in instructing new pupils in the stitches, etc., and much independent work will be expected the third year, and tests of their ability given by having them make lined shoes for men and women complete from measurements they themselves have taken.

Review talks on materials and tools must be given. Have pupils prepare compositions from time to time while learning shoemaking, giving the work step by step, in making and mending shoes. Talks must be given on the processes through which hides pass before they become leather, the Indian ways of tanning, present methods, materials used, how obtained, the different grades and uses of leather, relative texture, the best for wear, and the styles of shoes in relation to durability and comfort; making shoes from measurements, selecting stock, developing patterns, and on estimates.

#### SPELLING.

Spelling is best taught by having the pupils master the words they daily meet with in their other studies and in their everyday life. When a new word is used in the reading lesson, the pupils obtain a correct idea of its meaning, its relation

to other words, and its proper use, and if proper advantage is taken of the opportunity to impress upon them the correct spelling, this, with the repeated use of the lesson, will create in their minds such a distinct mental picture that it is not likely to be forgotten.

**First year.**—Hence in this first year the teaching of spelling will be altogether in connection with the work in reading, in addition to learning to spell a few names of familiar objects which the child sees every day.

**Second year.**—Review the first year's work.

Each day study the new words occurring in the reading and other lessons, and make them the subject of the spelling lesson.

Write a selected list of words from the reading lesson on the board and have the pupils copy them. Afterwards give these words to the pupils to write from dictation, after which have some pupil spell them orally, giving careful attention to the pronunciation.

Have learned, as the class progresses, such of the elementary rules of spelling as will be of assistance to them.

Teach the spelling of the simpler names of familiar objects around the school and the grounds, the articles and implements in the shops, and the names of vegetables, grains, fruits, etc.

**Third year.**—Write upon the board a list of words selected from the reading lesson; have them copied by the pupils and later written from dictation and pronounced correctly.

The specially difficult words should be written upon the board and used occasionally as a review drill.

Do not restrict the words studied to those occurring in the reading lesson, but include also those used in the daily work in language, geography, nature study, etc.

**Fourth year.**—Continue the careful study of new words in the reading and other lessons, as in the grades preceding. Teach the meaning of the diacritical marks and drill the pupils in pronunciation by these means.

All the new words learned must be used in original sentences, thus teaching more effectively their meaning and relation to other words and objects.

The lessons in spelling of words associated with the daily life of the children and the work of the institution should be continued.

**Fifth Year.**—Review the work of the third and fourth years.

In recitations it is better to use both writing from dictation and oral spelling, so that the pronunciation may not be neglected.

By the practice of taking words used in other studies and in the industrial departments as material for the spelling lessons, this branch may be made to correlate with them to very great advantage.

**Sixth Year.**—Review the work of the fourth and fifth years.

Give drill in the division of words; pronunciation by syllables.

A list of misspelled words will be kept and at convenient times made a lesson for study and recitation. Specially difficult words, and those usually misspelled, should be kept on the board until the pupils have thoroughly mastered them.

Teach the rules for using capital letters, those for punctuation, and those for the forming the plurals of words.

Scrutinize all the written work of the pupils, and whenever words are misspelled have the pupil study them until they are mastered.

Follow suggestions of previous grades.

#### TAILORING.

The tailor shop must make all uniforms and other clothing needed for the boys, keep all suits in good repair, and furnish strong, durable trousers and jackets for small boys. A number of boys will be detailed to the tailor to assist him in doing the work and to be instructed in the trade. It is not the intention to graduate artists in the work so much as it is to give general instruction to all boys in handling the needle and repairing old garments and making new ones, so that upon their return to their homes they may be able to keep their clothing in good repair and, when necessary, to make their own apparel. To a limited number of boys who show special aptitude for the work the tailor is expected to give each year careful instruction in taking measurements, drafting patterns, cutting and fitting, making, pressing, and finishing garments. The work should be progressive and thorough, and should be given step by step.

**First year.**—First give the pupils practice in stitching, in order to accustom them to the use of the needle and thread, with the running stitch and the back stitch. After they have mastered these, teach them the names of the other stitches and give them practice in the less difficult ones. Let boys use the machine without a needle until they become familiar with it; otherwise there will be simply a waste of needles, as the boys break them frequently at first. In teaching sewing with the machine, insist upon the boy learning to sew straight seams. Use a gauge to give him an idea of the size of the seams. When pupils have acquired skill in this work they must use the machine in making trousers, and in the latter part of the course they should be taught to use it in making pockets, button holes, and in fact all kinds of work with which it is desirable to use the machine. Give the ungraded boys repair work and pressing, and follow with instruction in the making of button holes. Then teach how to make the different kinds of pockets suited to various garments.

Teach making half a pair of trousers next. Basting must be taught from the beginning. Good work can not be done without it. The bottoms of trousers must be bound well and carefully. Those boys who wear long trousers may make their first pair.

**Second year.**—The boy who has completed the first year's work in the shop is capable of being advanced to the grade of helper, and in turn helps the boys beginning the trade. The work this year will be on coats. Teach pupils to clean and press clothes, and the various ways of removing stains. Every boy in the class will be expected to keep his clothes clean and well pressed. Teach the art of taking measurements and drafting patterns for trousers. Attention must be given to making vests, patch and faced pockets, putting in stiffening, putting on collar, etc.; special attention will also be given to sponging cloth. Give much practice in inserting round, square, and triangular pockets, to match stripes, checks, etc.; also in patching, darning, and splicing.

**Third year.**—Pupils this year who show proficiency in the work may be considered efficient apprentices, and the first three months must be devoted to taking measurements and general work. Looking after the boys in the grades below will be an important part of the work. Special instruction must be given in cutting patterns and cutting trimmings, teaching how to take correct measures.

The tailor should take a boy's measure and allow the apprentice to do the same and compare them. Give practical talks to students on estimating materials and cost of suits, the study of fabrics, and the purchase of goods. Criticise the position assumed by workmen, test the student's executive ability, and give special instruction in the details of conducting a successful business and in business etiquette.

#### TEACHERS' READING COURSE.

Education for the Indian must develop character and enable him to make a living. The white man is educated to prepare him to take a place prepared for him by his father, while the Indian must make a place for himself in life, and by his determination to succeed and ability to do the work he has attempted as well as possible, to demand respect and consideration; and he will receive that recognition to which his merits entitle him as a man and a citizen. But ability to compete with his fellow-men can not be forced upon him and will come to him, like all races, only through the law of evolution. The process is gradual, beginning at the bottom, but with a sure foundation to build upon he will gradually work up to the highest attainment.

Educate the child to fit him to cope with the difficulties that will surround him in his environments; hence the necessity for directing the education of the Indian children so that the greatest proportion of the mental strength of the masses will be brought to bear upon the practical everyday affairs of life at the home and upon what they will do in their respective communities, enabling them to see the opportunities in each locality.

All races need manual training, because a living is made by the masses by some form of manual exertion, and the need of the hour is to work with system, intelligence, and science. Manual training concentrates the forces of the brain, hand, and eye to accomplish a set task, and the Indian stands in great need of such training as a means of race development, since as a race he has but little experience in handling affairs, and his training must be that which will develop practical judgment and executive force.

Teachers are expected to read the works found in the school library and as many others as can be secured on dairying, gardening, sewing, woodwork, poultry craft, basketry, upholstery; also some good farm journals, and on all subjects that are taught, since it is the aim of the schools to lift pupils to independent, self-

supporting citizenship, and the teacher must be familiar with the most up-to-date methods of presenting these subjects in order to train the pupils to enter into the competition of life, where each must stand upon his merits.

Study the outlook for the children on leaving school. Study each child individually and prepare him as nearly as possible for his career, whether housekeeper or farmer or herder or lumberman, or whatever calling in life his may be, that he may go into his work with a knowledge of its possibilities and the ability to make it lucrative. The instruction in the class room will include agriculture, nature study, cooking, carpentry, practical problems in handling money and facing the duties of life, training the pupil to be resourceful, ready and accurate, and to be many-sided. In the departments where the industrial work of the school is carried on give pupils such careful supervision and such a wide experience in doing things and in depending upon themselves that they cannot fail to go home enthusiastic and prepared to make their way in life and become valuable citizens in their respective communities.

#### UPHOLSTERING.

Upholstering should be taught every pupil in the school, to enable them to add to the comforts of their homes. The boy or girl having a knowledge of this work will be enabled to make good mattresses for beds, attractive and comfortable seats out of old boxes, nail kegs, barrels, and convert boxes into sleepy hollows or chairs by completely covering with upholstery. Divans and couches may be made out of two boxes placed together, and the home furnished in an attractive manner. They will be able to repair neatly furniture that is worn and to reject the contents of uncomfortable mattresses, washing and refilling the tick, and sewing it into shape again. It will be of practical value to students to know how to make cushions of various shapes for furniture and vehicles.

Talks must be given on materials that are most conveniently obtained for filling, as excelsior, hemp, tow, Japanese fiber, moss or hair of different grades, and also on the relative durability of coverings. In a climate where moths are apt to get into furniture use cottons, but wools retain the color better. Talk also on tools, their names and uses; on twines, their sizes and names, of what they are made and where purchased, and on springs and burlaps. Instruction in setting and tying springs, in roll making, webbing, sewing on the springs, and drawing on covers will be given by actually doing the work.

#### WRITING.

**First year.**—The first thing to be impressed in this subject is the importance of a correct position at the desk and the manner of holding the hand and the pen while writing. A twisted condition of the body, with head and shoulders down, must not be tolerated. To obtain the correct position for the hand, place some small object, such as a coin, between the knuckles of the first and second fingers, and hold the hand in such a manner that the object will not slide off.

A muscular or forearm movement should be introduced, which with the natural finger movement will speedily form a combination of the two.

Have the child do much of his work upon the blackboard.

Give the pupils drill in using both hands by having them practice at making large ovals upon the blackboard, using both hands at the same time. This will develop both sides of the body equally and prevent the left hand and arm from becoming much weaker than the right.

**Second year.**—Continue on same lines as in first year, still using pencil. Write the reading lessons for practice. Toward the end of the year drill may be given in writing from dictation.

Give much practice on the blackboard as before and continue the work of writing with both hands.

Watch the position of the children at the desks while writing. Never allow the face to be held so close to the paper that the nose nearly touches it.

**Third year.**—Begin this year to teach the use of the forearm movement. See that the wrist is kept free from the desk. Practice the arm movements with the large O and other exercises given in the copy books.

This year every child must be made to write to his parents or guardians at least once a month, which will of itself be of immense benefit.

**Fourth year.**—By this time the pupil will do much writing daily in his school work, and he must be cautioned against becoming careless. Attention to the everyday miscellaneous writing of the student is more important even than to the regular writing lesson.

Give further practice in the use of the muscular movement in combination with the finger movement. The union of both gives best results.

Use copy books regularly, but do not give a very long period to the writing lesson.

Give much practice writing on the board. Occasionally exhibit specimens of writing on the board and have the pupils criticise it, showing wherein it is faulty or excellent.

See that the pupils keep up their home letter writing.

Fifth year.—Continue practice in the combined muscular and finger movement. Give further instruction in letter writing. Have the pupils write specimen letters, address them properly, and hand to the teacher.

Insist upon neatness and care in the writing of compositions and in other written work.

Sixth year.—Teach simple business forms, and have the pupils practice writing them.

In writing compositions, letters, etc., see that a generous margin is left on both sides of the paper. Also give attention to the punctuation, capitalization, and paragraphing.

Continue the daily writing lessons in the copy books, and the writing drills in movements.

Seventh year.—Writing will now be chiefly in connection with lessons, and as this is ordinarily the time when the legibility of students' handwriting decreases, the teacher must keep a careful supervision over the pupils' writing.

Teach the forms and give practice in writing bills, receipts, promissory notes, checks, etc.

#### CONCLUSION.

It is hoped that the teachers of the different departments of the schools for the education of Indian youth will cooperate earnestly with the Office in endeavoring to give pupils a practical education embracing the subjects outlined in this course, and it is earnestly desired that all teachers shall give the pupils under their charge as much work each year as is here laid down, and as much more as they can possibly find time for; remembering that earnest and persistent endeavor will bring success and accomplish what we are so anxious to achieve—placing the Indian in a position to help himself, making of him an upright, self-supporting Christian citizen.

#### THE NECESSITY OF TEACHING AGRICULTURE TO THE INDIANS.

Hon. James Wilson, Secretary of Agriculture, in his report for 1899 states that half the people of the United States are producing from the soil directly and that three-fourths of our exports to foreign countries come from the soil. Recognizing the importance of this branch of industry, a number of States are taking measures to introduce the teaching of agriculture into their public-school system, and colleges are adding it to their courses.

The Indian naturally loves an outdoor life, associated with cattle and horses, and he should be taught to cultivate the allotment the Government has given him. Of all the occupations open by any possibility to him that of farming is foremost. No occupation will so soon dispossess the Indian of his nomadic instinct and fix upon him permanency of habitation as agriculture. Tilling of the soil will oblige him to remain in one spot, and the performing of certain duties at proper times of the year will instill into him the necessity for systematic work and for giving attention to details. Furthermore, it will make clear to him how much better is the individual ownership of property than the community-ownership plan. To make any real advance the Indian must have a home, wherein will center all his interests, hopes, and ambitions. The refining and ennobling influence of family life will be his greatest boon, and a home on a farm is the one which will best fill these requirements.

As there is no field in which he can so readily contribute to his own support, he should be not only encouraged, but urged to make agriculture, with the kindred industries of stock raising and dairying, his mainstay.

In visiting the various agencies I have urged the Indians not to lease their allotments, but to settle upon them, cultivate more acres, raise better crops, and live the thrifty, independent life that falls to the lot of the tillers of the soil.

#### GROWTH OF INDIAN SCHOOL WORK.

That the Government has been liberal in its appropriations for the education of the Indian is shown by the fact that, while its first appropriation in 1819 was but \$10,000, during the year just past the sum of \$3,244,250 was expended for Indian school support, and the pupils enrolled numbered 23,332.

Every year shows progress in the solution of the so-called Indian problem. The change from day to day may not be noticeable, but if we look back at the conditions, five, ten, or twenty years ago and compare them with those of the present time, we shall find much to give encouragement in the work of civilizing the Indian. With the mistakes of the past to guide us, we now see that the work can not be done in a day; but if the next generation, even, can be made self-supporting, our fondest hopes will have been realized, and the Indian placed upon the firm foundation of civilization and citizenship.

In conclusion, I can not adequately express to you my gratitude for the unvarying kindness, ever ready sympathy, and strong support you have so freely given me in my work.

Very respectfully, your obedient servant,

ESTELLE REEL,  
*Superintendent of Indian Schools.*

The COMMISSIONER OF INDIAN AFFAIRS.

## APPENDIX.

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### EXTRACTS FROM PAPERS AND DISCUSSIONS AT SUMMER SCHOOLS.

DEPARTMENT OF INDIAN EDUCATION AND CONGRESS OF INDIAN EDUCATORS, DETROIT AND BUFFALO, JULY 8-20.

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#### LEARNING BY DOING.

[Dr. H. B. FRISSELL, principal Hampton Normal and Agricultural Institute, Virginia.]

The system of education which has been adopted in the Indian schools is one that is commanding the respect and confidence of all who are interested in education. I need not explain to you that it is a system which lays more emphasis upon things than upon words, that gives more prominence to the production of self-supporting citizens than to the making of scholars. It teaches its pupils to learn by doing. It makes the book merely a tool. It lays more stress upon the active than upon the passive side of education.

The thought of training youth to do their part in the great world, in society, and in the family is one that ought to enter into all our work. The school ought to be a miniature community. It is because this has been to some extent accomplished in our Indian schools that they are in many respects superior to the common schools of the country. There are certain definite things which we are trying to bring about by our peculiar system. The first, and perhaps the most important, is the formation of a habit of work. We are dealing with a people that has not been accustomed to regular habits of industry. They have thought that it was well enough for the white man to work, but that the Indian should be free from toil. The first and most important lesson, then, and the one without which all other lessons will be of little value, is the necessity and dignity of labor. We of the Anglo-Saxon race have received toil as our natural inheritance. We do not need to be taught that "labor must be." But our country is now dealing with many races that have a different conception of the matter.

It is, then, of vital importance that our educational system lay stress on the active side of education, that the work of the hands be given special prominence. In some of our schools, from the time the children enter the kindergarten, an endeavor is made to cultivate a love for the regular occupations of life. On Monday the washtub is introduced and on Tuesday the ironing board. The little children are taught to find pleasure in work. From their earliest days their constructive powers are trained and they learn to do. Dolls' houses are built, small pieces of furniture are made, rugs and carpets woven. Each child has regular duties of his own. A sense of responsibility is cultivated and a feeling that he has a part in the work of life. When the springtime comes the little kindergartners, as well as the older pupils, are sent into the garden for the purpose of cultivating the soil. Two children tend a plot together. While they thus learn to work with one another, there is developed at the same time a sense of individual proprietorship in land. They are allowed to carry to their own homes the products of their little farms. In this way they gain a stimulus to their work. They realize the joys of production. How important the creation of the work habit is we hardly appreciate.

Very closely connected with the creation of the work habit is the dignifying of common things. Learning by doing gives an opportunity to teach Indian youth to care for the things about them. Life on a reservation is, in many respects, the poorest life that a human being can live. It has less of incentive, less of interest, than almost any other. If our boys and girls must go back to these reservations



in order to work for and with their own people, we must teach them how to create around them objects of interest. The Indian has a real love for his home. So far as possible, therefore, this love should be used as an incentive to the improvement of the family and community. Every Indian boy ought to gain sufficient knowledge of carpentry at school to be able to put up a plain house. In some of our Indian schools the girls are taught to make simple pieces of furniture, to weave rugs, and to make mattresses. They are encouraged to make ornamental and useful things for their rooms. There is thus created at the same time a love for beautiful objects and the power to produce them. These girls are also taught how to raise chickens, and care for domestic animals, as well as how to work their own plots of land; and they have even been sent out to study and criticize the farms and homes of the community about them. In some cases they have attempted the reconstruction of the gardens and yards belonging to old and infirm people, clearing out the rubbish, planting seeds and vines, making plans for improved conditions, and then carrying them out. It has been interesting to observe the enthusiasm that these young people have shown in this work, and the contagious influence of their enthusiasm on the people to whom they have gone.

But it is of little use to try and dignify the common things of life or to teach Indians to learn by doing unless there is something quite definite for them to do on their return to their homes. There is an increasing endeavor on the part of the heads of our Indian schools to study the conditions from which the students come and to which they must return, and to adapt their work and study while in school to their needs at home. On one of our Western reservations a creamery has been started during the past year. As there is good grazing land on this reservation and an excellent market for butter and cream, there is reason to believe that if well managed this creamery will succeed. This industry will not only provide the Indians with a regular income, but will give them training in the care of cows and in methods of fertilizing land. In order to cooperate with this movement the principal of the school in which some of the boys from this reservation were pupils advised them to study dairying. From their summer earnings they have laid up sufficient money to buy cows for themselves, and when they return they will be in a position to help carry on that creamery. Whatever may be thought of the advisability of relating education to vocation among whites, it is quite clear that in the case of the Indians this relation ought to be very definite.

It is very much to be hoped that the number of industries on the reservation may be so increased that opportunities for earning a living may be provided for all students on their return from school. If instead of spending hundreds of thousand of dollars for the purpose of supplies outside the reservation, factories might be established, where the industrial training of the young people might be continued, great good would be accomplished. Native industries should also be revived and encouraged, and business bureaus established for the sale of native products.

While we believe that learning by doing is the right method of procedure in every department of school life, there is one department more important than any other to which this method is especially applicable, and that is the department of morals and religion. Christ said: "He that doeth the will of my Father shall know Him." Here certainly is an opportunity for learning by doing. I do not underrate the value of the spoken word or of the outward ordinances of religion, but I do think that our Indian schools, bringing together as they do men and women of different creeds from different schools and different parts of the country, give us a fine chance to manifest God's truth not only with our lips, but in our lives. Unless the Indian gains while in school the Christian thought of service and mutual helpfulness, very little has been accomplished.

In some of our institutions not only are the young people made to feel that their religion is a part of their every-day life, but they are interested in work for the poor and sick, and they give of their time and thought to make life easier for the old people in the poorhouse and in the cabins. The pauperizing, hardening influences of the reservation which causes the Indians to be thoroughly self-centered can only be overcome as they are thoroughly imbued with the Christian idea of service for others. This sort of Christianity can only be learned by doing.

Closely connected with the idea of serving is that of saving. It is doubtful if rapid progress can be made toward civilization on the part of the Indian youth without it. The thought of having all things in common must be overcome and the Indian taught that in order to serve effectually he must save. In a number of our Indian schools savings banks and provident funds have been established, and with the enlargement of the outing system the yearly earnings of our Indian pupils become quite considerable. It is of vital importance that these funds, which are usually held by the school authorities, should be expended on the return of the students to their homes in such a way as to give them a real start in busi-

ness or on their farms. The old Indian customs which make it necessary for an Indian boy to share whatever he has earned with the whole tribe in a feast or a frolic must be given up, or there will be little progress.

I have endeavored to give a brief outline of the plan of work that has been adopted in our Indian schools. While much remains to be done, I consider that an excellent start has been made and a real interest has been created in the subject of education, not only among the Indian youth, but among their parents.

## EXTRACTS FROM DISCUSSION.

[Hon. N. C. DOUGHERTY, Superintendent of Schools, Peoria, Ill.]

The Indian-school teachers are doing precisely the same work that comes to the public-school teacher—educating waifs of the State. An uneducated man is an uncivilized man, whether in Boston or any other place. Only as our social being makes known its wants, and only as education and culture make known their demands, can civilization be said to exist and live on. No boy or girl is civilized who has not learned some employment by which he may make his daily bread, and we should inculcate in the children a love for faithful, intelligent, productive labor, and in that I am sure we who are working for the Indians and we who are working for the whites have one common object.

[E. ORAM LYTE, Millersville, Pa.]

The plan of putting the Indian out among the whites is an excellent one, and the "learning by doing" I have thought might be taught to us who teach the whites. I have sometimes thought that by distributing Indians among the schools that could educate them they could be brought to realize that they are part of this great people, which would do much good. We should try to bring them more into contact with civilization.

## WHAT SHOULD BE THE PERCENTAGE OF INDIAN BLOOD TO ENTITLE PUPILS TO THE RIGHTS OF GOVERNMENT SCHOOLS?

[H. B. PEAIRS, Superintendent Haskell Institute, Kansas.]

The fact that there are a great many children in Indian schools who are only just part Indian is the cause of considerable discussion upon this subject. We are very often asked, "What Indians are entitled to the privileges of Government schools?" Indians not members of the Five Civilized Tribes, viz, Cherokees, Chickasaws, Creeks, Seminoles, and Choctaws, may attend Government schools, is the usual reply, and is, I believe, correct under existing laws.

Whether there should be any change in such regulations is, then, the question to be considered. \* \* \*

I would draw this conclusion, then, that where Indian children, whether all or part Indian, are not within possible reach of the State for educational purposes, the National Government should provide for them.

Where Indians live within reach of good public schools, I believe they should be encouraged to attend them. I know of cases of this kind, however, where Indian children are not given opportunities equal to those given to the white children, because the Indian parents do not pay taxes.

The question is a complex one, and it seems to me that no sweeping general law can be safely applied as to what should be the percentage of Indian blood to entitle pupils to the rights of Government schools.

The nation, if it is to continue the free government that it has been, must see to it that all of its people have educational opportunities, and where local or State government can not reach any community of people, be they white, black, or red, I believe the National Government should do so.

## HOW CAN WE SECURE THE SYSTEMATIC TRANSFER OF PUPILS FROM DAY TO RESERVATION SCHOOLS AND FROM RESERVATION TO NONRESERVATION SCHOOLS?

[J. C. HART, Superintendent, Oneida, Wis.]

Our system of Indian education, to be effective, must have a certain authority which shall make sure that all children physically able shall have the benefit of the schools provided for them.

On some reservations conditions are such that the agent or superintendent can keep nearly all children from 7 to 15 years of age either in the day schools or the

boarding schools of the reservation. In such cases transfers from day school to reservation school are often not difficult to make, especially if the day-school teacher realizes that his work is essentially primary and that in justice to the younger pupils he should not attempt to retain the more advanced pupils who take up more than their share of time.

If on reservations where there are boarding schools the limit for day-school work were set at three years, the results would be more satisfactory and the joint efforts of the teacher and superintendent could in most cases secure promotion to the boarding school.

Unless the day schools are very evenly distributed there will always be a large number who must be taken direct to the boarding school, and the length of time during which they should remain there varies somewhat in the different schools. In my experience the work of the reservation schools should be finished by the fourteenth year, three years in the day school and four years in the boarding school, or six or seven years in the boarding school, if the day school is not accessible. At this age the pupil should have acquired a fair knowledge of English and should be prepared to get the greatest benefit from a five years' course at a training school.

After such a course the young man or woman, who will then be about 20 years old, should be ready to take his or her place in the ranks of the workers. A pupil then desiring further knowledge is abundantly able to earn it himself, and if not able to earn it will not profit by further gratuitous instruction.

The defects in this scheme are the probability that some will not be allowed by their parents to begin attendance at any school at 7 years of age, or perhaps at any age, and the certainty that a large number will not be allowed by their parents to go to distant schools until too old to receive the most benefit. Persuasion and a certain amount of force may keep the greater number in the home schools, but persuasion fails in many cases when a transfer is desired to a training school. It is just at this point that a definite system is especially needed.

For some time it has been customary for agents to visit the reservations and make a personal canvass for pupils. Whenever this occurs during the school year the schools are for the time demoralized, and it takes time to recover—time which is needlessly lost. Within the past year no fewer than eight schools have had representatives on the Oneida Reservation seeking pupils. It is evident that much time and money are lost by this method of collecting pupils. It is also evident that the person so collecting pupils can have no knowledge of the fitness of the children he may find, and in some instances neither the mental, moral, nor physical fitness was inquired into. This is decidedly wrong, since, if the child is physically unfit, an injustice is done him, and if morally unfit, an injustice is done the school to which he is taken. A partial remedy may be found in restoring the old rule providing that only certain schools shall take pupils from a given territory.

The agent in charge of the reservation should be required to report at a given time what children have reached a certain proficiency, stating whether or not the consent of the parents can be secured and to which of the specified schools it was desired to send the child. In this connection I desire to say that not too much latitude should be given in the choice of schools. If the pupil is at all in earnest any accredited school is good enough, and if not in earnest he is not capable of choosing. With these reports the Indian Office can quickly ascertain if the capacity of the various schools is likely to be exceeded, and can direct such division as will equalize the attendance, or, if the number is too small, can direct in what places a special effort shall be made to secure transfers.

If this or any other scheme for promoting pupils is to be effective, the agents and superintendents must act in harmony, and the reservation authorities must feel that theirs is the highest responsibility.

As a further aid to the transfer of desirable pupils to the training schools I think a law might be passed giving pupils of the age of 17 the right to leave home to attend school without the consent of the parent.

#### THE ESSENTIALS OF INDIAN EDUCATION.

[T. G. LEMMON, superintendent Grand Junction Indian School, Colorado.]

The principal element by which the Indian must be drawn and held a glittering grain in the sand pile and a dependable element in the state, is patriotism; the other elements useful to him as an individual and as a community element are honesty, industry, frugality, and intelligence. As characteristics of the good citizen these are unquestioned, nor are they more the demands of modern than of the oldest civilization the world has known.

The education the Indian children, as a class, should have is a broad, thorough training in the elementary branches—by this I mean reading, through the fourth reader; arithmetic, through fractions; elementary geography; primary grammar, supplemented with language lessons and composition; elementary physiology; elementary United States history; oral lessons in elements of civil government, and as much nature study, penmanship, and drawing as can be woven in. And a part of the evening work should be devoted to class drills in the manners and customs of civilized folk, as well as class drills by industrial employees along their special lines of work. Ours is above all else industrial training—training for the industrial world.

We should make work the object, reliability the subject, the performance of the task the aim of all of our efforts and training, with the distinct understanding that between the conclusion of one task and the beginning of another the entire time should be energetically devoted to recreation and pleasant, respectable pastime. Take these pleasures in the name of sport, with a view to both recreation and pastime. The world has known no better men than some of the greatest lovers of clean, amateur sport and recreative pastime, but they were also devotees to duty.

#### CHARACTER BUILDING THROUGH HOUSEKEEPING.

[Miss BERTHA MACEY, matron, Oneida, Wis.]

One of the greatest needs of the Indian to-day is better kept homes and more intelligent housekeepers—housekeepers who are better cooks and better versed in economical methods of doing the work of the household. In our schools we have the privilege of training those who are to be the future housewives, and it is of utmost importance that the foundation here laid shall be firm. It is not enough that our Indian girls be taught merely to do their work mechanically, but that this teaching shall tend toward making them more intelligent workers and developing in them those traits of character which will make them better women and of more service to the world than they would have been without it. And first, let us impress upon our girls respect for labor, teaching them that there is a dignity in labor of the hands as well as of the head; that all honest work is honorable, and that it is not the kind of work, but the manner in which it is done, which should be their chief concern. Let us be careful that we do not teach, either by word or act, any false ideas of life, for anything which tends in this direction or fosters these ideas is directly opposed to character building. Instruction in housekeeping should be most thorough, especial emphasis being laid upon cleanliness, industry, and thoroughness. Teach the children that there is necessity for painstaking care in little things and that the whole can not be perfect unless each part is perfectly done.

Industry and economy must also be a part of our training. Teach the girls economy in time and material. Impress upon them the sin of waste, the wisdom of thrift, and the value of intelligence applied to the labor of their hands. Require strict obedience to the rules of every department and punctuality in reporting for duties in each. These things are of great importance not only in making the school life more enjoyable, but in later years as the pupils go out into the world they will find that, having once acquired these habits, it will be easier to make an honorable place for themselves, and to keep it.

When we realize that these girls will some day have homes of their own, homes from which will radiate influences either for right or wrong, we appreciate how great is the responsibility of the "school mother" in training those under her care not only in the art of housekeeping, but of home making. She must inculcate in their minds and hearts the love of truth and virtue, and the gentleness and patience which will make the memory of home life ever sweet and sacred, if she would lead them up to higher ideals of womanhood and help them to be true home makers.

#### AN ALL-ROUND MECHANICAL TRAINING FOR INDIANS.

[FRANK K. ROGERS, director of the Armstrong-Slater Memorial Trade School, Hampton, Va.]

In the earlier days of the white man's ascendancy the mechanic was one who had more of an all-round training at his trade; in fact, he often knew much of two or more trades. There was no need of such a specialist in those days, and in fact there would have been found very few all-round carpenters who could not lay a few bricks or stone, and in times when there was no work to be had at carpentry, make pretty good farmers. The mothers, too, had an almost endless variety of arts which they could practice with much skill, such as butter and cheese making, soap, etc.

In educating an Indian he must be prepared in the best possible way for his environment. Hampton believes that this means for the boys a substantial training along some skilled line of handicraft, with as much of some other trades interwoven as will make well-rounded and useful mechanics; and for the girls a general knowledge of the housewife's arts, together with some other accomplishments which will make it possible for her home to become a more tidy and attractive one.

I have in mind a Cherokee boy, who is about to go back to his reservation, who can do a very good job at house building, and in addition some brick laying, plastering, and tin roofing. He can roughly paint a house, barn, or wagon, and has lately added to his accomplishments a little harness and shoe making. I have seen some straps which he has just made, with the buckles neatly stitched on, also a complete bridle, all of which are very creditably done. He had also half soled and heeled his own shoes for nearly a year.

The class of girls who will return this summer have added in the last few months to their general knowledge of household work a little skill in paper hanging, mattress making, painting, and glazing. In mattress making such homey experience as would be likely to be a part of the Indian girl's life has been practiced; for instance, the making of mattresses and pillows from corn husks and dry grass.

Hampton does not encourage specializing very much for Indians, believing that her trade students would either drift into the larger settlements of whites, or, not finding work at their special trades among the Indians, would become discouraged and shiftless—a drag on their people. In either case the Indian race would lose the benefit which it should get from the trained young man. I should not like to have it understood that we do not believe in being thorough in the teaching of trades. The point to be made, it seems to me, is that one trade should be learned as thoroughly as possible, and then the elements of others should be added.

#### EFFECTS OF SCHOOL LIFE ON THE EYESIGHT OF INDIAN CHILDREN.

[Dr. J. G. BULLOCH, Cherokee Indian School, North Carolina.]

The Government should have the eyes of the Indian child examined periodically, and the teachers should look carefully for any visual trouble, for there can be no question that the Indian children at a good many schools suffer from various troubles of the eye. Human eyesight is undoubtedly degenerating, and visual deterioration seems to be inseparably connected with intellectual progress. Let us have more teaching and less parrot-like exercises for the memory; less cramming for examinations, and more useful knowledge intelligently stowed away in the mysterious and roomy masses of the brain. Under the pressure of study the eyeballs tend to enlarge and increase in size in direct proportion to the number of hours per day they are employed at near work. It is an easy matter for a teacher to become acquainted with test types, and to test the vision of the child's eye on entrance, and the Government could employ an expert to fit glasses to the eye of the Indian child. Also let the doctor judge as to the sanitary condition of the schoolroom, dormitories, and premises in general, and as to the hours of study, and we would have less trouble with the eye and less suffering.

#### HOW SHALL THE INTRODUCTION OF CONTAGIOUS DISEASES BE AVOIDED?

[Dr. HENRY E. GOODRICH, Fort Belknap School, Montana.]

Owing to the propensity of Indians to congregate around the sick, and their utter ignorance of the etiology and prophylaxes of malignant diseases, there is great danger of the spread of contagious diseases among them. Although the healthy body is practically immune against contagious diseases, yet there are so few absolutely healthy Indians that great care should be taken to avoid infection. Utmost cleanliness should prevail at all times. When smallpox is known to exist in the neighborhood, everyone who is likely to come in contact with it, and who has not been vaccinated for three years, should be vaccinated. Persons who have been exposed should be warned of the danger to which they may subject others, and, if necessary, be isolated. Every agency should have a house at a suitable distance from the agency buildings in which known or suspected cases should be isolated. A record should be kept of persons who have had smallpox, with a view of employing them as nurses. The sending of letters from places afflicted with smallpox or scarlatina should be positively prohibited unless they are disinfected.

When death occurs from a contagious disease, only those needed should be allowed to attend and their clothing should be disinfected.

What has been said as to smallpox applies in a modified form to other contagious diseases. All books used by convalescents should be burned. Nurses should not

be allowed to mingle with other inmates of the school. If the room adjoins other occupied rooms or hallways, a sheet wet with bichloride solution should be hung before the door.

#### THE IMPORTANCE OF GOOD SANITATION TO THE INDIAN.

[Dr. EDGAR BATES, Warm Springs Agency, Oreg.]

In these days we hear a great deal about germs, bacteria, and micro-organisms. It is now an established fact that many diseases are caused by a low order of life, both plant and animal.

The contagious character of tuberculosis was suspected as long ago as the time of the early Greek physicians, but it is only within recent years that definite knowledge has been obtained. The fact that the Indian is especially predisposed to tubercular infection is due rather to his habits of life than to any racial distinction. Poor food, exposure, and careless habits in handling tubercular sputum account for the higher rate of mortality among them.

The whole future of the Indian as a factor in civilization depends largely upon the outcome of the battle between himself and the tubercle bacillus.

In his talks to the pupils the physician must impress upon them the dangerous character of tubercular sputum; that it is a poison; that it retains its vitality for a long time, and that when in the form of dried dust in the air and inhaled it gives rise to tuberculosis. The teacher should talk to them on the same subject, not once, but repeatedly. The missionary preacher should preach it as a part of the modern gospel.

The criminal tendency to overcrowd schools with pupils, many of whom are tuberculous, must be restrained by the physician.

#### CAUSES AND PREVENTIONS OF TUBERCULOSIS AMONG INDIANS.

[Dr. FELIX S. MARTIN, Colorado River Agency, Ariz.]

The Mohaves are by birth and mode of living very susceptible to this disease. They have a very small chest development, and in their lungs the germs find an inviting habitat. During the winter months whole families, some of whom may have consumption, sleep in small single-roomed mud houses, with no ventilation other than a fireplace. They are unclean in their habits of cooking, eating, and drinking. During the winter they never bathe, while in the summer they bathe too much, remaining in Colorado River nearly all day. They are not regular with their meals and nearly always eat and drink too much. This causes derangement of the stomach, preventing the proper assimilation of food, producing emaciation and anæmia, which are followed by consumption among those predisposed to it.

To prevent the disease is to correct all of the foregoing causes. This is impossible so far as heredity and improper chest development are concerned, but by constantly emphasizing the necessity of doing or not doing certain things I have noticed some signs of good as a result. Progress toward improvement is naturally slow, as they lack faith in what the white man tells them and answer, "What I see I believe," and optical demonstration in these cases is almost impossible.

#### THE DUTY OF THE STATE TO HER INDIANS.

[Hon. H. C. SMITH, M. C., Adrian, Mich.]

I believe that our first duty is to fit the Indians for useful citizenship, and then to clothe them with citizenship, and then to put upon them the responsibilities of citizenship. I do not believe that one Indian can civilize another; they must be removed from the tribe, and be assimilated with civilization. Give them more than "a little land wherein to lie." They must toil as others toil to win, toil for wife and child, for State, and for nation.

It is the duty of the State to educate them to some useful trade, or craft, or calling.

Just laws, cheerfully obeyed and vigorously enforced, are the safeguard of a State or of a nation. We owe to the Indians the same duty we owe to all other persons: The duty to be fair, to be just, to be equitable, to give to him the same fair right to property, to life, to liberty, and to prosperity, under like circumstances, accorded to every other man.

Carlyle says, "The one great monster of the world is the idle man." I will add that the near neighbor to this monster is the man who lives or toils without hope of reward, and without responsibility to his Government.

## EXTRACT FROM DISCUSSION.

[Dr. A. E. WINSHIP, Boston, Mass.]

One of the immortals has told us that we are up against a condition and not a theory. The Indians in this country are here and here they are going to stay. They are not going to die off, and they can not be kept on reservations shut out from the rest of the world as they have been in the past. The boys and girls should be taught that if they do not work they can not live, and they should be brought to realize that if they do not know anything they can not work advantageously. The reservation and ration system are obstacles to progress and pauperizing to the Indian, and the red man must be brought to the full realization that he must work for his living the same as any other man.

## INTROSPECTION.

[E. A. ALLEN, superintendent Seneca Indian School, Indian Territory.]

Is it true as charged that there may be found in the various schools of the country many pupils who are there without right? That superintendents are discovering new Indians to fill these new buildings? There is on the list of subjects to be discussed at this convention the well-worn but always appropriate one of how many grains of Indian pigment an applicant for admission to our schools should be able to demonstrate the presence of and whether it should be required to have been derived from the father's side of the house. I shall not poach upon the grounds of those who would solve the question by fractions. It seems appropriate, however, to state that the child should have some Indian blood to be eligible, and it has been charged, and probably truthfully, too, that some have been admitted who can place no numerator in the fraction showing native extraction. The cases of this variety are not nearly so numerous as those of the admission of persons who, though they have the requisite proportion of Indian color to please the most fastidious, are unfitted by reason of their age or mental make-up to be there. Who is not acquainted with the chronic school goer who has attended a half dozen different ones, going from one to the other as his fancy dictates, always at the expense of the Government? He never becomes over age, though wrinkles other than of care are appearing on his brow. Thousands of dollars are wasted annually on this variety of pupils.

There came to my notice a few years ago the case of one young man who asked two schools to bid for his attendance. He wrote the head of one that the head of a rival institution—we have rival institutions—had made him a certain offer to come to his school and he wanted to know if he could offer better inducements.

There seem to be two great struggles going on in many localities of our service—one, to secure more buildings, the other to fill those we already have. The impression seems to be abroad and has invaded some high places even that the usefulness and dignity of a school and the caliber of a superintendent is measured by the number of pupils that he gathers together without proper regard to the amount of good or harm done to them. Here we have a man who measures by that standard 250; and he, feeling the rule too short and that he is capable of greater things, goes to work on the office and his Congressman to increase him to 500. He desires to extend rather than intensify his efforts, to know casually a great many pupils rather than to impress profoundly a few. It is offered that we are constantly straining after more buildings, more pupils, more employees, forgetting that the child is the only valuable thing in our possession, though the only article for which we are not under bond, and that all effort is wasted that does not make directly for the building of him into a proper manhood.

The impression that numbers make or even conduce largely to excellence is very erroneous. China is the most populous country on the globe, but no one would call it the greatest.

The accusation is heard, and, I fear, with more than a grain of truth behind it, that we are engaged in an unreasoning competition in the line of display. While we see an increasing importance accorded in the educational thought of the world to the polytechnic school, the variety that is most popular in our little world may more properly be called pyrotechnic. The band, the baseball and football teams, the music and art classes, and the school paper, however useful they may be as adjuncts, fail of their proper function when they are pointed to as the chief glory.

Have you heard of the school where class room and shop work is suspended when there are visitors of note and the pupils are put upon dress parade? Such displays appeal to the admiration of the casual and indiscriminating people who form a large proportion of our visitors, but they can not win the approval of the true educator.

The Indian is already well versed in the spectacular; his painting and his ceremonies are all of that order. He should be brought to a realizing sense of the dignity of labor, and by some other method than chapel talks. He should be shown by example that it really is honorable to work; that it is not only honorable, but imperative; that his attaining and maintaining true manhood depends upon it; that any person or class that persists in idleness will and should perish.

I am not a pessimist and I have unbounded faith in Indian education, but it is not heresy to suggest that we are in very many instances getting away from our proper course. Schools have now been in existence so long that we must expect to be judged in some measure by results. We have been asked for and accorded time, but it is unfair to ask for all time before the effectiveness of our system is estimated by the products. Many graduates have gone out as well as many hundreds who never attained to the dignity of having a baccalaureate sermon preached to them. People are watching these men and women, many of whom are not young any more, and want them to demonstrate that they have the capacity to get along in the world without being sustained by a Government position, and they want to see a number sufficiently large to remove them from the danger of being considered freaks. To this end we will do well to discard a good deal of tinsel, and while teaching let it be in the line of making our charges a plain, honest, God-fearing people, capable of earning a living under the conditions that actually confront them.

The country has been looking for the end of distinctive Indian schools, and we merit censure if the next few years does not witness the close of many of them and the education of their former inmates side by side with other children. It is impossible to have a self-reliant people so long as any form of reservation be tolerated, be it bounded by the limits of an agency or a class school. Can not we do more to hasten the time when we can engage in other pursuits conscious that we have brought two races so near to each other that the line of demarkation is obliterated and all are granted equal opportunities and held to the same requirements?

RESOLVED, THAT THE RESERVATION DAY SCHOOL SHOULD BE MADE THE PRIME FACTOR IN INDIAN EDUCATION.

[F. O. GETCHELL, United States Indian agent, Fort Totten, N. Dak.]

Indians are beginning to comprehend that their salvation is only in education and labor.

Three years spent in one of the nonreservation schools is all too short a time for these children to learn a proper use of the English language, and I believe if these same children had gained the rudiments of an education in a reservation day school their individuality would have been so pronounced upon entering a non-reservation school that better results would obtain.

[E. C. SCOVEL, Teacher, Cass Lake, Minn.]

We should so educate those in our charge that in the industrial and scholastic work they shall feel not only able to cope with the work in hand as a means to earn their own livelihood, but that in so doing we are molding the charges in our care to a higher plane of life, to a better and useful citizenship.

[C. C. Covey, Teacher, Pine Ridge, S. Dak.]

The aim in Indian education is twofold—to elevate the Indian in character and enable him to live in and cope with advanced civilization. This is in reality but one result. Give the Indian, or any man, the fully developed character and all things else will be included. But most of our Indians lack so much, the casual observer is prone to pronounce the task of civilization a hopeless one. He is deficient in all the institutional ideas, but has made great strides in the last generation. If we will but investigate the history of the best civilization of a few hundred years ago, we will find that it will not stand a comparison with that of the Indian of to-day. Much of this advance must be due to education. Taking for granted, then, that the education of the Indian is a possibility, the first question is, "In what way shall we accomplish this?"

Our aim is to bring before this body of Indian educators what we consider one of the most effective means under present conditions of bringing about the desired end—the education and civilization of the Indian to the point where he will be able to become a complete American citizen, be swallowed up, as it were, in the body politic and the vexing Indian problem be forever solved.

This factor is the reservation day school as it is now conducted and as it will



be improved. We believe it should be made the prime factor. "The common schools are the hope of our country," whether the inhabitants of that country be white or red.

The purpose of all education is to strengthen the institutional life of the community. The Indian has a stronger regard for his home than for any other institution. Then why not pursue a pedagogical course, take advantage of this little beginning, and implant around it the other elements that will make the pupil a useful citizen? The worst savage will lose something which the best equipped institution in our land can not replace if taken from his home in his infancy. Let us not drag the child away from all he has, but rather take what we have to him, there nourish the tender shoot, plant other seed, and after a while, when the proper time comes, he will gladly go of his own free will to seek further knowledge wherever it may be found.

This is the work of the day school—to go into the savage camp; to further the child's love for his home and the parents' love for their child; to improve that home as well as all its occupants. Insignificant as this work may seem, the Indian can not see the teacher and his family go about their work in a regular way, keeping themselves and their house in order, cultivating their little garden, milking their cows, ringing bells, and doing a thousand things on time, without himself absorbing some of their regularity. He himself must rise and prepare his meals at a certain time, that his child may not be late at school. He must have a fixed habitation for at least ten months in the year. All this will eventually cause him to form more regular habits of living and give him some conception of the value of time, counteract some of his laziness, and start him on the road to civilization. The day-school home is to the Indian camp what a model farm is to an agricultural community in the midst of which it may be placed. If properly conducted, it incites the Indian to emulate the example constantly set before him. But the greatest influence is on the young; the child is taught the English language, his education is begun, he is made to work, to keep clean, until finally, when he is ready to go to a higher school, he does these things from force of habit or from a realization of their value.

In the preparation of this paper I have consulted over thirty men who have had years of experience in the Indian school service. They have all held positions in both boarding and day schools. Some are now superintendents of boarding schools. When asked if they would affirm or deny this proposition, "*Resolved*, That the reservation day school should be made the prime factor in Indian education," all but two affirmed.

Some of the arguments given in support of the continuance of the day school were that as early impressions are lasting, one need not expect to force the child to believe that all the teachings and practices of his parents are wrong, since the parent has so much influence over the child. We must reach the home, and this can best be done through the day school. It is the only school that is doing effective work in carrying civilization to the Indian home. The change in the child's condition is so gradual that when the parent sees it every day there is no desire to nullify the whole effect of the education received, but rather a desire to help the teacher in his work. The day school comes nearer the home and heart of an Indian than any boarding school. He sees his children go to school every morning, dirty, perhaps, but when they return of an evening they are neat and clean. This must exert a great influence for good at home.

Some of the hindrances to effective work in the day school were lack of equipment, insufficient buildings, the meager compensation of the patient housekeeper, coldness on the part of government officials, and the language, customs, and dress of the Indians.

In answer to the question, "Which is the most effective, considering the cost, the day, boarding, or nonreservation school?" all but three favored the day school. Some favored it even though its cost were doubled, and others restricted its effectiveness to children under 12. One reply said: "Admitted that the boarding school will send home pupils who will for a short time speak better English, have a neater appearance, and know more about books than the day-school pupil; admitted that the nonreservation school will send home polished and perhaps refined students, we who have come in contact with the returned students know that nine-tenths of them are idle because the education the Government has given them can not be applied to anything they find to do on the reservation. They were taught to wash by steam at school, but they find no steam washers or steam wringers at home." And so in many other respects their education has been on too large a scale.

Finally, then, we will say that the more we have investigated the more we are convinced that the day school is the school best adapted to the needs of the Indian. The nonreservation school may fit him to compete with the white man; but if he will not do this, if he will not stay in the East, we must improve him where we find him, and fit him for life in his own home.

Our field matrons and nearly all officials who have had the opportunity to investigate, are awakening to the fact that the day school is the coming school. Let the children be taught in the day school till 12 or 14 years of age, then let those who are capable be sent to the boarding school, and from there promoted to the non-reservation school. There is no occasion for jealousy or friction; there is work for all; but let each do its own work and not try to usurp the place of the other, and after a while, when that happy time shall have come when reservation lines are no more and the Indians become citizens of their respective States, they will have an ample school system ready to turn over to their own local government.

RESOLVED, THAT CHILDREN SHOULD AT LEAST BE ABLE TO SPEAK, READ, AND WRITE THE ENGLISH LANGUAGE BEFORE BEING PLACED IN A NONRESERVATION SCHOOL.

[C. F. PIERCE, Superintendent, Flandreau, S. Dak.]

After fourteen years' experience in both reservation and nonreservation schools, I am fully convinced that, as a general rule, no child should be sent to a nonreservation school until he has attained a fair knowledge of the English language and has reached the age of 13 years.

To adopt the policy of removing the Indian child from the reservation at an age of 6 or 7 years, as is advocated by many persons, would necessitate closing or curtailing the reservation day and boarding schools, thus removing the greatest factor for advancement on the reservation.

Aside from the benefits to be derived from the presence of the child at the reservation school, there are also other reasons, from the standpoint of the child, why he should not be transferred from his home until he has passed a few years at school there.

First, the period in a child's life from 6 to 14 years is a very important one, probably the most important of his early life, and climatic changes at this time have frequently been the cause of a breaking down of the constitution. Scrofulous or tuberculous tendencies are more liable to become manifest during this period, and changes in altitude and temperature only tend to hasten the general break-up of the system. For this reason alone I contend that none but pupils of at least 13 years of age should be allowed to transfer to any nonreservation school, where the change involves any material change in climate.

Again, the young child entering a training school does not appreciate the character of the work that should be accomplished there, and has little of the desire to do; the school is simply his home, and he is contented to remain there and drift with the current. He may advance, but never with the same spirit that inspires the pupil that enters with the thought that it is school, and that he has a task before him which he should be able to complete within a certain number of years.

At the age of about 14 years the reservation child, if he has been regular in attendance at school, should be ready for the sixth or seventh grades, and four years added to his knowledge already obtained, should prepare him for the life he will be most likely to lead, or, in a few cases, for higher education. At this age he enters prepared for a broader life, with the intention of reaching a higher plane, with the knowledge that he is no longer a child to be led, but that he should rely to a greater extent upon his own strength for his standing.

Surrounded by new influences, he soon acquires new ideas and habits, and falls into line to take up the march of advancement, keeping step with others toward citizenship, with prospects for success largely in his favor.

Finally, the boy who having been taught habits of industry at the reservation school, is better prepared to take up industrial training at this time than at an earlier age. At the age of 14 years he is ready physically and mentally to take up this industrial training, not only in theory but in practice, and I think experience has shown that better results can be obtained in the nonreservation schools between the ages of 14 and 18 than at other periods, provided, of course, that the proper foundation has been laid in the reservation school.

The industrial side of the Indian's education should receive highest consideration, for it is by habits of industry and frugality that he must finally make his success in life, and become a self-supporting and respectable citizen in every sense of the word.

#### WHAT TO DO IN THE NIGHT SCHOOL.

[Miss AUGUSTA S. HULTMAN, Superintendent, Grace School, South Dakota.]

Fill the evening hour with nice things that get crowded out of the day.

One evening each week should be given to current history, a simple account of six or a dozen events of the week. Follow this with an outline on the bulletin

board to be left until the next current history evening. Vary this with items read by pupils and discussed by the teacher. Listen for the comments of the children as the bulletins are read and reread. Note the new ideas and the additions to the vocabulary.

A few minutes each evening can always be given to free gymnastics with profit. Music, instrumental if possible, chorus singing without fail, should be a part of each evening. Our schools spend one evening a week on literature, the silent perusal of the supplementary reading furnished by the Government, and magazines and papers provided by employes. Another evening is spent in the study of Sunday-school lesson and in letter writing. The "Social" claims from twenty minutes to half an hour of each evening. The time should be long enough to allow an easy settling into sociability and the satisfactory introduction of games like tiddledy winks, crokinole, karems, their beloved dominoes and checkers, and the like.

As the days grow long and the weather grows warm, outdoor sports take the place of the indoor night school. Let the night school have elasticity and flexibility enough for many special occasions. Halloween jokes, Thanksgiving sentiment and history, the planning and making of Christmas gifts, patriotic and memorial evenings, not forgetting an occasional nonsense evening, when conundrums and riddles hold sway, nor the periodical party, when the boys and girls practice additional courtesy to harmonize with their good clothes and pretty decorations.

If the school surroundings make it possible, take the children out some moonlight evening for a walk, a sledding or skating frolic. To be outside the grounds after dark three or four times a year is a rare treat.

With the word "home" is associated all that is best and dearest in life. Our schools rob the children of their daily portion. Can we then be satisfied unless we fill the last hour of the day with happy, restful, homelike activity, sharing the children's enjoyment, even as we make and control it, mindful of the Master Teacher, who "walked with His disciples" as he taught them?

[Supt. J. B. BROWN, Ogallala Boarding School, Pineridge, S. Dak.]

The "evening hour" in boarding schools should not be devoted to perfunctory and spiritless so-called study in poorly lighted and ventilated schoolrooms, but should be a true home hour, in which the children are gathered in groups or in a body, occupied in intellectual entertainments adapted to their age and conditions. The singing of songs, the telling of stories, interesting readings and recitations, the stereopticon which takes them to the distant lands and reveals the beauties, wonders, and amenities of civilized life, pleasing conversations, entertaining games, as well as opportunities for family work and a variety of other art work, should all conspire to make this hour one of the most fruitful of the day.

But "what to do" always depends on whom you have to do it; on what we can do. We should make the best use possible of the material with which we work; we should plan the programme to fit the capacity of the pupils and the talents of the employes.

Where comparatively advanced work is done the hour may be a study hour. I should say that pupils above the fifth grade might be profitably so employed, provided rooms are properly lighted and ventilated. This study may or may not be in the schoolroom. The evening programme should be varied and planned to help the pupil free himself from self-consciousness, to aid him toward a comprehension and use of the English language and above all to eliminate homesickness.

I should name besides the possible individual study, literary exercises, music, gymnastics, military drill, games, athletic and social, and dancing. Let me protest that this last is not mentioned with the sole object of arousing interest or controversy, but to mildly advocate the use of the group dances as a means of teaching rhythm, grace, and politeness, while furnishing enjoyable entertainment. Half the world has never taken a full breath. The teacher of athletics should increase the proportion.

Military drill if properly done, with military precision and promptness, is educational as much from the mental as from the physical standpoint, and such drill can be done with excellent success during the evening hour, if there is a room with suitable floor space and which can be properly ventilated.

Games are with some pupils superior to formal athletic exercises, although the latter if accompanied by music, have much of joy and life in them. Games cause forgetfulness of self, and that is the best aim of the night school. But, the games must be carefully directed, so carefully that the children will not know that they are being directed at all. It is an error to turn large numbers of boys and girls loose in a basement or play room for extended periods to entertain themselves.

Programmes for evening work should be carefully worked out, should be left open for possible unexpected treats that may become available, but it should always be known in ample time what is to be done. For most exercises the small children should be separated from the larger ones, and in some, of course, the boys from the girls. Much effort is wasted by having a room full of children when only a part can enjoy the programme. It is better, for example, that small children sleep in bed than in chapel.

What to do in the night school, after all, matters less than who does it and how he does it.

#### WHAT SHALL BE TAUGHT IN AN INDIAN SCHOOL.

[Prof. C. M. WOODWARD, Director St. Louis Manual Training School, Missouri.]

Never was Spencer's early question more timely than just now as we face the practical problem of Indian education: "What knowledge is of most worth?"

You remember that Spencer insists in his reply to his own question that education must first be directed to developing the power of providing food, clothing, and shelter for one's self and one's family. Self-support is the corner stone of all good citizenship. Without this there can be no good citizens, no sound basis for society, no reasonable hope for civilization and culture.

The Indian school and all that it contains must be within the circle of Indian sympathies. The training must be of such a simple and practical character as to win the approval of the Indian people. Hence it must not run violently against their traditions, and it must keep in view the peculiar environment of the future lives of the children. In my judgment the course of study, text-books, and manual features of the schools of Boston or Detroit are out of place in an Indian community. Of course the children should learn to read, write, and speak the English language, and they should learn to translate household English into the vernacular of their homes, so as to help bridge over the gulf between our and their civilization. They should learn the fundamental operations of arithmetic, the tables of weights and measures (I mean avoirdupois weight, the bushels by weight, the wine gallon, and the English measures of length, surface, and volume; but avoid the confusion which results from the introduction of other tables). These should be learned practically till every child has a trained judgment and a personal consciousness of a pound and 10 pounds, of a foot and 100 feet, of an acre and 10 acres, a quart and 2 gallons, etc.

They should know how to keep simple accounts and to make out bills. The nature, meaning, and use of fractions should be made clear by abundant practical examples. Mental arithmetic with clear oral analysis is invaluable.

For the common initial school mathematical study should stop there. The puzzles of banking, exchange, proportion, etc., and the subjects of algebra and geometry are too remote and out of the present reach of Indian sympathy, and should be omitted.

Geography should be largely local. I doubt if at first it should go much beyond the United States. Above all, the geography should be an Indian geography, specially prepared for Indian schools, giving all possible information in regard to Indian tribes, their location, their extent, their improvements, their growth, and history. This combined history and geography should furnish reading lessons; should stimulate their pride and ambition, and should enhance the value of social and public improvements. Neither the teacher nor the publisher should ever forget that the children are Indians; that they go home to Indian parents at night, or every few weeks, and that they report at home continually what they learn at school. Thus the Indian children are to become the teachers and inspirers of their parents. In this way the whole community shall be reached.

It is not greatly so in your community and mine. Our children learn more at home than they do at school. We supplement their school teaching by books and constant instruction. In the Indian house or cabin the ignorant mother and father will sit at the feet of their own child, and we must keep their intellectual and social status continually in our minds.

When it comes to the reading books they, too, should be written for the Indian schools by people who are thoroughly familiar with Indian history and biography and, above all, with the traditions which are handed down from father to son and which white men rarely hear. I fancy that the stories told of famous Indians are now so told as to keep alive a certain amount of race pride and the traditional hatred of the white man. Who will write the stories of Black Hawk, Tecumseh, Pontiac, Geronimo, Sitting Bull, and scores of other heroes in such a way as to disarm them and to bring out the nobler qualities, and the triumphs of peace as well as war. In American history there are numerous episodes well calculated to teach the worth of Indian fair dealing, of loyalty, of industry, public spirit, of

education, of tribal and national intercourse, etc. Write up the stories of William Penn, of Pocahontas, and others calculated to remove prejudice and establish a feeling of confidence and good will toward our Government and ourselves.

I am well aware that some of you will not agree with me here. You are disposed to think that the children should know as little as possible of the Indian history, and that they should cherish no Indian heroes.

Such a course I can not approve. Can you secure a feeling of self-respect and self-reliance by giving the Indian boy to understand that you have no respect for his father or grandfather; that you regard them as worthless and too degraded to be worthy of recognition? Does the commandment, "Honor thy father and thy mother," not apply to Indians? Can you expect to cultivate a spirit of loyalty, reverence, and chivalry in the hearts of Indian youths who are taught to forget and despise their ancestors?

There is plenty of good literature touching the finer characteristics of the red man with which to make up the Indian readers. Think of Charles Sprague, Fenimore Cooper, Harriett Hunt, Catlin, Longfellow, and others too numerous to mention.

But I have said enough in reference to the peculiar character of Indian textbooks. I doubt if beyond our first and second readers we have any books suitable for use in an Indian community. Let Shakespeare and Tennyson and Browning wait for twenty years.

My rejection of American schoolbooks and courses of study for Indian use is no criticism on the books. Their very high merit for our use unfits them for the Indian home. In all matters we must keep well within the circle of Indian sympathy and approval, and then we must gradually enlarge that circle without snapping the chords.

It goes without saying that we must have teachers who are educated Indians, of originality and judgment, or we must have whites of rare tact and skill. Restraint, restraint, and still more restraint must be their watchword.

When we come to the manual and industrial features we come to a subject where we have only general principles to guide. Were I to attempt an outline of manual work for either girls or boys in a given community I should wish to spend a year in that community to find first what manual accomplishments are most highly appreciated and useful and what may be added with promise of success. The successful business of an Indian community may take a variety of forms besides those of providing food and shelter, which must, of course, stand first. But every self-supporting community must export something to balance the imports which it needs and can not produce.

The strong point of a community may be agriculture, or horticulture, or stock raising, or fish-culture, or poultry, or some peculiar manufacture.

In my judgment the Government should send an expert to every reservation to study the peculiar conditions which surround the community and point out an industry which may be successfully inaugurated there. Then the educational forces should combine to establish and promote it. I was glad to hear that Miss Reel proposes to introduce the cultivation of grasses and reeds suitable for basket making, with a view to promoting basket making among certain tribes. I was glad also to learn that Mr. Frissell had commissioned some Oneida boys who had been with him three years to study up the problem of establishing a dairy among the people of their tribe and to report back to him, so that he may train them for positions of leadership among their own people.

Whatever the strong point is or promises to be must be squarely and directly recognized in the industrial training. No such general culture over several wide fields of universal industry as is given the St. Louis Manual Training School would be at all appropriate for Indian youth. Of course, the theory and use of the tools in common use should be taught, with the added points of method and precision, and all upon the materials at hand. Household furniture, plain houses and barns and shelters, fences and gates, culverts and wooden bridges, the woodwork of wagons and carts, the woodwork of agricultural implements, the making of boats and canoes—such work should be within the reach of a young man properly trained in an Indian community—i. e., one or more lines of such work—and the shopwork of an Indian school of boys from 14 to 20 years of age should be planned accordingly. Of course, as a part of the exact and systematic work, the simplest rudiments of drafting should be taught in even step with the tool work.

Another very important subject, and one never yet introduced into a school, is that of a systematic use of such hardware as is needed in the building of a wooden house or in the repair of implements and tools. Costly articles, even in a white community, are thrown away and lost because the owner is unable to repair a simple break which one familiar with tools and supplied with a little hardware would completely restore in a few moments and at slight expense. There is

nothing like training in the arts of preservation and repair to promote thrift and independence and a laudable personal pride. This should have large place in the manual training of an Indian community.

In all such manual work I should insist upon the invaluable habit of analysis into the elements of construction, and I should teach those elements as such, because they are of universal application. But the applications should be frequent, far more frequent than is necessary in a white community, for the reason that the home circle is apt to value the training in exact proportion to the useful products.

At first I doubt the wisdom of introducing ideas of art in either drawing or tool work, as we understand art and according to our standards. An Indian has his own long-cherished ideas of art, which are widely different from ours, and he is quite sure to scorn any decided attempts to introduce our higher notions. We must reserve our pearls till a higher plane has been reached. Thrift, industry, comfort, and cleanliness are absolutely essential to any real progress. The chief difficulty is in the beginning. It is hard to begin low enough. I spent several hours among the representatives of 42 tribes at Buffalo. I came away with the conviction that the first Indian school should have a great deal of Indian and not much white man in it. Our civilization must enter as a wedge with a very thin edge. To attempt the refinements of literature and art would be to sow seed on stony ground.

I do not mean that the Indian child is without capacity, but that the Indian community can not receive and cherish it. If we aim too high we shall not hit them, and they will remain just where they have stood for a hundred years.

Hence in all the manual work skill must be aimed at to an unusual degree, and the range of work must be extremely practical. In a manual training school for white boys the aim is intelligence, not skill, but here the aim should include skill also. To be sure, the elements must be slowly and thoroughly taught, but their application to a useful product must quickly follow, so as to justify the elements in the stupidest observer. Rare and costly tools must be avoided, and even school furniture and appliances must not be too fine.

In the education of Indian girls domestic science and household economy should hold the larger place, but even here the arts and customs of our homes must be introduced slowly and with great discretion. A girl's training must recommend itself to the Indian mother.

I need not enlarge upon the training which is of most worth to an Indian girl who is soon to have a home and children, and to live with or beside her parents. Her parents and her husband must be proud of her. The value of what she got at school must be self-evident. She will not quarrel with her father's paint and feathers if he prefers such evidence of blue blood and a renowned ancestry, but she will cheerfully consent to a better schooling for her girls than she herself received.

In matters of dress and food much may be conceded to Indian fashion and fancy. They are largely matters of sentiment and involve no principles half as important as that of respect and consideration for one's parents.

The needlework taught at school should be plain and should quickly culminate in garments, bedding, rugs, etc.

The cooking should include every good point in the culinary arts of the Indians, with judicious advances. And so on.

You who have lived among the Indians can see where you have succeeded and where you have failed. Above all, do not lose your faith in progress, though it be very slow. There is nothing more tenacious than inherited tastes and fancies, and nothing is more suicidal than a spirit of intolerance in matters of pure sentiment. If these suggestions shall serve to strengthen anyone in the right course, or to make the right course seem more clearly right, my object will have been accomplished.

#### THE NECESSITY OF TEACHING THE INDIAN BOY TO IMPROVE THE ALLOTMENT THE GOVERNMENT HAS GIVEN HIM.

[Mr. RUSSELL RATLIFF, Superintendent Omaha Boarding School, Nebraska.]

Every Indian boy who has land should form a trust, by which is meant that he should combine all his resources, native capacity, acquired growth, undeveloped possibilities, and material assets into one organic whole for the purpose of making himself a citizen who is a credit to his country's flag.

No person is truly educated who does not have the habit of industry embedded in his character. No person is a safe and satisfactory citizen who does not have the habit of industry embedded in his character. The Indian boy's allotment provides

him a location for himself, a focal point for his habit of industry. His mind, his body, his land, are all potential energy. By working his allotment he can improve his land, develop his body, train his mind, educate himself as a whole.

The farming and stocking up of an allotment helps decidedly toward forming settled habits of life. Cows, pigs, and chickens, if properly cared for, require that someone stay at home and attend to them. This fact alone is of no small significance in connection with the problem we are gradually solving. In proportion as the Indian or anyone else roves over the country his real advance movement will be correspondingly slow. Progress comes rather by uniting settled life with intelligent and purposeful communicative relations.

Leasing an allotment may furnish a young man with money enough to live as well as his father lived. Farming it intelligently for himself will give him a great deal more. It will not only provide him with money enough to live better than his father lived, but will also keep him from being idle and doing worse. In making some more money he will make a very great deal more of himself.

Learning to cultivate the land intelligently, that is, with mind and thought as well as hand, should also help to avoid that false idea too often gotten that the few years spent at school have so highly cultivated and refined the student that any such work as tending a farm will soil his intellect. Farming is all the time gradually becoming more and more a matter of headwork and management, as well as a matter of manual labor. There is no lack of room and no lack of compensation for all the thought and study the farmer can bestow upon his work. If the boy wishes his mind to keep on growing after he leaves school, he can find as much room for expansion of ideas on his farm and in his field as at the clerk's or teacher's desk.

[Mr. F. F. AVERY, Superintendent of Fort Spokane Boarding School, Miles, Wash.]

The arguments in favor of the proposition are plain and simple. Permanent location and ownership of a home are helpful to most of us, and especially helpful to the individual who is constitutionally inclined to roam, and yet particularly unfitted to roam in the conditions created by modern civilization.

Land is capital, endowment, opportunity. His allotment is the largest amount of capital, the best endowment, the most available opportunity that the average Indian boy has. It is located where he is familiar with general conditions. Fortunately it is also, for a time, inalienable.

I thoroughly believe that the average Indian boy should be educated and encouraged to cultivate his allotment. But this merely follows from a belief that it was a wise and beneficent thing to give him an allotment and to make it, for a term of years, inalienable. And the two convictions it seems appropriate to defend together.

By way of concrete illustration, allow me to mention brief papers which a number of Indian boys with whom I am personally acquainted recently prepared as a class-room exercise on the subject, "What shall I do when I leave school?" All of them were written without assistance or suggestion, except as to the subject, as I have stated. Some were quite crude in a literary way; but they nevertheless encouraged me as to the mental result of the education they are receiving. Each boy stated definite plans for using and improving his allotment. Each, of course, proposed to build a house, and none forgot shelter for stock. And I am more hopeful of them than I should be if they were yearning to get away from their allotments into towns and were expecting to be merchants or clerks, to work in the mines or follow trades, or even to be lawyers, doctors, or preachers.

I have no prejudice against any of those classes or callings. I simply believe that these particular boys are more apt to succeed on their land than they would be to succeed elsewhere. And if, for a few years, they hear no gospel of discontent; do not learn that the reservation is a disgraceful pen from which they ought to escape and are simply given by a good agent some part of the business advice and protection which the fortunately born white boy gets from his father and his neighbors, I think they will become useful, independent, and self-supporting citizens, as to whom there will presently be no "Indian problem" of any kind. For these the solution of the problem in question is nearer at hand than it is for some others.

Leasing, even, is in the majority of cases wholly demoralizing. It is not any better for the able-bodied Indian than it is for the able-bodied or able-minded white man to receive an income without doing, or having ever done, anything from which the income arises.

Population is congesting in cities. Mechanical industries are being minutely specialized and passing into the joint control of enormous corporations and labor unions. The professions are overcrowded, or seem to be.

In the meantime the farm owner and farmer remains a fairly prosperous and comparatively independent citizen. Looking at the matter broadly, does it not seem wholly desirable to attach to the land and to country life all who can be so attached, especially including those to whom citizenship and civilization are new facts not yet fully assimilated?

#### WHAT THE MISSOURI NORMAL SCHOOLS ARE DOING IN AGRICULTURE.

[JOHN R. KIRK, Superintendent of Schools, Kirksville, Mo.]

In Missouri the normal schools have taken the position that we ought not to familiarize our prospective teachers, through the children of Missouri, with all the foreign rivers and mountains of foreign countries and leave them unfamiliar with the jewels which they daily trample under their feet. For two years the normal schools of our States have been undertaking the teaching of agriculture.

We have between 600 and 700 young prospective schoolmasters and school-ma'ams taking agriculture, and we have had all the time about 100 that volunteered to go to work in the agricultural laboratory. We do not propose to teach agriculture from a book. The president of the school was busy looking about during the summer and providing series of text-books, but the splendid woman we have in charge would not have them because there was not a half or a fourth in the book that she wished to teach. The teacher of agriculture in our school is a woman, not a great big, strapping, awkward man, and nothing do the board of regents praise so highly as the work she is doing in agriculture. She is a graduate of an agricultural college herself, and we are teaching agriculture scientifically and practically to the prospective teachers of Missouri.

#### WHAT SYSTEM WILL BEST PROMOTE CHARACTER BUILDING AMONG INDIAN CHILDREN AND THE COURAGE AND ABILITY TO ENTER AND CONTENT IN THE OPPORTUNITIES OF CIVILIZED LIFE?

[Miss CORA M. FOLSOM, Hampton Institute, Virginia.]

For a long time to come the Indian is going to live on or near the land that belongs to him. Any system that does not take this into consideration is losing valuable time. Each Indian has his bit of land; it may not be worth much, but it is the one thing that he owns; he calls it home, and it never ceases to draw him back, no matter how far he may be tempted away. The Indian's land is undoubtedly his stock in trade, the one thing that he has to begin life upon. Where a white man can make a living, an Indian should, and he can be so taught and so encouraged that he will have both the knowledge and the heart to make the attempt, rather than lease his land and look for other work. This would require a more systematic training in agriculture than many of our schools are now prepared to give, but a great deal can now be done by making the study of agriculture as important and as dignified as the literary work, and by so adapting it to the conditions of the country that a pupil may feel in himself the power to do just as good work as his white neighbor, only perhaps a little better.

Many students coming to Hampton have very little idea of individual responsibility. To remedy this, we give each girl a room, and she is required to make it comfortable, pleasant, and pretty. Her bed linen and towels are her own and marked with her name. Her clothing is her own also and is purchased, planned, and made by herself. On her wash day she takes her little bag of clothes and bedding to a room fitted up with individual tubs and there does her washing and later her ironing, all without the aid of machinery. At a certain time her mending must be done, and her clothes pass inspection. Every girl is given a daily task, for which she is paid, and with this money her clothing is purchased—purchased by herself from the stores in town. In this way a girl is forced to learn something of the much-needed lesson in regard to the use of money and the relative value of different materials.

The boy usually shares his room with another and is kept responsible for its care. He must keep an account of his clothing and his earnings, which must agree with the school's statement at the end of the month.

The outing system is very valuable in bringing the Indian into direct contact with an industrious and thrifty people, and every summer nearly every one of the Hampton Indian students spends four months among the farmers of New England. They deal at first-hand with their employers without the intervention of the



school, which develops a sense of responsibility. Their earnings during this time are peculiarly their own, and each one may make his deposit in one of the banks of the town and keep his own account. That this bank account seldom survives a winter, unless its owner has some definite purpose in view, one can easily understand.

All around Hampton the Indian can find men and women situated very much as their older people at home. To these they lend a helping hand.

The other day I met the son of a Sioux chief coming home cheerfully swinging his saw and hammer from a little cabin where he had been putting up posts for a clothes line to take the place of some unsightly brush that had been serving that purpose in the front yard. The girls, too, find numberless things to do. With spade and hoe and rake they lay out grass plots, flower beds, and vegetable gardens where only weeds had grown before, and make the shabby little yards to blossom as the rose—and the cabbage.

If the school service could employ among the more needy tribes one or more men or women to act as guides to our freshly wound up students, much of the work that is now being lost might be saved to us. Such a person could greatly aid the student in putting into practice the useful things he learned at school, and could also assist in providing a medium of exchange between him and available markets.

Every Indian school should have shops where the more serviceable trades would be taught, but its strong point should be its farm. This should include, if practicable, the raising of stock, of poultry, and a dairy—an everyday object lesson to the people of the reservation.

As many occasions as possible should be created to bring the people directly under the school's influence, mother's meetings, conferences, and young people's social gatherings being held at the school in the presence of the pupils. The plan of the school should be to give each member of the household just as much of home life as possible, thus fitting them for the life that the great majority must follow when their schooldays have ended.

#### DISCUSSION.

[Dr. T. H. BREEN, Superintendent Fort Lewis School, Colorado.]

Education being the lever by which the Government is raising, more or less slowly, the Indian to the place of American citizenship, all proper means should be used as a fulcrum to that end. The aim of the authorities is so to educate the Indian that he can safely be left alone without that constant supervision now exercised, permitting him to be master of his own destiny, and to expand as fully as his capacities will allow; to individualize him instead of tribalizing him, and thus prepare him for that personal freedom of action accorded the most ignorant foreigner cast upon our shores.

#### HOW CAN WE SECURE A BETTER UNIFICATION OF INDUSTRIAL AND ACADEMIC FEATURES OF THE INDIAN SCHOOLS?

[Prof. O. H. BAKELESS, Carlisle, Pa.]

The Indian school, planned to lift in a single generation a people from the middle and lower stages of barbarism into civilization and citizenship, is planned along these broad lines of "sending the whole child to school." The old school had use only for the intellect.

The work of the schoolroom is a means to an end; and that end the training of men as workers good for something in community life and willing as workers to do faithful service. It is this that the Indian needs to enable him to stand alone. The great majority of people (and Indians are no exception) have not the intellectual interest dominant. They do have the so-called practical impulse and disposition, and the school and the shop uniting to foster this, will send out a strong, useful character. It is with such pupils that the correlating and unifying of the shop and the schools count most. The hold of the school will be more vital and prolonged because it has recognized the power of the shop as a preparation for life.

Ideal industrial schools ought to do systematically in an intelligent and competent way what the home, the shop, the factory, and the farm, disconnectedly do in a comparatively meager and haphazard way.

The teachers in the schools usually organize and meet weekly to discuss and study every phase of real live modern education as related to their branch of work. The instructors in the shop should do the same. The teachers from the academic side in this study should be constantly reaching out to the industrial and into the larger life of the world; more practical, original, less dependent on books. The

instructors in the shop, from the side of the process of work, the trades, should reach up to the theoretic, to the scientific principles involved in the work, the art of teaching, a wider intelligence, a broader culture.

All artisans in charge of industries, as instructors in and teachers of their craft, should be students, advancing in intelligence, in skill in their departments, and in their power to help and uplift the children under them. Visits to progressive institutions and a study of their work and methods will do much toward keeping this spirit of progress and growth alive.

A union meeting of all teachers and instructors once a month under an efficient presiding officer to discuss the general features of the work, compare notes, consider subjects of education, of discipline, and other vital questions relating to the work, would do much toward unifying the two phases of work under discussion. It would bring all the employees into a sympathetic appreciation of the difficulties met in the various departments; of abuses growing up, and changes needed. It would stimulate healthy growth on every side.

The teachers in the schoolrooms can often get their best material for classwork in the shop and thus draw closer and more sympathetically to it. Conditions arising in the shops, the sewing room, the kitchen, and on the farm, will furnish material for right teaching of arithmetic. The most practical suggestion this year for arithmetic work came from a ten-minute talk with the carpenter. The class that does not get much of its data in this practical way for this subject, is wasting time, and is being cramped by wrong teaching. Language teaching can in every way be strengthened by gathering material for it from the shop or the places of work; and both school and shop will be helped by the process. The implements and processes of the industries will furnish an unlimited amount of material for essays and oral exercises; all, too, coming within the knowledge domain of the pupil.

The director of our printing office has prepared a series of talks on the craft of printing and its history. Many questions and topics follow for discussion, and later are carefully worked out by each pupil in a series of essays. What hinders a similar plan being followed in other industries? Every fact gathered in this way will remain a permanent possession of the pupil.

Nature study will get its most helpful material from the farm and the farmer. No object lesson gotten up as an object lesson for the sake of giving information can afford even the shadow of a substitute for acquaintance with plants and animals of the farm and garden acquired through actual living among them and caring for them.

No attempt at training of the senses in the school can compare with the alertness and fullness of sense life that comes with daily intimacy with familiar occupations, working with a purpose under a thoughtful, skilled man as an instructor. The drawing teacher and the shop instructors must know each other to be useful in their respective work. The carpenter and blacksmith can make necessary more mechanical drawing than time will permit of, and in the doing of it most practical arithmetical problems and calculations would constantly arise. It is waste of energy to neglect these places of unifying and the opportunity of turning the young people loose on live things. Pupils at trades should work from sketch and drawing, if necessary, made for them until they are able to do it for themselves.

Talks and lectures by the heads of the departments on the interdependence of the various subjects of studies and industries would do much toward helping all to see the educational content and value of each.

The Indian child must bring his whole mind, his whole body, to the school and the shop as one institution, and we, as teachers, want to see that he takes away a well-stored, well-developed mind, and a healthy body, well trained to take up the duty of self-support.

#### THE INDIAN EMPLOYEE—WHAT ARE HIS NEEDS, AND THE BEST MEANS OF STIMULATING HIS GROWTH AND SELF-IMPROVEMENT?

[C. J. CRANDALL, superintendent, Santa Fe, N. Mex.]

There are few schools and agencies at present where Indians are not employed. It is safe to say that at least one-third of the employees in the school service are Indians.

Indian employees in the service are, as a rule, what are known as the educated Indians. They come from one or another of the large Indian schools that annually turn out a class of so-called educated Indians. The great objection to our system is that really the Indian is not educated when he leaves our schools, neither in the academic sense nor in the real sense of his responsibilities to himself and the State. Education, therefore, as it is limitedly applied to the Indian may often do

him as much harm as good. This is best seen when positions are given to Indians where they are partially or wholly unfitted for them. There has been too great an inclination to promote the Indian employee to some position which he could not creditably fill; then when he failed, to charge the same to the race.

There can and should be but one way of treating the Indian employee, and that is in putting him on a level with the white employee. Require him to take the same examination that the white employee must undergo, instead of assuming that a certificate of graduation from one of our Indian schools shall be evidence of his fitness for the teacher's position. To make the Indian especially favored above his white compeer does him more harm than good. To give him a position simply because he is an Indian puts a premium on Indian blood, the evil of which is to be seen in our present ration system and on those reservations where the Government has large sums on deposit to the credit of the Indians.

The needs of the Indian employee are first to learn that he is on an equality in all respects with the white employee, and can only hold his position by rendering efficient service; that he can only aspire to those positions for which he is qualified; that his being an Indian is no particular advantage nor no barrier in securing employment in the Indian school service.

It may be said that as a rule the Indian makes a satisfactory employee.

I am in favor of giving the Indian the first chance when he is equal or superior to the white employee, but make it a rule never to recommend him for a position which I feel that he can not fill with credit. Then give the Indian employee work and a position suited to his attainments, but do not expect to elevate him by assigning him to a position for which he is not qualified.

#### INDIAN EMPLOYEES AND CIVIL-SERVICE EXAMINATIONS.

This was discussed by Mr. H. B. Peairs, superintendent Haskell Institute, Kansas, who stated that he was in favor of civil service for all employees in the Indian service. At the conclusion of his remarks he introduced the following resolution, which was carried unanimously:

"Whereas it is the opinion of the members of this congress of Indian educators that all employees in the Indian service should be subject to the civil service: Therefore be it

*Resolved*, That Indian students who desire to enter the service as regular employees should be required to take the civil-service examination."

#### CIVILIZATION AND HIGHER EDUCATION.

[Hon. W. T. HARRIS, United States Commissioner of Education.]

It is important for the teachers of the children of a people who are in the tribal relation, or who are making progress out of the tribal relation into a condition of productive industry and representative government, to ask themselves what is civilization. They should ask this question often and keep its answer in view as a kind of pole star by which to direct their course. I have often heard it said among amateur students of ethnology that the white man's civilization is no better than the red man's civilization or the yellow man's civilization. A teacher of Indian youth who sincerely believed the truth of these assertions would naturally feel compunctions in carrying out the programme of his day's work.

Let us attempt to define civilization by saying that in proportion to its degree the higher civilization shows its advantage over the lower civilization by producing a higher order of individualism and the greater distribution of local self-government, and at the same time a greater participation of the masses of the people in the products of the industry of its own community and of all communities in the world by means of commerce, and more than this—a participation in the intellectual and spiritual products of all mankind.

Measured by this standard, it will be seen how small is the realization which a tribal community has of the benefits of civilization, for the tribe consists of a small number of people, mostly connected by family ties and governed by autocratic authority of the chief and his council. The tribe has kept a jealous watch upon its frontier, lest some one or all of the neighboring tribes approach it with a hostile intent. The tribe has to give a narrow education in hunting and war to its people and teach them the mythical traditions which furnish a sort of superstitious explanation to its manners and customs and to the phenomena of nature in its vicinity. It must be a principle of the tribe to shut out communication with its neighbors. All of its people are educated into distrust of the people of neighboring tribes. Under these conditions the tribal knowledge of the races of mankind can amount to but little, and the concentration of all the nervous energy of

the tribe upon defense and the procurement of subsistence renders literature science, and art next to impossible.

Not only does tribal life prevent intercourse with the present and past history of the human race, but it prevents that division of labor which makes possible any high degree of productivity in the industries. Its agriculture and manufactures are conducted by the women and superannuated men. The young warrior despises an industrial occupation.

Now, if we count the value of the industry of the tribe in ordinary conditions, we shall find that its money value is something less than 3 cents a day apiece for each man, woman, and child, while that of the highest civilization amounts to nearly twenty times that amount, say from ten times that amount in the nations of the extreme north or extreme south of Europe, to twenty times that amount in the industrial centers of England and Scotland.

Moreover, in the centers of civilization all persons participate in the world-market and have more or less knowledge of all the peoples of the world, and are constantly learning regarding their doings, whether in the realm of material production or in the realm of spiritual production. The most highly civilized people, in fact, commence each day of their lives by a survey, more or less hasty but quite effective, of the doings of nations as collected by telegraph and spread out before them in the morning newspaper. I can compare this survey of the entire world in its effects on the human disposition only to a daily religious ceremony. For it presupposes a peaceable and cooperative relation of all peoples to one another throughout the world, all being engaged, for the most part, in the one great business of conquering nature and turning its products to human uses, and the making of all observation and reflection of mankind accessible to each individual citizen of the world.

The teacher of the youth of a tribal people will believe in the potency of the highest civilization and try to make his pupils learn, first, the arts of intercommunication, reading and writing; and secondly, the arts and sciences which make him acquainted with his fellow-men near and far off, such as geography and history; and thirdly, to form an acquaintance with those tools of thought by the aid of which man has conquered nature, branches of mathematics, physics, and chemistry, geology and astronomy, and the sciences that relate to living beings, such as plants and animals. The civilized arts of life will not be neglected.

Each question that comes up regarding the course of study and discipline or moral education will be referred for answer to the principle of civilization: Does this branch aid the Indian child in acquiring a knowledge of the human race and the purposes of the several instruments of civilization? Does this discipline help him participate in the industrial civilization to which he belongs? If not, the branch of study or the discipline has no place in the programme. If yes, then it ought to be introduced, but not to the exclusion of something having a greater claim based on the same principle.

#### THE NECESSITY OF A LARGE AGRICULTURAL SCHOOL IN THE INDIAN SERVICE.

[C. W. GOODMAN, superintendent Chilocco School, Oklahoma.]

A large agricultural school for Indians is a necessity: (1) Because the large majority of Indian boys will need a practical knowledge of agriculture; (2) because a large, well-equipped school of this kind in an agricultural region can teach farming and the kindred industries more thoroughly and economically than other schools.

1. The large majority of Indian boys will need a practical knowledge of agriculture. Tilling the soil and caring for stock are the primary methods of earning a livelihood, and it is upon the industries that supply mankind with food that all the other industries, trades, and professions are finally dependent. The Indians especially should learn farming and stock raising rather than trades, because they own land. Nearly all are receiving individual tracts of land, which they should learn to care for and make the most of. Much of the Indian land is rich and fertile, as they had first choice when the allotments were assigned. Some have holdings in the arid regions, where irrigation is practiced exclusively, and most of the land still held in common lies in the semi-arid belt, where stock-raising is the principal industry. Most Indian boys should work at farming in some form, as it is the natural employment for them and insures the most independent as well as the most healthful life. Boys who would not live a year in a shoe or tailor shop may have many years of usefulness and happiness in the open-air life of their Western farms. The Indians live near to nature, but not so near as to have discovered all her secrets, so that a thorough agricultural training is essential to success. It is well for these boys to know something of

carpentering, blacksmithing, painting, and plastering, and some may be called to teach or preach, or practice law or medicine, but of those who own land many more can make a comfortable living on farm or ranch than will succeed at a trade or in a profession.

2. A large, well-equipped school of this kind, in an agricultural region, can teach farming and the kindred industries more thoroughly and economically than other schools. While nearly all the large schools have farms, they do not make farming the important feature. Some are not in an agricultural region; some have unproductive soil; and few, if any, have a sufficient quantity of tillable lands.

Chilocco, with its 8,600 acres of choice land, should be the great agricultural school. It is centrally located in the rich farming region of Oklahoma, where the conditions are similar to those surrounding the Indians of a large area. There are about 80,000 Indians, exclusive of the Five Tribes, within a radius of 600 miles. Being on the border between the North and the South, and near to the uncertain boundary line of the semiarid regions, the crops and the methods of caring for them partake of the nature of all of these areas. Wheat is harvested with both binder and header; corn is planted with check rower and lister. We can raise the Southern crops of cotton and castor bean; the Northern products of flax, broom corn, and oats; corn and clover for the East; and alfalfa, barley, millet, and sorghum for the West; peaches, apples, grapes, and cherries for everybody, and cattle and wheat for the world. This school would differ from the agricultural college in increasing the practical and limiting the theoretical teaching. The boys would learn to do by doing, under the direction of a sufficient number of competent educated farmers to insure thorough work.

#### PRACTICAL METHODS IN INDIAN EDUCATION.

[S. M. McCOWAN, superintendent Phoenix School, N. Mex.]

It is my opinion that practical methods in Indian education, when cleared of all educational millinery, means nothing more or less than practical faculties, or sensible men and women. Experience has proven to my satisfaction that there is no royal road to manhood and womanhood; that from the heart flow the real issues of life, and the best textbooks from which to study the purest ethics is the open heart of a great teacher, whose illumined faith and love are the powers that attract and bind, and whose example and influence are the forces that redeem and elevate.

Every human being should be an important factor in the body politic. By that is meant that each and all should be breadwinners; that none should be paupers or parasites. Methods will not bring about this result, but example will. Methods will not give character, but example will. And character strengthens the will and enables it to achieve—to do something; and not only to do something, but to want to do something.

It is the teacher's duty to discover the child's ideal and lead him up to it.

It is not enough to develop the brain. It is not sufficient to perfect the brawn. The child should be formed to stand alone and stand proudly, grandly. This result can not be obtained by any other method than that which appeals to the good and true in the human heart. Brain culture may make an intellectual giant or an intellectual fool. Heart or soul culture will develop a man or woman whose desires and instincts are for the good and whose ambition is to know and comfort mankind.

[JOSEPH L. EVANS, teacher, Chilocco, Okla.]

Our aim in teaching Indian pupils is to make them useful citizens. Industrial and technical education, together with mental and moral growth, will make them independent and self-supporting citizens.

Every school should have a good dairy and garden, and pupils should be given practical work in agriculture and stock raising. When gardening and planting are in season pupils should be taken out and taught to prepare the ground and plant gardens and fields.

The paramount work of the class room is teaching the English language. Never teach from books and pictures when you can get the real object to look at. After the pupils have learned to recognize and write about one hundred words make the transition from the written work to the printed chart and primer. You can not give too much stress to the importance of oral work in these grades. This is the time when the pupil should be taught to talk.

In these lower grades, study each pupil and find out how much he knows. Overcome his timidity and inspire confidence. You can not do good work until this is done. In the advanced grades the reading should be placed over all other

subjects, because of its developing the language. Pupils should be required to get the thought. Have them read and then give the thought in their own words. In language the work should be confined to practical speaking and writing. In advanced grades do much oral work in language.

Take the pupils to the fields, gardens, and workshops. Have several explain the different things seen. Have them take pencil and paper and make notes. When they return to the schoolroom, have them tell what they saw, and then have them write it. Make these oral and written exercises the regular language work.

Cut advertisements, asking for help, out of the papers and have the pupils answer them. Have them write letters ordering goods, books, etc., from different firms.

In arithmetic do not have pupils work long problems, such as are given in the text-books. They are not practical, and the pupils work them with no thought of why they are doing it. Let them go out and measure a piece of land and figure out how many acres are in it. Have them measure a sidewalk and find out its cost at market prices. Have them find out how much it would cost to plaster, paint, paper, and carpet the schoolrooms at the market prices. If they are digging a cellar or ditch, let them find out how many cubic yards of earth will have to be removed. The boys who work these problems will probably be the ones who will have to do the work. The work will then mean something to them.

Bring boards into the schoolroom and have them find out how many board feet are in them, how many it would take to make a thousand feet, etc. Bring boxes into the room and have them find out how many bushels, quarts, and pints they will hold. In each case have pupils make their own measurements. Have them make out bills and buy and sell their own horses, cows, dairy and farm products, farm machinery, groceries, and dry goods at market prices. Let them measure a pile of wood and find its cost. Take the class out to weigh a load of coal or hay and then return to the class room and make the computation of the cost the regular class work.

Indian pupils' general knowledge is limited. Text-books are written for boys and girls of civilized communities. How is an Indian boy to understand a story about a railroad and engine who has never seen one? How can he understand the stories and descriptions of places and things with his limited knowledge of geography, history, and literature? We should therefore be very careful about details. Occasionally give half an hour to silent reading. Have pupils read the newspapers. Do not place large boys and girls in classes with smaller ones. By putting large boys and girls in a class with small ones you hurt their self-respect. Individual cases must be studied.

#### THE DAY SCHOOL—THE GRADUAL UPLIFTER OF THE TRIBE.

[Sister MACARIA MURPHY, teacher Odanah Day School, Wisconsin.]

To judge of the progress of a nation, race, or tribe, a knowledge of its past history is essential. Twenty years ago this reservation was comparatively a wilderness, the wigwam, whose inhabitants lived much after the manner described in our school histories, being the only form of habitation. But a great change was soon to be effected—the doors of a little log schoolhouse were thrown open and with their opening dawned an era of civilization for the reservation tribe.

To-day the reservation presents a scene of beauty and civilization. Almost as far as the eye can reach we see looming up everywhere neat dwellings surrounded in many instances by well cultivated gardens, and we exclaim: "The hand of progress has been here." In vain does the tourist look about for wigwams; these are a thing of the past; no more moving caravans in the schoolroom. On entering a dwelling one is convinced that the occupants have been trained—mind, heart, and hand; in other words, that their educators' purpose was what every true educator's aim ought to be, whether it be the white, black, or red race that is in question, viz: "To cultivate, to train, to develop, to strengthen, and to polish all the faculties—physical, intellectual, moral, and religious." To descend to details illustrating this statement would be superfluous here; suffice it to say that many of the homes here are model ones.

After all, for what are the majority of our Indian youth to be trained, if it be not for the home or family life? This admitted, that school which trains most effectually for this life is the school which does most toward the uplifting of the tribe, and this is no other than the school which is in close contact, in living sympathy with the members of the reservation—the reservation school.

What do the average Indian youth do on leaving school? They marry and

devote themselves to family life. Is it necessary they should know algebra or rhetoric or have been the captain of a ball team, for this purpose?

Think not that I wish to disparage higher education or literary training—never. The reservation school should give its pupils a thorough knowledge of the common branches, yea more, it should inculcate a taste for the higher; especially should it foster a relish for good, sound literature, which whilst affording innocent amusement, prevents desires for the forbidden and aids so powerfully in character molding. But whilst literary pursuits receive special attention, the industrial must never be neglected. Hence every day school conducted according to the wise "Rules for the Indian School Service," familiar to you all, must prove one of the greatest factors in the uplifting of the reservation tribe. But to comply with these is no easy task, and if there is any one position in the Indian school service in which devoted, self-sacrificing men and women are more than in any other place a desideratum, it is in the day school.

To conclude, I repeat, every day school conducted according to the Rules of the Indian School Service exerts a powerfully uplifting influence on the tribe.

[Mr. M. M. MURPHY, Teacher Kingman Day School, Arizona.]

The ignorance and superstition of the old Indians must be overcome before any permanent advancement can be made in the work of civilization. That this cannot all be done through the medium of returned students has been amply demonstrated. Every superintendent would like to have his pupils spared from the ordeal of camp life or reservation life if it were possible. Yet these returned students would be a powerful factor for civilization, if the proper conditions prevailed at home. These conditions can be brought about through well equipped and properly conducted day schools. A large number of Indians are indifferent to education. But if their children must go to school, they would advocate a day school. The day school is in touch with the Indians, and is the proper medium through which to reach their home life. We can readily see that a young person needs home training as well as school training to fit him for the battle of life.

#### HOW MANY YEARS CAN PROFITABLY BE SPENT AT A DAY SCHOOL?

[REUBEN PERRY, superintendent Lac du Flambeau School, Wisconsin.]

The primary purpose of Indian education is the civilization of the race, the instilling into them of industrious, thrifty, and cleanly habits, and giving them knowledge to live and support themselves in a civilized way. All schools that efficiently help in attaining this are beneficial to the Indian and should be given due credit for what they accomplish.

It takes day reservation and nonreservation schools to make the system complete. The day school should give the child a few years' training and then promote him to the reservation boarding school. The reservation boarding school should, after the course is completed, encourage the brighter pupils to attend a nonreservation school where they can learn more of the outside world and more of civilization and civilized pursuits.

In answer to the question, "How many years can profitably be spent at a day school?" I would say that, under ordinary circumstances pupils should be transferred to a boarding school after finishing the third-reader grade and when they are 10 to 12 years of age.

#### THE FUTURE OF THE PUEBLO INDIAN.

[MARY E. DISSETTE, Supervising Teacher of the Santa Fe Day Schools, Santa Fe., N. Mex.]

The future of the Pueblo Indian will brighten when we begin to treat him as a responsible human being to whom we show the same respect that we demand from him; when we judge him, as we do other people, by the character, and not the complexion.

We must then provide in the future such practical education as will enable these children to make the most of the resources and opportunities of their home life. We must study the conditions of their homes, and prepare them to meet and improve them, not by destroying and abolishing the native arts and employments of their parents, but by bringing to them the benefits of the trained hand and eye, improving their quality and extending their market.

Self-support means self-respect, which is the basis of all morality. I believe, therefore, that with the introduction into these villages of the spinning wheels and handlooms of our grandmothers, there would also follow some of the shining virtues for which they were so conspicuous.

The future of the Pueblo Indian will take care of itself when every Indian child under 14 years of age is compelled to attend a well-equipped day school, and every child between 14 and 20 is placed in a manual-training school; when Pueblo Indian governors learn that they and their people are amenable to all the laws of the Territory, and that the office of the governor will be continued only so long as these governors respect the laws and support the schools in the matter of compelling attendance and sustaining the authority of the teacher.

The Pueblo Indian must be taught that Christianity is a much greater thing than any and all denominationalism, that if he would have his religion respected it must bear some relation to his morals; "That the world has not much need for great things, but there is a great and ceaseless call for small things—and that no soul lives in vain that in a shadowy corner has shown according to its power a light."

#### MORAL TRAINING.

[Supt. J. C. HART, Oneida Schools, Wisconsin.]

Two years ago I expressed the opinion, which I still hold, that the literary training would receive its full share of attention in the school, because there is a more or less definitely prescribed course of study that each child must follow, and in charge of teachers especially qualified for the work.

Industrially we are not able to guarantee so much assistance, partly because the facilities are sometimes lacking and partly because the requirements for workers in the industrial field are not so exacting as with teachers.

It is in the third direction, that of the moral training, that we are especially, perhaps necessarily, weak. So far as the work has been under my observation, the mere sharpening of the intellect does not necessarily make a better man, and in our work at least a good man is more to be desired than a great scholar. I think that as a rule I should choose that the individual be first a good man, than a good worker, and last a good scholar. For the reason that if the man himself is upright and honest he will probably choose to be industrious and self-supporting, and any youth who has had two or three years of school training can certainly make himself understood. It is not true, however, that the good scholar is necessarily a good man, nor is the good worker always trusty, although of the two I should probably choose the worker as being the more reliable.

In the schools we aim to unite the worker and the scholar in one person, and for that purpose there is provided a corps of literary teachers, usually one for each 50 pupils, and a large force of matrons, seamstresses, cooks, farmers, etc.—all teachers of industries; but for the moral and religious training there is no special provision; and while all are expected to do what they can in this direction, it is evident that very few of those occupying such positions are especially qualified to act as guides in these higher spiritual matters.

I desire to give due credit to the missionaries, male and female, of all creeds and denominations, for their patient, unselfish services on the reservations, but, in the nature of things, it is not possible for them to reach the children in school as they should be reached. I am free to accept assistance from any source and by whatsoever name it may be known, provided only that the aim be the building up of strong, pure, Christian manhood.

This matter appeals to me officially as well as privately, for of all the cases of violation of marriage laws, of drunkenness, or other crimes of misdemeanor, few, if any, can be traced to the church people. I therefore appreciate these great moral forces at their full value and only regret that it is not possible to give more attention in the schools to the moral training.

#### MATRONS' SECTION.

The section of matrons and the department of domestic science met in the reading room of the Methodist Episcopal church July 9, 10, 30 a. m., with a good attendance.

Miss Blanchard, of Crow Creek Agency, S. Dak., who was appointed chairman of the section, called the meeting to order.

Miss Mary Holsinger, of Fort Sill, Okla., was appointed secretary.

The chair called upon those present for questions that they wished debated and an interesting discussion, in which all took part, followed. The crowded condition of the sleeping rooms of many of the reservation schools was considered. Plans for their improvement and methods of procedure to obtain more room were proposed. Reports showed need of more room in many cases. Mrs. Nordin, of Mount Pleasant, Mich., Mrs. Peaks, of Riverside, Okla., and Mrs. Peticolas, of



Green Bay, Wis., led the discussion, which afterwards became general. The drift of the discussion was to the effect that employees and superintendents should persistently ask for more room where it is so greatly needed until it is supplied.

Changes of clothing, clothing rooms, wardrobes, or improvised substitutes were discussed by Mrs. Kennedy, of Blackfoot, S. Dak., Miss Blanchard, of Crow Creek, S. Dak., and others. It was shown that little nooks in hallways, corners in rooms wherever possible, should, by the use of curtains, boxes, nails, etc., be used to afford individual compartments for clothing or other personal belongings.

Mrs. Ward, of Tomah, Wis., and Mrs. Canfield, of Carlisle, Pa., and others advised that both boys and girls attend to the repairs of their clothing requiring immediate attention, such as sewing on buttons, mending a ripped seam, etc., but that all other mending be done in the sewing room under the supervision of the seamstress or her assistant.

It was thought best that all the girls should be detailed to the various departments, and that they should be so divided that every department have girls of all sizes. In this way the efficient help is most evenly divided, and small girls are learning to do the work of the departments.

The chair advised an exchange of address on the part of those who might wish to discuss fully and privately any subject bearing upon their work.

A second meeting was held July 11. Some time was spent in continuation of the discussion of the subjects that had occupied the attention of the section at the previous meeting.

Need of girls learning to cut, fit, and make garments received general discussion. The plan of giving every girl who can sew cloth for a dress to be made by her for wear during vacation was recommended. In schools wherein this has been tried good results followed.

Discussion upon social entertainment followed. At one school weekly socials are held for all who have a good record during the week, the amusements mentioned being games and dancing. Tea is served at some schools, or other refreshments are served by girls who have prepared the food on a small cooking stove; but at all of those socials employees are present to teach the children social etiquette and direct them in their games.

Decoration of play rooms and dormitories was advised, the use of cards, magazines, pictures, and advertisements being suggested. The children should always assist in such work.

Evening school, evening hour, close of the day, devotional exercises, and retiring hour were generally discussed, and the need of more moral and religious instruction was noted. It was thought desirable that the evening school might add much of cheer and happiness to the children's life at school if care be taken that it afford a suitable change from the work of the day in the schoolroom.

#### THE BEST MEANS OF HELPING YOUNG INDIANS TO GIVE UP TRIBAL LIFE.

[Col. R. H. PRATT, superintendent Carlisle School, Pennsylvania.]

Break up the reservation; push the Indian out into life; give him experience outside his home; let him hustle for himself; compel him to earn a living; force him to use his own powers and rely upon his own efforts. The Indian is growing up with the idea firmly fixed in his mind that the Government owes him a living and that his happiness and prosperity depend in no degree upon his individual effort.

The only way for us as Indian educators to lead these people out into civilization is for us not to become clannish. We must keep up with the best educational ideas and do everything we can to fit these Indian youths to meet the problems of life. And we must get them out into contact with civilization as soon as possible.

You will see a number of Indians in shows. This is demoralizing and should be stopped. The present Commissioner of Indian Affairs, Hon. W. A. Jones, has taken the strongest stand of any Commissioner we have ever had against allowing Indians to enter these so-called shows. When Mr. Jones makes up his mind to do a thing he usually carries it out, and one of his ideas is not to make the Indian a showman, but a citizen.

#### THE WISDOM OF FEW SPECIAL SCHOOLS.

[Mr. H. B. PEARS, superintendent Haskell Institute, Kansas.]

All Indian schools are elementary schools, doing most primary work, and my belief is that in elementary schools we do not need special schools. There are very few Indian students in this country who are ready for specialization, and special training should not be given either in industrial or literary branches. We

need to give our boys a broad, general training along industrial lines, such as will fit them to go out and compete in the industrial work. Most of them will in all probability do agricultural work. The girls should be given a thorough training in domestic work. At the age we receive pupils we can not tell what their special talents may be, and we must take them into these schools and develop them in a general, broad way, instead of giving them training along special lines. I do not believe in establishing special schools for them. I believe it is our duty to prepare them as rapidly as possible to go out into the world and compete with other people.

One weak point in our education is that we give too much and require too little. We are constantly giving out and requiring too little in return, consequently we can not have that independence of character that we ought to have. I believe in the Hampton idea. When pupils enter that school they are required to pay for everything, and until we can require our students to pay for what they receive our Indian education to that extent is a failure.

#### THE ADVANTAGES OF A UNIFORM COURSE OF STUDY.

[J. C. HART, superintendent Oneida School, Wisconsin.]

My own experience is that the literary training of the reservation school with three or four teachers should not extend much, if any, beyond the fourth grade, as that will be all that can well be given before the fourteenth year if proper attention is given to the industrial features. At the beginning I believe that the usual kindergarten work should be combined with or replaced by continual and constant practice in clear and distinct enunciation and the knowledge and use of common English words. If this work is well done, the work of the subsequent grades is simplified and its value greatly enhanced.

It is evident that a uniform course is necessary, because many teachers have small experience in outlining such work, and if each uses his own discretion the promotion to other classes and to other and higher schools will be less uniform and the average scholarship less satisfactory. In the industrial departments, especially for boys, some latitude must be given the superintendent, for the reason that conditions differ greatly on the various reservations, and provision must be made for such pursuits as the boys will naturally and properly follow after leaving school. But it is not impossible to provide for a general training of the hand and eye and to allow particular attention to be given to the care of stock for those from agricultural and grazing localities and for farming or gardening where such industries are most profitable and likely to be followed. The aim of the schools should be to secure to each pupil the instruction that he is capable of receiving and assimilating while he is still in the receptive age, so that at maturity he may be able to take his place in the ranks of the workers and not linger "superfluous on the stage" until he has lost the fire of youth and thinks only of how he may spend calmly and placidly his remaining years.

#### WHAT QUALIFICATIONS SHOULD BE REQUIRED OF AN EMPLOYEE TO ENTER THE INDIAN SERVICE?

[CHARLES L. DAVIS, superintendent White Earth, Minn.]

The purpose for which the Government engages employees in the Indian service may be generally expressed to teach, protect, and govern a people more or less ignorant and dependent; to execute the laws as enacted by Congress and the orders promulgated by the Administration, and to use and care for public property. These duties must oftentimes be executed in localities remote from civilized influences and the public eye, and in the absence of local laws and courts.

Such conditions necessarily call for the highest standard of moral and financial integrity and industry, and the greater the spirit of self-denial and the power of self-inspiration the better. It is equally desirable to avoid evil disposition and bad habits.

A fair common-school education is necessary for all positions above the grade of assistants or common laborers. Applicants for the higher positions should not only be required to possess the technical education and training peculiar to their work, but should also have sufficient higher scholastic training to render self-culture and advancement probable. Broad and liberal interpretations of their powers and duties are possible but not probable otherwise. The remuneration offered by the Government is liberal and sufficient to secure competent help. For the higher positions former experience in similar lines of work should be made one of the requisites, and in all positions having the care or management of children teachers in good standing should be given a preference. Such preference

will result in greater skill in handling children, higher moral standards, and their efforts harmonize much better with the general purpose of educational institutions.

The Indian service differs from other governmental service in that the employees are not so much the servants of the public, but have a yet higher duty to perform in that they must become the teachers, guardians, or foster parents of a different race whom it is desired to convert into self-sustaining individuals and prepare for membership in our body politic. The more perfect the instruments, the quicker and more perfect will be the amalgamation. The final selection and perfecting of these instruments must of necessity rest largely with the field officers. Such persons should of course be chosen with the utmost care, and when their ability has been demonstrated they should be left as nearly unfettered as the good of the service will permit. Under such conditions the rule that the employee must prove and maintain his fitness for the work in hand can be applied and sustained.

#### SHOULD NOT THE GOVERNMENT PROVIDE IRRIGATION FOR INDIANS WHOSE HOMES ARE IN ARID REGIONS?

[Supt. S. M. McCowan, Phoenix School, Arizona.]

For the last few years the Pima tribe has sown seeds of wheat and corn and reaped harvests of blasted hopes and hungry aches and pains. They are faithful toilers. They are up with the sun and the going down thereof finds them afield and at work. In their days of prosperity they cleared large fields of brush and leveled them. They fenced the fields with barbed-wire fences and planted trees and grasses. And after the boys and girls returned from school—for these people were eager for knowledge—they built comfortable homes of adobe brick, divided the houses into rooms for eating and sleeping, papered the walls with pictures from Harper's and Leslie's, Judge and Puck, a varied and wonderful assortment. They dug wells close to their homes, so the women need not go so far for water. They bought wagons with their savings, and cows and labor-saving implements. Many homes had tables and chairs and dishes and sewing machines, and a few possessed organs.

It seems to me they were progressing about as rapidly as they could. It appears they were rapidly conquering environment and triumphing over superstition. It seems grand to me, incomparably grand, to see them groping blindly yet unerringly along the road to better things.

An ancient people were once grievously tormented. Plague after plague visited them until they were sore distressed. But if our Pima brothers would speak I think they would say: "We will very gladly swap our one plague for your seven. We will take your plague of locusts, of disease, of sores, and give you our plague of white men."

I know not how the red man feels—it may be altogether different with him—but when the white man sows he expects to reap. When he toils he expects reward in profits. And I know something of how he feels when the hot days come; when he steps from his doorway each morning and scans with eager eyes the ever-blue sky, seeking for the rain clouds that never appear. As the long summer days drag by and the desert quivers in the awful heat and the merciless winds smite the trees and grass and death broods joyfully over it all, the handsome tanned face grows heavy and wrinkled and sad and there comes an awful ache in his heart and a pitiful stoop to his stalwart frame and the world for him goes wrong.

The red man may enjoy all this sort of trouble and wrong, but the white man does not bow so meekly. He does not think it right that another man should go above him and purloin the waters he had already preempted and owned. It may be—it seems very often as though there were—one law for the white man and another for the red man, but this supposition is entirely at variance with a certain divine injunction that says: Do unto others as you would be done by.

Now, I want it distinctly understood that I am not a worshiper of the Indian nor a devotee before this picturesque idol in bronze. I do not believe that he was immaculately conceived nor divinely anointed. I do not believe that he was or is the favored of the Deity, nor that the accident of his birth in the Western Continent gave him the right of absolute preemption of the entire hemisphere.

I regard him as a composition of very common human clay. The ideal red man vanished with the last of the Mohicans, and had his cradle and grave in the fertile imagination of the renowned novelist. The Indian of our day—of any day—is but a grown child, full of moods and whims, of bitter and sweet, of frowns and smiles.

Unlimited quantities of sympathy have been wasted and oceans of tears been shed o'er the Indians' fate, but I want to tell you that sympathy and tears seldom

regenerate. Moreover, skin color entitles to no special consideration. I do not believe in Indian rights, any more than I do in German rights, or Irish rights. There should be no special rights. The Indian has the same right to make a man of himself that a white man has—the same right to live decently, honestly, industriously, to become a good citizen and a clean, moral character. And there his rights end.

But while the Government owes the Indian nothing because he is an Indian, it does owe him something because he is a human being. It is the Government's duty and privilege to provide its citizens with opportunities for enlightenment and livelihood, and to protect in those rights.

In the case of this particular tribe of Indians—the Pima—there arises a pretty question in social and political ethics. There are some 8,000 people directly or indirectly dependent on the water that flows in a certain stream, not alone for their prosperity, but for their living. It is theirs by all the rules of possession and priority of use. The white man appears on the scene, and, by reason of his superior smartness, deprives the natives of their birthright. Have we done right? And if it is right from the white man's point of view, how is it from the red man's viewpoint? Remember that in the arid regions there can be no agriculture without irrigation. The absorption of all the water in the stream by the white man means starvation, servitude, or flight for the red man; for the days of miracles have passed away, and in our modern times none may reasonably expect showers of manna from heaven and there seem to be no philanthropic ravens to carry food to starving Elijahs.

Now, there are two sides to this question, and each side has its advocates. Some of us think that the Government should compensate the Indians for their loss; that it can do nothing less in justice than to restore to them their only means of support by the building of reservoirs and the storing of storm waters. But there are those who think that our policy is bad; that the Government has done enough; that the red man should now help himself; that duty has long since lost itself in charity, and charity has been swallowed up in generosity, and we are stunting growth and pauperizing ambition and sterilizing the brain's fecundity by material assistance.

The policy of these, our friends, is virile, vigorous, vicious. Detesting the reservation system, they would drive these simple Acadians forth. It would be hard for them at first, of course. The first flight of the squab is always attended with danger. But it would be the making of them. Necessity would teach them invention and frugality. They must labor and save or loaf and die. In carving out careers as street cleaners and dishwashers their wits should be sharpened and their natures purified. No longer would there be Indian maidens, but there would be Junos of the washtubs, and what more glorious career could any girl desire?

It seems to me that our friends' brains are filled with illogical wiggle-tails. Let us suppose that the Government withhold action in the case of the Pimas.

And as they toil faithfully, stolidly, like dumb, driven cattle, a great loneliness settles down upon them. They retreat into themselves and shrink and shiver. There are people everywhere, yet none who understand, none to appreciate. Their hearts yearn for sympathy. Their souls whine for love. But every where around them they recognize humanity's colossal indifference—an indifference that is not malicious, that is even kindly so long as ambition lies dormant and the soul strives not to achieve, but which at once becomes actively antagonistic as soon as ambition awakens and the soul expands and catches glimpses of the star of hope.

I think all will admit that the chief aim in life is the achievement of happiness. The Indians are now happy in their reservation homes. Their habits are simple; their wants few. The schools maintained for their benefit by the Government are gradually but surely raising the Indian ideals. While they have the barbarian vices, they possess also the barbarian virtues. We condemn them thoughtlessly for wearing long hair. They might retort, as one Indian did to me, that the Jesus the white man profess to adore, and in whom is to be found all virtues worthy of emulation, also wore long hair. We condemn them for not working their allotments, forgetting or ignoring the fact that the white man's chief ambition is to reach that state where he can live on the rentals from his lands. We condemn them for drinking whisky, but we continue to make it and sell it to them. With the white man's inordinate mania for meddling, we want to reform him out of a world of genuine hospitality, of unselfishness, of comradeship, and of peace into our world of greed, avarice, selfishness, and reckless scramble for gain.

The Government must either secure water to the lands upon which the Indians live in the arid regions, or must feed and maintain them. This latter course is virtually pauperization. In this address I have spoken principally of and for the Pimas. But the condition of this tribe is typical of all Indians located on reserva-

tions in the arid West. There are now about 200,000 Indians living on reservations west of the Mississippi. The Government is paying out annually about \$10,000,000 for their keep. This amount of money, if properly expended, would store water sufficient to irrigate and reclaim not alone enough land to place the Indians on the shady side of easy street for all time to come but would redeem almost the entire stretch of desert lands in the country.

I believe in the Indian. I believe he can be educated. I believe anything God has made He can make perfect. I believe He has never yet marooned a soul; that He has endowed the Indian with all the elements of true greatness and of true nobility. I believe the best Indian is the live Indian, provided he be alive to his opportunities. I believe the time has come to close forever the door of yesterday, shutting out the graveyard of past failures and bad policies, and to open wide the door of to-morrow, disclosing the rosy light of a new and glorious dawn. Indian nature is but human nature, and the God of our fathers rules the destiny of mankind. He created nothing in vain.

And so with the red man. He may wear long hair, may paint his face, and talk a foreign language, but down deep in the uncultivated garden of his soul may be found all the elements of true manhood, which, if cultivated, will bloom, and there blooming will develop a man made in the image of God, ready, able, and willing to do a man's part.

[J. J. MCKOIN, superintendent Fort Mohave School, Ariz.]

It is the duty of the Government to provide irrigation for the Indians in the arid regions. There are great barren regions in the Mohave country upon which nothing will grow, while at the same time water is flowing down the Colorado River and enough going to waste to reclaim every foot of barren ground. I have seen a valley adjacent to this river capable of producing an abundance for these people if the nation would provide irrigation for them, as they are too poor to bear this expense themselves. Seven crops of alfalfa can be harvested annually. Many kinds of vegetables can be raised during the entire year. Many varieties of fruit, such as grapes, apricots, pears, peaches, and figs grow in abundance. Cattle and hogs do well. The whole Colorado Valley, the home of these Indians, is capable of the same high degree of cultivation. The water is handy and plentiful, and a ditch could be cut which would irrigate every foot of this land. It is too expensive for these poverty-stricken people, but not for this wealthy nation.

The most vital question in relation to the Indian work is, What must be done for the home life of the Indian and for the returned Indian pupil? Some avenue must be opened to improve the home life and to enable the returned pupil to secure, by his own exertions, a respectable home and a competence for his family. Until this is solved all Indian educational work must be unsatisfactory. This question can not be solved by making the Indians a race of servants, by filling the schools with Indian workers, nor by thrusting them out in large cities or communities, aliens to their kindred and homes, destroying all the better feelings of humanity by severing all the ties of kindred.

The true solution of this question in this section is to provide irrigation; make farmers of the Indians. Teach them to raise stock, fruit, etc. Send among them good, industrious teachers who will uplift the home life and teach the Indians how to become independent, self-supporting agriculturists.

This can be done in this section by the expenditure of a few millions of dollars in irrigation. Could this money be better and more humanely spent than in developing this fertile country by irrigation and providing homes for these starving and unhappy Indians?

#### THE VALUE OF TEACHING DOMESTIC INDUSTRIES IN EVERY SCHOOL.

[VIOLA COOK, superintendent Wild Rice River School, Minnesota.]

In giving Indians the best equipment for life work we consider the bent of the individual, his probable environment, and choose accordingly the lines of knowledge that seem best for him to acquire. These are many and varied, but in all the bewildering array stand a few about the advisability of whose acquirement there can be no mistake, and preeminent among these are domestic industries. Quite apart from the fact that in these our tyro may find his best opportunity for his best work, we know that a general knowledge of some of them is bound to prove useful. For whatever else our boys or girls may or may not do, experience shows that they are sure to set up homes of their own in some form or other, and

what knowledge more necessary than that of common, everyday details that contribute so largely to the happiness or unhappiness of the occupants. Whatever else a girl may need to know, she surely must acquire the art of home making if she is to do successfully her part in the life she enters. And even if her husband chance to be a brain worker, he will be a better one for knowing also how to do some manual labor.

We need to emphasize more and more the importance of industrial work. Our boys and girls can not all become teachers, bookkeepers, or doctors. But most of them have an allotment that in many instances would afford them more than a comfortable living if rightly managed. Why not teach them how to do this? It is surely worth their while. A returned student, not a graduate, recently resigned his position in a Government school, in which he gave most excellent satisfaction, to work on his father's and his own farms. He likes the work better and can make more. But he knows how to work and is not afraid to do it.

"Our girls can't ever be teachers, but we do want them to have some schooling and to know how to work," was the sensible remark of an Indian parent who saw that his children did not possess ability in the one direction but did in the other, and wanted them trained accordingly.

"We have learned to make such nice pies and bread," said another, whose efforts at essay writing quite discouraged her teacher, but the matron found her a valuable assistant. There is no lack of interest in learning domestic duties if, like any other subject, they are only rightly presented. And this is not only true of our Indian pupils. We are only now ourselves learning the lesson that labor has to teach, and are not nearly alive to all its possibilities. Is it any wonder, then, that we have failed in many instances to impart duly a sense of its beauty and value?

We need to weigh rightly and to proportion values. Far from our purpose let it be to decry or belittle schoolroom work in our efforts to bring into more prominence the needs of the industrial side. Both are necessary to the well-rounded life, and each should and can be in harmony with the other.

#### DISCIPLINE IN AN INDIAN SCHOOL.

[A. O. WRIGHT, supervisor of Indian schools.]

Pupils should not be treated in such a way that they will want to run away, and if a pupil is so rebellious that he can not be controlled by mild measures, it is better to dismiss him from the school than to have him remain and excite the other pupils.

Certain things may be said in relation to punishment that are the result of experience, and apply to Indian schools as well as to any other. It is not the severity but the certainty of the punishment that makes it effective. Punishments should, as far as possible, be made to fit the offense and be naturally connected with it. Thus, destruction of property should be punished by paying for the property; tardiness, by making up the lost time. Punishments should never be administered in anger. The pupil should always be given ample time to be heard in his own defense, and in case of doubt, that doubt should be construed in his favor. The peculiarities of Indian character and the difficulty of communicating ideas to pupils only partly familiar with our language make it necessary for all who deal with the Indian pupils to have more patience than is necessary with white children. A neglected part of discipline is to watch for the pupils who are getting ready to get into mischief and to take special pains with them so as to prevent the outbreak.

Military drill for the pupils is discipline in the best sense. It trains in habits of order, obedience, promptness, and accuracy. It teaches proper carriage of the body and concert movements. There is no reason why girls should not learn to march in uniform time as well as boys. It is hoped that arms will soon be furnished to the pupils by the Government, but in the meantime the simple drill in the company movements without arms will be of great advantage.

#### ARE INDIAN SCHOOLS REACHING THE PROPER STANDING IN CHARACTER BUILDING?

[W. H. BLISH, principal teacher Chillico School, Oklahoma.]

Unhesitatingly we answer, yes. We should influence the children in forming the right habits of thought and action, for the law of habit enters into and controls our character more than we realize. It is work which commands our best powers, for its results are eternal.

## HOW CAN FREEDOM OF EXPRESSION BEST BE CULTIVATED IN SELF-CONSCIOUS CHILDREN?

[Miss ANNA SHERIDEN, Osage School, Oklahoma.]

The kindergarten obliterates the greatest obstacle to the success of Indian education. It gives the child ability to understand and speak correctly the English language, which is the most important step toward the civilization of the Indian.

[Miss ROSA K. WATSON, principal teacher Fort Lewis School, Colorado.]

To secure free expression from any Indian child there should be several conditions fulfilled. The child must have definite concrete knowledge of the subject; he must have sufficient command of language to express himself, and he must have willingness to tell what he knows.

The real teacher is the one who takes into account the mental background of her pupils, who can, in a measure at least, put herself in the child's place and reach him on a common ground of experience. The point of contact in teaching comes when teacher and child meet on the level; that obviously must be the lower level of the child.

The teacher should be in touch with her pupils to the extent of knowing about what their mental furniture consists of. This done, she can find her way to the mental whereabouts of her pupils during recitation, touch a line of interest, and educate him by means of his own active interest.

The cases that are called sullen stubbornness are often in reality timid ignorance. The child knows next to nothing of the subject. The fact that his teacher has told him many times is not proof positive that he knows what she said. Words do not convey thought. These are signs of thought and produce thought when they are interpreted. They are interpreted in terms of the past experience of each individual. There may be nothing in the child's experience that will enable him to interpret the information his teacher has tried to convey.

By means of drawing we can hold a subject before the mind long enough to make the impression deep and lasting. It furnishes a desirable opportunity for developing language and observation. The child has something definite, concrete, and particular to talk about, his activities are aroused, he is interested and not so self-conscious.

In this manner I taught my children about garden vegetables. One corner of the board was given over to the garden. Colored crayon and colored pencils did the work. Constant reference was made to such vegetables as they knew from actual experience in the kitchen or dining room, and they were delighted beyond measure to come back with scraps of information, the result of their school experience.

The apple is an excellent subject for nature study and language. The point of contact in that subject is the fruit with which teacher and pupil are both familiar. We drew the apple as a whole, then sectioned it across, studied the arrangement of the seeds, and drew it again; then a longitudinal section and drew that view. The seeds and their uses were taken up, and then we went back to the apple tree in full bloom. Many of the children had never seen an apple tree in bloom, so I put a drawing on the board and the children reproduced it. The uses of the apple we took for a Friday afternoon topic. The subject was assigned a week ahead, and each pupil was required to find out some use that could be made of apples.

In reservation school work this was a regular plan I adopted to teach the children to express themselves in English. I assigned a subject for every Friday evening, the pupils had a week to prepare their sentence, and then each one was required to stand and tell me something about it. In such work thought precedes utterance, and the child has something to say before he seeks the words to express himself. This puts things in their proper sequence, and gives the right association to the words used.

In all our school work it is necessary that we learn what the child's interests are. Then we can educate him through his activities and interests, not seeking to educate him in what interests us. That which interests the teacher very much may have practically no interest for the child.

I have a pleasant memory of some hours spent in the room of a skillful teacher I worked with some years ago. Her Friday afternoon entertainment was a store that held the interest of the children for several weeks, because of the many lines of interest that it touched, and the wide variety of treatment possible. A pair of scales made of orange peel attracted my attention and two mites that were purchasing lumps of sugar with paper money. In that schoolroom thought, the result of self-activity and sense impression were seeking for words in which to clothe

themselves, and that, I take it, is the kind of expression we teachers should strive to secure.

The necessity for better salaries and better equipped industrial employees, was discussed by Superintendents Hart and Pratt, and Supervisor Wright. All were of the opinion that in order to secure the services of properly equipped teachers for the industrial departments of the school better salaries were necessary, as skilled mechanics would not accept employment in Indian schools because they could get better pay for their services in other positions.

#### INDUSTRIAL OPENINGS FOR INDIANS, EAST AND WEST.

[Col. R. H. PRATT, superintendent Carlisle School, Pennsylvania.]

If the Indian is to become a good citizen of the United States he must face all the conditions which present themselves to all other citizens. He must take his chances in his attempts to secure employment just as the white man must. The Indian is susceptible of rapid change. His character and habits are easily affected by his environments, his teachings, and the examples set for him. The way to do with an Indian is to push him into the mill and he will grind out civilized. The Indian boy must seek his employment just as a white boy must, and if he has had the training he will succeed, east or west, just as well as the white boy will.

#### THE BEST EDUCATION TO FIT STUDENTS TO MAKE A LIVING WHEN THEY RETURN HOME.

[AXEL JACOBSON, superintendent Wittenberg School, Wisconsin.]

As our occupations are so diverse, the environments so utterly different in the different parts of our country, the necessity follows that the training of Indian pupils must be generally comprehensive. I hold it to be the duty of all superintendents of Indian schools thoroughly to inform themselves as to the industrial occupations of each tribe and locality from which pupils are obtained, in order to enable themselves to outline the industrial training of such pupils in conformity with the requirements of each individual.

I have, in several instances, noticed the radical difference between the training of pupils in far-off schools and the occupation after their return to their homes, and consider it a grievous error as it has often resulted in nonprogressiveness. I have seen boys trained in agriculture upon the farms of the East return to northern Wisconsin and Minnesota with the intention of farming on the very same principles, not taking into consideration the difference of climate, soil, etc., and they have found to their dissatisfaction that farming, though similar in many respects all over our land, is in many important respects radically different in the different sections.

As you will notice, I am gradually leading you to the conclusion that agriculture is the principal occupation to be given Indian pupils. As nearly every Indian boy and girl is the possessor of an inalienable, nontransferable homestead, wisely provided by our Government, we must concede that agriculture, and how to make the most out of these homesteads, which will ultimately be their chief means of support in old age and time to come, is and must be the principal instruction that can be given these children, and that our main effort should be directed along agricultural lines, and, as before stated, this training should be in conformity with the requirements of the regions in which their homesteads are located.

The necessity of having our instruction conform to the particular locality from which pupils are obtained came vividly before me upon a visit to the Oneida Indians. Some thirteen years ago, when I first visited these Indians, apparently all, both young and old, were industriously at work improving their homesteads. At present, or since then, a great number of young people have been off to school, where the instruction has perhaps been a great deal different in the lines of farming and otherwise, for many of them fail to see its advantages and are consequently bothered with "that tired feeling," as a former superintendent very appropriately termed it.

It appears to me that the ideas of farming formed by many of our returned students are too modern, if I may term it so. They come back with the idea that their farm must be a modern farm with expensive buildings, etc., the first or second year they enter the homestead. The older Indians have had the actual, practical training, such as we should try to impart to pupils, and succeed where the young and educated fail. I believe that the farming taught in the majority of our schools gets to be too mechanical.



Schools should be possessed of enough land to allow a certain number of the boys to have a certain amount of land allotted them upon which to demonstrate their ability to farm and profit by it. Let there be a day of reckoning in the fall, when the crops are harvested; have the boys render an itemized account of expense, labor, etc., expended on the land, and also of the profits derived therefrom, and let them have a certain per cent of the proceeds as an incentive to work. In this manner a practical object-lesson can be taught the boys, illustrating the value and reward of honest toil.

Our regulations governing the handling of money are so framed, from necessity, I presume, as not to permit any money whatsoever to be given to pupils as an encouragement or as a means of training in economy, but I should think some system might be adopted by which a savings bank could be established at each school, thus making actual economic training possible, from lack of which we often find failures also among graduates in general from the agricultural schools throughout our country. The foreigner, with no college education, but with actual training in economy taught him by the stress of circumstances, travels along the road to success, while the college man, with high hope, ambition, and self-confidence, fails for want of the knowledge of how to put theory into practice. The plans of the college man and the Indian graduate are beyond their power of realization, because they have not had the opportunity to face the problem of income and expenditure which is concerned in the pursuit of agriculture.

An Indian boy comes home from school believing he knows how to farm, although he has not had a season's experience in caring for an acre of ground from seeding to harvesting. The Carlisle School is, I believe, the only school where economic training is to some extent administered among the Indian students. If this plan of apportioning school farms, or the herds of cattle where stock raising is the principal occupation, be put in force, we will have in our schools, when the season is over, splendid material for discussion in practical farming and stock raising, which would no doubt be of lasting benefit to those who have the responsibility on their shoulders.

I believe that our schools are to-day doing good work, except, as stated before, in practical farming, which branch will, in my opinion, furnish the best foundation for the best general education which can be imparted to our Indian boys, and in which can also be expected the best results. The different trades are pretty well filled up, and as every Indian has an allotment to which he can retreat, an economic agricultural training is an absolute necessity to each individual of all tribes.

#### IN WHAT SPECIAL LINES DO INDIAN CHILDREN NEED MOST STRONG AND VIGOROUS TRAINING TO PREPARE THEM FOR CITIZENSHIP?

[H. M. NOBLE, superintendent Grand River School, North Dakota.]

The Indian boy, on arriving at citizenship, finds himself in a competitive struggle with his white brother for maintenance, and in what special lines do the Indian youth require most strong and vigorous training to prepare them for this struggle has been assigned me for discussion.

Judging from my experience, the characteristics of the Indian most inimical to his success in this competitive struggle for sustenance are his inertness, improvidence, and prodigality—qualities that are strongly inherited and therefore difficult of eradication.

After several years of experience in both reservation and nonreservation schools, from observation of many returned students, and from a special study of their needs, I think I can safely state that there could be nothing incorporated into the curriculum of our schools so well adapted to develop the qualities under discussion as the so-called manual-culture course. This begins in the kindergarten, which supplies interesting work for the smallest children; passes on to work in clay, paper, pasteboard, and soft woods, the child continuing to manufacture things which he knows how to use, thereby sustaining his interest; thence to work in all kinds of woods and metals, the articles made continuing to arouse and sustain interest because of their adaptability to his increasing knowledge and capacity; and, finally, the course ends in the apprenticeships of trades, where it assumes the form of actual bread and butter work. All through these four stages of the course the pupil finds his activities producing something of intrinsic value, and, especially in the last two stages, of commercial value.

Still, with all his labor and with his planning, success will not crown him unless the habit of economy be deeply instilled.

Here, too, is the manual course especially valuable. There is a constant vigilance in the care of tools and saving of materials for the completion of a given amount

of work. A habit of saving wood in the course begets a habit of saving fuel in the home; a habit of saving clay in the course begets a habit of saving flour in the home; a constant care of tools in the course begets a habit of saving tools about the farm; and so throughout the course a constant saving begets a habit of economy which will find expression in everything about the home.

Thus, with his habit and knowledge of labor, his providence and economy, will our Indian youth step out into the world of activity with a feeling of confidence and personal dignity and independence and self-reliance, his white brother's coequal, and therefore as deserving the title of American citizen.

#### MORE PRACTICAL COMMON-SENSE TEACHING AND LESS SHOW WORK IN OUR SCHOOLS.

[WILLIAM MEAGLEY, superintendent Fort Peck, Mont.]

I do not believe that the Hopi, the Paiute, the Sioux, and the Sound pupils should have the same manual training. I sometimes think that nonreservation schools should not be permitted to receive pupils other than those who, by special aptitude, are fitted for the service without placing the manual training of such pupils under the special care of some employee personally acquainted with the locality from which they came and to which they will most certainly return. These employees should be compelled to make explicit reports in duplicate to the Department and agent as to the course of manual training given the students under their special care and their reasons for the same, supposing that such a course will increase the self-supporting capacity of the pupil on his return. Too many young men and women return to their homes with most excellent training for the locality in which their school was located, but with a training which totally unfits them for self-support at home.

The only suggestion that I can make is the substitution of "my" for "our," and it will then be "More practical common-sense teaching in my school."

#### MORE FACILITIES FOR THE TEACHING OF TRADES.

In the discussion of this subject the opinions expressed by Supt. DeWitt Harris and Supervisor A. O. Wright were that in order that the industrial work should be carried on successfully and the various trades taught in a practical way more and better facilities should be provided for the teaching.

#### WHEREIN DOES OUR SYSTEM OF INDIAN EDUCATION FOSTER FALSE STANDARDS OF LIVING?

Superintendent Harris, of Pipestone, Minn., said that the Indian must be taught that what he gets should not be given to him, but that he should earn it. The salvation of the Indian is in work, and the first lesson to fix in his mind is the nobility and necessity of honest toil. Habits of industry and economy should be inculcated in the youth, and every effort should be made to make him understand that he must go through life on the same basis as the white man.

#### EDUCATE TO FIT THE PUPIL FOR HIS ENVIRONMENT AND TO BE RESOURCEFUL.

[MATTIE L. ADAMS, principal teacher Rosebud School, South Dakota.]

The prime object of education is to make one resourceful. We can not hope to teach the child how to do everything that he may have to do, but we may develop his powers so that he will know what to do and be able to learn how to do it.

If we train the hand alone, we must do it with reference to local conditions. If we train the hand to be subject to the sovereign mind, we must trust the combination to adapt itself to its environment.

Everything you do, if you do your best, helps for the next thing you are to do, be it ever so different.

How can we educate toward resourcefulness? Give the child practical problems to solve—things worth doing. If we study arithmetic, do not build a fence to the moon, but fence a cow pasture. In language, "How to make bread" or "How to harness a horse" will be a more suitable topic than "Beyond the Alps lies Italy."

Make emergencies and have the children meet them. Do not give too much help. Gauge the intellect of your pupil, give him a problem which he can solve with proper effort, and then insist upon the effort. No two wrecks are alike. No two emergencies are alike; if they were, they would not be emergencies.

The same principles referred to in connection with schoolroom work apply to

the industries. The pupil should know the difference between a thing well done and the same thing half done. There is ever a tendency to venerate things. There can not be too much stress laid upon this matter, for it must be true for some generations yet that the real Indian who does things really well must do them with his hands.

#### HOW TO INCULCATE HABITS OF INDUSTRY AND ECONOMY IN INDIAN PUPILS.

[J. B. BROWN, superintendent Ogalalla School, Pine Ridge, South Dakota.]

Let us use every facility of the school to make the conditions such as obtain in active, competitive life. Keep account with the pupil of his work and the expense which he causes. Study to arrange for his repairing the damage he does to his clothing or to school property, or for his earning money to replace articles lost or destroyed through his carelessness. Strive in every legitimate way to throw responsibility on him and to make him feel the ill effects of failure. Our boys rarely learn to swim so long as it is possible to keep a toe on the bottom. If the school has shown the boy how it is done and has let him swim a little, he should not be allowed to feel too sure that each time he gets into deep water the school will throw out the life line.

#### THE ADVANTAGES OF PRACTICAL OR APPLIED KINDERGARTEN WORK IN THE SCHOOL.

[Miss ALEXINA GRIFFITH, Haskell Institute, Lawrence, Kans.]

The kindergarten deals with the beginnings of things. It is in the kindergarten that the foundation for character building is laid. If we are able through the kindergarten games and talks to aid the Indian child to acquire a free and correct expression of his thought, you will agree that we have removed one of the greatest stumbling blocks in his educational progress.

A class of children can not be successfully taught; every individual child in the class should be taught.

We must study the temperament of each child (and if not able to learn of his past home environments), by careful study of the child, judge as to what those environments have been and the best means of overcoming the effects of bad influences and bringing out the good.

The games in the kindergarten, where the children imitate the sound of the engine, the snake, etc., prepare them for the later phonetic spelling. The kindergarten child who knows straight and curved lines has not so much difficulty in recognizing the written word as the child brought from aimless undirected play.

In reading, in addition to the advantage of recognizing the printed words more quickly, the kindergarten child has a power of expression most desirable in oral reading, a result so difficult to obtain from the Indian child. This power of expression is the outcome of his having told stories in the kindergarten and the free expression which is encouraged at all times. He has been taught words in connection with objects; hence each new word acquired means something to him.

We teach the thought of shelter and food in the autumn in connection with the Thanksgiving work—building wigwams, tepees, log houses, etc.; in furniture making, housekeeping, farming, carpentry. With the food thought in mind, we make weapons for fishing and hunting, model animals in clay, make clay fire pots, and suspend them for the cooking of food. We make rugs for the houses, etc., and, after the settlement is more complete, build a church and a company store.

In like manner mining is taught, from the base of the hill, the incline, the shaft. The little people then live the life of the miner in all its phases. We handle anthracite, cannel, and bituminous coal and learn where each is found.

We all know the value of number work in kindergartens. In the first year numbers are informally introduced in games, blackboard exercises, gifts, and occupations, thus leading the child to see relations between numbers and things. Unconsciously he gains familiarity with form, size, number, and color and begins classification of objects. Thus they acquire units of measurements through work in volume, area, lines, weights, and time. They master facts within twelve in whole numbers and fractions, though not limited to twelve.

As kindergartners we have the privilege of laying the symbolic foundations for the growth of coming years in the love of our children. Let our work be wisely done. We do something new every day. Let our days be ennobled by a consciousness of added strength, power, and clearer revelation. The unflinching results of the faithful performance of duty. No one lives up to his best to-day without reaching a higher best to-morrow.

To acquire a knowledge of the mind and the means by which the mind may be developed is the study of a lifetime.

[Miss DORA S. DUTTON, Carlisle School, Pennsylvania.]

The underlying thought of the kindergarten is development through self-activity, under three heads—the heart, head, and hand, or the spiritual, mental, and physical.

They are familiar with the crude but loving life of the home. It is September and they are entering school. So we may begin with horses, or any other phase of life with which they are acquainted, and in a natural way develop the subject with the material best adapted to our purpose. Drawing, building a corral, and games that all children play, add to the interest and variety.

To prepare the children for the Thanksgiving spirit, we take, as our leading thought, The Preparation for Winter. This is one of the Indian's weak points, and one that should be emphasized. However, there is a kind of preparation in the Indian home, to which we may refer and then pass easily to the preparations being made at the school, then, by picture and story, to the preparations in other homes. Next, we will take up the work of preparation on farms, and then in nature, such as the birds migrating south, the work of squirrels, bees, and other animals. By Thanksgiving time we can look back over the work which has been preserved in its crude form by picture work, either drawing or paper cutting.

The result is very far from perfect. We are not working to have a fine display of woven mats and close, fine needlework, which is too often shown with triumph. We are working to develop the child. Our material should be chosen with regard to the child's powers of handling and its adaptability to the subject in hand, but the idea of passing the child through a course of sewing, mat weaving, and other similar occupations, believing that in some magic way this is going to produce marvelous results, is, or should be, a thing of the past.

Lead up to the Christmas thought through the subject of guides, leading to the Great Guide, whose birthday we are about to celebrate.

After Christmas is a good time to take up the various trades. This gives the child a respect for honest labor and skill of hand, so when he becomes of age to enter the working departments of the school he is already familiar with the various trades and in the right mood to enter this form of work, not as a drudge, but with greater possibilities for expression and creation. To me this seems a very important feature of our work, and a close connecting bond between the school and shop.

In the spring we may take up the Easter thought as a truly spiritual side of the work, and one which appeals strongly to the child-nature and relieves the gloomy thought of death which is a terror to childhood. This plan can be carried out in a great variety of ways, and is only meant to be suggestive.

The important things to be gained by proper kindergarten training are, the development of the body through the various senses. These bring the child his knowledge of the world about him, and if we help him to interpret his knowledge he will gain far more than if left to himself. When he has gained the impressions his next step is expression, first through imitation, and finally by arranging his ideas in new relations he is led to creation. It is the same process our great inventors follow. Expression through music is one of the most helpful and pleasant forms.

And habit, a very important feature, must be considered. The spirit of the kindergarten is happy and the children learn to look for the pleasant things in life and to conduct themselves kindly toward their neighbors. A habit of doing things for themselves, and others, is formed.

One of the unfortunate features of Indian schools is that children have so much planned and done for them. Their meals are prepared and served to the majority without any thought on their part. Clothing is handed to them ready to put on; they are told when to bathe, etc. This all has an important part in forming habit, but it does not lead them to independent thinking. Later in school life they never think of answering a knock at the door when sitting very near it. They allow teachers to carry heavy supplies and to do the hundred and one little things that go to make life agreeable in the home school.

The kindergarten principle is to inspire the children with a spirit of helpfulness, and teachers who wear themselves out during this sort of work, and robbing the child of opportunities for activity and usefulness are not filling the vocation of teacher, but rather of worker. Never do for a child what he can do for himself, and teach him to look for opportunities. The man who sees his opportunity is successful in whatever position he may find himself.

My plea is for a higher appreciation of the underlying principles of the kindergarten.

## TO WHAT EXTENT SHOULD THE TEACHING OF MUSIC BE CARRIED?

[A. O. WRIGHT, supervisor of Indian schools.]

The general opinion in Indian schools, as shown by their practice, is against giving advanced instruction. It is considered a luxury and not a necessity. The work must be largely individual, not class work, and is therefore expensive. The amount of skill that can be acquired by an ordinary pupil in the short time he or she may be in school does not pay for the effort. Of course there are exceptional pupils who can wisely be allowed to take lessons on the piano or organ or in advanced vocal music; but for the average pupil it is a waste of time and energy. Special instruction on the piano or organ or in voice culture should not be in the course of study, but special pupils may sometimes be encouraged to take lessons. It follows from this that special music teachers should not be employed, but that the regular teachers should be depended on for such cases, as they are now depended on to teach the elements of vocal music to their classes.

But the question of what the children sing is of as much importance as how they sing, and I plead for words and music to be taught to the Indian pupils which shall be worth remembering all their lives, and which shall be an inspiration to them long after they have forgotten much of the formal teaching of the school. Both words and music should be simple, of course, but really worth something, and the range of these should be as broad as humanity.

## THE ADVISABILITY OF ESTABLISHING ONE OR MORE INDIAN SCHOOLS MODELED AFTER THE STATE AGRICULTURAL SCHOOLS.

[EDWIN L. CHALCRAFT, supervisor of Indian schools.]

The object of the present system of Indian education is to transform the young Indian into a self-supporting citizen.

This, I am convinced, would very quickly take place if all the schools were so situated that the outing system could be generally effected, or the pupils could pass through the larger training schools and then be thrown upon their own resources to make their living without the pauperizing influences of annuities and ration issues.

We must give the young Indian education sufficient to fit him for the life he will lead after leaving school. Proper instruction in agriculture should be given to every Indian boy to equip him to make his living on his allotments.

I am not an advocate of taking the pupil, at Government expense, beyond the grammar-school grades in his literary training, and it is my opinion that the trades as such should not be taught in other than the large nonreservation schools. In the smaller schools it is profitable to teach the boys something about carpentry, such as is needed by every farmer, and if certain pupils show particular aptitude and desire to learn a trade, when they have arrived at a proper age put them out at work in some shop with a respectable, responsible mechanic, and let them in this manner get the necessary business experience and self-reliance, which is universally lacking among Indians, while they are learning their trade. Enough mechanics can be educated in this way at the smaller schools to supply the local demand; but the great majority who must live upon their allotments can not be disposed of in this manner. While the Indian schools give the boys and girls a vigorous training in common studies, they fail to give them an industrial counterpart. If the latter were given the intelligent supervision and attention to detail that is given to the school-room work, there would be less necessity for discussion of the subject. The fact remains that it is not.

Generally speaking, if you want to find the weak point in a school look into the industrial department, and if you want to find the weakest spot of all go to the farm, the very place where the best work should be done for the boys. The chief aim of the school farmer usually is to raise the required amount of produce, using the school-boys as assistants or laborers without instructing them in methods. The result is the young men, when they leave school, are deficient in the first principles of their calling. They may have observed that the ground is to be prepared, seeds planted, and the weeds kept out as necessary steps in securing a harvest, but beyond this they have no knowledge of agriculture. They have no taste nor interest in their work. The rules of the school and the watchfulness of the farmer only have kept them at it. The result is that at the end of a few years farm work is looked upon as drudgery, and after they leave school they avoid it if possible.

Endeavor to instill into a pupil a desire to succeed; especially teach him that all labor is honorable, and eliminate from his mind the idea that he is being educated

for a Government employee; and substitute the fact that the money spent for his education is to enable him to be an honorable and successful farmer.

While it is not the policy to give the Indians at Government expense more than the rudiments of education, I believe that we might profitably and properly change our system of transfers, or rather establish a system of transfers that will bring together pupils requiring in their education the same kind of training and in this way specialize the work at a few of the smaller nonreservation schools having the best farms and facilities for agricultural instruction.

I should like to see the credit system applied requiring each pupil to give some tangible return for the education he is receiving.

#### STUDIES ON INDIAN CHILDREN.

[LOUISA McDERMOTT, Fort Lewis school, Colorado.]

The three questions I had in mind while working on "Indian children's ambitions and ideals" read as follows:

1. Do different schools give different ideals of life and occupation?
2. How far and at what time should prospective occupation influence education?
3. Is there any relation between the choice of professions made by a child and his actual ability?

I asked pupils what occupation they preferred to follow after leaving school. Of the Nebraska children tested less than 34 per cent chose industrial lines of work, while of the pupils in the nonreservation Indian schools who were tested something over 80 per cent named industrial occupations.

This is the amount of contrast that obtains in the results of literary education and industrial training. There is, to be sure, a race difference that should not be ignored, but I think it counts for very little in the choice of occupations. In the separate studies I have made on Indian children many things go to prove the overwhelming force of environment. The school literally forms the character of the pupils.

The student who has had several years' training in an industrial school and then returns to the reservation and the blanket is supposed to be on a level with the reservation Indian who has never left his home nor omitted the blanket from his wardrobe. All the years of industrial training count for nothing, so they say. There is a great deal of vicious untruth in such sweeping statements as that. Every situation has its inwardness as well as its outwardness, and observation should include more than the blanket before such sweeping generalizations are made.

If some industrial work on the reservation calls for Indian labor, it is not such a difficult matter to separate returned students from reservation Indians, the blankets notwithstanding. Years of regular industrious habits of life will leave the returned student a fairly calculable human being, and he will generally work if the work is set for him to do, though very often he has not enough push and enterprise to find work for himself.

Observation of returned students on a reservation convinced me that they fail not so much because they are lazy as because they do not know how to apply their knowledge of life and their habits of industry.

The returned student is civilized, but he sees life in the light of his school experience. His knowledge of civilized life has come in the communal life of a large boarding school. His training has been such as to make him orderly, obedient, and industrious, but there is little in it that makes for independence and resource. Pupils in the schools are not made to rely enough upon themselves. All that they need is furnished them; all that they are to do is portioned out to them. They are trained to industry and obedience, but away from self-reliance and resource.

What Professor Demolins says is suggestive, and while we may not accept as ideal his very definite aim of education, we must admit that it is superior to the general aim as exemplified in our academic training.

The aim of Indian education is to train the Indian boys and girls for the duties of citizenship; to fit the men for the field and the workshop, and the women for the home. This is the aim of the Government school; and it is not in theory, and never should be in practice, the aim of our industrial schools to train Indian boys and girls solely for Government positions. Sooner or later the large majority must leave the special environment of the school and stand or fall in broader, cruder, and coarser conditions of life. The men should be trained in agriculture and industrial pursuits; the women in all that goes to make and keep a home.

My own opinion is that more all-round training is needed before the pupils receive special training for certain trades, and most emphatically there is needed

more and better training to fit the Indian youth for the fundamental calling of agriculture. Farming is the occupation that the majority of Indian boys prefer; it is the proper calling for a primitive people, and it is in line of the possibilities of his probable environment. Whether it is right or wrong, the fact remains that the large majority of students return to the reservations, and about the only industries on a reservation are stock raising and agriculture.

This brings us to what the nature-study folk are concerning themselves so much about. "Education from and to the environment," which, being interpreted, means that the individual should be educated first of all from his immediate environment, and that his training should fit him for his most probable surroundings.

The Pueblo boy of New Mexico who has spent years at some industrial training school and then returns to his home will find more immediate use for a knowledge of agriculture, fruit raising, and practical, intelligent irrigation than for almost any special trade. If he returns skilled in a trade that he never uses his training is a partial failure. There still remains to him the habits of industry and the general intelligence that even the poorest school will give. But his industrial training would be of infinitely greater value to him if it were adapted to his immediate surroundings, and he would run less risk of going by the board if it did not take him so long to get his bearings.

To use names that obtain in the immediate industrial environment is not correlation in any deep and vital sense. What we want is to cause the pupil to think in the schoolroom in terms of their industrial experience, and to bring to their industrial work trained intelligence that recognizes not only the present practical need but the larger possibilities and the wider relationship as well.

We studied corn as a large field crop, raised in the most up to date and modern manner, starting from our immediate environment. I put on the board a set of questions that the pupils could answer from their surroundings, and then I insisted upon their exerting themselves enough to get the information. We took up preparation of the ground, time and method of planting, cultivation, time and method of harvest, yield per acre, price per bushel, uses of corn, soil and climate best suited to cultivation, etc.

In studying modern machinery we made use of catalogues, quoted prices, and discussed each piece of machinery on the basis of "would it pay." In this way we went over the subject, taking first-hand experiences and working questions out intelligently from the practical farmer's point of view.

In geography we made outline maps of the United States and shaded in those States where corn is raised. We studied it as a national crop, made application of what had been learned of the soil and climate needed for its cultivation, compared the value of the corn crop with the value of other crops, and came to an intelligent conclusion of why corn is king. In the light of corn we located cities, traced railways, and estimated the value of water courses.

The reading class took up Whittier's "Corn Song" and read it with much appreciation, and at study hour we sang it to the music of Auld Lang Syne and enjoyed it very much.

**RESOLVED, THAT INDIAN CHILDREN NEED MORE INSTRUCTION IN MENTAL AND PRACTICAL ARITHMETIC, PARTICULARLY IN THE LATTER.**

[JOSEPH L. EVANS, teacher, Chilocco, Okla.]

A well-known principle in education is that teaching both in matter and method must be adapted to the capabilities of the taught. The minds of nearly all of the Indian pupils have not reached that stage where they can understand and hold abstract reasoning. They must have something that they can see and feel to help them retain processes and methods. The written work given in the text-books confuses him because he does not understand the meaning of the text. By seeing, weighing, handling, measuring, etc., the thing is comprehended. If we take a pile of wood or stones and have him make his own measurements, he will see the reasons for the processes and the practical application of arithmetic to actual life. Many times pupils who work from books only can work the problems, but when asked to make a personal application to some everyday problem they totally fail.

Practical problems should contain the common weights and measures, and should be of such a nature as will make the pupil think. Pupils who work problems from books do not get a clear idea of the meaning. Pupils should be taught their mathematics not from but through the direct application to the practical problems of life.

The terms foot, mile, yard, etc., are meaningless to the average Indian, and when he comes across such terms in the text-books he has no conception of them,

but if he can be taken out and caused to measure them off, they will be fixed forever in his mind.

The pupils should be trained in rapid and accurate computation. This training will be of far greater value to the Indian student than that which develops the reasoning faculties. Teach practical everyday problems. A student who has been taught by this method will never forget the process or rule, because he can make his own rule. The mental work should be used to develop his language, because then they will have to tell and talk.

#### TOO MUCH HELP.

[Mr. J. B. BENEDICT, supervisor of Indian schools, Indian Territory.]

The Indian should be made to take his place in life as a citizen on an equal plane with the white man. He should have the same privileges and the same rights as the white man, but no more and no less. Throw the doors wide open for his progress and then compel him to hustle. The people of the East send large quantities of clothing and some money to the Indians of the Indian Territory. We don't want them in Indian Territory. Every foot of land in Indian Territory is owned by Indians, who are better off than are the white people of that section. Don't send clothing to the Indian. Don't give him anything that he does not earn. This practice of sympathizing with the Indian and treating him as if he needed assistance that he does not earn in order that he may exist, is a mistake. There is too much pampering and petting of the Indian. You are leading him to believe that he is entitled to your charity, and you are ruining him and his prospects by bestowing it upon him.

The Indian problem can be solved only by letting the Indian have all the rights to which he is entitled and then compelling him to go to work and earn a living. My experience among the Indians has taught me that he possesses the same mental qualities and the same mental capacity as a white man. Give the Indian boy an equal chance with the white boy and the Indian boy will not be distanced in the race for success. We want to make citizens out of the Indians, not paupers. The Indian nature in some respects is superior to that of the white man's nature. With the same environments, the same training, and the same opportunities, the Indian will hold his own with the white man every time. Now the thing to do is to give the Indian a chance. Don't ruin him with foolish sentiment.



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### THE INDIAN'S RIGHT.

[RALPH P. STANION.]

The right referred to in this paper is not the right to rations or annuities, but the right to citizenship. Only within the past few years has it been sought to bring him in touch with the higher order of things. The agencies aiming at the Indian's good have lacked cooperation. Let the instruments of civilization be worthy and let no one of them take to himself the sole credit of what may be done. It is the unification of purpose and of action we would urge. Cooperation is the secret of success in all matters commercial, and the same is true of our attempts at education.

### THE DAY SCHOOL AS A FACTOR IN THE CIVILIZATION OF THE INDIANS.

[W. J. DAVIS.]

In looking back over the years since the first day school was opened to the present time we see a great improvement in the Indians in their manner of living and in their manner of dress. The theory of Indian education is the "preparation of Indian youth for the duties, privileges, and responsibilities of American citizenship." This can not be done by merely teaching English, or by any amount of manual labor. Our teaching should be one of example rather than precept.

The day school should be an industrial school, not for the mere doing of the work, but for the teaching of the children how to do. None of the school work should be done at the school that the parents are willing to do at home. When our children of the camp have reached that point where they send their children from home looking neat, with hair combed, faces and clothes clean, we can truly say we have accomplished a great deal.

Let us then not make the school a workshop for the camp, but let us make the camp do its own work, leaving us free to teach the things they can not do themselves. And let us as conscientious men and women do all we can under present conditions, laboring patiently and earnestly along the lines laid down for us.

The paper was discussed by Mr. S. A. M. Young, who stated that the day school is doing a great work and that he has faith in it.

### WHAT THINGS ARE NEEDFUL.

[WILLIAM M. PETERSON.]

One needful thing to be taught to the Indian is that he must be entirely self-reliant. To get that fact well impressed will take at least a generation and more probably two generations. This is not a new idea, but it is one that should permeate every bit of teaching in every Indian school. Every pupil should be taught to depend upon himself entirely.

"Whatever your hand findeth to do, do it with all thy might." It has been my sad experience that he will do as little as he can without being called to account. This is more true with reference to manual work than with mental. Closely akin to this lack is the distaste for doing the same thing over and over.

To be able to look ahead and choose the highest good is another thing needful. By this I mean the ability to act upon reflection. It is not for us to show him the consequences of his act to shield him from punishment, but to lead him to see for himself, and having chosen, to accept the ills that may come without complaint.

The value of money to an Indian is but a shadow of an idea. He knows that he

can get what he wants when he has it, but the thought of judicious use of it is something that will never come to him as long as he gets it without hard work. It seems to me that some way ought to be devised whereby injudicious expenditures could be controlled.

But to me all these things may be summed up in the words, "Be careful of the ideals taught." The first and highest ideal that must be held up to them is that they must earn an honest living. Just how they shall make it depends upon circumstances; but let that be presented as the first, last, and best thought of their whole lives. Keep it continually before them in some form; they can not be too thoroughly steeped in the idea.

These, then, are the thoughts I would offer for your consideration: That we endeavor to instill into the Indian mind ideas of the inevitableness of coming change, of self-reliance, of foresight, of choice, of perseverance, of thoroughness, of the value of money, that he may be prepared to meet these changes as they come, and, above all, to give him suitable ideas, those that are fitted to his station, those to which he may one day hope to attain.

### COMPULSORY EDUCATION

[CLAUDE C. COVEY.]

Enforced attendance at school is not a new idea. It goes back to the days of Joshua and has been used to a greater or less extent by the most progressive nations since that time. At present, in this country, 29 States and 2 Territories have laws requiring attendance, Western States being in the lead.

These laws are made for the purpose of training children to be better citizens, and apply to the Indian as well as the white. Those who have been in the service the longest period of time are most strongly in favor of compulsory education, and all agree that the same objects desirable in the white child are desirable in the Indian. That compulsory education is a success among the Indians is shown by the fact that among the pupils of Pine Ridge and Rosebud, where education is compulsory, 86.4 per cent of the pupils enrolled are in attendance, while among an equal number of Indian children of New Mexico, North Dakota, and Wisconsin, where education is not compulsory, the average attendance is only 57.4 per cent.

This paper was discussed by Mr. Ashworth Heyes, who said that the question of compulsory education is not one of right, but one of policy, and that it is easy to enforce a compulsory-education law where there are rations which may be withheld if the Indian refuses to send his child, but difficult where there are no rations.

### THE ADORNMENT OF SCHOOLROOMS AND SCHOOL PREMISES.

[E. M. KEITH.]

In the matter of school decoration the outside of the building is the first consideration. It should be of some cheerful color other than red. The woodwork of the inside should be of some color that will not stain easily. The ceiling should be whitewashed and the walls papered or calcimined. On the walls there should be some pretty and appropriate pictures, and curtains should hang before the windows. The windows should be so arranged that in summer their sills could hold pretty flowering plants. The stove should be always well blacked and the floor scrubbed at least once a week.

The grounds around the schoolhouse can be made very attractive with a comparatively small amount of work. Woodbine and wild hops can be easily grown and in a short time will make any place beautiful. A few flower beds can be cared for without any great amount of labor, the most effort being spent in watering them.

It is objected that the transient stay of the teacher makes this labor of but little value. The same might be said with reference to all our work. Do not make a mistake. Results in this line will be secured and retained even more effectively than in any other educational direction.

The discussion was led by Mr. J. W. Lewis, who said that pictures are a great help in school work. We should use blackboard and other decorations to promote the welfare of the school, but civilization is promoted more by teaching cleanliness than by any of these.

## QUALITY V. QUANTITY.

[W. G. GARRETT.]

One of the principal points lost sight of in our work is the future of the boys and girls on the reservation after they have left school. The majority of them do nothing to show that the work in the schoolroom has been of any benefit to them. What they need is not so much of books but more of the practical. They want not the words of the readers but the words of everyday life. Two hundred common words well learned are worth more than twice that many half learned, for which pupils know only the book learning.

The same idea is true with reference to number work. We do too much theory and too little practice. Practice, practice, practice is the one thing needful, and this practice should be spent mostly on the four fundamental principles. The processes of these principles should become automatic. But beyond these principles there is little use of the pupils going.

This paper was discussed by Mr. J. B. Brown, who stated that the use of the text-book did not preclude the possibility of teaching the child a vocabulary for everyday use in the various departments. In arithmetic do not neglect thorough drill, but the child should not be taught abstractly. Have every problem in the beginning of the subject a practical one and let the abstract drill come afterwards.

## EDUCATION THROUGH SELF-ACTIVITY.

[G. W. BENT.]

Education is the setting free of the powers of the individual and its development guided and controlled. Why has not the Indian race risen as has the Anglo-Saxon? Because the individuals composing it have depended upon external energies alone to develop them. They were ignorant of the great law underlying physical and mental development, the law of self-activity. Their only salvation lies in education gained by their own energetic efforts. We who to-day enjoy the benefits of education and the advantages of which our forefathers were deprived, by exerting ourselves may serve as the instruments through which our race may emerge from dependence into independence, from a supported nation into a self-supporting one.

## WHAT IS THE DAY SCHOOL DOING?

[E. W. TRUITT.]

"What are you teachers doing over there?" is a question often asked of day-school teachers, and to such a question the answer would be "Living among the Indians." This means that the teacher's duty is to lead the Indian to see that the white man's civilization is the better. The Indian's idea that he must have things given him is not much different from that of the white man's. The difference is that the Indian asks openly, the white man in a roundabout way. Services rendered by Indians should always be fairly compensated in such a way that the Indian may see the true relation between the work done and the pay received. Indians should be taught that civilization is something to be achieved, not something to be thrust upon them.

The knowledge of English is not a true measure of the Indian's advancement. A better criterion is the fact that within the last few years there has been shown a tendency on the part of the mothers to remain more at home at times of beef and ration issues. The older people are becoming more cleanly and the children are coming to school much cleaner in clothing and in person than in former years.

These are some of the things the day schools are trying to do, and the results show that the efforts are not entirely lost.

In the discussion of this question, Mr. Root stated that the day school is going into the homes and influencing them in the way that no other school can.

## PHYSICAL CULTURE.

[W. M. PETERSON.]

There are few who do not take pleasure in merely looking at a finely built man or woman. Such a person always attracts attention, and it is right that it should be so; and yet it is not right that such persons should be so rare that one would be noted.

The first step in learning to cultivate the body systematically is to learn how to breathe. If the schoolhouse is not provided with suitable ventilating appliances there is the more necessity for regular exercise during that time. The first step in a breathing exercise is to open doors and windows. It is of great importance that breath should be taken through the nostrils. The catching of the dust particles and the warming of the air should be spoken of frequently. We do not use the whole of the lung power all of the time. Most of our breathing is surface breathing, but the deeper the breath goes into the lungs the better for us, and the habit of using more of the lungs all of the time would benefit all of us.

This subject is of special importance to the Indian children, for, as we know, pulmonary diseases are the great foe of the race.

Intimately connected with correct breathing is the habit of sitting and standing erect. The one exercise is conducive to the other. One can not draw a full, deep breath without straightening up. Most cases of stoop shoulder have their beginning in the schoolroom. We should give the pupils such exercises as will strengthen the muscles of the shoulders and back, so that they may be able to hold themselves erect and without any sense of fatigue. What we want to encourage in the schoolroom is not the athletic development, but the sanitary development. What we want is to keep the body in such condition that the brain can do its best work, never forgetting that the brain is one of the organs of the body, and must itself be nourished and exercised and strengthened, just as the hand. Let us, then, as teachers, keep in mind that our aim is a sound body that a sound mind may inhabit it.

#### THE SCHOOLROOM, WORKSHOP, AND FARM.

[Dr. W. H. WINSLOW.]

What we aim at in the Indian schools is to train boys and girls for citizenship. We want to develop them into self-respecting, self-supporting men and women. School should represent with us home, training in books, and a universal trade. There is no partition between the schoolroom and workshop or between the schoolroom and the sewing room. Nor can the farm be kept out of the schoolroom and shop. Everything connected with the schoolroom should be made an educational factor. A great deal of data may be collected in an incidental way that will eventually add to the pupil's scientific training. The structure of wood may be better learned in the carpenter shop than in the college class room. Seeds and grains may be studied in the schoolroom during the season of planting. The effect of light, heat, and moisture can be studied. This makes a good point of departure for the teacher on the distribution of plants and effect of climate on their growth and variety. The value and uses of different kinds of wood may be learned in the schoolroom and in the carpenter shop.

The skillful teacher can elicit an immense amount of information from this source. It opens up a world of interest in language study. Children can write of the things within their experience and never know the hardships of essay writing.

Pupils working in clothing should understand the material they use, what the cloth is made of, where it is obtained, process of manufacture, place where it is manufactured, uses to which it is put, cost, as well as best way to make and take care of garments. Shoemakers should know all about the source, process of manufacture of leather, and method of manufacturing leather into the finished product.

Problems in arithmetic are constantly coming up in measurements and calculations in the shop and sewing room. A school vocabulary may be collected of names of tools and their parts, of machinery, of vegetables, of animals, that will greatly aid in language work.

In following the lines indicated, most teachers will find something new to occupy their attention. They will observe the study and classify and cull out the essential facts and principles while directing their pupils. They will learn, as perhaps they have never learned before, that the school work is a unit, and that any part can not be left out without weakening the force and lessening the efficiency of the whole. A better view of the entire work will result.

#### THE RELIGIOUS ASPECT OF THE TEACHER'S WORK.

[Rev. W. J. CLEVELAND.]

It is not the direct province of those who compose this institute to teach religion any more than law or medicine. Yet they can not teach at all without imparting

that which has to do with each of these. Regard for health, obedience to lawful authority, and a respectful bearing toward those placed over them, are inseparable from the right instruction of the young. The schoolmaster's occupation, therefore, has some relation to religion.

One thing should never be forgotten; namely, that what every instructor of children imparts to them more than aught else is himself. Especially is this the case among an imitative race like the Indians, who lack personal initiative and the inventive faculty. While he does not then aim directly to be a guide in religion, all should see that he has himself imbibed of the wisdom which is from above. And let an air of reverence for sacred things begin, pervade, and end the school-room hours.

Above all, let a genuine interest be shown in the distinctively religious work of others in the neighborhood. Nothing is more carefully noted and more warmly appreciated by the native Christians than the presence of the teacher and his family among them at divine service, and his efforts otherwise to uphold them in leading a Christian life.

## THE PACIFIC COAST INSTITUTE, TACOMA, WASH., AUGUST 20-24.

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There was a large attendance at this institute, and all present were thoroughly imbued with the desire to help solve the problems confronting the Indian workers, and all had practical ideas as to how the solution was to be reached.

The address delivered by Governor Rogers, of Washington, was on the subject, "The future of the American Indian." The main proposition laid down by the speaker was that the salvation of the Indian as a race lies in industrial rather than in literary pursuits, and particularly in maintaining his hold upon a piece of land. "The Indian should be taught to cleave to his homestead, to hold to that as to a life preserver in a raging sea; to cling to it as his life, his all." Further, he said that the Indian ought "to flee from intoxicating drinks as from the devil himself."

A paper on "The day school; its needs and mission," was read by Mr. J. E. Youngblood. He said that the day school being situated among the Indians themselves had a civilizing influence on the entire family. If the attendance can be kept up the day school may be successfully used as a bridge across which the boarding pupil may pass on his way to the district school.

"Cooking, laundering, etc.," was the subject of a paper read by Supt. W. V. Gaither, which, with the discussion which followed, emphasized the necessity for each reservation school to have a cooking class, from which regularly selected girls be chosen to cook meals for a number equivalent to a small family; and that besides the steam apparatus used in doing the school laundering, each girl should be taught, by actual use of tub and washboard, the homely but necessary art of washing and ironing.

In the discussion of the subject, "The kindergarten in Indian schools," the institute was informed that the new course of study soon to be in use encouraged only that part of kindergarten training that had a practical application to the future life of the child. In place of kindergarten mat weaving, Indian basket weaving or rug weaving would be substituted. Instead of pricking and sewing animals and flowers on cardboard, the little girls would be encouraged to cut and make their little doll dresses and wash and mend them, etc.

In a paper on "How can a matron be a successful mother in an Indian school?" Mrs. Sarah C. Coy said that, in addition to being able to teach a knowledge of housekeeping and butter making, and nursing a sick child, a matron should practice those little attentions which mean so much to children, such, for example, as visiting them at their bedside at the retiring hour, teaching them to say their prayers, etc.

Mrs. Ida McQueston read a paper on "The teacher as a student." Stress was laid on the necessity for the teacher to remain a student all through life, and that a continued development of the intellect meant a corresponding necessity for preservation of the body by means of physical exercise.

Dr. C. H. Kinnear discussed the subject, "How can the health of Indian pupils be improved?" He said the answer is to be found in improved sanitary conditions. Emphasis was laid on the fact that, rather than being next to godliness, cleanliness was godliness.

# MOQUI SUMMER SCHOOL, KEAMS CANYON, ARIZ., SEPTEMBER 27-28.

## DISCIPLINE IN INDIAN SCHOOLS.

**Mr. A. O. WRIGHT**, supervisor of Indian schools:

This question of discipline is of the greatest importance to the schools. The teacher of to-day must command the love and respect of the pupils. It is not wise to whip in Indian schools. Indians use gentle methods in governing their children; they object to whipping, and the children do not need it. When a large amount of corporal punishment is used, something is wrong with the teacher. It is not necessary to break the child's will, and unadvisable to provoke a conflict. The teacher must be patient. Give the child time, and he will come round. The best discipline is positive. Pupils should be urged to right action, rather than to refrain from wrong action. The most important part of discipline is that which gives the pupils something to do that they like and which keeps them busy.

**Miss ANDERSON:**

Many teachers forget that children have feelings. The teacher should consult with disobedient pupils to see if they have reasons for disobedience. It is unjust to punish on the impulse of the moment. First, take the child's feelings into consideration. Do not push children away, but win them. Children can never be won by harsh measures.

## FIELD WORK.

**Miss RITTER:**

In reservation life the vital center, as elsewhere, is the home, and this has been most neglected in civilizing the Indians. It is important that girls be trained for industrious, civilized, and happy home makers. The teacher in the school may save the child, but there must be an influence to join hands with the parents to save the home. The field matron must have patience, and be firm but kind. The same lesson must often be taught many times over.

**Miss ABBOTT:**

The great work of the present is to reach and uplift the women in their home life. Girls, too, must receive a due portion of the home training. Civilizing influences commenced at home are of much value. The condition of the family should be such that children returning home from school need not be ashamed.

## PRACTICAL HYGIENE IN INDIAN SCHOOLS.

**Dr. EDWARD G. MURTAUGH:**

When school begins in the fall, the usual epidemic of indigestion could be largely prevented by giving short rations. Children at meals should be divided into two classes. The children who get through eating sooner than the rest should not be required to remain in the dining room. There should be more than one weight of underclothing. "From scant attire to very warm woolen clothing is too radical a change." The reversed condition should be guarded against in the spring of the year. The eyes of children should be carefully bathed. An abundance of warm water should be provided for the morning bath. Too much water on the head is a bad thing. Evaporation takes place very quickly in this locality, and the resultant cooling, in consequence, often brings on an acute inflammation of the middle ear. Some one should visit the dormitories soon after the children are asleep to see that all are covered. It is a good plan to keep dormitories heated throughout the night.

**Mrs. VENESIA E. KAMPMEIER:**

The three most important things to be considered are ventilation, exercise, and the culinary art. Hygiene has to do with the preparation of wholesome food.

## IDEAL SCHOOL WORK.

**Mr. CHARLES E. BURTON**, superintendent Moqui Indian school:

Absolute promptness to every detail of school work is required for success. Some ruts are good. It is a good plan to get into the rut of promptness. Work

of teachers and pupils should be regular. Work should be done according to system. Do work and let side issues get out of the way. Every employee should study his work through all of its details. Employees should lose sight of themselves in their work. Work should be kept in view. Field matrons should work with day-school people hand in hand.

## DRAWBACKS TO INDIAN CIVILIZATION.

Mr. ANDREW H. VIETS:

The learning and the use of the Indian language is a drawback. It is a drawback for employees to harp on reservation evils. Denominational conflict among missionaries oftentimes hampers school work and progress in general. Citizenship given to a wild Indian before he is adequately prepared for it is a serious drawback. Citizenship is desirable when Indians are fully prepared for it. We expect too much of the Indian. We should have faith in our work, faith in the Indian, and faith in ourselves.

Mr. A. O. WRIGHT, supervisor of Indian schools:

The well-meant but misdirected philanthropy of the white man is a serious drawback. General idleness of the Indians, especially the men, is one great crowning vice and the root of all trouble. The thrift of the Navaho, who draw nothing from the Government, is in striking contrast to the Osage. Indians and philanthropists must come to understand the value of labor. What the Indian needs is incentive to work and to be something.

## PRIMARY WORK.

Mrs. ADALIZA DE VEE:

Indian children should be taught from objects and the board when they first enter school. Many simple verbs may be taught objectively. The bright pupils should be considered as well as the slow ones. The list of new words at the beginning of the lesson should not be studied before the lesson is read, but they should be when the lesson is talked about. Spelling has little place in the first year's work. Phonics should be used, if possible, throughout the year. Plenty of employment should be given to the children in order to keep them busy.

Mrs. A. H. VIETS gave an account of a visit to a model primary room. The children were kept busy, and the teacher had the happy faculty of getting much work out of her pupils.

## HOW MANY YEARS CAN PROFITABLY BE SPENT IN A DAY SCHOOL.

Mr. HERMAN KAMPMEIER:

The day school is fortunate in being able to get very young children. The little children absorb by observation civilized methods. The returned students are also looked after by the day school, and hence may be called students of the day school, although not enrolled.

The discussion was taken up by Mr. Burton, who said: I should think four or five years the limit that a child should be kept in a day school if pupils can be had from the beginning and their attendance is regular. Gradations should be carefully made. I am in favor of a compulsory-education law.

## WHAT TO DO IN THE NIGHT SCHOOL.

Mr. CHARLES W. HIGHAM:

Two things should be insisted upon, regularity and method. Nothing should be allowed to interfere with the evening hour. A well-laid plan should be outlined at the beginning of the year for the entire year. If something definite is aimed at, much good may be accomplished. Do something to give the children something to do and to think and talk about. An occasional candy pull or peanut hunt would help out. Make the work in a large measure conversational. Children in the night school should be under perfect control, but many formalities of the day might be dispensed with. I would have a general session once a week.

Mr. WRIGHT:

I am in favor of the general-session idea. It would be a good plan to have at the general sessions entertainment by the pupils. More good can be had from a variety of exercises than from the ordinary grind of the day.



## RESOLUTIONS ADOPTED AT SUMMER SCHOOLS.

### DETROIT-BUFFALO.

Whereas it is the opinion of the members of this Congress of Indian Educators that all employees of the Indian service should become subject to the civil service: Therefore, be it

*Resolved*, That Indian students who desire to enter the service as regular employees should be required to take the civil-service examination.

*Resolved*, That this convention extends its sincere thanks to the Hon. E. A. Hitchcock, Secretary of the Interior; the Hon. W. A. Jones, Commissioner of Indian Affairs, and Miss Estelle Reel, superintendent of Indian schools, for making it possible to hold these institutes, and we beg to express our high appreciation of their broad-minded, economical, business-like administration and the noble work they are doing.

*Resolved further*, That this body extends its thanks to the city, school, and State officials for their kindness and courtesy; to the musicians who have favored the meetings, and especially to Dr. Ida C. Bender, and Miss Anna M. Joyce and her assistants, who were ever present looking after the welfare of the members; to the press of Detroit and Buffalo for their full and fair reports, and to the citizens for their hospitality.

### PINE RIDGE INSTITUTE.

*Resolved*, That it is the sense of this meeting that a compulsory education law be passed, with such limitations and restrictions as seem best suited to the needs of the majority of Indians. That the secretary of the association be instructed to notify the honorable Commissioner of Indian Affairs and also Superintendent Peairs, of Haskell Institute, of the act of this meeting.

*Resolved*, That a copy of the following be transmitted to the honorable Commissioner of Indian Affairs:

Whereas the reservation system, with the periodical issue of rations is a serious obstacle to progress toward civilization and Christianity; and

Whereas this system upholds customs that handicap the would-be industrious but enable the indolent to fleece them of years of toil; and

Whereas the reduction of rations on a basis of equality is unduly oppressive upon the aged and infirm, and

Whereas on some of the reservations agricultural pursuits are not practicable; and

Whereas minors are not allowed to enter upon the possession and disbursement of inherited pecuniary rights: Therefore, be it

*Resolved*, That we, as an association of workers, beg and pray your honor to favor and enforce laws providing for—

(1) The gradual but ultimate abolition of the reservation.

(2) The issuing of a sufficient ration, with annuities, to the aged and infirm and others physically unable to support themselves, and the provision be made to secure to these people the use of these rations and annuities.

(3) The withdrawal of ration from the able-bodied and sufficiently prosperous Indians who can or ought to support themselves, including returned students, mixed-bloods, and showmen, and in lieu of such withholding of rations that their full and just claims by treaty rights shall be given them in five annual payments, it being understood that said payments are final and given with the sole purpose of affording them a prosperous start in life.

(4) The organizing of special means to assist to appointment and to protect the rights of any and all who seek employment.

(5) The procuring of good farms in agricultural localities with due regard to climate for all who wish to follow agriculture.

(6) The strict enforcement of regulations abolishing uncivilizing rites and superstitious customs.

(7) The establishment of a compulsory education law with provision for the transfer of pupils without the consent of parents.

## PACIFIC COAST INSTITUTE.

*Resolved*, That the Pacific Coast Institute for 1902 be held at such time and place as may be decided upon by the committee to be appointed by the president for the ensuing year.

*Resolved*, That this institute is unanimous in the expression of its appreciation of the presence and enthusiasm shown by Miss Estelle Reel, superintendent of Indian schools, throughout the entire proceedings of the institute.

*Resolved*, That the institute hereby expresses its appreciation of the courtesy and kindness extended by the superintendent and employees of the Puyallup school and its sincere thanks for the attention shown to each.

*Resolved*, That the institute hereby expresses its thanks for the able, fair, and agreeable treatment received by its president during this meeting.

*Resolved*, That we thank the newspapers of the city of Tacoma for their courtesy in the publication of quite full reports of the proceedings of this institute.

*Resolved*, That the point system, as now in vogue in the United States Navy, be adopted in the United States Indian Service, and that promotions be based on that system, and that all employees be kept informed by the Indian Office of their rating, from supervisor down to the lowest position.

*Resolved*, That it is the sense of this institute that compulsory education laws should be enacted by Congress, and that we recommend to the Indian Office that such action be taken as will result in the adoption of such laws.

*Resolved*, That it is the sense of this institute that more attention be paid to the welfare of returned students.

## MOQUI SUMMER SCHOOL.

Whereas Supervisor Wright has called the employees of the Moqui Reservation, Ariz., together as an employees' institute; and

Whereas we have been highly benefited thereby; be it

*Resolved*, That the success of this institute is due, first, to the earnestness and enthusiasm of Supervisor Wright, who has given us a vast store of practical advice; and second, to the wise and just management of Superintendent Burton, which has made it possible to have so large and so harmonious gathering.

*Resolved*, That the members of this institute are especially grateful to Supervisor Wright and Superintendent Burton; and be it further

*Resolved*, That it is our sincere hope that the Department at Washington will see fit to send Supervisor Wright to us again next year.

## SYNOPSIS OF REPORTS OF SPECIAL INDIAN AGENTS AND SUPERVISORS OF INDIAN SCHOOLS.

S. L. TAGGART, special agent:

While needs and defects of Indian schools vary with locality and surroundings, I have observed a few conditions that appear common to all, and which, it seems to me, might and should be improved.

All, or nearly all, the Indian children I have met appear to be lacking in four requisites which in white children superabound. As a rule they seem to possess very little sentiment, very little selfishness, very little ambition, and very little individualism. Satisfactory progress in their education and thought development can hardly be expected until these deficiencies are in some way and in good measure supplied. If it be true that these traits are preeminently English and that the language has in no small measure contributed to their growth, it follows that the main and most persistent efforts in properly teaching it should be made.

With this better teaching of English, seconded by the other common branches and a good share of industrial training, there should go moral precepts and heart culture. Head and heart would then keep pace together, and the much-desired result of good citizenship in due time reached.

What seems to amount to a defect in the Indian school service is the too numerous transfers of employees upon slight grounds. Transfers should be made only for the best of reasons, after an impartial hearing or investigation.

Employees in the Indian Service, by reason of their duties, example, and surroundings, more than any other class, should be possessed of the cardinal virtues specifically enumerated and commended in one of the Epistles of Peter. Influenced by them, less friction and better harmony would prevail and more satisfactory progress result.

Incentives to have and to do should have consideration and encouragement. At the Pawnee, Okla., school the superintendent has done a wise thing, which might well be followed at others where conditions make it practicable. He has set apart several acres of the school farm and divided it into small garden plots, giving one to each of a certain number of boys upon condition that they carefully and faithfully cultivate it within the time allotted them out of school hours, they to have and to be permitted to dispose of its productions for their own benefit. Self-interest is aroused and ambitious rivalry promoted. They quickly learn that it takes work to make money. This and kindred enterprises, with the same end in view, should be countenanced, advised, helped, and extended where at all practicable.

I have noticed generally a lack of the right sort of reading matter at reservations and schools. The number of boys and girls becoming able to read is rapidly increasing, and when they leave school and return to their reservation homes there seems to be scant opportunity afforded them to get or read such literature as might particularly interest them. It is my opinion that if a room could be provided at the agency or other places, where they gather at times for payments, issues, or other general purposes, and supplied with a small amount of wholesome and interesting reading matter the little investment might pay and in time develop into a circulating or possibly a permanent library. The schools should also, I think, be more liberally supplied with pictorial and story papers, carefully chosen.

A. O. WRIGHT, supervisor of Indian schools:

The first supervisor's district, of which I have had charge the past year, is composed of the schools in the States of Kansas, Colorado, and Utah, and the Territories of New Mexico and Oklahoma, and the Quapaw Reservation, in the Indian Territory. The eastern part of the district, in Kansas, Oklahoma, and the Quapaw Reservation, is in the main composed of Indians in rather an advanced state of progress, with schools well organized and equipped and with a very large attendance. Nearly all the Indians in this part of my district have taken allotments in severalty and are living largely from the produce of their farms, though the evil effects of their being allowed to lease their farms to white men can be traced in the schools. The idleness and lack of ambition which this easy way of living produces

in the parents are reflected in the children more or less in spite of the industrial education in the schools. The Indians are in a fair stage of progress toward civilization, with schools as an important factor of this progress.

There are two nonreservation schools in this part of the district, of which Haskell Institute, at Lawrence, Kans., is one of the three great schools in the service in numbers and in excellence of management. Chilocco has the largest tract of arable land given to any Indian school, and should be made the great agricultural school of the service.

The western part of my district is totally different in the progress of the Indians and the condition of the schools. The Jicarilla Apaches, the Southern Utes, and most of the Paiutes have had no schools, and the Northern Utes have fought the schools they have, so that with the exception of the Mescalero Apaches it may be said that there has not been much education yet for the wild Indians of Colorado, Utah, and New Mexico. Of the four nonreservation schools, Grand Junction and Fort Lewis secure nearly all their pupils outside the district, mostly from Arizona, and Santa Fe and Albuquerque have till lately secured their pupils from Arizona or from Mexicans of doubtful Indian descent. In Colorado the Southern Utes are the only Indians left, and they have scarcely a child in school anywhere.

In Utah the Northern Utes on the Uintah and Uncompahgre reservations send less than 100 children in all to their two schools and practically none to nonreservation schools, out of a school population of about 400. In my judgment there should be no further dallying with these Utes, but they should be compelled by military force to send all their children to school. They are wholly supported by the Government on rations and annuities, and have just finished paying the indemnities for the murder of their agent and his family twenty years ago.

The scattered bands of Paiutes in Southern Utah and in Nevada will soon have a boarding school in place of the day school for the Shivwits Band, near St. George.

A new school has just been completed for the Jicarilla Apaches, and will be opened this fall. As they are wholly dependent on the Government for their living, having no land capable of cultivation and no native arts of any value, they should be compelled to send all their children to school. Unless they are removed to some better location an industrial education for their children is the only possible future for them.

The Mescalero Apaches, in the south of New Mexico, have a good reservation in the mountains, and have been transformed from a gang of bandits to peaceable and industrious half-civilized people by the stern use of military force, cutting their long hair—which means that they are not warriors—compelling them to work for a living on farms and in care of herds, and compelling a full attendance at school. This is the only fully enforced compulsory education in my district.

The Pueblo Indians in New Mexico were agricultural before the whites came. A large number of pupils have gone to nonreservation schools from Laguna, and many of them are now cultivating their farms. Four outside villages have been created on the territory of Laguna by breaking through the superstitious conservatism and moving away from the village gods in the old village to farms. I took pleasure in organizing a returned students' association here. The other Pueblos are grudgingly sending their pupils to day schools, and to some extent to nonreservation schools. All the schools are kept in rented rooms, which are always of adobe brick, and often have only dirt roofs and dirt floors. In one room school is kept, and in the other the teacher, usually a woman, must live, with no other white person in the village. I have taken some steps toward securing land from the village councils on which to build schoolhouses. Next to the first establishment of these day schools, which was a triumph over barbarism, was the change recently made, giving the agency for the Pueblos to the superintendents of the two nonreservation schools at Santa Fe and Albuquerque. I took much pleasure in informing the sullenly conservative councils that this meant that Washington expected them to send their children to the day schools and to the nonreservation schools.

The schoolroom work in the western district will average at least as good as that in any city system of schools. The industrial work has not been found to be so well organized as the schoolroom work. Industries are taught imitatively rather than intellectually, and the effort is to get the work done rather than to teach the children. The most important of the household arts is cooking, and the very smallest fraction of the girls are learning to cook. At Haskell Institute there is a cooking school. At some other schools I have succeeded in inducing a trial of the plan of girls cooking on an ordinary stove for a small family. Many girls are learning to sew on a machine, but very few have an opportunity to cut and fit clothes. Whatever instruction is given in cooking, sewing, laundry, and care of rooms is by having the girls do the necessary work of the school under

supervision. By this method they learn much that is valuable, but they do not get the reasons for things, nor do they learn housekeeping as a science. On the farm the boys learn to do the necessary work in the same way. So also in the shops. It is the old apprentice system, wasteful of time in learning. My complaint is not that what is taught is not valuable, and far better than no instruction in housework, agriculture, and mechanical arts, but that it is not by the best methods nor by skillful instructors, nor is care always taken to teach the pupils what is best for them.

I have taken some pains to induce certain State agricultural colleges to have their best students take the civil-service examinations and seek appointments as farmers. The results of this have been so satisfactory that I am informed that the policy of the Indian Office will be to secure as many of such graduates as possible. Hitherto the farmers in the Indian school service have not always been competent to farm, not to say to teach farming. At least that has been my observation in the schools I have visited. I respectfully suggest that the next step in this line be to require all cooks in Indian schools to be graduates of some good cooking school. Farming and housekeeping are the avocations which nearly all the pupils of Indian schools must follow in life, and special care ought to be taken in the instruction in these, which now seem to have the least care.

The pupils are generally quite contented and happy, and the character of the employees is almost always excellent. With few exceptions the teachers and other employees are actuated by a sincere desire to do the pupils good and take much personal interest in them.

Last summer I was in charge of the Warm Springs Agency during its transfer from agent to school superintendent, and was surprised to find on a reservation where there had been little schooling, and where the Indians were backward in some respects, a skill in repairing their wagons and farm machinery and in shoeing their horses that would surpass the average graduate of an Indian school. They had learned because they had to. They had no annuities or leases and cultivated their little farms and herded their little bands of cattle or sheep, and were self-supporting and industrious. This experience set before me vividly the fact that after all what the Indians need is not so much special educational facilities as incentives to work.

EDWIN L. CHALCRAFT, supervisor of Indian schools:

At Standing Rock, S. Dak., are three boarding schools, four day schools, and one mission school. All are well attended and in prosperous condition except the boarding school at Grand River, where repairs have not been made for several years. Improvements are now under way which will make this a good school plant.

The boarding school at Fort Berthold occupies a new brick building, located at the agency. There are also three day schools and one mission school at this agency. These have sufficient capacity to accommodate the school population.

The agency school at White Earth occupies comfortable brick buildings. At Wild Rice they are poor and in bad repair. The Pine Point buildings are inferior; also in an unsanitary condition.

The Leech Lake Agency schools are all new. The one at the agency has a capacity of 70 pupils, and those at Cass Lake and Bena 40 pupils each.

The agent at Mackinac Agency has but one school under his charge—the day school at Bay Mills, 200 miles east of the agency. This is within the territory of the Mount Pleasant school and might be placed under control of the superintendent at that place.

The Sauk and Fox school built for the Indians near Toledo, Iowa, is a model plant with a capacity of 80 pupils. Under the conditions existing there it appears necessary to fill the school from other reservations where there is a surplus of pupils. The school farm at this place is an excellent one and particularly adapted for instruction in agriculture.

The principal school of the La Pointe Agency is at Lac du Flambeau. Another recently built at Hayward, Wis., is as yet not opened.

The Keshena school at Green Bay Agency is filled with small pupils. A large number of the older pupils are attending nonreservation schools.

The Oneida Indians are among the most advanced in civilization in this district. They have well-kept homes, reasonably good farms, and may be classed as prosperous. There is very little drinking among them, and that is confined to those who do not affiliate with either of the churches. The pupils at this school are very small also. Many of the parents are returned pupils from the nonreservation schools, and appreciate the advantage of sending their children away as soon as they are old enough.

The Fort Totten school, South Dakota, occupies the old Fort Totten military

post. The buildings are mostly two-story brick, which have been remodeled and made suitable for school purposes. This school has 18 sections of good farming land.

The Vermilion Lake school, built for the Nett Lake Indians in northern Minnesota, has failed to secure attendance from that source, and is filled mostly with mixed-blood Chippewas from off the reservation. It has good frame buildings.

The dormitories and the other buildings at the Morris school, Minnesota, are good, substantial structures, but the dining room and kitchen, located in the old frame mission school building, are inconvenient, unsightly, and unsanitary.

The destruction by fire a year or two ago of the main building at the Wittenberg school, Wisconsin, has left the school without sufficient accommodations for the pupils who apply for admission. At the time of my inspection it was very much crowded.

At L'Anse, Mich., the Government formerly maintained a day school, which was finally discontinued. Later the Indians organized a school district, and are maintaining a public school in the building owned by the Government.

At Pshabytown, near Suttons Bay, Mich., the Indians built a frame school building, organized a school district, and are conducting a school. The officers of the district are all Indians.

A serious difficulty encountered at the Indian day schools is in keeping up the attendance. When we consider that Indian parents do not realize the importance of sending their little ones to school regularly, especially when the snow is deep and weather bad, as is frequently the case, it is quite natural that the attendance should be irregular. A few day schools are exceptions to this rule, notably at Birch Cooley, Minn. During a short visit there I noticed the Indians come into the schoolroom and make inquiries about the progress of their children and display an intelligent interest in the exercises. All of the children here are in school and the relationship between Indians and school is a mutual benefit.

The buildings and equipment of the reservation schools are being improved each year and the attendance is increasing. The more enlightened Indians want their children to attend school, but among these, as in white communities, there are many individual cases where a compulsory educational law is needed to give the Indian child an opportunity to receive an education. The Sioux at Devils Lake Reservation, N. Dak., and the Chippewas near Cass Lake, Minn., have kept many children out of school the past year, while the Sauk and Fox Indians in Iowa as a tribe refuse to send their children to the school near by.

The nonreservation schools have had a prosperous year. They have in most cases substantial, comfortable, and well-equipped buildings. Especially is this true of the schools at Tomah and Pipestone, Minn., and at Mount Pleasant, Mich. I am of the opinion that the length of the term for which pupils are admitted to these schools should be increased wherever possible. It is quite common for pupils who have almost completed the course of instruction in a school to leave it and go to their homes when their three-years' term has expired without any legitimate reason for not continuing their studies. Usually they are too young to leave school.

The literary work of the Indian schools throughout the district compares favorably with that of public schools of like grades. The literary instruction generally is superior to the industrial instruction, especially in agricultural pursuits. Many of the schools have well-conducted farms, where the boys can work with and under direction of a farmer, learning farm work and the results of labor by observation, but are not given the systematic instruction that seems to be desirable and which, I think, can be accomplished by a more careful selection of instructors in this department.

The evil effects of issuing rations, which encourages idleness and is a barrier to progress, is manifest, but the leasing of allotments stands a close second as a menace to the welfare of the Indians. If the leasing of allotments were restricted to those of the aged and infirm, the result might be beneficial; but in practice almost any Indian can lease his allotment under the plea of being aged, infirm, or unable to work it, and is very apt to do so if there is some white man wanting to rent it. I have observed that merchants doing business in towns adjoining some reservations make a practice of leasing lands at a low price from Indians owing them store bills and then subletting it to others, and in this way collect past indebtedness and also compel the Indian to trade out any balance if he has any to his credit. It appears that the leasing of allotments should be discontinued.

A compulsory educational law would be beneficial in this district. While it would be no hardship to those who properly attend school, it would be the means of enforcing the policy of the Government in keeping children in school, where they would be surrounded by the moral influence of civilization until they have arrived at a proper age to leave school.

FRANK M. CONSER, supervisor of Indian schools:

Fort Hall School, Idaho: This school is located about 12 miles from Blackfoot, Idaho, on the Fort Hall Reservation. The plant is in need of a number of repairs, but as a new school is contemplated in the treaty with these Indians recently ratified by Congress, it would not be advisable to make more outlay than necessary for present emergencies.

The moral tone of the school is very good, the domestic department was conducted very satisfactorily, the literary department was very good, and the industrial training for the boys was creditable.

The most important industry for the boys is that of stock raising. There is an abundance of water for irrigation, the soil is fertile, and I have not seen a better stock farm at any reservation school. About 15 miles of wire fence have been built to inclose the farm, and there is good pasture and hay land.

The school this year filled up rapidly, and by the end of September there were 168 pupils. The class of children at present looks encouraging, nearly all being full-bloods, although I should like to have seen a number of the older boys and girls transferred to some nonreservation school for a term of three years.

Lemhi Agency school, Idaho: This school is located at the agency, about 60 miles from Redrock, Mont., the nearest railroad point. There were in attendance when the school was inspected last December 37 children. These are ration Indians, and the agent finds that occasionally stopping the issue of rations to Indians who refuse to send their children to school has a good effect.

Too much stress can not be laid upon the necessity of having a good garden, where an abundance of all kinds of vegetables raised in this section of the country shall be grown for the school.

This is a small reservation, containing in round numbers about 100,000 acres, with only about 3,000 acres that can be placed under water by suitable ditches. The total population is less than 500.

Fort Shaw school, Montana: This school is located about 27 miles from Greatfalls, Mont., the most accessible railroad point. The farm contains about 5,000 acres, with 24 miles of fence, and is located along the Sun River bottom. Practically all the country from which this school is expected to draw pupils is especially adapted to stock raising, and I consider stock raising one of the most important industries for these boys. The farm, as it now is, will support a herd of about 500 head of cattle under favorable conditions, but if it were enlarged to take in about 3,000 acres additional land a herd of 1,000 head could be raised with but little more work.

The attendance January 4, 1901, was 330. In the literary department the work was conducted in a satisfactory manner, and the domestic department as a whole was well managed. In addition to the regular farm work for the boys details were sent to the manual training, carpenter, blacksmith, tailor, and shoe shops. The general tone of the school was good.

Fort Peck Agency school, Montana: This school is located at the agency, on the Great Northern Railroad. The reservation, located in northern Montana, is 80 miles long and 40 miles wide, and adapted to stock raising. The attendance at school upon inspection, January 24, 1901, was 195.

The present site was formerly a military station on Poplar Creek. When the military camp was abandoned a few years ago the buildings were appropriated for school purposes. A water and sewer system was recently constructed, and two brick dormitories were erected.

Education at the reservation is compulsory, and the Indians are comparatively friendly to the school, although I am safe in saying that very few of the older full-bloods would place their children in school if they did not believe it a necessity.

As a whole the work at the school was creditable.

Fort Belknap Agency school, Montana: This school is located about one-half mile from the agency and 4 miles from Harlem, Mont., on the Great Northern Railroad. The reservation contains about 1,000 square miles. The Milk River bottom, along the northern boundary, contains several thousand acres of irrigable land. An irrigation ditch, about completed, will cover about 5,000 acres of this land. The southern part of the reservation is mountainous and as a whole is adapted to stock raising.

Education on this reservation is compulsory and the Indians are apparently friendly, although it is necessary to send the police occasionally to bring new children in. There were 124 enrolled at the agency school, with an attendance, on February 4, 1901, of 105. The general work of the school was quite satisfactory. The usual work in the domestic department was being carried on. The most important training for the boys was that of caring for the school herd of about 80 head of cattle and the work on the farm and in the garden.

Blackfeet Agency school, Montana: This school is located  $2\frac{1}{2}$  miles west of the agency and about the same distance from Browning, Mont., a station on the Great Northern Railroad. In favored localities wheat, oats, hay, and vegetables can be raised with proper irrigation, but it would be useless to try to make agriculturists of the Indians on this reservation, it being particularly adapted to stock raising. Many of the Indians are friendly to the school, but it is the opinion of those who are in position to know that if it were left to the Indians as a tribe as to whether they would send their children to school or keep them at home the majority would keep them at home. The work of the school was being conducted about as well as could be expected with the facilities and limited force of employees. There are 120 head of cattle in the school herd that must be cared for, and for a school herd of this size and a stock farm with 12 miles of fence to look after the position of farmer should be authorized.

Colville Agency school, Washington: This school is located on the Fort Spokane military reservation, 25 miles north of Davenport and 16 miles from Creston, Wash. The site is on the south bank of the Spokane River, about 3 miles from where it empties into the Columbia. Everything necessary for an attendance of 200 was provided when the school opened last April, and space can be provided for 400. The total school population under the jurisdiction of the Colville Agency is 696, with an enrollment at the agency school of 134. The school was being well conducted, and it was expected materially to increase the attendance in a short time.

The land occupied by a majority of the Colville and Spokane reservations, from where the school will largely be filled, is mountainous. The Indians generally own small tracts of land that can be utilized for gardens, etc. A ready market for their products can be found in the near-by mining camps, and I consider gardening and fruit raising an important industry for these children. Another industry that should be encouraged is poultry raising, which will insure a good revenue in this country. A trade that can be of especial value to the Indian boys is blacksmithing. Every mining camp needs men who understand this trade, and a blacksmith and appliances for a good blacksmith shop should be authorized.

Umatilla Agency school, Oregon: This school is located about 1 mile east of the agency and 5 miles east of Pendleton, Oreg., on the line of the Oregon Railroad and Navigation Company. This is a splendid reservation, and if the Indians are industrially inclined they can soon become independent and well-to-do. Their land is generally under cultivation, but inquiry discloses the fact that a large portion of it is leased to white men. The attendance March 12 was 98. A new boys' dormitory was being constructed that will add much to the efficiency of the plant. The school is a home-like place for the children, and one that the white people of the community can look to with pride.

Siletz Agency school, Oregon: This school is located at the agency, 9 miles from Toledo, Oreg., on the Corvallis and Eastern Railroad. The reservation is located in western Oregon, being about 6 miles in a direct line from the Pacific coast. The school plant is located on the brow of a hill overlooking a river bottom of about 1,000 acres. The Indians are allotted in the bottoms of the Siletz River, which are fertile and capable of producing an abundance of grain and vegetables, and there is a good opportunity for thrifty Indians to become quite well-to-do. There are about 70 children at the agency school. The buildings are in fair condition.

Grande Ronde school, Oregon: This school is located about 20 miles in a direct line from the Pacific coast and 15 miles from Sheridan, Oreg., the nearest railroad station. The reservation contains agricultural, grazing, and timber lands. The school was being conducted quite well. The literary department was excellent and the domestic and industrial departments were satisfactory.



# REPORTS OF SUPERINTENDENTS OF INDEPENDENT SCHOOLS.

## REPORT OF SCHOOL AT FORT MOHAVE, ARIZ.

FORT MOHAVE, ARIZ., *July 8, 1901.*

SIR: I have the honor herein to submit my annual report of the Fort Mohave Indian Industrial School for the year 1901.

The school opened under very trying and adverse circumstances. Much friction had been engendered by transfers of pupils to Phoenix. The consent of the children and parents had been obtained, but the fickle-minded parents withdrew their consent on the eve of departure. Believing it bad policy to yield, I sent the pupils.

Another cause of friction was the change of policy of the school. I have long believed that the pupils should be kept at school during the vacation period, because of the vicious and immoral practices at the camps and the immoral lives led by many of the larger girls in many of the adjacent towns. All the teaching of the year seemed lost during this period. I therefore kept all the pupils. The night of the closing exercises 27 ran away at the instigation of an old Indian and a missionary located at Needles. I immediately began pursuit. In one instance myself and posse were murderously assaulted by the Indians, whom I had arrested. Result: Before the last of July I had every pupil returned, a complete surrender of the Indians who begged to become friends, and during the entire remainder of the year have had perfect peace and no runaways.

I wish to acknowledge my many obligations to Major McNichols, of Colorado River Agency, through whose kindness and prompt assistance I recovered five boys who had fled to the reservation.

**Attendance.**—The attendance has been phenomenal. Maximum enrollment, 169; average for the year, 163.7—the highest attendance ever reached by the school, being quite an increase over last year's unusual record.

**Department.**—The department of the pupils has been excellent, and the discipline almost perfect. No runaways have occurred during the entire year except those who ran away in July. The Mohave girls now consider it a great disgrace to run away, and are proud of the fact that not one of their number has run away for over two years. English is the language of the school, and is spoken exclusively by the youngest as well as the oldest pupil.

**Schoolroom work.**—The schoolroom work has been very satisfactory, but much interfered with by changes in the teaching force. I think resignations and transfers during school terms very detrimental to progress.

The kindergarten has done as much as possible under the circumstances. For years I have sent in estimates for supplies for the kindergarten, and each year they have been disallowed. I have an excellent kindergarten teacher, but she has had no supplies to work with at all. It is something like setting a man to plow a field without a team or any agricultural implements with which to work.

**Industrial work.**—In all lines the industrial work has been excellent. Classes in stoid, carpentry, blacksmithing, shoemaking, house painting, plumbing, and engineering have made very commendable progress, while those in farming, gardening, stock raising, domestic science, plain and art needlework have surpassed their former excellent record.

**Health.**—The health of the school has been excellent. No serious cases of sickness have occurred during the entire year.

**Improvements installed during the year.**—An acetylene-gas plant has been installed, but I am unable to report as to its efficiency at the present time.

**Improvements needed.**—Besides the girls' home, which is to be erected during the present fiscal year, a four-room school building, costing about \$20,000, is an absolute necessity to do good work. I trust that this may be speedily allowed.

**Music.**—Much progress has been made in this line. The band has done excellent work; the class in instrumental music has advanced rapidly. The orchestra has fur-

nished excellent music for the socials. All have contributed much to the various entertainments during the year and to the pleasure and happiness of the pupils. The various musical practices, football, baseball, and daily military drill have been factors of great value in developing discipline, manhood, and womanhood among the pupils, refining their natures, teaching them the use of the English language, and attaching them to the school.

**Clerical work.**—The clerical work has been excellent, and very slight exceptions have been taken to accounts.

**Smallpox.**—At Needles, and on all sides, cases of smallpox have existed during most of the year. I have succeeded in keeping the school free from the disease and do not fear its invasion.

**Outlook of the school.**—The prospects of the school were never brighter. The children are English-speaking, contented, obedient, happy, and very much attached to the school. The old Indians are reconciled to the changes in the school's policy—that of keeping the children during the vacation and the establishing of visiting days, during which they may visit their children, and upon all others may stay at home. I look forward to a very pleasant and profitable year's work during the present fiscal year.

**Needs of Indians.**—As so often reported, irrigation and allotments are the pressing needs of these Indians, and I trust that something may be speedily done for them in that line.

**Closing exercises.**—The closing exercises, June 21, were excellent, and would have done credit to any white school of similar grade. The field sports were the best I have ever witnessed, while the literary and musical programme was fully equal to the field sports.

Great credit is due the disciplinarian, Mr. H. K. Wind, for his excellent work in athletics and music; the teachers, for their untiring and faithful drill, and Miss Mabel McKoin, who has voluntarily given lessons upon the piano to a class of six pupils during the school year.

**Employees.**—The employees of the school, with a slight case of unpleasantness in the early part of the year, have been very harmonious, energetic, and faithful.

**Outing.**—A small beginning in the outing system has been made. Three of the larger girls have been placed in good and refined homes, two in Los Angeles and one in Needles, Cal. More will be sent out.

I wish to thank the Indian Department for the kindness and courtesies of the year and its very prompt and energetic action in sustaining me during trying circumstances, which has contributed so much to a very successful year's work.

Very respectfully,

JNO. J. MCKOIN,  
*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT KEAMS CANYON, ARIZONA.

HOPI (MOQUI) TRAINING SCHOOL,  
*Keams Canyon, Arizona, July 31, 1901.*

SIR: I have the honor to submit this my third annual report of the Hopi Reservation for the fiscal year ending June 30, 1901:

**Hopi (Moqui) Training School.**—This school is located 85 miles north of Holbrook, Ariz., the nearest railroad station. No regular stage makes connection with the railroad and employees must pay at least \$20 to make the trip. Freight must also be brought this distance over a very heavy road, usually requiring about ten days to make the round trip. Indians do most of the freighting at \$1.25 per 100 pounds.

The attendance has been very regular and satisfactory in every respect, reaching an average of 150, or 100 per cent of the enrollment after deducting the fifteen pupils transferred to Phoenix and Haskell. Only one runaway has occurred during the year, and that boy, about 16 years old, was promptly returned.

A site for a new plant has been decided upon after years of delay and indecision. This site lies  $1\frac{1}{2}$  miles down the canyon below the present site. Two thousand dollars has already been expended in leveling, grading, and terracing. Very beautiful grounds now exist. The buildings, to cost \$80,000, have been located and everything now points to a speedy realization of hopes for a plant partially adequate to the needs of the school. When it is remembered that there are 1,200 children on the reservation and only 500 in school and really a capacity for less than 300, it can readily be seen that larger accommodations are needed at once.

The general work of the school has been excellent, a great improvement over former years. Hopi talk among the children has stopped almost entirely. Each employee has worked faithfully along this line. In former years one would hear as much Hopi as English. The schoolroom work shows up exceedingly well as compared with the preceding year. The work of the matron's department, including the sewing room, kitchen and dining room, and the laundry, has been excellent. The outside work of the farmer and industrial teacher has been well done; the grounds and garden stock well cared for.

The appointment of a clerk at the beginning of the year has enabled the superintendent to attend to outside duties much better this year. The accounts have been well kept and the superintendent relieved of many petty annoyances.

**Blue Canyon school.**—This boarding school reached an attendance of 70 with a capacity of about 40. Improvements not being granted, the principal teacher took his mule team and assistants and schoolboys and built two large buildings 20 by 60, each of stone, dirt roofs, and dirt floors. Oil-can cases were used for window frames and goods boxes were utilized for lumber to make doors, etc. The two buildings did not cost the Government one cent and relieved the overcrowded schoolrooms and dormitories greatly. I append the report of the principal teacher who has lately been promoted to the position of superintendent and made a bonded officer. The school will hereafter be independent and separated entirely from my charge.

**Polacca day school.**—This school has been well managed and the attendance increased from about 30 to 50. The school buildings and cottage have been plastered on the outside and whitewashed, which improves the appearances very much, as well as repaired the walls of the school building, which are built of soft brick the mortar of which had eroded, greatly damaging the walls to quite an extent. A good cellar, partly underground and partly above, was also built, which serves for a good storeroom.

**Second Mesa day school.**—The capacity of this school has been more than doubled by the erection of a large school building and substantial additions to the quarters of the employees. The school has kept a very regular attendance of a little over 100, rendering it the largest school of its kind in the service. The children have been well kept and as tidy as possible. The report of the principal teacher is appended hereto.

**Oraibi day school.**—This school has made a wonderful increase, jumping from an attendance of 30 to nearly 100, making the second largest school of its kind in the service, being second only to the Second Mesa school. The teachers have worked hard in the discharge of their duty. The hostile element here is very hard to manage, but more children than could be well cared for were enrolled to prove to the Department that the hostile people could be made to put their children in school.

Below is given a comparative statement showing the increase of attendance at the schools of the agency for the fiscal year 1901, as compared with the fiscal year 1899, at the close of which latter year I assumed charge of the agency:

School.	Average attendance.		Increase.  <i>Per cent.</i>
	1899.	1901.	
Hopi (Moqui) training.....	83	150	81
Polacca day.....	24	41	71
Second Mesa day.....	19	104	447
Oraibi day.....	23	87	278
Blue Canyon.....	12	59	392
Total.....	161	441	392

Net increase agency schools, 174 per cent.

**Sanitary conditions.**—About the 25th of February smallpox broke out in a Navaho camp, about 3 miles from Keams Canyon. A force of 10 police was immediately secured and a strict quarantine was established at the school and at each of the seven villages of the Hopi, and also at the camp. The entire Hopi population of 2,000 was vaccinated, except those who showed plainly that they had had the disease. No resistance was shown except at Oraibi. The village was surrounded two hours before dawn by a force of 16 police and employees. After sunrise every person in the village was ordered to the clear ground outside the town. A search was then made by employees and police, and not a soul left in the villages. The entire populace then passed through a gauntlet of vaccinators, and all who had not been vaccinated before were compelled to submit. Hundreds of Navaho were also vaccinated.

The disease, which appeared on a girl about 14 years old, spread through the camp, which contained five children. These five suffered considerably, but all finally recovered. The physician deserves great credit for his able management of the epidemic, which, if allowed to spread to the school and to the Hopi villages, would have become an awful scourge.

About the time that the smallpox began to abate pneumonia broke out at the Hopi Training School and at the Blue Canyon Boarding School, 75 miles away. Eight dangerous cases at Hopi and six at Blue Canyon gave one physician plenty to do. With the assistance of willing employees as nurses every case recovered, which was remarkable, as usually a certain per cent of dangerous cases do not recover. Both physician and employees deserve credit for self-sacrificing work.

Aggressive work was done by the teachers of the day schools in getting the people to clean up the filth of centuries at the seven villages. On days appointed the whole populace turned out and the villages were cleaned well. When it is remembered that at the first mesa, for instance, there are over 500 people living on a ledge of rock, comprising not more than 4 acres, one can readily see the need of more perfect sanitary regulations.

The physician, Dr. Edw. G. Murtaugh, reports:

The health of the children in the several schools has been fairly good throughout most of the year. The Blue Canyon school was visited by an epidemic of pneumonia early last winter, and there was a prevalence of the same disease in this school later in the year. There were no deaths resulting from these cases, but occurring as they did, so many cases at one time, they impressed the need of this school of suitable rooms in which to care for the sick. With the dormitories all full, the best that could be done was to curtain off parts of rooms used by employees to be used as sick rooms.

There have been a large number of cases of enlarged and suppurating glands and various affections of the eye, ear, and skin. While the predisposing cause of these troubles is the scrofulous natures of the children themselves, the exciting cause is the lack of sufficient space in the sleeping rooms. This is proven by the fact that the boys, having more dormitory room than the girls, were less affected by these troubles.

The health of the Indians on the reservation has been probably of an average standard. There was an outbreak of smallpox among the Navaho early last spring, but the strict quarantine established by the superintendent prevented the disease from spreading beyond the camp in which it first appeared.

From the records kept for me by the employees at the Hopi villages, I find that the birth rate is slightly greater than the death rate among these people. It is impossible to keep any record of births and deaths among the Navaho, but from the number of healthy children seen at their hogans, it is evident that this tribe is increasing in numbers.

I can find out very little about the native medicine men among the Hopi, but I think there are not many such who exert a very bad influence on the tribe. There are many medicine men among the Navaho, but their practices do not seem to be as pernicious as those of many of their class among other tribes. Probably the worst feature of their customs is the extortionate prices they exact for their worthless services. If these men keep their people away from the Government physician by their precepts they do not by their example, as many of them are frequent visitors to the dispensary for medicine, and they occasionally bring their patients here for treatment. I have no doubt that all the Navaho believe the white man's medicine superior to their own for general ailments, but they have certain afflictions which they attribute to a spell cast by some enemy, and these they think can best be removed by the incantations of their native medicine men.

My visits to the Indians in their homes have been principally among the Hopi. The Navaho live in small settlements and so far from the school that it is impossible to visit many of them in their homes. But they are frequent callers at the dispensary, some of them coming 80 or 100 miles for medicine for themselves or their families. We have very few good Navaho interpreters, so that it is sometimes difficult to understand just what they want, yet the results of the treatment given must be satisfactory, as the number of calls for medicine is growing larger.

I find very few cases of venereal disease among either of these tribes. Tubercular troubles are not so prevalent as they are with many tribes, though the different forms of this disease are by no means rare nor could they be expected to be among people who in their habits of living violate nearly every law of health.

**Indian courts.**—This body has been of infinite assistance to the superintendent, relieving him of numerous vexations incident to the many quarrels and disputes trivial in their nature but very important to the individual Indian. Several Indians have been punished for petty thefts and misdemeanors, one for attempted rape, one for illicit cohabitation, and one for mutilating the ears of a horse because the dumb brute made bold to crop the corn at the roadside where there was no fence. Many claims made by owners of cornfields against stockmen have been adjusted by the Indian courts. The very presence of the judge in a village deters the people from crime and misdemeanors, as they know that speedy punishment follows any infraction of the rules.

One felony was committed by Edwin Sewehongeva, a returned student from Grand Junction. He broke into Field Matron Abbott's house and abstracted therefrom a gold watch, some Navaho blankets, silver thimble, scissors, etc. At the same time he broke into the blacksmith shop nearby and took tools, nails, etc., enough to last him for years. The watch and tools were recovered, but the other articles were sold before he was apprehended. About the same time the same boy raised one of my official checks from \$3.50 to \$31.50 in such a manner as to pass the Flagstaff Bank, the depository at Albuquerque, and was finally detected by a bank examiner. The boy was arrested and placed in jail at Holbrook, where he remained all winter. In the spring he was released, pending the convening of court in October.

**Marriage customs.**—When a maiden is married among the Hopi an elaborate ceremony is performed. The new husband goes to the home of the bride, who is the "boss of the ranch." If peace reigns in the household, well and good; but were unto the luckless husband who fails to please. Some fateful day, when he returns from his labors, he may find his personal effects cast from the door, which is his dismissal from her bed and board. Both parties, by Hopi customs, can assume marital relations with other parties, which continue until another quarrel ruffles the dainty feathers of the wife, when the same process goes on. No ceremony of marriage is performed, except at the marriage of a virgin.

This matter has been taken in hand by the Indian court, and I feel sure that better regulations concerning marriage and divorce will shortly be established.

**Gambling.**—Some forward steps have been taken in suppressing this pernicious pastime. The Navaho is a born gambler and resents any interference which might cause him to labor for his daily bread. A favorite place for this gaming was around the trading posts, where it had been allowed to grow up undisturbed and sanctioned by the trader. Efforts have been made to stop it, especially in public places, and if all the traders had done their duty it would have been stopped entirely. Traders Volz, Algert, and Maupin have used their good offices toward putting an end to this, but I am sorry to say the other one has not. The Hopi, I am happy to state, do not gamble.

**Missionaries.**—Rev. H. R. Voth and Miss Mabel W. Collins have conducted their missionary stations with profit to the Indians. The relations between them and this office have been courteous and pleasant.

**Police.**—This corps of employees has been efficient so far as was possible, but four policemen to police 4,000 people and 38,000 square miles of territory—a territory larger than two or three of our smallest States—can do but little. Your office has increased the number, however, to six, which will materially increase its efficiency.

**Field matrons.**—These employees, one at first mesa and one at second mesa, have done excellent work among the adult Indians, and incidentally assisted the day schools very much. The Indian women are encouraged to wash their clothing and to keep their homes neat and tidy. Facilities for washing and bathing are provided at first mesa and lumber is now on the ground at second mesa to build a washhouse there.

**Indian traders.**—During the year two young Indians, returned students, have put up stores with money of their own savings. One is located at the "Five Houses," contingent to the first mesa, and the other is near the three villages of the second mesa. These young men, I am glad to say, are doing exceedingly well, selling frequently as much as \$50 worth of goods in one day. These stores also save the Indians from going 15 or 20 miles to trade.

Two other trading posts have been established on the reservation by white men. These are also doing well. These four new stores make seven in all, which give the Indian the benefit of competition and also bring them a closer and more convenient market for their goods. Heretofore they have had to go (some of them) from 50 to 75 miles to exchange their products for groceries, and after carrying it that far they had to take exactly what the trader was pleased to give them and also buy the trader's goods at the trader's own price. That time has passed, in my opinion.

**Earnings by Indians.**—During the year the Indians have earned cash as follows:

Sale of wood .....	\$1, 834. 00
Sale of beef .....	1, 306. 70
Freighting .....	2, 004. 37
Irregular labor .....	4, 637. 19
Total .....	9, 782. 26

**Pressing needs.**—The greatest need of the Hopi, in my opinion, is the establishing of a good corn mill sheller and grinder. At present all the grinding is done by the women by rubbing or crushing the corn between two stones. This makes slaves of the women and takes so much of their time that they have no strength or ambition to do anything else in the way of civilized housekeeping. A specific recommendation will be made along this line shortly.

Another need is the bringing down of the people from their mesa homes and settling them in homes among their fields.

**Official visits.**—Inspector James McLaughlin and Inspector Walter H. Graves and Special Agent Jenkins visited the schools and agency at various times throughout the year. All made warm friends and their visits were appreciated by all owing to their timely and excellent suggestions and advice.

**Employees.**—Almost without exception the employees have been courteous and efficient. Almost perfect harmony reigned throughout the entire year. I thank one

and all for loyal support and for the great success of the work, as without it good work could not have been done.

**Hostile element.**—When educational work was taken up among the Hopi nearly twenty years ago, about half of the people objected strenuously to the advent of the white man and his innovations. This element has held out against the schools especially, none of the children being allowed to attend. After taking charge and viewing the situation from all sides, I determined that these children should not be allowed to grow up in ignorance of the commonest phase of civilization. With the efficient aid of the employees all the children of this element at Shumopovi, the hotbed of the hostiles, were placed in school at the second mesa. These children are very happy after being cleaned up, with closely shorn locks and good warm clothing. Most of the parents, too, are happy that the hostile reserve of centuries is broken. At Oraibi 9 children were brought to the Hopi boarding school and 75 were taken into the day school at the place. There are still a large number of hostile children at Oraibi not in school, but only because we have no accommodations for them. The school building at Oraibi is very poor, with only a capacity of 25, but by renting two other buildings we have taken care of 100 children after a fashion.

The day school teachers of all the schools deserve credit for their vigilant and excessively hard extra work in enlarging their schools and maintaining such regular attendance as they have. There is no doubt in my mind whatever, if my policy be carried out, that in another year or so there will be no hostiles, but that all will be willingly enjoying the benefits which a most beneficent Government bestows.

**Pottery diggers.**—During the year the Field Columbian Museum, represented by Mr. Charles L. Owen, has conducted extensive researches among the ancient ruins of the Hopi. Many valuable relics have been secured for the benefit of the scientific world. No other persons had permission from the Department to excavate, to my knowledge, and therefore no other excavating has been done.

**Teachers' Institute.**—From June 24 to June 26 an institute was held at Keams Canyon, attended by all employees. This institute was very interesting and helpful to the employees, all of whom expressed themselves delighted with its success and benefits. An attendance of 35 was reached, all members. Mr. S. M. Brosius, agent of the Indian Rights Association, Washington, D. C., attended this meeting throughout and favored it with several good talks.

**Conclusion.**—In conclusion, I add that the past year has been very successful—more so than any preceding year. For this success my thanks are due to every employee, and especially to your office, from which I have had courteous treatment and careful attention in the matter of recommendations. With the continuance of such loyal support the future of the Hopi is very bright indeed.

Very respectfully,

CHARLES E. BURTON,  
*Superintendent and Special Disbursing Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF BLUE CANYON SCHOOL.

BLUE CANYON BOARDING SCHOOL,  
*Keams Canyon, Ariz., July 1, 1901.*

SIR: I have the honor to submit the following report of the Blue Canyon School for the fiscal year ending June 30, 1901:

The school opened September 1, 1900, with an enrollment of 17, and the attendance gradually increased until it reached 70, at which time it was thought advisable, on account of the crowded condition of the buildings, not to take any more children, although several more applied for admission.

During the year we managed, with the assistance of the pupils, to erect two buildings, one 16 by 48 in the clear and the other 18 by 30 in the clear. These added materially to our capacity and made it possible for us to keep the number of pupils referred to above.

During the early part of the winter we had several severe cases of pneumonia in the school, but through the untiring efforts of Dr. Murtaugh we managed to get through without any deaths or having to dismiss any from school on account of poor health.

Our buildings are of stone and are covered with dirt which makes a very unsatisfactory roof. The water here is good and in a sufficient quantity to maintain a school of 150 pupils, provided some arrangement could be made to save the entire flow of the spring.

We are sadly in need of more buildings, both for school purposes and employees' quarters, and the buildings that we now have should be roofed, as the timbers that support the dirt roof are decayed to such an extent as to render it unsafe to live under them.

In conclusion, I wish to say that too much credit can not be given to Superintendent Burton for his unrelenting efforts to keep us supplied with the necessaries for keeping the school running.

Very respectfully,

MILTON J. NEEDHAM, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

(Through Charles E. Burton, superintendent and special disbursing agent.)

## REPORT OF TEACHER OF SECOND MESA SCHOOL.

SECOND MESA DAY SCHOOL,  
Toreva, Ariz., June 30, 1901.

SIR: The following statistics may be of service to you in making up your annual report. This has been by far the most prosperous year in the history of the school. The completion of the new building early in this calendar year placed our school in an enviable position on this reserve as being the one plant where sufficient room was had properly to accommodate the pupils enrolled. The total number days attendance for the year has been 20,535; the number days school was in session, 195. The average attendance has been 105.31. The average enrollment has been about 107 to 108.

Early in the fiscal year, ere very many of the pupils had been enrolled, over 40 children were transferred to the Keams Canyon Training School. In February one was transferred to the Phoenix School.

The health of the school has been good, except that a great deal of influenza has bothered us and kept attendance down some. No deaths have occurred among the pupils during the year.

Among the second mesa people there have been 33 births and 21 deaths, the latter mostly young infants, thus showing a net increase of 12 in the population. One schoolgirl from your school died of consumption of the bowels. The per cent of increase has been 2.33.

The general disposition of the people toward all Government work has very materially improved. There seems to be absolutely no such thing left now as hostile and friendly people; but all alike seem equally friendly.

Substantial progress in the use of civilized products and the enjoyment of the same seem to have been made.

Robert Kuyanemtiwa, a full-blood Hopi, opened a small store about the 15th of January. His whole wealth then amounted to about \$130. In this time he has handled something like \$1,500 worth of goods and has greatly increased his stock. His success has been flattering in the extreme. The Indians have thus found a ready market and good prices for everything they can manufacture in the line of baskets and curios, wool, hides, pelts, etc. Take the single item of sugar: He has sold more than 2,000 pounds of this staple. This is probably more sugar than the whole second mesa had used in two years prior to the opening of this store. This item, I think, indicates a growing demand for something better than the Hopi has been used to in the past.

Thanking you most sincerely for the many kindnesses and courtesies shown by your office in the past two years, I am,

Most respectfully, yours,

FRANK D. VOORHIES,  
Teacher Second Mesa Day School.

CHARLES E. BURTON,  
Superintendent and Special Disbursing Agent.

## REPORT OF TEACHER OF ORAIBI SCHOOL,

ORAIBI, ARIZ., June 30, 1901.

SIR: In compliance with your request I have the honor to submit herewith my annual report of the Oraibi day school.

**Enrollment and attendance.**—When I took charge of this school on November 15, 1899, this school had an enrollment of 17, which I have succeeded with your help to increase to 114, about 60 per cent of the school population of this Indian village. The enrollment could have been still further increased, but as the capacity of the school is only about 40 it was thought best not to do so until more and better facilities would be provided. By employing the proper methods a school of 200 children might easily be maintained here.

The attendance has been uniformly good throughout the year. Children that were once brought into school seldom remained at home, and when they did so it was always for a good and valid reason and after having first obtained the permission of the teacher.

**Schoolroom work.**—It is obvious for me to call attention to the fact that the schoolroom work in a school in as crowded condition as this one was could not well be all that could be desired. However, much progress was made, especially by those children who had never attended school before. Most of these learned to speak the English language sufficiently to answer simple questions in that tongue, and all of them could understand the language. Those pupils who had previously attended school were instructed in the common branches, care being taken to make all instruction as practical as possible.

**Industrial work.**—Very little opportunity is given here to teach any of the industries to the boys. The country is entirely unfitted for farming or stock raising on a remunerative scale. Aside from the dry weather, which might be circumvented by irrigation, the would-be farmer has to contend with the terrific sand storms, for which no remedy has as yet been found. The boys were employed in keeping the schoolhouse grounds in a proper condition, carrying wood and water, and doing other small chores about the place. They also assisted in the weekly washing.

The girls were taught washing, ironing, and sewing, and several of the older and brighter ones became so efficient in the last-named industry that they could cut, fit, and make garments without any assistance. A detail of girls would also assist in preparing the noonday lunch, wait on the tables, and afterwards wash the dishes.

**Buildings.**—The best way to describe the buildings at this school, excepting the teacher's cottage, would be to leave a blank space under this subheading. I will say, however, that the schoolhouse is entirely too small, unfit, and extremely dangerous. New buildings, with the exception above mentioned, should be furnished at an early date, as any repairs on the old building would be a waste of money.

**Water supply.**—This is another weak feature of this school, but as arrangements have already been made to relieve it, it is unnecessary to speak of this in detail.

**Health of pupils.**—The health of the children has been uniformly good. The few cases of sickness which did occur were speedily relieved by Dr. E. G. Murtaugh, of the Hopi training school.

**Smallpox.**—Sometime during the winter this disease broke out near Keams Canyon. The teacher being informed of this, and being instructed by you to do so, at once established a strict quarantine against the other Hopi villages, as well as against roaming Navaho. This quarantine was strictly observed by all the Indians, not one case of violation or attempted violation having been brought to the teacher's notice. Not one case of this disease broke out in the village.

As soon as vaccine virus could be obtained the whole population of the village was vaccinated; only those were allowed to escape who showed unmistakable signs of having had the disease, those who by a scar proved that they had recently been successfully vaccinated, and children in arms too young to undergo the ordeal. While the great majority of the people voluntarily submitted to the operation, a few belonging to the "hostile" element were forced to submit.

To leave no doubt of the thoroughness with which the work had been done the village was surrounded by policemen and others long before daybreak, and all the inhabitants were ordered to assemble at a convenient place outside of the village, where they were guarded. A house-to-house search was then made, and all those still found in the village were ordered to repair to the place of assembly. After it was certain that nobody remained in the village, an examination was made of those assembled outside, and if thought necessary they were vaccinated. It is believed that there are few if any persons in Oraibi who have not been successfully vaccinated.

There is no doubt that the strict measures adopted by you in establishing quarantine and compelling vaccination succeeded in preventing the spread of the disease, and that many thanks are due you from the Indians as well as the employees for enforcing the regulations and not exposing them needlessly to this dreaded scourge.

**The hostile element.**—The name "hostile" as applied to these people does not by any means mean that they "stalk around seeking whom they may devour." It means rather that they are unfriendly to all the institutions of civilization. They are Indians and wish to remain such. One of their chief objects of hatred is the school. Several years ago it was found necessary to force a few of their children into school by having soldiers take them. This fact so swelled them up with pride that they frequently made the assertion that nobody but soldiers could bring their children into school. When the teacher was ready to have the children of hostile parents attend school the latter were notified to send them. They failed to do so. This made it necessary for the teacher to bring the children into school, with the result that about one-half of the enrollment consists of children of hostile parents. It is a curious fact that these children when once brought into school are very regular in attendance, excellent in deportment, and give no further trouble.

During the entire year the teacher has tried to treat this hostile faction with uniform kindness, making no distinction whatever between them and the friendlies. This treatment has taught the "hostiles" that the Government, represented by its employees, is their friend, and not their enemy nor oppressor. A vast change is noticeable in the older "hostiles," and the writer sincerely hopes that the time is not far distant when the hostility of these people will be a thing of the past.

Much praise is due Mrs. Venesia E. Kampmeier, the housekeeper, for her share in bringing about this change in the "hostiles." No night was too dark and no hour too late for her to make the weary climb from the teacher's residence to the village to assist the teacher in bringing down children.

The writer wishes to acknowledge the visit of two inspecting officers, Col. J. H. McLaughlin and James E. Jenkins. The kind words of advice and good cheer have gone a long way to make life in this desert endurable.

In conclusion the writer wishes to express his heartfelt gratitude to you for your uniform kindness and the assistance you were always ready to give.

Respectfully submitted.

HERMAN KAMPMEIER,  
Teacher, Oraibi Day School.

CHARLES E. BURTON,  
Superintendent and Special Disbursing Agent, Keams Canyon, Ariz.

## REPORT OF SCHOOL AT PHOENIX, ARIZ.

PHOENIX INDIAN INDUSTRIAL SCHOOL,  
Phoenix, Ariz., July 3, 1901.

SIR: I have the honor to submit the annual report of the Phoenix Indian School for the fiscal year 1901:

This school is ten years old and held its first commencement in April. Four pupils graduated from the regular school course and eleven from the domestic science class of the industrial department. Of the four, one was a Pueblo from New Mexico, one an Apache from Arizona, and two Mission Indians from Southern California. One, at least, of the four has ability above the average and ambition enough to become more than an ordinary breadwinner. Two of the other three are young people of ordinary ability and should always be decent, honest, industrious citizens. The fourth has a bright brain, is keen of perception, amiable, and likable, but possesses a too generous heritage of the indolence peculiar to his tribe to quicken into a very potent factor in civilized life. He is of the kind who must always be bolstered and must always earn his living among whites or he will become a degenerate blanket Indian. He has had extraordinary advantages, too, in the way of contact with civilization and civilized environment.

The class graduating from the domestic science department was an attractive and charming one in every particular. They were all girls from 16 to 18 years of age, bright, capable, enthusiastic. The best part of all is found in the deep interest shown by them in their work and their genuine liking for cooking and humble household work. A little more of literary training, constant practice in domestic science for a time, and much earnest endeavor on the part of those white people with whom these girls are thrown in contact, in order to develop the moral faculties, and everyone of these girls should become splendid factors in domestic life. These girls are now fairly started on the highway that leads to the best civilized life. They can reach its pleasant retreats by their own efforts alone and there can be no excuse for failure.

The health of the school during the year has been excellent. While all around us have raged sieges of most of youth's epidemics, including that dread disease, small-pox, our school has escaped their dread visitation. This statement is rather remarkable in a school of over 700 pupils. This pleasant and comfortable state of affairs is due to the perfect climatic conditions of the Salt River Valley and to the school's excellent sanitary conditions.



The literary work of the school has been kept up to its past high standard. The corps of teachers has been a very good and satisfactory one, and the management has been all that could be desired. Pupils passing through the literary classes of the school, under its present efficient management, aided by the present corps of assistants, can not fail to evolve ideas of progress and nobility; can not fail to have planted in their souls seeds of true manhood and true womanhood and the desire and ambition to succeed.

The industrial work of the school has been conducted in a more satisfactory manner than ever before, but, owing to various causes, has not yet reached the highest standard. Some of the branches in this department have developed most excellent work. Especially is this true in the branch of domestic science, household work, and designing and manufacturing of garments. The sloyd, ordinary and mechanical drawing, modeling, painting, etc., have been excellent. The highest state of efficiency in any branch of the industrial work has been attained in the sewing department. There are many of our girls who are excellently proficient in cutting and making garments of all kinds for both sexes. A few are extremely skillful in fine needlework. As an example of this proficiency we cite the fact that Mrs. Phoebe A. Hearst, when shown the fancy work made in our sewing department for exhibition at the Buffalo Exposition, was so delighted that she took almost the entire consignment, paying for one piece alone \$100.

The school paper, *The Native American*, has been conducted in a highly satisfactory manner, as has been evidenced by the many letters received from all over the country, commending us on its make-up in a literary and typographical sense.

The school has not been enlarged by the addition of new buildings during the year, nor has it been desirable to increase the present capacity. The school has grown so rapidly in the last four years that a pause was needed in order to permit of putting things in order. While the normal capacity of the school is but 600, more than 700 have been enrolled during the year. We were enabled to carry this large overdraft owing to the great demand for pupil labor. At the present writing nearly 300 pupils are enjoying outing privileges, receiving as compensation from \$8 to \$30 per month. That our pupils give general satisfaction is evidenced by the ever-increasing demand—a demand that it has been impossible to supply.

The important event of the year was the visit of the President and his party to the school on the forenoon of May 7. This visit was an event long to be remembered and earnestly discussed by the student body. The visit was described in the *Native American* at the time as follows:

It was 4.45 when the bugle sounded and lines of pupils straightened out like magic and each boy and girl stood at attention. The vehicle containing President McKinley and Governor N. O. Murphy, accompanied by a score of Rough Riders as an escort, in another instant appeared at the entrance to the school. The band, headed by Superintendent McCowan on horseback, wheeled in front of the President and preceded him down the avenue, playing the "Flag of Victory." As the President arrived opposite the business office of the school a ringing cheer broke forth from cadets and spectators, and Mr. McKinley bowed his acknowledgments. The open ranks of pupils, between which the honored guests were then driving, fell into line, four abreast, in the rear, and in this order marched to the parade ground north of the campus. The pupils presented an inspiring sight. Two hundred rifles headed the procession of scholars, followed by marching boys and girls.

Very few of the pupils were missing from the ranks of this novel and interesting parade. There were over 700 of them, boys and girls together, including practically all of the outing pupils.

Arriving at the parade ground, President McKinley was ushered to a comfortable seat on the grand stand, which presented a fine spectacle with its elegant decorations and galaxy of fair ladies and gallant gentlemen. The members of the Cabinet had preceded the President and were awaiting him under the shade of the canopy.

The programme at the Indian school included a short dress parade by scholars and a fancy drill by the band. This was omitted entirely, and the scholars marched quickly in ranks to a position immediately in front of the grand stand, forming a solid square. In a very short space of time, probably two or three minutes, they were all assembled. Each pupil knew his place and occupied it. The movement was executed like clockwork, unmarred by a single mistake or bungle. There they stood for an instant, 700 pairs of eyes gazing sharply and intently at the "great father." The bugles sounded. Seven hundred pupils saluted the occupants of the reviewing stand. Again the bugles sounded. Then 700 voices rang out in repeating the following noble sentiment:

"I give my head and my hand and my heart to my country; one country, one language, and one flag."

As the pupils expressed this sentiment they touched each member of the body referred to. At its conclusion the band played the familiar but inspiring strains of the "Star Spangled Banner."

As this was concluded a little tableau, representing Arizona pleading for statehood, was enacted in front of the reviewing stand. "Uncle Sam," represented appropriately by Mr. A. G. Mathews, an employee of the school, and the Goddess of Liberty, impersonated by Virginia Cabrillas, stepped into view. At the same time, Arizona, represented by Nattie Gutierrez, knelt in suppliant attitude in front of them. Her prayer was not unanswered, for Uncle Sam and the Goddess of Liberty raised her from her position and together they stood in front of the President. The symbolism of the tableau was obvious. As one of the party expressed the thought afterwards, "It was prettily conceived and well executed." For an instant the trio composing the tableau stood in front of the President, and then retired to one side of the reviewing stand.

Superintendent McCowan stepped forward and stated that the President would say a few words to the pupils. Mr. McKinley spoke very briefly, as follows:

"It gives me great pleasure to look into the faces of the pupils of the Phoenix Indian School. I shall long remember your marching and the drive through your ranks. It gives me even greater pleasure to hear you declare, as you have done so beautifully, that you have one country, one language, and one flag. I bid you all good-by."

In conclusion, it gives me much pleasure to thank the school faculty for much earnest, honest, and loyal assistance during the year. I am grateful also to the Commissioner and his officials for uniform kindness and courtesy in granting, without unnecessary delay, every reasonable request.

I am, sir, very respectfully, your obedient servant,

S. M. McCOWAN, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT TALKLAI, ARIZ.

RICE STATION BOARDING SCHOOL,  
*Talklai, Gila County, Ariz., August 20, 1901.*

SIR: According to instructions from your office, I have the honor to submit herewith the first annual report of the Rice Station Boarding School:

The school is located on the San Carlos Reservation, 13 miles north of San Carlos and 20 miles south of Globe, on the Gila Valley, Globe and Northern Railway. It is situated in a beautiful valley almost entirely surrounded by majestic mountains, an ideal location for a school. The main buildings—namely, girls' dormitory, boys' dormitory, mess hall and kitchen, and school building—are constructed of adobe, one story high, plastered inside and out, and were completed in April, 1900. Since the completion of these buildings a quarry of beautiful white stone was discovered within 2 miles of the school, which was found to be an excellent building material, using ordinary hatchets to shape it for the builder's use. Three buildings have since been constructed of this stone—an employees' building, storehouse, and ice plant.

The school was not opened for general work until December 1, on account of non-arrival of supplies. The first month school was in session 150 pupils were enrolled, which was all that could be accommodated at that time on account of employees' building and storehouse being in course of construction. However, the buildings were completed in February, and the school was immediately filled. The enrollment for the year was 223 pupils, equally divided with boys and girls. With ample quarters for employees and hospital facilities provided, the school could be easily increased to 250 pupils.

Very little trouble was had in securing the proper number of desirable pupils to fill the school. However, but three of the number could speak or understand a word of English when they entered the school. Notwithstanding the fact that they were all camp Indians and were in school but seven months, a creditable entertainment was given at the close of the year, which was attended by all the parents and a great many white people of the neighboring towns.

The Apache Indian children are very bright and desirable pupils and are anxious to get an education. We have had but few runaways, and these few were immediately returned to the school, either by their parents or the Indian police. This is one school where good discipline can be maintained without corporal punishment.

The school is well supplied with excellent drinking water and water for irrigation purposes, the latter coming from the San Carlos River, which is carried to the school by a ditch 3 miles in length.

The sewerage system and fire protection are both excellent. Each building is connected with the sewer, which has an 8-inch main emptying into the San Carlos River about a mile from the buildings.

Although we were late in getting the position of farmer allowed for the school, sufficient garden space was leveled and put in proper condition for irrigation, which yielded a great quantity of vegetables for the children's tables. Fields of alfalfa have been sown, and we hope next year to be able to furnish our own hay.

There has been but little sickness in the school during the year. However, one boy was allowed to go to his home during the winter on account of tuberculosis, where he died in a short time. The parents brought the body to the school for interment, all the pupils taking part in the services by singing at the grave.

I think I may say that the Rice Station Boarding School has had a successful school year. The pupils have received the undivided attention of the teachers in the schoolroom, and everything has been done so far as possible in the industrial training. The employees have been faithful and efficient in their duties, and peace and harmony have prevailed.

Thanking your office for the many courtesies and favors granted during the year, I am,

Very respectfully,

ROBERT A. COCHRAN,  
*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT TRUXTON CANYON, ARIZ.

TRUXTON, ARIZ., July 30, 1901.

SIR: I have the honor to submit my sixth annual report of the Walapai and Havasupai tribes of Indians and the three day schools under my supervision.

**Walapai Tribe.**—The census of this tribe each year shows a slow but steady decrease in population. More than one cause has tended to render this inevitable effect. Chief among these is the inherited contamination of scrofulous diseases, contracted at the time when the Walapai first came in contact with his white brother on friendly terms. Immediately after his first peace treaty he was thrown into intercourse with the pioneer whites, who were then crowding to the new mining camps that were building on the rich silver mines in the Walapai's native mountains. By his own lack of morality and his innate love of spirituous liquors he has poisoned his own and his children's blood with the white man's disease, and now he is reaping the fruits.

Tuberculosis has also made its appearance among them, and, owing to his modes of life, he is particularly susceptible to this dread disease.

It was many years before the Walapai learned the terrible error he had made, and then with praiseworthy determination, aided by those who were placed in charge of him, he has tried, and not without results, to rectify the error into which his ignorance and the glamor of a frontier civilization had drawn him. To-day the Walapai will compare favorably with any Indian tribe as to morality and the chastity of their women. Ten years ago the sexual immorality and debauchery from drink of this tribe were a byword throughout Arizona. Their indolence and disinclination to work was also noted, for this must of necessity follow the other vices.

During recent years the tribe has each year learned more and more the all important lesson of industry and self-support. Formerly the injudicious issue of rations had much to do with retarding his advancement toward self-support. During the past six years the amount expended for subsistence by the Government has been gradually decreased, and what was necessarily issued was only given in cases of actual necessity. By means of a close and intimate supervision of each individual member of the tribe an effort was made to impress upon them that they were expected to earn their own living where possible; and when it was known to the agent that an able-bodied man had refused remunerative work when offered, his name was stricken from the roll at the next ration issue. Such a process, of course, called forth no end of protests, but the agent was upheld by the Department, and the result is that the lesson of industry and self-support has been and is being taught with results that are gratifying indeed. Ten years ago not twenty men of the tribe were engaged in any kind of industry; to-day less than that number of able-bodied men are idle. The lesson has been a hard one for the reason that industry is not in accord with the Indian nature; but the Walapai, who was once the most degraded, is now becoming one of the most industrious, honest, and sober men of his race. It is to be hoped that the remnant of the tribe will, by proper modes of life and careful attention to sanitary conditions as they learn them, gradually recover from the contamination of disease contracted in years gone by.

**Industry.**—The tribe is now scattered over a large section of country, and they are earning their subsistence in a variety of ways. A few are farming, but owing to the scarcity of water for irrigating purposes this industry is confined to a very limited number of families.

The Walapai takes naturally, instinctively to horsemanship, and he soon learns to become an expert stockman. A large percentage of the younger men follow the vocation of a cowboy and readily find employment from white cattle raisers, they usually being employed in preference to white cowboys.

A part of the funds appropriated for purchase of beef and flour for the Walapais has been expended to purchase wagons and other implements. Now some forty men are employed cutting and hauling firewood to the various mining camps, for which they receive a remunerative price.

At the present time some sixty able-bodied men are employed by the Santa Fe Railroad Company as laborers, for which they receive \$1.50 per day.

Two years ago the honorable Secretary of the Interior ordered a survey of the external boundaries of the Walapai Reservation, and it has finally been made, but not yet approved, so the reservation stands now, as it always has, of no use to the Walapai, and it is still being occupied by trespassing stockmen (who pay no pasturage) to the exclusion of the Indians. It is to be hoped that some action will soon be taken in this long-delayed matter and that a definite boundary will soon be established. When this is done, either one of two things should result. Either the Walapai can soon become self-supporting and independent by owning cattle on his own reserva-

tion, or if no stock is allowed him a sufficient revenue from the pasturage of stock on his reservation be secured to support the tribe.

*Religion.*—The influence of the medicine man is still strong among this people, but his power is gradually weakening year by year, and it is hoped that the new generation, now attending school, will come to regard him in his true light—a deceiver and imposter.

*Havasupai Tribe.*—This tribe, a branch of the Walapai, speaking the same language and following the same customs and having the same religious beliefs, has led a different existence from the Walapai since the advent of the white man. Living as he does in an inaccessible canyon, being entirely self-supporting from his own efforts at agriculture and the chase, he has come but little in contact with the whites, and as a result has never felt the effects of the terrible blighting influences that at one time dragged his Walapai cousin to the lowest depth of degradation and vice. But while he has escaped the baneful effects of a Western civilization he has also missed its advantages, for the Havasupai is to-day almost in the same condition of savagery and superstition that he was thirty years ago. He has not learned to speak English nor to adopt the white man's ways; he is still a primitive savage.

*Industry.*—With about 350 acres of good farming land and the most beautiful river of pure, clear water in Arizona in his canyon home, the Havasupai has had the question of self-support permanently solved for him by nature. In former years he spent a few months each fall on the high mesas surrounding his canyon home, where he hunted deer, antelope, and mountain sheep. This region, bounded on the north by the Grand Canyon, on the east by the San Francisco Peaks, and by Bill Williams Mountains and Mount Floyd on the south, and Pine Springs on the west, was recognized by all neighboring tribes as the hunting grounds of the Havasupai, and he defended it against the Apache and the Navaho, and made them respect his rights. But now that this region has been set aside as a forest reserve, the superintendent of the reserve has even forbidden the Havasupai to cross or be on his once undisputed territory, and to kill any game thereon would mean instant arrest and imprisonment. As the little 4 by 10 mile reservation which he is now allowed to call his own is entirely within the Grand Canyon Forest Reserve, the justice of forbidding him passage across the forest reserve is not apparent. The Havasupai asks nothing of the white man nor the Government, except to be allowed the peaceable possession of that which is rightfully his own.

*Educational.*—During the past year the two Walapai day schools have kept up an enrollment and average attendance beyond the capacity of their respective plants.

The Hackberry day school, conducted at the site of the new boarding school, has continued up to the middle of March to occupy an old frame building that was in every way inadequate for the needs of the school. On the 1st of April the new plant was occupied by this school, but not regularly opened as a boarding school on account of nonarrival of equipment. The capacity of the old plant was 44, the enrollment was 66, and average attendance 61. Since the 1st of January the school has had a particularly efficient corps of employees, and the progress made and results accomplished have been all that could be desired, and more than could reasonably be expected. In addition to the regular schoolroom exercises, some industrial training was attempted, but only domestic industry and gardening could be taught.

The Kingman day school has made good progress and the results accomplished have been satisfactory. The capacity of the plant is 33, the enrollment 44, and the average attendance 41. Upon the opening of the new boarding school on September 1 this school will be abandoned. The equipment of the Kingman school has already been transferred to the Truxton Canyon school.

There are no Indian children who are so bright and quick to learn, and who take such a real interest, and show such zeal in pursuit of their studies, as do the children of the Walapai. On the opening of the new boarding school on September 1 it is expected that an enrollment of from 125 to 130 pupils will be had. As the present capacity of the plant is estimated at but 80, it will be necessary to provide another building to be used as a school and assembly hall, thus admitting of the main building being used for dormitory purposes alone. In this way the capacity of the plant will be sufficient for present needs. An appropriation for this proposed new building has been made and its construction is to be pushed at once. The new school plant is well situated, and is equipped with all modern improvements, so that it should be one of the most effective training schools in the service.

The Havasupai day school has a capacity of 46, an enrollment of 72, and average attendance of 71. The school has not made the progress that could be desired, owing to the overcrowded condition of the buildings and a lack of sufficient instructors. The lack of progress has in no way been the fault of the employees, for the force has been efficient, earnest, and energetic, and have worked together in perfect harmony.

The fact, however, that one teacher is required to instruct 72 pupils is in itself alone responsible for the unfavorable results. Unless a new schoolhouse is provided and an additional instructor the enrollment must be decreased one-half.

A supplementary report of this school and tribe from the superintendent and teacher of this school is respectfully submitted herewith.

Very respectfully, your obedient servant,

HENRY P. EWING,  
*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERINTENDENT OF HAVASUPAI SCHOOL.

HAVASUPAI SCHOOL,  
*Supai, Ariz., August 6, 1901.*

SIR: I have the honor to submit the annual report of the Havasupai tribe and school for the fiscal year ending June 30, 1901.

**Havasupai tribe.**—The Havasupai is entirely self-supporting. He depends on the products of his farm for his livelihood. He is proud of his gardens and his orchards, but prouder still of the fact that he labors. Living on the banks of a clear, sparkling stream, he is never troubled by crop failure. He utilizes the water of the stream for irrigating purposes and an abundant crop is assured him. The almost perpendicular walls of the canyon which he has made his home are lined with storehouses which in the autumn he fills with corn, beans, and other products of his labor.

The most discouraging feature at present to the Havasupai is the fact that many of them have no farming implements. The farmer often loans them plows and hoes, which are always promptly returned. When unable to borrow implements, they laboriously loosen the soil with sticks. If farming implements were furnished them they could easily cultivate all the land to which they have access. Much labor and time would thus be saved, and, what is still more important, their surplus products thus gained could be marketed, which would enable them to provide themselves with warm clothing for the winter months.

All of the Indians of this tribe dress in part in citizens' clothes, and most of them are quite willing to adopt the ways of the white man. They depend very little on the professed abilities of the medicine man. If one of the tribe is sick they come to us repeatedly for medicine, and even though the case is a hopeless one, insist on having medicine for the patient until he dies or recovers. As they come in contact with very few white people, except those employed at the school, very few of them speak enough English to make themselves understood.

**Havasupai day school.**—This school has a capacity of 46, but has been crowded beyond its proper limit, having an average attendance of 71.

We have a good stone school building, but it is not large enough to accommodate the school. No dining room has been provided for the school. The pupils' lunch is served under a cottonwood tree, which fails to protect them from the heavy summer rains we are now having. The employees' cottages and the office are comfortable buildings of stone, but as yet no provisions have been made for a ware room. The supplies for the school are stored in the attics of five different buildings. As there is an abundance of stone in the canyon it would cost but little to build a dining room with a ware room attached, where the supplies could be safely stored.

Work in the laundry and sewing room is ably conducted. Both boys and girls are detailed to assist in cooking the noonday lunch, and, under the supervision of the cook, do excellent work.

I trust that either 20 of the largest boys and girls will be transferred to the Truxton Canyon Training School when it opens, September 1, or a kindergarten department will be added to this school, as it is impossible for one teacher to instruct 71 pupils in a creditable manner.

Permit me to express my appreciation of your support and encouragement.

Very respectfully,

FLORA J. GREGG, *Superintendent.*

Supt. H. P. EWING, *Truxton Canyon.*

#### REPORT OF SCHOOL AT FORT BIDWELL, CAL.

FORT BIDWELL, CAL., *August 28, 1901.*

SIR: I have the honor to submit the fourth annual report of the Fort Bidwell school, for the fiscal year ending June 30, 1901.

**Attendance.**—The enrollment for September was 33, with an average for the month of 18; enrollment for October was 46, with an average of 41; for November the enrollment was 49, with an average of 47. The enrollment for December was the highest for any month, reaching 53, the average for this month being 51.

A strong effort was made to increase the enrollment, and practically all of the Paiute of school age living within 50 miles of the school were in attendance part of the year. The Pit River Indians living in the vicinity of Alturas sent 12 of their children, although a strong influence was used to prevent them from patronizing this school. Some of the citizens living in the Pit River country continue to advise them not to send their children here, and they will surely have a school established nearer their homes. As instructed by the Indian Office, I have repeatedly informed them that there would be no school established nearer them. There will be an extra effort made to place more of the Pit River children in school this year.

**Class room.**—The progress in this department was very satisfactory until February, when an epidemic of measles and mumps caused a suspension of six weeks.

**Health.**—During the month of February all of the pupils except 3 boys and 3 girls were down with the measles. A few had mumps also. This epidemic, coming in the severest part of the winter, was with difficulty controlled. With careful nursing by the employees and the faithful attention of the physician all recovered except 2 girls.

**Industrial.**—The girls have been regularly detailed to the different domestic departments, where they have received instruction in the several branches of housekeeping. The boys have received instruction in farming, gardening, care of stock, dairying, plain carpentering, and painting.

**Products of farm and garden.**—Hay, 40 tons; potatoes, 200 bushels; cabbage, 500 pounds; besides beets, beans, carrots, lettuce, onions, parsnips, peas, radishes, and rhubarb sufficient for the use of the school. Corn, cucumbers, melons, and tomatoes did not mature.

The appearance of the boys and girls' homes has been much improved by a coat of paint which was given the exterior of these buildings, including the roofs. New porches will soon take the place of the old dilapidated ones at each of these buildings, and will add materially to the general appearance of the plant.

Inspector Arthur M. Tinker visited the school in December. His helpful suggestions and advice have been beneficial to the school.

I am very grateful for the many favors shown me by your office during the year.

Very respectfully,

HORTON H. MILLER,  
*Industrial Teacher and Special Disbursing Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

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## REPORT OF SCHOOL AT FORT YUMA, CAL.

FORT YUMA INDIAN SCHOOL, *August 17, 1901.*

SIR: I have the honor to herewith submit my second annual report of the Fort Yuma School and Reservation.

**The Indians.**—The Yuma Reservation is situated in the very southeastern part of California, in San Diego County. It touches Mexico (Lower California) at its southwest corner, and from this point extends north and west along the Colorado River about 15 miles, being about 8 miles in width. The northwestern portion is composed of mesa land, which at present seems worthless. Much of this reservation is, however, bottom land, and contains the very best of soil, and is susceptible of producing a great variety of crops in abundance if it were properly watered.

This reservation was established by Executive order January 9, 1884, and was attached to the Mission Consolidated Agency. It so remained until January 1, 1900, when it was placed under the control of the superintendent of the Fort Yuma school. The agency was at San Jacinto, over 200 miles away, consequently the agent could do very little for these Indians.

It has been many years since the Yumas have given the whites any trouble, though they were a menace to the early settlers, both Spaniards and Americans. Little aid have they ever received from the Government. They have reached the conclusion that if their forefathers had been more warlike they would now be getting more from Uncle Sam.

They seem to be natural agriculturists, their corn feast being their principal holiday, corresponding to our own harvest-home festival. Their diet is essentially vegetarian. From what I can learn they have never been a roaming band, but have lived in this vicinity for years, getting most of their sustenance from the soil, raising melons, pumpkins, beans, and corn as far back as can be remembered by the oldest people. They are expert fishers, the waters of the Colorado abounding in fish. They could not have been great hunters, as there are few kinds of game, birds, or small animals that they will eat. I am told that their principal meat was venison, from which they became fond of beef, but will not touch pork.

The Maricopas and Cocopas were their natural enemies. There is a tradition that a large band of Yumas were massacred by the Maricopas about eighty or ninety years ago. They have been at war with the Cocopas within the memory of many of the Indians now living. The Mohaves and Algodonies, it seems, have been their allies.

Very little change has taken place in the condition of the adult Indian since my last annual report. The Government has done little for them, and they have done

little for themselves beyond making a scanty living. I find that these Indians will work at anything they are capable of doing, under almost any circumstances, and for very little remuneration. Indians from this reservation shoveled coal from hopper cars for the Southern Pacific Company last August at Indio, when no one else could be found to do the work, and they worked as long as they were wanted. Some of them are engaged as section hands, others work upon the gravel train, many labor by the day in Yuma at anything they can get to do. They all seem ready for work whenever they can get a job.

Their land is as fertile as any in the world, perhaps. Millions of gallons of water wash its banks and pass on to the sea. At a comparatively small outlay a portion of this water could be distributed upon the land, and the prosperity of the Indians thereby assured. It is no experiment. There are many irrigating canals in operation upon both sides of the Colorado River. I am more convinced every day that if their land were irrigated and allotted, the Indians would work it profitably and successfully. There is no other hope for them. If they had regular work to do, instead of being compelled to spend so much time in idleness, there would be less quarreling and drinking.

The Yumas have been noted in the past for their temperate habits. There never has been much drinking among them, compared with other Indians, but I am sorry to note that drunkenness is on the increase. I am afraid if they are left in their present condition they will soon rival many of their less fortunate brethren in this particular. One reason for this condition is that the saloon keepers of Yuma find that the Indians make very good porters, and a number of them are thus engaged. From working in a saloon it is an easy step to begin drinking, and still easier to give out liquor to other Indians who have acquired a taste for it.

The marriage relation is held very lightly. Polygamy is not practiced, but it is easy for a man to put away his wife and take a new one (probably some other man's). Girls are taken in marriage when very young, and often have had a number of so-called husbands before they have reached the age at which white girls usually marry. This, of course, is demoralizing. There is little chance for home under these circumstances and little chance for civilization without home. There is apparently no authority under existing law to reach these cases. Could this land be allotted, and these Indians become citizens of California and amenable to State laws, it seems to me their condition would be much more favorable.

A Moravian missionary, Rev. David Woolsley, of Walters, Cal., is now making monthly visits to this reservation. It could not be expected that his work would make very much of a showing within a year, but it is understood that if he meets with enough encouragement a resident missionary will be stationed here.

I doubt if there are many places in the Indian Service where the same amount of money could be better expended than in giving the Yumas a farmer. They need someone out among them all the time to advise them and direct their work. Their present condition could thereby be much improved, and they would be better prepared to receive their allotment when that time comes.

A field matron could do an incalculable good here. I find that many of the younger women want to live different lives than their mothers have lived, and would do so with right kind of encouragement.

A resident physician has been provided for the school, with the understanding that he also furnish medical aid to the adult Indians upon the reservation. While this is a burden to the salary list of the school, it will prove a great benefit to the Indians if the physician proves to be the right man for the place.

The Yuma Indians have reached that stage where it is impossible for them to remain. With irrigation and allotment, which means employment, I believe they will go forward. I believe the young people will retain much of what they get at school and add to it. Without these, which means enforced idleness, they are bound to retrograde, and the coming generation will be loafers, drunkards, and gamblers. Now is the time to work for the Yumas, not after these habits are formed. Every year that they are neglected the work will become harder.

**The school.**—The school plant is situated on a rocky hill on the north side of the Colorado River, opposite the town of Yuma, Ariz., the school itself being in California. Most of the buildings are those that were left when Fort Yuma was abandoned as a military post and turned over to the Interior Department for use as an Indian school. These buildings are of adobe, and are as substantial as can be made of this material. They are now getting old, and will take much repairing to keep them in proper order.

There are probably few schools in the service more pleasantly located than this. While the summers are very warm, for the remainder of the year the climate is almost ideal. Even the hot season is tempered by a breeze coming from the Gulf of

Mexico, making the climate more pleasant than that of many other places in southern Arizona and California. The hot season comes too in vacation, when one can "take it easy" at home or go to the coast for an outing. Employees' quarters are ample and commodious. We are within a few minutes walk of the town of Yuma, a progressive village containing churches, societies, etc.

Since my last report a new dormitory for the girls has been built, the dining room and kitchen rebuilt, electric lights installed, and an irrigation system for a school garden constructed, connected with which there is a 25,000 gallon settling tank for our water system. There have also been made a number of minor improvements.

Our most pressing need at present is a bath house for the boys. From the interest taken in this by the Indian Office, I doubt not that it will be soon built. It is hoped that within a year we shall have a new schoolhouse with assembly room large enough to seat all the children. The commissary is old and poorly located. For the proper care of the government supplies, a new brick building is needed. With these buildings, and the repairing of one cottage and the laundry, there ought not to be any expensive improvements for years.

With almost an entire change in the employee force within a year, it could hardly be expected that all should prove desirable and work in harmony. Most of those who came new into the service have proven satisfactory, but it was our misfortune to get a few "old timers," who had been shifted around from one school to another and came with tales of woe about their illtreatment by their former agents and superintendents. My great desire is that, having a new tale to tell, they may now pass on to find new and more sympathetic ears for it. Superintendent Potter, in an address before the Charleston meeting, said:

The dangerous germs of disloyalty, faultfinding, jealousy, gossiping, and mischief making are deadly to the unfortunate institution where located.

\* \* \* They will do harm in a year that will show itself for a generation.

The teaching force is satisfactory. Two of the teachers have shown a commendable spirit by attending a summer school for a month in vacation. When they return to their work, they will undoubtedly be better prepared for it.

Attendance for the year was not so large as was hoped for. This was caused mostly by the "insurgent" or Miguel faction, who did all they could to keep children out of school. After trying in vain to conciliate and temporize with them, relying upon their worthless promises for half the year, the industrial teacher and the entire police force were sent out and brought in all the children of school age wherever found. It created a great deal of opposition, but filled up the school.

The irrigation plant, just completed, I hope will give the boys an experience that they need so much in farming upon a small scale. If anything will ever bring the Yuma Indians into a higher degree of civilization, it is farming. The best place for them to learn it is at school. I hope for large returns from this outlay.

The girls generally show an aptitude for work. The facilities for their work are good. The results in the sewing room have been particularly satisfactory. The work in the kitchen and dining room has been well conducted, but is not exactly what is needed to teach a girl to prepare a good meal at home.

Six girls and two boys were transferred to the Phoenix school last spring. It is encouraging to have so many girls want to go away to school. A few years at a non-reservation school, after what they get here, will make it certain that they will be helps instead of hindrances to civilization. At present, prejudices of the women are harder to overcome than those of the men.

Thanking you very cordially for the support given me and the consideration shown my efforts here,

I am, sir, yours, very respectfully,

JOHN S. SPEAR,  
*Superintendent and Acting United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT GREENVILLE, CAL.

GREENVILLE INDIAN INDUSTRIAL SCHOOL,  
*Greenville, Cal., July 1, 1901.*

SIR: I have the honor to submit this my first annual report of the Greenville Indian Industrial School.

Location.—This school is located in the heart of the Sierra Nevada Mountains, in Plumas County, Cal., 4 miles from the village of Greenville and 52 miles from Beckwith, our nearest railroad point. We have a private telephone line from the school



to Greenville and connections with the physician, post-office, butcher, and notary public.

I reached here January 2 last and took charge the 5th, relieving Supervisor Millard F. Holland, who had been in charge since November 13.

**Attendance.**—I found 66 pupils enrolled and in attendance. Up to the present time I have not gone into the field to solicit pupils, but have been carefully studying the ground and corresponding with persons who are interested in Indian education in this part of the State, with a view to finding the most prolific territory. I now have information which will enable me to solicit to the best advantage, and will say that at present the prospect is good for a full school next year. Owing to the fact that quite a number have just completed their period of enrollment and gone home, the enrollment at present is low, but it is reasonably certain that nearly all of these will return in September.

**Health.**—Upon assuming charge I found the school quarantined because of an epidemic which has been prevalent throughout the country and has been pronounced smallpox. About one-half of the pupils were affected by it, and several were badly pitted; however, no deaths occurred from it. There have been two deaths under my administration, both from tuberculosis. The health in general has been good.

**Employees.**—This school continues to maintain its reputation for the efficiency and agreeableness of its employees. There is not an employee here that is unwilling to do his full duty and more if it will add to the good results of the school.

I regret that it has been thought necessary to drop the position of kindergartner and that, too, at a time when the attendance is higher than it has ever been at this season of the year in the history of the school. I am sure that what has been accomplished has been much more due to the earnest effort of employees than to my management.

**Improvements.**—Since January 1 we have added to our equipment a turning lathe, and water wheel for running the large washing machine at the laundry, both made by the industrial teacher, who is a mechanic. The storehouse has been repaired and a neat porch built in front of it.

The size of our garden has been doubled, giving us at present more than half an acre. This, of course, seems a small farm, but when it is considered that it was almost a mass of rocks and stumps that had to be blasted and grubbed, the size of the task can be appreciated. Our garden is a mecca for all the gardeners in the valley, and is conceded to be the earliest and best in the neighborhood. The work of preparation was great, but, to use the language of Mr. Trubody, "It pays to take out the rocks and stumps when we consider how long they will stay out." This is a valuable lesson to the boys, as the Indians' allotments in this country are very similar to this land, and many of the Indians have followed our example and are clearing and planting a "patch."

**Schoolroom work.**—The schoolroom work has been very satisfactory. Mrs. Paine and Miss Pope have been devoted to their work, and results are apparent. The closing entertainment, June 21, consisting of vocal and instrumental music, recitations and drills, was admittedly the best given in the valley this year. Not even the whites will make any claim that the white children do as well as these Indians. A hoop drill given by sixteen small girls and requiring twenty minutes was executed without a mistake. "Wonderful" was heard from all parts of the house.

**Needs.**—Nearly all the buildings are new and in good repair. There are a few small buildings that in their present state are an eyesore, being old and having never been painted. During the coming year I expect to have all such whitewashed and put in repair. It is beyond my comprehension why so good a plant should have to be heated by dangerous and expensive stoves and still more dangerous lamps. We need a heating plant and a 100-lamp acetylene gas plant.

Our water and sewer system is beyond criticism, furnishing abundance of water for all needs, including irrigation of our garden.

I am truly grateful to the office for many kindnesses shown.

Very respectfully,

CHARLES E. SHELL,  
*Superintendent and Special Disbursing Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT PERRIS, CAL.

INDIAN SCHOOL, PERRIS, CAL.,  
*August 28, 1901.*

SIR: I have the honor to submit the following brief report of the Perris school for year ended June 30, 1901, viz:

The average attendance for the year was 218, enrollment 243. We were enabled to carry this number by means of our outing system, which is now pretty well established.

The pupils have taken great interest in their work and have made good progress along all lines taught. That most important industry—farming—which should be taught in all its various details, can not be done here on account of poor land and no water. The carpenter, blacksmith, and shoemaker shops have been in operation, and done very good work, with the poor equipment afforded. The classrooms did excellent. Employees in most instances did their duty.

Home life in the school has been emphasized. The girls received good training in all departments, especially in the sewing and home decoration rooms. Cooking and washing departments, with present equipment, can not be properly taught.

As a whole, however, the past year was successful; yet with our poor location, meagre equipment, lack of water and good soil, it has been impossible to give pupils the training needed. All this will be remedied when the new school at Riverside is completed.

Very respectfully, your obedient servant,

HARWOOD HALL, *Superintendent.*

The COMMISSIONER of INDIAN AFFAIRS.

## REPORT OF SCHOOL AT GRAND JUNCTION, COLO.

GRAND JUNCTION, COLO., *August 30, 1901.*

SIR: I have the honor to transmit my eleventh annual report of the Grand Junction Indian Training School, it being the report for the fiscal year ending June 30, 1901.

**General.**—You are aware of the plans for the reorganization of the school plant, and the work is beginning by the moving of the hospital, which will be followed by the moving of the schoolhouse and assembly hall. The work on the new dormitory is begun, and the completion of all of these will work a great change in the safety and appearance of the plant. The inclosed plat shows the location of the buildings, as well as the band stand, lawns, walks, and drives, excepting only the minor outbuildings.

The ice plant mentioned in my last report was put in operation soon after the close of the fiscal year, and after a season of experience with it I am satisfied the makers of this machine overestimated its capacity. Not that it will not do all that they claim for it, but it will not do and does not do all they claim for it under the conditions under which it must be operated. With the temperature here, and under the specifications for setting up and for construction furnished by the company, the results required in the conditions of the bid have never been gotten.

**Industrial work.**—During the year the industrial work as a whole has not reached the usual standard, a condition in the main attributable to the fact that employees have been new and had the work to learn and could not do as well as they would, while I feel some did not do as well as they could from lack of industry and inattention. The neglect of an hour's work directed done has resulted in considerable damage and, I fear, slight permanent injury to a building because of the escape of water from an irrigating ditch, and to mend the damage as far as we can will take weeks of hard, heavy, muddy digging to take out and replace a lot of drain tile.

Though I feel the method referred to in my last report as a departure in industrial methods, at least in this school, has not resulted in as effective work as last year so far as the instruction in the schoolroom by the industrial teachers is concerned, largely because of lack of enthusiasm, yet it has borne as abundant and as desirable fruit in its effects upon the methods of the industrial teachers in their work in the several departments, and it is my intention this year to extend it by outlining the work and coordinating as well as calling for such preparation for the work as will not destroy all relationship between literary and industrial work.

**Literary work.**—All that I said of the literary work of the school in my last report is equally true of this year, other than a slight letting down of the discipline occasioned by the persistent procrastination of one of the teachers, who is capable of bet-

ter things. I perfectly agree with a superior that two of the teachers here rank among the best teachers in the service and work well together.

School products during the year have been as follows:

<i>Sewing room.</i>		<i>Tailor shop—Continued.</i>	
Aprons, assorted.....	102	Pants, cadet gray.....	16
Cases, pillow.....	14	Undershirts.....	48
Curtains, window.....	17	<i>Carpenter shop.</i>	
Dresses, apron check.....	29	Case, book.....	1
Dresses, challie.....	17	Coffins.....	2
Dresses, linsey.....	25	Table.....	1
Dresses, blue flannel.....	5	<i>Shoe shop.</i>	
Dresses, duck.....	70	Shoes, boys'.....	283
Dresses, gingham.....	50	Shoes, girls'.....	122
Dresses, cheese-cloth.....	26	Shoes, men's.....	147
Dresses, night.....	20	<i>Farm and garden.</i>	
Skirts, linsey.....	59	Eggs.....dozen..	78
Shirts, night.....	12	Hay.....tons..	71
Sheets, bed.....	166	<i>Dairy.</i>	
Suits, union.....	226	Beef.....pounds..	1,450
Towels.....	554	Butter.....do....	166
Undershirts, canton flannel.....	48	Beef hides.....	2
Waists, boys'.....	95	<i>Increase in stock.</i>	
Waists, girls'.....	19	Cows.....	6
Waists, skirt.....	29		
<i>Tailor shop.</i>			
Coats, jeans.....	74		
Coats, cassimere.....	2		
Drawers, canton flannel.....	112		
Overalls.....	8		
Pants, men's.....	65		
Pants, knee.....	15		

**Water and sewerage.**—During the year a contract with the city of Grand Junction for our supply of domestic water was signed, and all employees agree that there is a marked change for the better in every quality, and there is certainly a considerably better pressure that would be largely to our advantage in case of fire, but is to our cost in the increase in use and waste.

During a personal interview with you regarding the conditions at the school, you assured me, after I had taken a certain position, that under the circumstances you would hold me personally responsible for the health of the school. You may recall that I assumed the responsibility depending upon the installation of the sewer system and a change of domestic water for the results, and hurried home to sign a contract with the city of Grand Junction for the water. I beg the honor of your attention to my claim that I have discharged the obligation to the utmost, and for the heated term at the school for any of the last four years beg comparison with the present summer in corroboration of my claim.

The sewer system has proven a boon to the health of those living at the school, but a source of controversy between the school and the county commissioners, who are claiming that the permission granted to lay sewer along a roadway was exceeded when an elevation on the roadway was made to cover and protect the pipe for a portion of the distance and to carry the pipe on a uniform grade for another part. This matter is not yet settled, and though the traffic of the road is in no way lessened or interfered with, it seems that there is a technical obstruction of the road that the commissioners declare we must remove or they will do so.

You are informed of the matter of the protection of the river above the town by the city council under State laws, and the fact that we were unable to get into the river at a point just below the intake of the Grand Junction city waterworks when the estimate for sewer was pending. Our inability to get into the river just south of us was made known to your office in my annual report of 1892, and the fear expressed in that report has been unintermitting, and every plan and proposition conceived or suggested has been followed to impracticability or excessive expense in my best judgment, all of which has from time to time been communicated to your office.

It is easy to see that that which in any way, shape, or form interferes with fullest freedom of a human being is not apt to be relished by him however valuable it may be

to his neighbor; on the other hand, it is a fact that that which makes for advancement and progress in the development of new countries must do so by in some measure limiting the former freedom of the plainsman and mountaineer; but so long as the plainsman and mountaineer are a considerable portion of the population these very worthy people are apt to care more for what they regard as their freedom and rights than for what may prove to be necessities to the incoming conditions. Such has been repeatedly shown by the destruction of fences that crossed former trails, opposition to railroads across personal property, local opposition to water towers and stand-pipes, to smelters and factories. In fact, the thing needs only to be an advent and an evidence of the encroachment of the "effete civilization" of older and more settled countries to meet, in many cases, rabid opposition, though untold years of experience in the older countries may have demonstrated that it is even more beneficial than harmful to congested populations.

We are only bearing now the opposition that comes because of our need of that, as we see it, that has not before been necessary to our predecessors, and as a consequence our neighbors, or a part of them, not only fail to see our need but feel they will be greatly injured if we should be allowed to have that which has over and over been granted others, not only without injury, but with direct benefit to the general community. And the general welfare in the majority of cases is procured at some cost to individuals, and those who would have any benefits that are derived from increased population will learn sooner or later that the benefit derived will be at the cost of something that was an integral part of the past.

Further consideration of this matter will be had, with a view to something in the nature of a compromise position between the radical oppositions now existing as soon as some parties who are in position to do can be induced to say what they will do. It is, however, a fact that now we are freely offered what at one time we were positively denied, and now no one can see why we were not granted such a request in the beginning, and individuals now doubt that such a denial ever came to us. It will all mend itself to the advantage of all, unless the radical or possibly rabid gain the upper hand and control, when there must necessarily be unnecessary loss somewhere.

**Improvements needed.**—Mess hall for pupils. This should contain a dining room capable of seating comfortably 250 pupils; china closet and linen closet; a kitchen of capacity equal to that of the dining room, with closets for kitchen furniture and baking utensils; storeroom capable of holding two weeks' supplies of subsistence; bread room for two days' supply. In front of the dining room should be halls or vestibules large enough to hold the outer clothing of all the dining room will accommodate, and in some part of the building should be a room for the cook.

**Shops building.**—This should be a two-story building, with carpenter shop, paint shop, and blacksmith shop below, and shoe and harness shop, tailor shop, printing office, and broom factory above.

**Laundry building.**—This would be a one-story brick building of capacity of 5,000 pieces a week, to take the place of the building now in use, which is too small, and since the determination to reorganize the plant is on the wrong side of the yard, or is in the boys' yard, and the laundry girls must now spend the workday in the boys' yard, the present building will be useful for other purposes.

**Heating.**—Except in the new building this is by soft-coal stoves, the dangers, sanitation, and expense of which are too well known to need comment.

**Ventilation.**—This can be better accomplished by waiting till new roofs, which must go on next year, are put on the old dormitories, but when this is done a system of ventilation that children can not open and close at will should be put in that will admit fresh air and permit the discharge of the foul air in the room; and with the replacing of the roofs and the installation of the heating plant is unquestionably the time to best do such work. The three should be done at the same time, as they will be better done, and if one is undertaken, as it must be, a strenuous effort should be made to accomplish all.

**Water and sewerage.**—The water main from the city is a 2-inch pipe that has been under ground for eleven years and has been heated because of having been frozen and is badly rusted, and should be replaced by a 4-inch main before it gives way entirely and leads to the necessity of an emergency purchase with its additional expense.

The sewer pipe occupies a portion of a roadway, and the county commissioners who granted the right of way claim that the privilege has been exceeded and the line must be moved, and as there is a technical obstruction it will be necessary to move it.

**Salaries.**—From the experience of the past three years it seems clearly evident that if the services of a farmer capable of farming are to be had at this school it will be as the result of a larger salary than we are now paying. A competent man can not be held here at the present salary simply because such men can do better in the immediate vicinity. I have had two, both of whom seemed to appreciate the conditions

and requirements, within the past three months, and the position is now vacant because both are doing better. I beg the honor of being allowed to suggest that it would be better to pay fewer but more capable people better prices than to divide the available sum among the larger number. I fully realize the beauty of uniformity of salary throughout the service and would be delighted with it if I were in a section where I could reap direct benefit instead of being in a section where the unpleasant part came to me while my fellow-superintendents reap a benefit because of lower prevailing labor prices. Here labor has gotten for the season from 25 to 45 cents per hour, and my farmer must work for the same price as the other farmer where the same labor commands only from 15 to 25 per hour; consequently my farmer quits.

Very respectfully,

THEO. G. LEMMON, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

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### REPORT OF SCHOOL AT FORT LAPWAI, IDAHO.

FORT LAPWAI SCHOOL, IDAHO, *August 6, 1901.*

SIR: I respectfully submit my annual report of this school for the year ending June 30, 1901.

The year has been simply a repetition of the last. Not a child could be secured during September. All through October, November, and December pupils were entering as they returned from their annual hunting, fishing, and visiting trips. Attendance reached its highest mark in January and February, 116 being present for several weeks. The first breezes of spring were the signal for the usual exodus to begin, when the wildest of the tribe resume their travels.

An aggravated case of child stealing determined me to prosecute the offending parent. On attempting to do so I was informed by both the county attorney and the United States district attorney for this district that there was no law, State or national, that could reach the case. These Indians were citizens, and could place their children in school or remove them at their pleasure.

A recital in this place of the condition of the school and its various departments, the necessities, and recommendations which have been made would be superfluous, as your office has been kept fully informed by many communications on various occasions of all that pertains to the school.

The regular work of the school has been conducted along the usual lines. Employees have been generally faithful and conscientious in the discharge of duties, both in accomplishing the work of the different departments and in giving instruction to pupils detailed to assist. Those of the latter who have been in attendance for the greater part of the term have made commendable progress. The short time that a majority are in school is an insuperable obstacle to permanent advancement.

A much better spirit has pervaded in the industrial branch of the work. Pupils have been particularly cheerful and willing in farm work, which has often been the cause of runaways or the removal of pupils by indignant parents.

The hope for the school is now in the efficacy of a compulsory-attendance law passed by the State legislature at its last session. If, under this law, attendance can be raised to reasonable numbers, so that the much-needed reforms, which have been so often and so urgently requested, can be accomplished in the sewer system, the water and bathing system, repairs and painting of buildings, this school will be one of the most attractive in the service.

In taking leave of this school and of the Indian service, I desire to express my keen appreciation of the many kindnesses and courtesies which I have received from the Indian Office.

Very respectfully,

WILLIAM H. SMITH,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

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### REPORT OF HASKELL INSTITUTE, LAWRENCE, KANS.

HASKELL INSTITUTE, *Lawrence, Kans., August 24, 1901.*

SIR: I have the honor to submit as the eighteenth annual report of Haskell Institute the annual report for the fiscal year ending June 30, 1901.

Of the 600 pupils enrolled on July 1, 1900, the beginning of the fiscal year, about 150 were discharged because of graduation or expiration of term. Of the 450 remain-

ing, about 275 were kept at the school to do the necessary summer work, on the farm and garden, making repairs on buildings, and in general repairs required in putting the institution in good working condition for the opening of the school term in September. The other 175—100 boys and 75 girls—were placed in homes in the country and in shops in the city.

The outing system is proving to be quite successful during the summer months. There is a very great demand for girls especially, and there would be no trouble to find good homes for hundreds of girls during the vacation months. The difficulty is that as yet arrangements can not be made to keep many in country homes during the school year. Patrons would like to have the girls, but are not willing to let them attend school. Under these circumstances the outing must for the time be confined largely to the vacation months. A few pupils are kept out during the winter, and the number can be increased from year to year.

The results of the home training for the girls is in almost all instances very satisfactory. Boys earn much better wages than girls, and during July and August there is a very great demand for them. Many of them gain much that is helpful during their outing; however, in many instances bad habits are formed, and the results in general are questionable. There is a continuous effort made at the school to break up the tobacco habit, and by the end of the school year but little tobacco is used. After the summer outing the work is largely to be done over, as very many begin again to use tobacco while in the company of harvest hands and farmers, so many of whom are slaves to the weed.

Much of this trouble can be avoided when an outing agent who can give his entire time to the outing work can be employed. Better homes can be selected, and if those selected are not satisfactory the outing agent will soon discover the fact. A regular outing agent is therefore greatly needed if this feature of the training is to be continued and enlarged.

Each year more of the graduates of the institution are securing positions in the general business world. This is especially true of the graduates of the commercial department. The training which they receive in this department qualifies them to enter into competition with other young people, and this many of them are doing, and succeeding. I can not too strongly commend the work of this department. There is also a very good demand for boys who graduate from the trade department. Every graduate, in fact, finds employment with but little effort, and a large percentage of them are successful.

Although the pupils are always encouraged to seek employment outside of the Government service, there is such a demand for them that many naturally find employment in the service among their own people. The benefit to the individual employees is sometimes questionable, to say the least, but to Indian education there can be no doubt but that the results are very beneficial. One undeniable result of the employment of Indian graduates from Haskell Institute is that wherever the graduates are employed the Indians become more friendly to schools and are more ready to put their children in school. The annual report for 1900 shows that during that year 110 ex-Haskell students were employed in the agency and school service, and as a result Haskell Institute was flooded with applications for enrollment, especially from vicinities where those graduates were located. The Indian teachers' influence in this respect is especially strong, and thus the normal graduate who goes among his people to teach becomes a great blessing to them. Haskell Institute sends out a few teachers each year, and reports from their employers prove beyond a doubt that the general results of their work are excellent.

Special thought has been given to making the school life as home like as possible, and as a result the students have been very happy and contented. Under these conditions it has been possible to get good results in all departments.

The total enrollment for the year was 730. The average attendance was 633.4. There were 43 white and 14 Indian instructors employed during the year. The cost per pupil for the year was \$137.61.

The organization of the school has been practically the same as during 1900, and is as follows:

**Literary.**—Kindergarten, eight grades; preparatory department, one year; commercial department, two years; and normal department, two years.

The literary work done by the school as a whole has been very satisfactory. The work of the different grades as outlined in the course of study was completed more easily than the previous year, thus giving time for a considerable amount of necessary review work with each class. As a result the pupils promoted will be well fitted to take up the advanced work of the classes they enter.

From an enrollment of 25 in the normal department there were 9 graduates, all but one being girls. A special feature of the year's work was the review in the common

branches given to the senior class. This plan was adopted last year, but was this year carried out with more completeness and with more benefit to the pupils. One of the graduates from this class also completed the work in kindergarten training.

The enrollment in the commercial department was the largest in its history, the number being 33; of these, 10 graduated. The work of the department has been greatly hampered by the character of the typewriting machines. Three of them have really been unfit for service all of the year. Nevertheless, the work done in that particular line was good.

Music has held its customary place. Piano lessons have been given to 40 pupils, individual vocal instruction to 4, and each class has had a half hour's vocal instruction each week. The girls' chorus, the full chorus, and the choir have met once each week, and have done excellent work. The decided improvement in articulation has been most satisfactory. The orchestra and the band have both been sources of pleasure to the institute, as well as of profit to the members of each organization.

The literary societies were reorganized this year on a new basis. There were four societies, the boys and the girls of the normal, commercial, the preparatory, and the eighth grade forming two of them, and the boys and the girls from the sixth and seventh grades forming the others. It was found that this plan worked well, as all were more nearly of the same general literary ability, and the hesitancy felt by a lower grade pupil in taking part in a programme with one more advanced was avoided. There were about 50 members in each society, and the regular meetings were held on the first and third Fridays of each month.

In addition to the regular work of the school there were prepared three sets of exhibit papers, one for the Pan-American Exposition at Buffalo, one for the National Education Association at Detroit, and the third for commencement here.

During the year there were given by the different grades three public entertainments. The usual oratorical contest between the normal and commercial departments was changed to a debate with a decided improvement, and the literary societies signalized the close of their work by giving a public programme. During commencement week the normal and commercial classes gave their customary class-day programmes. All these public exercises were carried out in a satisfactory manner.

An interesting feature was the voting by the pupils on election day, November 5, 1900. Ballots similar to those used at the polls were printed, booths were erected in the different rooms, and everything was managed as at a regular election. The whole number of votes cast was 483. Of these, only 10 were thrown out because of improper or incomplete marking.

The difficulty which has existed on account of lack of room is now obviated. The new school building contains 14 rooms and an exhibit hall, this being amply sufficient for the accommodation of the pupils of the school. Changes in the old building give much-needed additional room to the normal, commercial, and music departments, and quarters are now available for library and reading-room purposes. Slate blackboards in the new building add much to the comfort of both teachers and pupils, as do also the ventilating system and the wash room.

The teaching force as a whole has been very efficient. Every suggestion has been met in the right spirit and acted upon in the same. All work has been done cheerfully, and teachers have cooperated in such a way as to secure the best results.

**Industrial.**—Carpentry, wagon making, blacksmithing, harness making, shoemaking, stone masonry, brick masonry, plastering, tailoring, steam fitting and engineering, painting, baking, farming, gardening, dairying, and printing. In addition to the trades all boys have had regular systematic training in mechanical drawing, joinery, and general bench work, and certain grades a course in forging, so that all, whether learning trades or working on the farm or garden, have had some training in the use of tools and in the study of materials.

The work in the industrial department has been thoughtfully directed, and careful, intelligent instruction has been given to students. The special thought of the year has been to impress the boys with the thought that they are students in the shops and in the fields just as truly as they are in the class room. As a result the instructors have done better teaching, the students have been more interested in the industrial side of their training, and more has been accomplished. At the beginning of the year some of the instructors thought that if time were taken each day to give talks and special verbal instruction to their details there would not be time to get the necessary actual work done. The year's experience has been that the students have become more intelligent workmen, and hence more skillful, and can accomplish much more in the same period of time than can the mere imitator. The students as well have come to realize that the tradesman, if he wishes to be successful, must be intelligent.

There were 9 graduates from the industrial department, as follows: One baker, 1

painter, 1 blacksmith, 1 steam fitter and engineer, 1 shoemaker, 1 harness maker, 1 printer, and 1 in mechanical drawing.

**Domestic.**—This includes the regular class work in cooking and sewing, as well as the general housekeeping, cooking, laundering, sewing, mending, etc., for students.

Special mention should be made of the organization of the domestic art department. This department was regularly organized at the beginning of the school year, September 1, and sewing classes of from 15 to 30 girls were regularly instructed throughout the year. Every girl who is enrolled at the school must now take the courses in sewing and cooking, in addition to being required to do a share of the domestic work of the institution. The completion of the new laundry during the year has made it possible to give girls the very best training in laundry work also.

The entire domestic work is now upon an educational basis, and excellent results are attained. There were 17 graduates this year from the domestic departments—15 domestic science and 2 dressmaking.

**Medical and sanitary.**—The health of the pupils has been excellent. At no time have we had any serious sickness aside from the la grippe season in midwinter, which left in its wake a large number of pneumonia cases. These, however, yielded readily to treatment and care.

**Religious training.**—The religious interests of the school have been in a very satisfactory condition. We have our Sunday school in the morning. We use a course of Bible outline study prepared by a committee of employees, which seems to meet the needs of our pupils better than the usual International series of lessons. The results are seen in an increased interest in Bible study. Following the Sunday school, pupils are allowed and encouraged to attend the different church services in town as they may elect. In the afternoon of every Sunday we have our own chapel service, which is wholly undenominational. We attempt to bring before these pupils the simple story in its relation to practical daily living without raising ecclesiastical questions. The Sunday evening services are entirely voluntary in every sense, and are managed by the pupils, Young Men's and Young Women's Christian Associations.

A general Young Men's Christian Association secretary has been employed throughout the year, the expenses being met by the Young Men's Christian Association members and by contributions from a few genuine friends of the Indian work. With an enrollment of 700 pupils, representing between 60 and 70 tribes, the opportunities for missionary work are excellent. Christian students will become the best of missionaries among their people. A dollar spent among these young students will mean more in the end than \$5 expended among the old people on the reservation. The year has marked an advance in thoughtfulness along all lines.

**Discipline and physical training.**—The efficiency of the office was strengthened by the addition of a full assistant. The general details of office work were more systematically carried out and with more satisfaction to the school. Discipline was maintained in the school more easily than ever before, for two reasons:

First. A better military organization and better drill work among the pupils. The drilling was entered into more heartily because of a better knowledge of military tactics in ranks and among officers. Company competition served to strengthen the work also.

Second. The gymnasium was an aid to discipline by giving pupils an opportunity to work off surplus energy. The gymnasium work might be classified under two heads—calisthenics and sports or games. The calisthenic work consisted of talks on breathing, carriage, exercising, bathing, general care of body, etc., and exercises in free hand, with bells, clubs, wands, etc. In sports, basket ball, baseball, and football each in its season had its share in developing bodies and maintaining discipline. Some of the results of gymnastic work are less general sickness, more erect carriages, more suppleness of body and limb, more precision, better schoolroom work and detail work, better tempers, and a general toning up of the whole student body.

**Liquor cases.**—"Boot legging" about holiday season gave the school some trouble. For a while the boys were an "easy mark" for anyone who had liquor to sell. White and colored alike were selling liquor to the Indian boys. Ten arrests were made. One was released for want of sufficient evidence, two failed to be indicted by the grand jury, and seven were convicted, fined, and imprisoned, the heaviest fine being \$1,020 and six months in jail, with sentence to serve out fine in jail. The least was \$100 and sixty days in jail. Since the conviction of these parties, so far as is known, not a drop of liquor has been sold to the Indian boys.

**Improvements of the year.**—A shop 50 by 60 for the masons' department, in which will be taught stone masonry, brick masonry, and plastering, a laundry building 40 by 86, and a school building containing 15 large, well-lighted, airy class rooms have been erected.



The steam plant has been made practically a new one; five new 75-horsepower boilers have replaced the old ones, new piping has been put in almost all of the old buildings, stone tunnels have been built for the mains, and the mains have been insulated with asbestos covering, so that the entire system is now in first-class working order.

Many minor improvements have been made, and in this connection I desire to say that the employees and pupils deserve great credit for the great amount of hard labor performed. It seemed at the beginning of the year that it would hardly be possible to accomplish all of the work that was to be done, but employees and pupils worked cheerfully and completed what was planned for the year. The year has been the busiest in the history of the institution, and satisfactory gains have been made in all departments.

In closing I desire to express publicly my heartfelt thanks for liberal appropriations and for hearty support from your office.

Very respectfully,

H. B. PEAIRS, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF SCHOOL AT MOUNT PLEASANT, MICH.

MOUNT PLEASANT, MICH., *August 10, 1901.*

SIR: I have the honor to submit the following report for the fiscal year ending June 30, 1901:

The total enrollment of the school reached 341 pupils; the average attendance is 200.

Pupils have been remarkably free from illness during the year. No deaths have occurred.

The schoolroom work has been given close attention, the work having been to some extent correlated to farming. Teachers' meetings were held weekly throughout the year and a temporary course of study outlined for immediate use pending receipt of the official one.

**Industrial departments—Farming.**—Fifty boys have received instruction in farming, besides others who have helped with the crops. This has included all branches in farming except butter making (dairying).

**Carpentry.**—Twelve boys were taught carpentry, including cabinet work, building, and repairing.

**Engineering.**—Six boys have received instruction, including plumbing, steam engineering, and electrical engineering.

**Blacksmithing.**—Work in this branch limited to repairing by assistant farmer and some instruction for farm boys incidental to same.

**Tailoring.**—Fourteen boys have received instruction in the tailor shop.

**Sewing.**—Thirty girls were given instruction in sewing.

**Laundry.**—Twenty-five girls have had practice in this branch of work.

**Cooking.**—Nineteen girls, besides the dining-room details, have helped in the kitchen and received instruction in cooking.

**Improvements—Engineer's department.**—The steam supply to laundry has been changed so as to supply dry steam, and the working of engine has been much improved. Exhaust steam has been directed away from beneath the building, and consequent wetting and rotting of floor and sills stopped. Connections with the sewer have been made and the plumbing made complete.

A tank, capacity 300 gallons, has been placed in the loft of the main building, which furnishes warm water for bathing when the hot-water tank fails. The hot-water tank has been overhauled and outlet and inlet pipes changed so as to greatly increase the capacity for hot water.

Downspouts of barn and storehouse have been lengthened and elbows put on to carry the water from eaves to some distance from the buildings.

**Carpenter work.**—The laundry floor and sills where rotted away have been replaced and a concrete foundation made for the washer, disposing of all water from the machine.

A wagon shed, 30 by 26 feet, has been added to the shed room. Racks have been modified so that cattle can be fed cut feed from the ensilage cutter.

Basement windows have been provided with wire-cloth protection, saving much glass. School building, reading room, and office have been provided with much-needed cases and tables. Picture molding has been made in the shop and three rooms provided with same, avoiding the driving of nails into the plaster to hang pictures.

A cement walk, connecting the main building with shops, storehouse, and dining room, was also made by the carpenter and his squad.

*On the farm.*—A system of tile drainage has been started, the main drain of 100 rods nearly completed, and laterals started.

The grounds in front of the main buildings have been leveled and sown to lawn grass. The hollow in front of the school building has been partly terraced and terrace devoted to flower gardens.

The reservoir well, constructed last fall, has kept the school supplied with water except during one short period. The work of water supply is as yet incomplete, except that abundance of good water has been found within 1,600 feet of the school main.

The new dormitory is nearly ready for acceptance.

Courses in sewing, farming, and cooking have been laid out, based on the experience of the year just completed.

I desire to acknowledge my obligations for much assistance and valuable suggestions.

Very respectfully,

E. C. NARDIN,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT PIPESTONE, MINN.

PIPESTONE INDIAN TRAINING SCHOOL,  
*Pipestone, Minn., August 12, 1901.*

SIR: I have the honor to submit the report of the Pipestone Indian Industrial School for the fiscal year ending June 30, 1901:

**Attendance.**—The enrollment for the year is 115, with an average attendance of 102. The attendance has been very regular and but few changes during the year. Three pupils, having completed the eighth grade of literary work, have attended the public school in Pipestone during the year, and have held the confidence and respect of their teachers and associates.

**Health.**—The health of the school has been excellent, no serious epidemics and but few cases of sickness occurring among the pupils.

**Industrial work.**—The industrial work at this school is one of the important features of the school. The farm furnishes all of the hay and grain needed for the school stock, and the garden furnishes an abundant supply of vegetables for the school. Hardy fruits have been set in the school orchard, and in a few years a supply of fruit will be available for the pupils. An abundance of milk and butter is furnished for the school from the herd of dairy cows, and adds materially to the variety of food as well as giving much needed instruction to the pupils.

**Buildings.**—The mess hall and the boys' dormitory building have been completed during the year and are now ready for occupancy. The mess hall is a well-planned building and of sufficient capacity to meet all the needs of this school. The boys' dormitory building is well planned, but its capacity is not sufficient for the number of pupils required, and other provisions will have to be made before the requisite number of boys can be kept in school. Funds are available for the erection of a new barn and the warehouse, which will furnish suitable buildings for the use of the school.

There is great need of an industrial building, and I trust that provision will be made in the near future for such a building.

**Drainage.**—The construction of the sewer will place the drainage of this school plant in good sanitary condition.

**Water supply.**—The water supply is abundant and of the best quality. A sample of the water from the well was analyzed by the State board of health and found to be very pure. The pumping plant has been very satisfactory in its operation during the year without any repairs being needed.

**Light.**—The gas plant continues to give good satisfaction. The light is inexpensive and of good quality.

**Birch Coulee day school.**—The work at the Birch Coulee day school, near Morton, Minn., in charge of Mr. and Mrs. Hinman, has been very satisfactory. A noonday luncheon furnishing a very light meal has been established at this school and is a very desirable adjunct to the school work, as it enables the housekeeper to give much-needed instruction to the girl pupils of the school, and through them has an excellent effect on the hygienic conditions of their homes. The attendance at this school is steadily increasing, the people taking interest in the school work. I have found these Indians to be a very worthy class of people, practically self-supporting, honest, moral, and good citizens. I submit herewith statistical report for this school.

**Employees.**—But few changes have occurred in the force of employees during the year, and they have been faithful in their work and have worked together for the interest of the school. Aside from the usual little annoyances which come from a clash of interest, harmony has prevailed, and the home life of the school has been excellent.

Thanking you for the cordial support and cooperation I have received during the year, I am,

Respectfully,

DE WITT S. HARRIS,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF SCHOOL AT VERMILION LAKE, MINNESOTA.

VERMILION LAKE SCHOOL,  
*Tower, Minn., August 24, 1901.*

SIR: I have the honor to submit this the third annual report of the Vermilion Lake School:

Although the school was opened in October, 1899, the real organization was effected during the past year. At the beginning of the year there were only 41 pupils enrolled. The average attendance for the year has been as follows: July, 33; August, 67; September, 96; October, 103; November, 106; December, 119; January, 123; February, 124; March, 133; April, 146; May, 147; June, 157.

While the school has been filled to its capacity, we have not succeeded in securing any number of children from the Nett Lake Band of Chippewas, for whose benefit the school was erected. I know of no Indians in the Northwest more in need of schools and civilization than those Indians, yet they refuse to place their children in school. The band is credited with 205 children of school age; 23 of these were in school during the year. A compulsory school law, enforced, would be a blessing to those people.

The work in the schoolrooms has been satisfactory and, we believe, successful. Many of our pupils have lived in the vicinity of small towns and lumber camps, and had acquired a fair knowledge of the English language—as well as of some less desirable things—before entering school. The result is that English is the language of the school.

In an industrial way we have done much work, but there was little time for the desired individual and systematic training. The girls have had better opportunities than the boys. About 15 acres of ground was broken up and planted, but owing to dry weather (something very unusual in this country) our crop last year was almost a total failure. The garden this year promises enough vegetables to supply the school.

The health of the school has been good. One case of diphtheria developed in September. It was isolated and precautions taken to prevent the spread of the disease. The patient, a boy 10 years of age, unfortunately died, but no more cases developed. Smallpox, diphtheria, and scarlet fever prevailed in Tower and the adjacent lumber camps during the winter. At one time we deemed it advisable to forbid all communication with the town on that account. All pupils and employees have been vaccinated.

The buildings, heating, water, sewer, and lighting systems are in good condition. A building for "mess" purposes and a small hospital are needed. Steam washers and other machinery should be placed in the laundry as soon as financial conditions will permit.

Perfect harmony prevailed among employees throughout the year and still prevails. The work has necessarily been unusually trying and arduous, and every employee has had more than the usual amount of work outside of their regular duties, but every task has been performed cheerfully, and I wish to acknowledge my gratitude and indebtedness to the employees for whatever success has been achieved. Thanks are due and tendered the Indian Office for the assistance rendered and kindness shown.

Very respectfully,

OLIVER H. GATES,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT FORT SHAW, MONT.

FORT SHAW, MONT., August 27, 1901.

SIR: I have the honor to submit the ninth annual report of this school. While the year has had some discouraging features, on the whole there has been much for encouragement, and I think there was much good derived from the school by the pupils.

The school was filled and maintained in attendance with less effort than any previous year, and a better class of children were secured, although it has been a very difficult matter to secure as many full bloods as desired, the following percentage being the status: Full blood, 17; three-fourths blood, 6; one-half blood, 50; less than one-half blood, 27.

From a social standpoint the school has been very fortunate in having among its employees, besides the regularly employed music teacher, others with musical ability, so that we have had a very good mandolin club, orchestra, and band. These organizations have been of much benefit socially and otherwise. Our band has achieved a State reputation, and requests are now on file for the band from six different points in the State asking for their services in the celebration of Labor Day.

The needs of the school are many and varied, the principal ones of which are additional buildings and an enlarged and extended irrigation system, all of which have been called to the attention of the Department in special reports.

The quality of the herd of cattle has been improved by the addition of three young, pure-bred, shorthorn bulls, which if supplemented with 20 heifers of the same breeding would within a few years give us one of the best-bred herds of its size, about 500, in the State. We have also added a well-bred Shire stud, on which account we are in hopes to increase and improve our horses.

We have 5,000 acres of a school farm under fence, and when the necessary irrigation system is put in I hardly think there could be found a better farm in the Northwest, or one better adapted to give the necessary training to pupils within its territory and at the same time go further toward helping to maintain the school.

In order to realize the possibilities of this farm it will be necessary to expend a sum not exceeding \$6,000 in extending and improving the irrigation system. This would give us about 500 acres of first quality tillable soil, free from gravel and alkali, adjacent to the school site; also cover about an equal amount of second bench bottom land, thereby increasing the capacity of the farm from a stock-raising standpoint about fourfold and insure sufficient amount of grain and vegetables for the school's use.

We make farming, stock raising, dairying, and other things pertaining to these departments of first importance in industrial lines, and pupils, regardless of what particular trade they may prefer, are given training in these departments, as a very large percentage of them will necessarily follow these pursuits as a livelihood. In further compliance with educational circular No. 43, we have endeavored in each department to give the children the industrial training suggested.

It has not been the intention to carry pupils beyond the eighth grade, and the pupils of this school competent to take a higher education are given to understand that arrangements can be made whereby they can enter the public schools of the State and work out their own salvation. I think Montana, with its large Indian population and territory, realizes the importance of the education of these children, and will readily take them into her public schools without prejudice.

Supervisor Conser visited the school during the midwinter. He went thoroughly into all details of every department, resulting in much benefit to the school. While realizing the difficulties of the supervisor of this district making two visits annually to a school, it is very much to be regretted that he could not have seen and reported upon the conditions during the midsummer season as well.

While the distance from the railroad makes it inconvenient for visitors to reach the school, we have been favored with numerous visitors. We have had the honor of a visit from Senator Paris Gibson and Congressman Caldwell Edwards,

This State has 15,600 square miles of land set apart for Indian purposes, with 11,000 Indian inhabitants, and the Indian problem is certainly of importance to the State. Both of these gentlemen are very much in favor of the education, on industrial lines, of Indian youths, and Fort Shaw, as well as Indians and Indian schools generally, is to be congratulated upon the election to Congress of these two gentlemen.

Very respectfully,

F. C. CAMPBELL, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT GENOA, NEBR.

GENOA INDIAN SCHOOL,  
Genoa, Nebr., September 10, 1901.

SIR: I have the honor to submit herewith my annual report for the fiscal year ending June 30, 1901.

I took charge of the school February 16, 1901. On account of the small attendance it was necessary to rustle for 50 pupils. Expenditures were above earning capacity, and quite a large number of employees were dropped and salaries cut off. Several lines of surplus goods were also turned over to that office after retaining a supply for 1902.

The old warehouse was only 52 feet from the boys' building. It was moved to the rear, where some smaller buildings had stood, and fitted up for shops, so that at the beginning of school there are good rooms for harness and shoe, tailor, carpenter, and blacksmith shops. All except the blacksmith shop are in running order. It waits only some necessary material to fit up forges, etc.

A system of fire protection has been put in this summer. It consists of standpipes and necessary hose and racks for each story of the boys' building, girls' building, kitchen, and dining room. I hope soon to extend it to the shops, school building, and laundry.

Three hundred and twenty-five pupils are now in attendance, so that we can organize and go ahead. A large number of boys and girls who want to come to Genoa can not be accommodated.

We hope to have the new school building, hospital, and dairy barn completed this year.

Very respectfully,

W. H. WINSLOW, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT CARSON, NEV.

CARSON INDUSTRIAL SCHOOL,  
Carson, Nev., August 22, 1901.

SIR: I have the honor to make this my third annual report of the Carson Industrial School, Walker River Reservation, and the three California day schools under my charge.

The Carson school is situated  $3\frac{1}{2}$  miles south of Carson City. It is upon the main highway leading to Genoa, Sheridan, Woodfords, Placerville, Gardnerville, and other points lying to the south. It is also only 12 miles from the well-known and beautiful sheet of mountain water known as Lake Tahoe. I believe the location of the school to be exceptionally healthy, even in as healthy a district as this part of Nevada is conceded to be.

The plant at present consists of two main buildings. The larger one contains the boys' dormitories, schoolrooms, sewing rooms, kitchen, dining room, mess kitchen and dining room, bathrooms, and a number of rooms occupied by employees.

The girls' dormitory, erected last year, is an excellent one, containing as it does two pleasant and well-ventilated sleeping rooms on the second floor, with bathrooms, closets, clothes rooms, a large play room, and two small rooms for the matron and occasionally for a sick pupil, one on the second and the other on the first floor; but it is entirely too small to accommodate properly all the girls now in attendance, and still less all who I have good reason to expect will ask for admission within the next three or four weeks.

The other buildings are the laundry, engine house, house for the acetylene-gas machine, warehouses, barns, sheds, and three cottages, occupied by the superintendent, and two employees with families. The house for the gas machine and the two warehouses are new buildings, quite recently completed. All of the school buildings are in fairly good condition. They are, however, in good condition and kept so only by the frequent expenditure upon them of both labor and material.

The foundation for a new shop building is laid, the material is on the ground, and as soon as possible the building will be erected. It will contain departments for carpenter, tailor, blacksmith, and wagon work, and for shoe and harness making.

The "farm," so called, consists of about 270 acres, only a small portion of which can be cultivated on account of the lack of water for irrigating. The want of water is not the only obstacle in the way of successful farming; the soil is poor, loose, and sandy, and must be well fertilized as well as well watered before satisfactory results can be accomplished. For these reasons the crop of hay for the present season has been small, but by dint of perseverance and the use thereon of all the water obtain-

able we have about 6 acres of potatoes and 4 of other vegetables which promise to be a fair yield.

The school should be provided with a hospital where the sick can be cared for free from the noise and confusion unavoidable in the dormitories, where they are often necessarily placed.

Another building also badly needed is a school building separate from the main building large enough to accommodate 400 pupils. It should contain at least six school rooms and a chapel. It will cost about \$15,000. If the school continues to increase in interest and in attendance as it has during the past year, the building will be a necessity, and on account of the location of the plant and the large number of available pupils in Nevada there is no reason why it should not be made the equal of any one on the Pacific coast.

The progress made by the pupils last year, not only in the literary work, but also in the industrial departments, was most gratifying; a class of eight in the eighth grade graduated, having completed the course in a satisfactory manner. The original orations delivered at the closing exercises were a surprise and a revelation to the visitors who were in attendance.

A few of the trades were begun last year and several of the boys made excellent progress in shoemaking, tailoring, carpentering, and blacksmithing. One farm wagon was manufactured entirely, including the painting, by the boys of the school.

The girls are not at all behind the boys in the progress made. Many of them take pride in sewing, cooking, and the general domestic work required in the institution. A short summary of the year's work appears in the little school paper *The Indian Advance*, of July 1, which, being pertinent, is copied herein:

The school year which closed yesterday was one of the most successful in the history of the school. The enrollment at the close was 243—nearly 100 more than at the end of any preceding year. The interest manifested by the pupils was not only in the literary work, but also in the industrial departments, and was most gratifying to the management. Never before has the advancement of the pupils in the literary branches been such as to warrant an attempt at graduation exercises. A class of eight, of the eighth grade, having completed the common-school studies and, having passed a satisfactory examination, were awarded diplomas. While it is true that their acquirements, when compared with the development of a more favored race, is not equal in many respects, yet the comparison between these pupils and their brothers and sisters at home in the tepees is so marked that there is no doubt as to the final result of Indian education.

The interest shown by both sexes in the industrial work has been satisfactory. Boys who entered the school less than two years ago are able to do good work in the shops, and they are not only able to do the work, but they take pride in it. Who, fifty years ago, living in this vicinity, would have imagined that a Paiute would ever be able to use the saw and plane and do a finished piece of cabinet work, or that one would ever be able to make a horseshoe and nail it on? The shops at the school have been in operation only about eight months and have not been running all the time for want of material, yet about 130 pairs of shoes and 300 repairs have been made in the shoe shop; 33 coats and 256 pairs of pants have been made in the tailor shop, besides repairing 800 garments; 400 suits of undergarments have been made in the sewing room and tailor shop. More than 200 dresses have been made in the sewing room by the girls for the girls, besides other garments, together with numerous articles, such as sheets, pillowcases, curtains, etc., and, what is most gratifying, the work has been done promptly and cheerfully.

In the domestic departments it has been work, continually from morning until night, and good-naturedly, too. The bread made in the bakery by two of the boys was a task that would cause anyone to hesitate before undertaking the job. On an average 150 loaves were made each day, about 1,050 per week, or about 52,500 per year. This was accomplished without grumbling or complaint by two boys—one a Paiute, the other a Shoshone.

The work accomplished in the laundry, if all the clothing could have been seen in one heap, at the beginning of the year, that must be washed, dried, and ironed, would have appalled a stout heart before beginning the task. About 2,000 pieces were washed each week, or about 100,000 during the year.

The carpenter and his detail of boys have been busy during the year in new work as well as doing a great deal of repairing. Some of his boys are able to go out and do satisfactory service without the supervision of the carpenter. In the month of April three boys (John Moore, Washo; Daniel Webster, Paiute, and Edward Hicks, Shoshoni) were sent to the Walker River Reservation to make repairs upon and an addition to the agency buildings. This they did in a very creditable manner and much to the amazement of some of the older Indians.

The work in the blacksmith shop has been all that could be desired, nearly every boy in the detail having made an excellent showing and each one of them having completed some tool or other article to demonstrate his skill—tongs, hammers, horseshoes, pinchers, compasses, etc.

The boys in the printing office have exhibited considerable pride in their work. Besides doing all of the mechanical work for the *Advance*, programmes and outlines for literary work and for Sunday evening exercises have been provided by them for the school.

The prospect for increased facilities for next year is good, and better results than ever before are expected.

**Walker River Reservation.**—The total number of Indians on this reservation is as follows:

Males above 18 years of age.....	140
Females above 14 years of age.....	158
Males between 6 and 18 years of age.....	33
Females between 6 and 14 years of age.....	30
Males under 6 years of age.....	25
Females under 6 years of age.....	27

Total..... 413

The general condition and wants of these Indians are so nearly like those set forth in preceding reports that it would be merely a repetition to reproduce them here. However, it can be said that their crops this year are better than ever before, the hay especially being an excellent yield and of a good quality. A hay press was secured for them this year, and on account of an unusual demand for hay at the mining camps a few miles south of the reservation a market is provided for their surplus which they propose to profit by. Forty-five head of heifers were purchased from the money obtained from the leasing of a part of the reservation and issued to them in April last.

Some months ago a proposition was made to reduce this reservation (reported on by Supervisor Conser and by Special Agent Frank C. Armstrong), now containing about 320,000 acres, to 75,000 acres, retaining only that portion lying along the river which can be used for grazing and agriculture and disposing of the mountains and sagebrush—regions now valueless to the Indians. If this can be done and a small sum, say 50 cents per acre, paid to the Indians for the surplus, the proceeds would be ample to provide storage water and irrigating ditches, so much needed.

The crop of potatoes and other vegetables produced this year by the Indians is far better than has been raised for a number of years. The farmer, Mr. Arthur Ellison, who began his services in July of last year, has been faithful and successful in his efforts to better the condition of the Indians under his charge.

The position of field matron authorized by you and filled by Miss Mary A. Coady has proven of benefit to the Indians. She has labored faithfully to induce the women to acquire habits of cleanliness and neatness in their persons and in their homes. This she has accomplished to a remarkable degree. Marked changes have been made in their dress and in the care of their tepees.

The day school has been fairly successful, all of the pupils available upon the reservation having attended regularly. There is but one schoolhouse upon the reservation and but one school in operation, the average attendance at which for the year ending June 30, 1901, is 23; the name of the teacher, William O. Butler. His salary was \$72 per month. Mrs. Sarah A. Ellison, the wife of the farmer, has been employed as housekeeper during the year at a salary of \$30 per month.

**The California day schools.**—These schools, under the supervision of the superintendent of the Carson Industrial School, at Bishop, Big Pine, and Independence, Inyo County, Cal., have been successfully conducted by the three teachers employed, namely, Mrs. Minnie C. Barrows, Mrs. Margaret A. Peter, and Miss Bertha S. Wilkins, although the attendance has been somewhat smaller than in preceding years. This decrease has, however, been on account of circumstances beyond the control of the teachers and, in my judgment, through no fault of theirs.

The practice of selling whisky and opium to Indians in the vicinity of the day schools, as well as in all of this section of country, is one of the greatest hindrances to their progress, and it would be well indeed if measures more stringent and more effectual could be taken to stop the evil.

Very respectfully,

JAMES K. ALLEN, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT ALBUQUERQUE, N. MEX.

INDIAN INDUSTRIAL SCHOOL,  
*Albuquerque, N. Mex., June 30, 1901.*

SIR: I have the honor to make my annual report for the year now closing, as follows:

**Albuquerque School.**—The record for the year contains nothing remarkable. The school has run smoothly clear through the year. The attendance has been kept up to the full capacity of the plant. All pupils over age or unhealthy have been carefully excluded. At the close of the year we have an enrollment of pupils unusually near the same age, but averaging almost too young, so that we shall take very few small pupils next year; but if we keep our present enrollment for two or three years, we will doubtless be able to show a very nicely trained school.

We have had very little sickness and but one (accidental) death in a population of over 350. The water and sewer systems have worked well and are the making of this school from a sanitary point of view.

I have insisted throughout the year upon constant and uninterrupted work in all departments and upon the closest attention to details of instruction. Have made a

special effort to impress the importance of industrial training by having the industrial departments alternate with the school in giving frequent exhibitions, before the whole school, of the recitations and work which they were each doing and by having a regular course of study prepared for each industrial department, enforcing systematic instruction therein, and also, wherever possible, having those subjects treated in the industrial departments, also used for lessons in the schoolrooms. Our industrial exhibitions proved very entertaining and were a great surprise both to pupils and employees.

The school was encumbered with much useless, old, and unsuitable property. A continuous effort has been kept up to dispose of and use to the best advantage all of this property, which was so much in the way and such a care to look after. I think that by the end of the next year we will have supplies used up and out of the way down to a proper and fresh working stock.

The employees are nearly all old in the service and work together harmoniously and effectively, and the social life of the school has been pleasant and agreeable.

**Day schools.**—I have made every effort to supply the day schools with the equipments so necessary to effective work. Have instructed the supervising teacher to make a new list of needs, upon each succeeding trip, and have then tried to supply those needs before the next trip, so that upon her last inspection she found little needed in the way of ordinary equipments. These schools are not, as a rule, well housed, but the building of Government schoolhouses for the Pueblo is a subject beyond my control and, as I think, being attended to by the higher officials. The supplies for these schools arrived so very late in the winter that the work of the teachers was very seriously delayed thereby; but they have made good use of them since they have arrived, and the latter part of the year shows much improvement in nearly all.

A physician has been supplied me who visits the day schools and villages as often as seems necessary, and he has succeeded in relieving much of the suffering among these Indians. He has vaccinated the small children, who have not yet passed through a smallpox epidemic, and there has been no serious sickness from this disease among the Pueblo under my charge.

My field matrons are devoting much time and labor to the task of caring for the sick and teaching the mothers the proper care of children; but, notwithstanding this, there are very many deaths among the babies, caused especially by dense ignorance on the part of the parents.

The Pueblo are each year getting a better understanding of the Territorial laws and living in better harmony with the ideas of civilization, and my efforts are continually directed toward making them amenable, as citizens, to our laws and citizens; but it can be accomplished but slowly, since the leaders among them try to keep them in ignorance in order to maintain their own power.

We have succeeded in getting some of the Pueblo to go to Colorado and work in the beet fields, some intending to work through the season and then return home and a few intending to remain in Colorado provided they find good openings for remunerative labor. I have also allowed some of my oldest schoolboys to go in the beet fields. All are greatly pleased with the work, are making good wages, and are making a splendid record for work, so that I think that the Pueblo will be able to get plenty of work each season in the beet fields of Colorado at such wages as will pay them much more for the season's work than they can possibly make by farming their little patches at home. These Indians also do much work upon the railroads in this Territory, and the Isleta, Laguna, and Acoma people are showing much advancement in the building of commodious, well-furnished houses.

The attendance at the day schools is often broken by many religious ceremonies and customs of the people, which ceremonies are of more importance, in their estimation, than any of the other demands of human life. I know of nothing to overcome this but the growth of education. Hence each child put into school, and each man sent out among whites to work, is started on the path which leads to the highway of civilization.

An attorney has been appointed for the Pueblo of New Mexico, and by the time the courts open in the autumn I think there will be much for him to do. Many cases have been allowed to pass during the year because there was no attorney for the Pueblo and they were too poor or too suspicious to hire one.

With many thanks for the courtesies of your office, I am,

Very respectfully,

RALPH P. COLLINS, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.



## REPORT OF SUPERVISOR OF PUEBLO DAY SCHOOLS IN ALBUQUERQUE DISTRICT.

SANTA FE, N. MEX., September 6, 1901.

SIR: I respectfully submit a brief general summary of the work of the day schools in the Albuquerque district for the year ending June 30, 1901:

Nine schools have been in operation for ten months, excepting Santa Ana and Pescado. The former had seven months' term and the latter eight and one-half.

**Location.**—These schools are located as follows:

Isleta, 12 miles southwest of Albuquerque and one-fourth mile from railroad station.

San Felipe, 28 miles north of Albuquerque and 8 miles from railroad station.

Laguna, 66 miles west of Albuquerque and very near the railroad station.

Paguete, 78 miles west of Albuquerque and 12 miles from railroad station.

Paraje, 73 miles west of Albuquerque and 3 miles from railroad station.

Acomita, 84 miles west of Albuquerque and 6 miles from railroad station.

Santa Ana, 20 miles north of Albuquerque and 5 miles from railroad station.

Pescado, 203 miles west of Albuquerque and 35 miles from railroad station.

Zuni, 198 miles west of Albuquerque and 40 miles from railroad station.

**The buildings.**—With the exception of Zuni, these are owned either by the Indians or the Roman Catholic Church. Those of Isleta and Acomita are owned by the latter and kept in good repair. That of Isleta is too near the old graveyard to be either cheerful or sanitary. Those in the Laguna district are kept in fair repair by the Indians. The Paraje people put up a new building last year which was to be floored this summer, so that no teacher in that section will be compelled to live and teach in rooms with mud floors.

San Felipe has the worst buildings in the Territory, though the Indians are abundantly able to provide better ones. The teachers have but one room to live in, which has a mud floor and tiny windows. The schoolroom is even worse, and is a menace to the health of both pupils and teachers.

At Pescado the building is large and with high ceilings, but has a mud floor. At Paguete the building is fairly comfortable, but too small. I believe that with a larger building a much larger school could be had there.

The Santa Ana Indians have put up a small building this year, which has not been floored.

At Zuni another class room should be built or rented if the industrial work of the school is to receive the consideration it merits.

**The equipment.**—In this respect the schools have much improved since they were placed under your care. Teachers' needs have been carefully considered and met as promptly as circumstances permitted. The industrial material promptly furnished last fall did much to encourage not only the teachers and pupils, but the Indian mothers also. It has been much easier to reach the women since the teachers could enlist their help in sewing for the children, and it was by this means that we secured an exhibit of their native arts for the Detroit meeting.

Some kindergarten materials and class-room aids are still much needed. These were fully presented in my quarterly report for quarter ending December 31, 1900.

**The attendance.**—This has improved much in point of regularity. Zuni, Santa Ana, Pescado, and Acomita are the most irregular. In the last three the Indians leave their farms for the winter ceremonies in the villages and take their children with them.

Pescado shows an average of nearly 15 for the year, which, taking its location as regards Zuni and other disadvantages into consideration, I consider a very good showing.

At Zuni proper there is such an endless round of ceremonies and so much interest in them that it is only by the firmest discipline and unceasing vigilance that regularity of attendance can be secured. If, however, the teacher in charge has the courage to lay down this policy to those Indians, "No clothing, food, or favors given to any child who is not in school every day, and no excuse but his illness accepted," he can bring a fair percentage of his pupils up to a perfect attendance. The penalty of forfeiting the school clothing was formerly a great help in securing attendance throughout the year. Just as long as the pupils are allowed to drop out at any time and retain the garments issued to them the Indians will continue to furnish new pupils to be clothed. If there is one pueblo more than another where a compulsory school law is needed that village is Zuni.

**Tribal influence.**—This varies much more in the Albuquerque district than in that of Santa Fe, Zuni representing on the one hand the extreme of conservatism, superstition, and communism, and the Laguna villages showing a marked degree of progress, intelligence, and individual ambition. The cause is not far to seek. Laguna has had more returned students than all the other villages put together.

**Character of the work.**—This has consisted of elementary English studies, sewing, crocheting, knitting, and such training in ordinary domestic work as the circumstances permitted.

**Progress.**—This has been very gratifying on all lines, especially in the schools of Acomita, Paguete, Paraje, Pescado, and San Felipe.

Laguna was interrupted by a change of teachers, but has improved both in attendance and progress during the last four months of the year.

Isleta has such a large enrollment of very small children and all under one teacher that it is not possible for it to make so good a showing on either literary or industrial lines.

The teachers of the Laguna section and at Isleta have done much to encourage the Indian women in fine needlework and made a very creditable display of this work at the recent meeting at Detroit.

**Transfer of pupils.**—The following villages have sent pupils away to the nonreservation schools:

Village.	Haskell Institute.	Phoenix.	Albuquerque.	Carlisle.	Santa Fe.	Fort Lewis.	Un-known.	Total.
Acomita .....	6	3	2					11
Paguete .....		1	11	7	1			20
Paraje .....			8	6	1		4	20
Laguna .....	7	3		2	3	3		21
San Felipe .....	1							1
Total .....								73

The farm villages of Seama and Casa Blanca, where no day schools under the Government are located, have also sent pupils away to nonreservation schools, but I do not know the number.

Isleta has no pupils away in Government boarding schools, but has 41 in the Sisters' school at Ber-nalillo and 9 in the Sisters' school at Santa Fe, making a total of 49.

I could not succeed in getting any data on this point from either Zuñi or Santa Ana.

**Needs.**—These have been so fully presented in my last quarterly report, and you have been so active and persistent in getting them before the Department, that I feel sure they will all be met in the near future.

**Health.**—There have been the usual epidemics of grippe, pneumonia, etc., but the visits of the school physician have done much to prevent as well as alleviate suffering and also to convince the Indians of the real interest in the welfare of their children which is felt by superintendent and teachers.

In conclusion permit me to thank you for an ever-ready sympathy and unflinching support and courtesy in my work and to congratulate you upon the harmonious spirit which exists between all the schools of your district and the superintendent's office.

I have visited all these schools at least once in each quarter, and because of your thoughtfulness in furnishing me a school conveyance and driver it has cost about \$100 per year less than the same work in the Santa Fe district. The teachers have given me the heartiest cooperation and the warmest hospitality, and the success of our work is mainly due to their faithfulness.

Very respectfully, yours,

M. E. DISSETTE, *Supervising Teacher.*

RALPH P. COLLINS,  
*Superintendent Albuquerque School.*

## REPORT OF SCHOOL AT SANTA FE, N. MEX.

SANTA FE, N. MEX., *August 20, 1901.*

SIR: I have the honor to submit the following report for the year ending June 30, 1901:

The school is situated within 2 miles of Santa Fe, in the Rio Santa Fe Valley. The location is ideal so far as drainage and climate go. Principal buildings include the main building, schoolhouse, employees' quarters, hospital, warehouse, laundry, and shops.

An addition to the schoolhouse will be completed by September, which will increase the size of the assembly hall and stage and add five new class rooms, making nine in all. A new warehouse is also nearing completion. It has basement with one story with 14-foot ceiling; size of building inside, 31 by 60 feet.

The plant was wired for electric lights and connection made with the city the last of June. The school thus gets an all-night service and at less expense than it could by operating its own electric plant. The class rooms are brilliantly lighted, and the study hours will be more beneficial and less dangerous to the eyes hereafter.

A new boiler house was erected during the year and a new boiler and engine installed. The boiler room being separated from the engine room proper, it is now possible to keep the machinery in a much better condition. The old wooden washer was replaced with a new improved Troy washer, which has been very satisfactory.

The entire woodwork of plant has been treated to a coat of paint outside; the interior walls have been freshly calcimined and plastering repaired.

A new trades building and superintendent's cottage are to be built this year, which will add much to the convenience and comfort of the school. Also at least two employees' cottages are contemplated, which are necessary for the proper accommodation of employees with families.

The school work proper has been under the supervision of the principal teacher and six assistants. The position of music teacher was abolished early in the year and all pianoforte instruction dispensed with. Regular band and orchestra as well as vocal music has been taught. The class-room work has been divided into eight grades. Much of this work has been of a primary nature, the higher grades being much smaller than the lower. The regular school work has been supplemented with school entertainments, society meetings, and pupils have made good use of the small school library. A large class of older pupils was enrolled a year and two years ago. These boys and girls had never been at school. Their progress in English, therefore, has been slow, while their advancement in industrial lines has been marked. Our day schools have sent us some pupils during the past year, but many of the new pupils have not been in school.

Teachers' meetings have been helpful in the way of discussion of educational questions, and in bringing teachers into closer union along educational lines, and in the adoption of more uniform methods. The supervision of the class rooms has suffered somewhat from a lack of teaching force. It is expected, however, that the addition of an extra teacher will correct this. The difficulty arising from having three of the class rooms in the main building and elsewhere will be corrected this year, as the new schoolhouse above referred to gives us ample room.

The industrial work in all departments has received especial attention. The Southwestern Indians are more interested in having their children become proficient in the trades and skilled labor than our Northern tribes, where the Indian wants his son to become educated that he may be a clerk, teacher, or preacher. While the

literary instruction has not been neglected, prominence to the industrial workers has been encouraged. During the year talks or lectures by the heads of departments were given in the chapel on farming, care of stock, blacksmithing, horseshoeing, carpentry, tailoring, making shoes, dressmaking, cooking, etc. In these pupils became deeply interested, not only in the theoretical but the practical, as attempts were made to carry the work and ideas outlined in the lecture into the shop and on the farm.

The carpenter detail has been full the entire year. Boys have been instructed and taught to make panel doors, window frames, and tables; to lay floors, to shingle, and erect frame buildings. One of the best lessons and pieces of work performed in this department is a new band stand erected the last of the year. It not only reflects great credit on the carpenter's apprentices, but it is a lasting and ornamental monument to the class of 1901.

In the shoe shop a large class of boys have been taught to not only make repairs but to make new work as well. At least two have finished their apprenticeship in this department, and will accept positions or start shops of their own.

The tailoring department has instructed a class throughout the year, and made all the clothing for the school except some of the cheap "everyday" clothing. Aside from making the school uniforms, the more advanced apprentices in this department have done considerable work for employees and others, for which they have been paid. Only one graduated and completed his trade. He has since been employed in the best shop in the city, and his work gives excellent satisfaction.

The dressmaking class has had practical instruction in sewing, cutting, and fitting. In the way of fancy sewing a class has been organized, and evenings and spare moments have been devoted to embroidery, drawn work, etc. The little pieces of fancy work done by the girls have been readily sold to tourists that frequent the school.

Cooking has not been so systematically taught as I could wish. Owing to lack of room, no regular cooking class has been instructed outside of the school kitchen, which, as is known, fails to give sufficient instruction in the small details of family cooking. The detail at the hospital has been benefited by the preparation of meals for the sick, and during the summer vacation a number of the larger girls have been allowed to accept places as domestics in the best families of Santa Fe.

The principal and most important training that can be given to our Indian boys is in gardening, farming, fruit culture, and stock raising. This has therefore received proper attention. Owing to a lack of water for farming on a large scale, we have been forced to cultivate less land, but in a much better manner than could be done were an attempt made to farm several hundred acres. I am therefore of the opinion that it is better to cultivate one acre well and make it produce abundantly than to cultivate partially many acres and get little returns. The school garden is at the present writing simply a storehouse of vegetables. I have estimated that if sold in the market its products would bring at least \$2,000. Our system of irrigation was changed this year from the old Mexican flooding of small patches to the California rill system, which has proven a great improvement. In addition to the garden, which includes some 5 acres of vegetables, 10 acres were sown to oats and alfalfa.

In order to get water for irrigating this last crop, the sewage was taken through a flume onto the field, and has proven a valuable factor in providing arable land for the school. There is, nor can be, no question raised as to the sanitary conditions attending irrigation from the sewer. Neither stench nor foul gases arise from the ditch carrying this water. The soil absorbs the impurities, which become a fertilizer for the land.

One hundred acres of alfalfa land were rented on shares. From this the school will get at least \$500 worth of hay.

Owing to the prevalent high prices of hay and feed no attempt has been made to increase the herd of milk cows, which do not number above 20. Only 10 horses are kept, hardly enough for the needs of the school, but the number will probably not be increased, for reasons stated. Considerable attention has been given to raising hogs and chickens. The number of hogs and pigs has been increased from 16 to some 75. I find that with the slops from the kitchen I can feed and fatten from 50 to 75 hogs. In other words, at the present market price paid for beef, the school can raise about \$1,200 worth of pork. That this pork is equal to corn-fed pork and not injurious as a food is believed by those that ought to know. The school poultry and the raising of Belgian hares have made a good showing. At least 200 or 300 chicks will be raised this summer, and the stock of hares have increased to over 100.

The health of the pupils has been excellent. There were no serious epidemics and but two deaths; one in October and one in May. One of these cases was from pneumonia, the other tuberculosis. While tuberculosis, which is so prevalent among

Indians, claims its share of the Southwestern Indians, glandular tuberculosis or scrofula is almost if not quite unknown among the pueblos.

The most of our pupils come from the northern pueblos. These Indians will consent to placing their boys in school, but it is very difficult to get girls. Sia and Santo Domingo pueblos placed a class of boys in the boarding school, the first that had been sent for at least ten years to any school. More pupils will be sent this year from at least the latter, but no argument or inducements can get them to educate the girls. Taos and Jemez pueblos are equally as bad about putting girls in school. I hope in time to win these Indians over, but they are very obstinate and really would prefer not to send a child.

I have about 100 Pima and Papago children from Arizona. They have proven excellent pupils, and easily adapt themselves to this climate which is more rigorous than that of Arizona. Besides the two tribes mentioned, we have a few Navaho and scattering representatives from most of the Rocky Mountain States.

The outlook for the Santa Fe school is bright. It is in a healthy and delightful climate, and there is no difficulty in getting pupils. While the appropriation was for but 300, 351 were enrolled and an average of about 340 maintained for the greater part of the year. With the new buildings allowed it will be an easy matter to maintain an attendance hereafter of 350. With the addition of a girls' dormitory 400 or 450 could be accommodated. There are many children entitled to the benefits of the Government school in this locality, but it is hard to get them to leave their sunny homes and go to the more distant schools. I have made the enlargement of this plant the subject of another communication, and trust the time may come when all the Indian children of New Mexico may be provided with school facilities.

**Agency report.**—June 30, 1901, the Pueblo agency was abolished and the pueblos divided, as to jurisdiction, between the superintendents of the Albuquerque and Santa Fe schools. The following pueblos were assigned to me:

	Estimated population.
Taos.....	425
Picuris.....	125
San Juan.....	425
Santa Clara.....	325
San Ildefonso.....	250
Nambe.....	100
Tesuque.....	100
Cochiti.....	300
Santo Domingo.....	1,000
Jemez.....	450
Sia.....	125
Total.....	3,625

The status of the Pueblo is, in some respects, different from that of any other tribe of Indians. They own their own lands, especially where they have not lost it through Mexican encroachments or the white man's Yankee dealing. They were citizens under the Mexican Government, and by the treaty of Guadalupe-Hidalgo really became citizens when New Mexico became a territory. But they have been disfranchised under the Territorial act. The pueblo grants include about 17,000 acres of land each, but they are not reservations, and the court holds that in taking liquor into the pueblos the statute against taking liquor into the "Indian country" has not been violated. Each pueblo is a recognized municipality, and as such is competent to make local laws and to administer them.

The pueblo or village is a cluster of adobe houses, often connected and in many cases several stories are built up. At Taos there are really only two houses in the pueblo proper, which are huge communal dwellings five stories high.

The Pueblo are a hard-working agricultural people, raising crops of corn, wheat, and alfalfa. Their manner of farming is the most primitive and their crops correspondingly small. All grain is sowed by hand, the ground is plowed by a single horse or pony, and a plow that barely tickles the soil, and the crop is reaped with a hand sickle and thrashed out with either goats or ponies. The wheat is washed by the women and ground by them on a flat stone called a "metata." From this a coarse cake or bread is made.

Most of the pueblos have a small stock of cattle, but more ponies. They have little meat to eat, and will have less, as the Territory has passed an act forbidding the killing of deer and antelope.

The sanitation in all of the pueblos is bad, and many of the epidemics are due to their manner of living.

The Government has in a few instances helped those that had lost their crops or were suffering some peculiar hardship. It is, however, doing the proper thing in improving their water systems and placing them where they will need no assistance. After a number of years experience among the ration Indians of the North, I am more than convinced that this people is better off and has a brighter outlook than their more fortunate brothers who have learned to depend on others for aid. In addition to getting better irrigating ditches and more water, I am encouraging them to raise more alfalfa, and to this end will issue 2,000 pounds of seed this fall to those most in need.

An irrigation ditch some 4 miles long and costing about \$7,000 was built for the San Ildefonso pueblo and completed June 30. This ditch will be of great benefit to this pueblo, which has been among the very poorest for several years, raising no crops and having no water. The money paid to these Indians for building the ditch was also well spent, for they have practically been supported by the neighboring pueblos for several years.

Sia is another pueblo that has suffered much from a lack of water. It is hoped that something may be done in the way of supplying their needs in this line, but the engineering problem that must be met is one that may cost more money than can be had.

There has been no smallpox for two years in the pueblos. Many of the older Indians and most of the children have been vaccinated. Nor have there been any serious epidemics among them except at Cochiti, which annually has suffered much from fever. An epidemic which partakes of the nature of a plague is prevalent there at present. Eight have died there within three weeks, and about 50 are suffering with the disease. Medical attention and a nurse are being supplied, but the real cause of this periodical epidemic is yet unknown. As it occurs late in summer and lasts into early autumn, at the time the Rio Grande rises, it has been suggested that this may be the real cause, owing to the river's carrying a large amount of decayed vegetable matter.

While the pueblo are an industrious, law-abiding, and nominally Christian people, they cling very tenaciously to their ancient customs in dress, manners, and heathen practices. The annual fiestas, which are to some extent Christian holidays and are held in honor of their patron saints, are simply days of dancing, feasting, and carousing. It becomes next to impossible to deal with the liquor question in the pueblos. As has been stated, it is no violation of the law to take liquor into the pueblo. To get evidence against those that furnish the Indian with liquor is therefore almost an impossibility.

The secret dance, which all pueblos hold at times, is little understood and is believed by those that pretend to know to be simply a licentious debauch. All whites are excluded when one of these heathen rites is to be celebrated. The day-school teachers must either submit to being guarded in their school or leave the pueblo. Some steps should be taken to correct this immoral revel, but as the jurisdiction of the acting agent is largely advisory he is helpless to break it up.

The day schools during the past year have suffered from a lack of material, which is to be corrected. The quarters are poor, but as no school sites can legally be acquired there are little prospects of their being improved.

The report of the supervising teacher is forwarded herewith.

In conclusion I desire to express my thanks for the official courtesies extended by your office.

Very respectfully,

C. J. CRANDALL,  
*Superintendent and Acting Agent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SUPERVISOR OF PUEBLO DAY SCHOOLS IN SANTA FE DISTRICT.

SANTA FE, N. MEX., *September 4, 1901.*

SIR: I respectfully submit a report on the day schools of the Santa Fe district, containing, as you request, "from 400 to 800 words." I have endeavored to cover the points you suggested and in the order in which you gave them, to wit:

There are 11 day schools in the Santa Fe district. They are located as follows:  
 Tesuque, 10 miles north of Santa Fe and 12 miles from any railroad station.  
 Nambe, 20 miles northwest of Santa Fe and 20 miles from any railroad station.  
 Santa Clara, 35 miles northwest of Santa Fe and 2 miles from any railroad station.  
 San Ildefonso, 28 miles northwest of Santa Fe and 8 miles from any railroad station.  
 San Juan, 38 miles north of Santa Fe and 1 mile from any railroad station.  
 Picuris, 60 miles north of Santa Fe and 22 miles from any railroad station.  
 Taos, 90 miles north of Santa Fe and 83 miles from any railroad station.  
 Cochiti, 25 miles southwest of Santa Fe and 12 miles from any railroad station.

Santo Domingo, 35 miles southwest of Santa Fe and 3 miles from any railroad station.

Jemez, 40 miles west of Santa Fe and 30 miles from any railroad station.

Sia, 40 miles southwest of Santa Fe and 20 miles from any railroad station.

**The buildings.**—These are owned either by the Indians or the Roman Catholic Church. They are, with the exception of Jemez, totally inadequate in size and inconvenient in plan, are ill-ventilated, unsanitary, and altogether unsuitable for school purposes. In most cases they are located in the midst of the villages, where sanitary laws are unknown and school yards an impossibility.

**Equipment.**—This has improved much in the past two years. It is impossible, however, properly to equip schools which are not properly located and comfortably housed. Some articles of household furniture and a good many schoolroom aids are still needed. These have been fully presented in a former report. Facilities for kindergarten work and industrial teaching are almost wholly lacking.

**Attendance.**—This has been very regular in the smaller villages, where the teacher's influence counts. In the larger ones there is often a fair average attendance with very little regularity. Cochiti, Jemez, Santo Domingo, and Taos are the worst in this respect. The teachers are doing all they can to overcome this fault. More attractive employments in the schoolroom, the cultivation of school gardens, industries for both sexes, and a compulsory school law are the only effective remedies. Some of our best teachers are so worn out in their efforts to secure attendance that they have little energy left for teaching after their pupils are "rounded up."

**Tribal influence.**—This varies much in kind in the different villages, the larger ones being more tenacious of their old customs and more determined to keep their children at home. There is nothing in the life of the Pueblo which develops moral courage and personal responsibility or stimulates individual ambition. Everything is on a dead level, and woe be to the foolish youth of either sex who aspires to rise higher than parents or neighbors.

Our day schools must reach the mothers and the homes by methods of education which appeal to the former and improve the latter before we can hope to have the tide of tribal influence turn in our favor.

**Character of work.**—There are just two lines of work possible in the day schools: Primary classroom work and housework. As teachers are now situated there is little facility for teaching the latter. When industrial supplies were furnished, sewing was very successfully taught and did more to keep girls in school and secure the cooperation of the mothers than any other feature of the work.

**Progress.**—This has been quite marked in regularity of attendance, punctuality, personal neatness, care of schoolrooms, books, and furnishings, as well as in the literary work. There is a strong tendency in most schools to adhere too closely to the chart, slate, and reader, and not enough of effort in interesting pupils in nature study. The class-room supplies so often consist of the above articles only and there is so little blackboard space that it is no wonder teachers fall into these ruts, and it is very difficult to make practical suggestions under these limitations.

**Transfer of children.**—A little progress has been made on this line, the records showing 117 pupils in the Santa Fe school from these 11 villages, which is a gain of 9 over the previous year. Since only 34 of these are girls, all of whom come from four or five villages, it is readily seen that education for girls must be emphasized in the work of the day schools. The brightest and best girls in these schools never reach the nonreservation schools.

**Needs.**—First, well-located irrigable school grounds with sanitary buildings. Until these are obtained the work can not command the full respect of the natives or hold its best teachers. In the meantime, however, our teachers should be aided in every possible way to make their present schoolrooms attractive as the only legitimate means of securing attendance. I hope, therefore, that the pressing needs of these schools, presented in full on pages 3 and 4 of my quarterly report, January 3, 1901, will receive speedy attention. There is not space to enumerate them again in this report.

To the above points permit me to add that these schools have all been visited by me at least once in each quarter and as much oftener as my work in the Albuquerque district and the appropriation for my traveling expenses permitted.

I wish also to express my thanks to you for courtesies extended and to those teachers who have so heartily cooperated in my plans and work, whose lives of cheerful self-renunciation are a constant inspiration and whose hospitality causes one to forget the squalor of their surroundings.

Very respectfully, yours,

MARY E. DISSETTE,  
*Supervising Teacher.*

C. J. CRANDALL,  
*Superintendent Santa Fe School.*

## REPORT OF SCHOOL AT FORT TOTTEN, N. DAK.

INDIAN INDUSTRIAL SCHOOL,  
*Fort Totten, N. Dak., September 3, 1901.*

SIR: The annual report for this school for the year. 1901 not having been made by my predecessor before retiring, is hereby respectfully submitted:

The filling of the school last year seems to have been interfered with by the prevalence of smallpox among the Turtle Mountain Indians, from which reservation the greater part of the enrollment seems to come. Internal and local difficulties, of which I need take no cognizance, seem to have further delayed the enrollment and disturbed the successful operation of the work; but, withal, the average for the year was kept up to 246 pupils, being only 4 less than the number appropriated for by Congress.

From the best information at hand, the health of the pupils seems to have been exceptionally good considering the vast amount of sickness prevailing throughout the Northwest last winter. No epidemics of serious character got into the school, and there were only two deaths.

My attention since taking charge has been given almost entirely to the reorganization of the school, the repair of the buildings, and establishing such relations with the Indians as will best insure a satisfactory attendance. The organization of the school was, I think, too extensive in point of industrial undertakings for the num-

ber of pupils available for such work, and I have attempted several changes which will lessen the burden of some of the departments. The care of the pupils was, I think, delegated too extensively to assistants and student employees, and I have tried to overcome this so far as possible without asking too many changes in the list of employees authorized for the year.

The buildings in use I have found in a fair state of repairs, but many of the buildings not in use are fast going to rack, in some instances so badly as to need pulling down for safety to the school. The matter of buildings here is so different from most schools that it becomes a question of what to do with the surplus.

The school is in fact conducted in two separate departments, the Fort Totten School proper in the old military buildings, and the Gray Nuns department in buildings owned by the Government, situated about one mile north of the other. The floor space now in use by the first named is amply sufficient for proper accommodation of the pupils of both departments if it could be properly arranged. The dual organization vastly increases the expenses, and greatly interferes with the proper organization of some of the departments. I do not care to recommend any immediate changes in this matter, however.

The relations of the Indians of this reservation with the school have been such as to preclude any probability of securing a satisfactory attendance. I have given considerable attention to this matter with the purpose of reestablishing a friendly feeling and securing a fair enrollment for the present year. The Indians have promised a good attendance, but have not yet manifested any particular effort to do so. I doubt not, however, that they will soon keep their promise to the extent that many children not usually in school will be enrolled. The question of maintaining a regular attendance is of more uncertain probability than securing the enrollment.

The Indians of the Turtle Mountain Reservation have, however, shown a very satisfactory spirit in the matter of enrollment. I could easily get all the pupils there the school can maintain, but, as the school is located in the midst of this reservation, where many children are never in any school, the necessity of an earnest effort is manifest.

The mechanical and industrial features of the school have been quite well developed. Most all of the trades are represented and furnished with plenty of room and equipments. The farm is large and the soil is good. I know of very few places in the Indian service where a more successful farming interest can be conducted than here. The school is also well supplied with horses, most of which have been raised here at the school. The cattle are not very good nor sufficient in number. There is, however, a very fine dairy barn, and I hope to secure more cattle before winter.

The grain crop now being thrashed is very promising. This has been a very favorable season and the school will reap a fine harvest. There will be more oats and barley than the school will need for feed, and the wheat and flax will aid materially in keeping up the expenses of the school.

The school is supplied with a good water system and plenty of good water. The heating of the many buildings in use has been a great tax and caused much hard work, but bids will soon be requested for putting in a steam-heating and electric-lighting plant, which it is hoped will afford much greater comfort than the numerous stoves now in use. A sewer system is greatly needed. I understand an appropriation for this purpose was made two years ago, but has now lapsed. It is to be hoped another appropriation can be secured and a modern system installed.

The repairs for the numerous buildings in use and the care of those not in use constitute a task of unusual proportions, and one to which there seems to be no end. I find, too, that the excellent crops all through the North has created such a demand for labor that it is almost impossible to employ either mechanics or common laborers at any reasonable price. This is seriously embarrassing the repairs and improvements planned for the fall work, but I hope to get the outdoor work done before winter, in which case the indoor work will have to be done while the school is regularly in session.

I have not been in charge long enough to forecast the probability with any accuracy, but so far as I can determine I see no reason why a successful year's work may not be accomplished, and with the improvements and repairs now arranged for I see no reason why the usefulness of the school may not be greatly increased in the near future.

Most respectfully submitted.

CHAS. L. DAVIS, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT CHILOCCO, OKLA.

CHILOCCO INDUSTRIAL SCHOOL,  
*Chilocco, Okla., September 21, 1901.*

SIR: I have the honor to submit herewith the eighteenth annual report of Chilocco Industrial School.

The average attendance was 398, a considerable increase over the preceding year. The average age of pupils was 14½ years, and 40 tribes were represented. There were no serious epidemics and no deaths at the school during the year.

A 5-ton cold-storage and ice plant has been installed at a cost of about \$3,000, which was greatly appreciated during this unusually hot and dry summer.

At last Chilocco has an excellent electric-lighting system, with 700 incandescent lamps, and the best direct-connected machinery of 40 kilowatts capacity. Authority has been granted to extend the system to include all the buildings, adding a similar engine and generator of 20 kilowatts capacity; also to purchase a motor for use in the shops. The total cost of the original plant was about \$4,500; the extensions will cost nearly \$3,000.

A 40,000-gallon cypress tank was erected on a steel tower at a cost of \$3,000, and 4-inch cast pipe has been purchased for renewing the water mains. Thus, with the new reservoir, pump house, boiler, and pump added last year, the water system has been completely renewed and enlarged. The tank reaches more than 100 feet from the ground, giving good fire pressure.

A beautiful flag pole of Washington fir, 109 feet high, was erected in June, but in spite of guy wires was blown down and wrecked in a severe storm a few days ago.

A substantial, good-looking, and most useful building is the new warehouse, erected in open market at a cost of \$4,000. It is of stone from the school quarry, 86½ by 38 feet, with a basement floored with stone flagging, and a large, well-lighted room on the second floor. It contains floor scales and an elevator operating from the basement to the second story.

A 2-story frame annex to the hospital, 18 by 40 feet, was built by school force for kitchen and dining room and quarters for hospital cook.

Contracts will soon be let for an \$8,000 addition to the schoolhouse, to contain four class rooms. Four hundred and fifty pupils can then be comfortably cared for at this school.

The hospital and other buildings were thoroughly repaired and painted inside and out, and the plant is gradually being put in first-class condition.

Industrial work is given special prominence, and the agricultural industries take the lead. Two hundred and forty-seven cattle and 34 hogs were butchered from the school herds; 3,622 bushels of wheat and 1,929 bushels of oats were thrashed as this year's crop. Corn is almost a total failure, owing to the long-continued drought and extreme heat. The school share of prairie hay and forage crops will exceed 1,000 tons.

The nursery has flourished in spite of the drought, and the 40,000 growing trees present a beautiful appearance. The value of these at wholesale-market rates is \$1,140. They are offered free (f. o. b. Arkansas City, Kans.) to the Indian schools and agencies of the Middle West and to Indians who will plant and care for them on their allotments. Fully 250 bushels of cherries, 300 bushels of peaches, and 130 bushels of grapes were gathered and cared for from school orchards and vineyards, and the apple crop is estimated at 180 bushels. More fruit than ever before has been canned for winter use.

Potatoes were a better crop than usual in a season when potatoes are high; 13,300 gallons of milk and 1,586 pounds of butter were produced during the last fiscal year, and the dairy and beef herds have been improved. The alfalfa area has been slightly increased; 55 acres of new ground were brought under cultivation. About 150 dozen brooms were manufactured and enough broom corn raised for as many more next year.

Work in the shops was excellent, but the amount done in the tailor and shoe shops is being reduced that more may be accomplished in more healthful and valuable trades and especially in agricultural industries. The most important trades here are carpentering, blacksmithing, masonry, painting, engineering, and baking, including their various subdivisions.

In November, 1900, a school paper, the Chilocco Beacon, was started, and already is an important factor in the school life. The printing office is a most helpful and valuable department.

The class-room work maintains its high standard. The graduates from the tenth grade numbered 8. The library was further increased, and now numbers 1,310



volumes. There are 200 newspapers and periodicals, including some of the best magazines, in the reading rooms, received principally as exchanges to the Beacon.

It is hoped that another teacher will be allowed, as there are only 6 grade teachers for 400 pupils. Seventy-six per cent of pupils in attendance were below the sixth grade. It is our constant endeavor to develop in the boys and girls habits of industry and right principles, to fit them for self-support and loyal citizenship.

With especial thanks to the Indian Office for its liberal support, and to employees for their very faithful discharge of their duties, I have the honor to be,

Very respectfully, yours,

C. W. GOODMAN, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF SCHOOL AT SEGER COLONY, OKLAHOMA.

SEGER COLONY SCHOOL,  
*Colony, Okla., August 28, 1901.*

SIR: I have the honor to submit this my ninth annual report of this school.

The children returned from their vacation the 1st of September. The enrollment for that month was 107. Some were sick and others away from home visiting, and they did not enter until later. During the year there have been 134 pupils enrolled; the average for the year was 121.

This school is delightfully and healthfully situated, with plenty of shade and an abundance of good soft water. The buildings are all substantially built, mostly of brick. There has just been completed and ready for use a fine brick school building and a hospital is now available for use. These buildings will enable us to take in more children. We hope the coming year to enroll 150 pupils.

We are in urgent need of a thorough sewer system. Estimates and plans have been forwarded to the Indian Office for approval. I have authority for putting in a hot-water system to supply the two dormitories with hot water for bathroom and lavatory.

We are yet needing steam heat in the dormitories to take the place of stoves, and gas to substitute for kerosene lamps. When these matters are attended to I consider the plant will be well equipped with modern appliances. We have 2,645 acres of land well adapted to farming and grazing. We have plenty of building rock on the school reserve.

Fifteen acres of the school reserve has been set apart for missionary purposes. The Dutch Reformed Church has charge of this work, which is under the immediate supervision of Rev. Walter C. Roe. This missionary plant consists of a commodious stone church, stone parsonage, and Mohonk Lodge. Our children attend Sabbath school and prayer meeting and church, and a large number of the children are communicants. In this school are two Christian Endeavor societies, a senior and junior. These two societies have assumed the support and education of two children in the famine-stricken district of India. These Endeavor societies are under the direction and care of Rev. Mr. Roe and his wife, who have the support and assistance of the employees of the school. The children have the same privilege of attending upon church and Sabbath school as white children do, and I believe the benefits derived are equal. I gladly give testimony to the faithful and efficient work of the Rev. and Mrs. Walter Roe, missionaries of this place; also of Miss Mary Jensen, who is employed and paid from subscriptions made for that purpose as a nurse and field matron or matron of Mohonk Lodge.

The work of this lodge, while it is secular, is under the charge of Rev. Mr. Roe and rounds out the work, along with the school and church, of civilizing these Indians. In this lodge are two sewing machines, which are kept running by Indian women. There are washtubs, a cook stove, dishes, and table. These appliances are used under Miss Jensen's directions. The lessons taught and practiced are industry and neatness. The effect this mission work and Lodge has upon the school is the help and influence it gives to the Indian outside of the school—to the parents, older brothers and sisters of the school children. It narrows the gulf between the school children and those who are dear to them. They must come together some time and, if in no other way, the child will drift back until he can grasp the hand that is always longingly stretched out toward him. Some may call this sentiment and say that it should have no place in a report. The soldier that follows his country's flag is led by sentiment. When public sentiment is all right, the public is all right. A sentiment that will elevate the home is the right sentiment.

In this respect this school is sentimental. It has led us to establish a training kitchen, where the Indian girl is taught to cook for four persons. She is taught to keep this room and its furniture in order. The furniture is such as she might have in a home of her own when she gets one. The food prepared came largely from the dairy, the poultry yard, and garden.

This sentiment has led us to add a hospital, where we hope not only to care for the sick, but teach the large girls the art of nursing the sick, the rules of health, how to keep the sick room in proper condition, as well as to teach them to cook for the sick. These are some of the sentiments that have crept into this school. We will now look at the practical side.

This school has 175 acres in cultivation; 136 head cattle; 85 head horses and colts, including 1 mule; 48 head hogs and pigs; 260 head sheep.

We have sold during the year from school products, and taken up the proceeds as miscellaneous receipts, Class IV, the following:

1,752 pounds wool.....	\$140.16
6 bulls.....	142.00
12 hogs.....	118.00

We have killed from school cattle and stock, for use of school, as follows:

6,810 pounds beef, at 7 cents.....	\$476.70
1,039 pounds pork, at 7 cents.....	72.73
1,805 pounds mutton.....	126.35
410 pounds lard.....	42.00
169 pounds butter.....	33.80
166 dozen eggs.....	16.60
1,026 gallons milk.....	153.90
	<hr/>
	1,322.24

We have raised this year 600 bushels wheat, 100 bushels rye, 50 bushels oats, 20 tons oats hay, 40 acres corn, cut and shocked.

Owing to the long drought our corn will not yield over 8 bushels to the acre, but the fodder is quite good. I believe that we will have food enough to feed our stock. We will be obliged to feed wheat and rye to our work stock, owing to the failure of oats. There was a green louse visited this country and injured the wheat and caused the oat crop to be nearly an entire failure. A large part of our corn was planted on the ground from which the oats had been killed by the green louse. The planting was done the first of June. The grasshoppers and the excessive drought cut the corn crop short. The drought which has visited the Southwest has been one of the most severe ever known. About seventy days have passed without rain enough to lay the dust. Streams have dried up, and in some instances forest trees have died from the effect of the hot weather.

I expected this year to add 100 acres to our cultivated ground, to enable us to raise wheat enough to furnish bread for the school. The ground has been so dry that sod could not be broken. We will have to wait another year before we can do this. With the wheat on hand from last year's crop and that raised this year we would have had enough wheat to make the flour for one year, but the failure of the oat crop will make it necessary to feed the wheat.

We have paid out to the Indians from this school—

For hauling school freight.....	\$176.77
For wood.....	390.00
For open-market labor.....	156.99
For hauling coal and flour.....	124.00
	<hr/>
Total.....	847.76

This has been a great help to the Indians, enabling them to live more respectably from the fruits of their industry.

The boys of this school have been taught to use the ax, saw, hammer, and spade; have mixed and carried mortar; have quarried and hauled stone, and used the paint brush. They have been instructed in all labor connected with farm work, garden, and the care of stock. They have made commendable progress.

The light crops, owing to the cause above noted, have been discouraging, yet the Indian must learn to meet such conditions and put up with them.

The girls have been taught to do all kinds of housework, including sewing and laundry work. I am more convinced than ever of the need of industrial and special training along these lines in order to fit the girls for housework.

The schoolroom work has been satisfactory. A reading room was fitted up, where plenty of good reading matter was furnished, and many of the pupils availed themselves of the opportunity of reading. The local paper, published near their homes, was the one most read by the pupils.

Our employee force was cut down at the commencement of this year. The reduction was made largely from the help on the farm, taking our farmer and several Indian assistants. Owing to the reduction in our help and the amount of work done in building by our employee force, the farm has not received quite as much attention as we would like to have given it.

Inspector Andrew J. Duncan visited our school during the first part of April this year. His visit was beneficial and helpful. We had not had an inspector since 1897, when Mr. C. F. Nesler was here. Supervisor Bauer was here in May, 1898.

The smallpox has been on all sides of the school during the past year. The school has escaped without a single case, except that of a child of one of the workmen on the new school building. The child had been around the building up to the time the doctor reported the case. She was quarantined, disinfectants were used, and no other case occurred. We have been thorough with vaccination, and hope to prevent the disease from entering the school.

The parents of the children visit the school frequently and take a lively interest in their education, giving the school their moral support. It is encouraging to see, as we often do, former pupils of this school who have married and now have children visit the school, with their children neatly dressed and using the English language as their means of communication. It is pleasant to know that they feel the benefit the school has been to them and are eager to send their children as soon as they are of school age.

The Indians are depending more and more on the school doctor and proper medicines and less upon their old methods.

In conclusion I will say that this school year has not been marked with its bright theories poorly demonstrated as much as by hard work done with gratifying results all along the line of advancement.

The Indian Office has favorably considered all my requests, for which I am very grateful.

Very respectfully,

JOHN H. SEGER,  
*Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT CHEMAWA, OREG.

UNITED STATES INDIAN TRAINING SCHOOL,  
*Chemawa, Oreg., August 27, 1901.*

SIR: I respectfully submit my sixth annual report of the Salem Indian school for the fiscal year 1901.

**Location.**—This school is most favorably located in the heart of the fertile Willamette Valley, on the Southern Pacific Railroad, 47 miles south of Portland and 3 miles north of Salem.

**Climate.**—The climate of Oregon can not be surpassed. The extreme heat and cold of other parts are entirely unknown here. While it rains during the winter months to a greater or less extent, yet the rain is not disagreeable or unhealthy, and causes the grass to be green and flowers to bloom in December and January, which is preferable to extreme cold and blizzards.

**Surroundings.**—The Willamette Valley is thickly settled with a highly settled and progressive class of people, whose examples of thrift and industry are very instructive and beneficial to the Indian pupils. Therefore I consider this an ideal spot for an Indian school.

**Attendance.**—The enrollment for the year was 623, and the average attendance was 503. The appropriation was for 500 pupils.

**Health.**—The health of pupils has been good. An epidemic of smallpox visited the school last spring, but by the vigilant and able efforts of Dr. Clark, the school physician, and his assistants the disease was confined to eleven cases, and only one death resulted therefrom.

**Literary department.**—The literary work this year has been very satisfactory. The teachers have been earnest, faithful, and efficient. The addition of two new teachers permitted a closer classification than heretofore, relieving Miss Reason, the principal teacher, from teaching and enabling her better to systematize and reorganize the work.

The course of study has been revised, extending one year and introducing several new and valuable texts.

The class in typewriting was enthusiastic, but was retarded for lack of machines. Special attention was given to the study of agriculture, commercial business methods, commercial geography, history, language, and sociology of our new possessions, and current history. Organic connection with the industrial departments made the work practicable, interesting, and thorough.

A library was managed successfully in connection with the schoolroom work, under the supervision of the principal, and also a reading room and library were maintained in the girls' home, under the supervision of Mrs. Thirsy, the matron, which have been very beneficial to the pupils.

Vocal music has been taught to all the pupils and instrumental music to about 30 more, with good results. A concert band of 30 pieces and an orchestra of 10 pieces have made wonderful progress under the efficient and thorough teaching of Prof. Henry N. Stoudenmeyer, formerly leader of the State military band of Salem.

Teachers' meetings, held each week, have been very helpful, especially the discussion of pedagogical questions and the comparison of methods of teaching various subjects in our curriculum.

**Industrial work.**—Great attention has been given to the industrial departments of this school, in accordance with instructions of the Indian Office. The work in the shops has been systematized and courses of study adopted which the apprentices are obliged to follow. The result is very satisfactory and assures to the pupils a more thorough knowledge of the trades which they are learning. This school is extremely fortunate in having a good corps of instructors who are expert mechanics and up-to-date specialists in their respective trades. When Indian boys take three or four years' course in any of the shops of this school they are fully equipped to go into any city and hold their own with the average mechanic, as scores of them are doing. Farming, stock raising, gardening, etc., are taught to the boys at the school by a competent and experienced instructor, so that boys can work on the farms or manage small farms of their own, as most of them will probably have to do when they leave school. Boys are taught blacksmithing, wagon making, painting, harness and saddle making, shoemaking, carpentering, engineering, baking, farming, stock raising, dairying, and gardening. Girls are successfully taught cooking, laundering, sewing, dressmaking, fancy work, dairying, and general housekeeping.

The outing system has been carried to quite an extent, over 250 of our pupils having been out at work during the year in good families, where they have given, in nearly every instance, good satisfaction. The demand for the boys and girls is yearly increasing as a result of the good work done.

**Farm and garden.**—Realizing that the majority of the Indian boys will follow farming and stock raising for a living, special instruction has been given them in this line of work. They are taught how to build fences, corrals, pig pens, sharpen saws and axes, repair farm machinery, and handle all kinds of tools and machinery used on a farm. We have faithfully endeavored to impart a thorough everyday education which will fit the Indian boy for roughing it with his white neighbor and make the best of his surroundings, resources, and opportunities.

The school farm consists of 333 acres of land, 50 acres of which are used for garden for small fruits and vegetables and about 20 acres in orchard of prunes, plums, cherries, etc., which bear abundantly. This year we will raise at least 4,000 bushels of potatoes and 700 bushels of onions, besides large quantities of other vegetables, which reflects great credit on the farmer and his assistants. The fruit crop is also abundant, and we will gather and dry 20 tons of prunes. From 1,000 to 1,500 gallons of fruit are canned annually by the pupils for their own use during the year.

**Stock.**—The school possesses 14 head of horses and 32 head of Durham cows. A finer lot of cattle or horses can not be found in the State of Oregon. The boys are taught to take care of this stock and doctor them when sick, so that when they have horses and cattle of their own they will know how to handle them.

**Amusements.**—We believe in healthy amusements and plenty of them during hours of play and recreation. Baseball, football, and tennis are heartily enjoyed by all. Regular sociables, band concerts, and entertainments help to break the monotony of hard work and study and make the pupils happy.

**Chautauqua.**—Each year the Chemawa band, which is known as the highest musical organization in the State, is employed to furnish music for the Willamette Valley Chautauqua Association, held at Oregon City. About 100 of our pupils take advantage of this Chautauqua association, and an Indian school camp is established for their accommodation. While the pupils derive great good from mingling with the best people in the State and its most prominent educators, probably a greater amount of good is done for the cause of Indian education by gradually decreasing and destroying the prejudice existing in the minds of the white race toward the red man. Instead of seeing war paint, feathers, and bows and arrows, the thousands of people who attend the Chautauqua are surprised to see the gentlemanly and ladylike con-

duct of the young Indians, who associate with them in the educational work of the association. One half day is set aside on the Chautauqua programme for the "Indian morning," when our pupils entertain 5,000 people with essays, songs, orations, instrumental music, etc., all of which are well received.

The annual banquets given by the various literary societies were a social and literary feature of the school. The toasts offered by the members would do justice to older and more experienced speakers.

**Discipline.**—Fewer cases were reported for discipline than any previous year. The conduct of the pupils and their general interest in their school and work have been very commendable. While a military system prevails, and is necessary to a certain extent, yet we try to avoid too much militarism and that which amounts only to vain show. Pupils are formed in companies and battalions and are properly officered. The orders of the office regarding fire drills have been rigidly enforced. Special attention has been paid to ventilation and good food for the necessary health of the pupils.

**Religious exercises.**—Ministers of different denominations preach to the pupils on Sundays, and over half the pupils are members of the Salem churches. The young men have a flourishing Y. M. C. A. and give more money each year to the State organization than any other association in Oregon. They also responded very liberally to a call toward helping to build a new Y. M. C. A. building in Salem. The girls have their Christian Endeavor, Y. W. C. A., and King's Daughters, all of which are helpful to them and the school.

**Societies.**—Four literary societies and two bands of mercy were successfully maintained during the year. Two of the above societies admitted pupils from the higher grades only, and the grade of work done, therefore, was of a higher order and proved more instructive and beneficial.

**Improvements.**—Three large brick buildings, viz, girls' dormitory, laundry, and industrial building, will be constructed this fall. Heating and electric lighting plant will also be enlarged and extended so as to cover the entire plant. With these much-needed improvements the crowded condition will be greatly relieved and better and more satisfactory work accomplished in the future.

**Buildings.**—The school plant consists of about thirty buildings, which are kept in good state of repair and well painted.

The Chemawa school has enjoyed another peaceful and successful year. The employees have been loyal, faithful, and in most cases efficient. They have worked together harmoniously in building up this school and advancing the interests of the pupils. As a result of this united effort, splendid results have followed, and the pupils were contented, interested, and learned to love their school as they would a home.

In conclusion, I desire to thank my assistant, Mr. W. P. Campbell, and the employees of this school for their earnest and faithful services; also the Indian Office, for the cordial and prompt support extended to me in my official capacity during the past year.

I have the honor to remain,

Your obedient servant,

T. W. POTTER, *Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

#### REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., *September 4, 1901.*

SIR: This is the twenty-second annual report of this school I have had the honor to submit to the Department, which period covers its whole history.

	Boys.	Girls.	Total.
Enrollment from the beginning, September, 1879, to June 30, 1901 ..	2,708	1,657	4,360
Discharged during that period, including deaths .....	2,147	1,206	3,353
Admitted during the year.....	133	99	232
Discharged during the year.....	114	49	163
Deaths.....	1	3	4
Total enrolled during the fiscal year.....	671	503	1,174
Remaining at the school June 30, 1901 .....	556	451	1,007
Tribes represented during the year .....			77
Outings during the fiscal year.....	394	458	852
Students' earnings during the fiscal year.....	\$18,444.78	\$10,269.91	\$28,714.69

At the close of the fiscal year the students had to their credit a total of \$19,594.83, \$15,500 of which is their earned savings, the balance coming to them as annuities, etc.

The population of the school for the year by tribes was as follows:

*Population.*

Tribes.	At school July 1, 1900.		New pupils received.		Total.	Returned to agencies.		Died.		At school July 1, 1901.		Total.
	M.	F.	M.	F.		M.	F.	M.	F.	M.	F.	
1. Alaskan	7	14		2	23	1				6	16	22
2. Allegheny	4		1		5					5		5
3. Apache	17	5	1		23	4				14	5	19
4. Arapaho	4	3			7	2				2	3	5
5. Arikara	1	2			3	1					2	2
6. Assiniboin	3			1	4	1				2	1	3
7. Bannock		4			4						4	4
8. Caddo		2			2		1				1	1
9. Catawba		2			2						2	2
10. Cayuga		3	1		4					1	3	4
11. Cayuse	1			1	2	1					1	1
12. Chelan	1				1	1						
13. Cherokee	27	22	1	12	62	4	1			24	33	57
14. Cheyenne	15	5			20	3				12	5	17
15. Chippewa	38	26	8	8	80	12	2			34	32	66
16. Clallam	2			1	5	2	1				2	2
17. Coahuilla		1			1					1		1
18. Comanche	5	6			11	2	1			3	5	8
19. Coos Bay	1	1			2	1					1	1
20. Copah	1				1					1		1
21. Creek			3		3	3						
22. Crow	8	7		1	16		1			8	7	15
23. Delaware	7	1	1		9	2	1			6		6
24. Eskimo	1	4			5					1	4	5
25. Grosventre	1				1	1						
26. Iroquois	6	4		2	12	1				5	6	11
27. Kickapoo	8	10	2	1	21	2			1	8	9	17
28. Kiowa	3	2			5		1			3	1	4
29. Klamath	8	10			18	6	2			2	8	10
30. Lipan		1			1						1	1
31. Mandan	1				1					1		1
32. Menominee	7	4	4	4	19	1				10	8	18
33. Mission	21	21	1		43	2	6			20	15	35
34. Modoc	4	2			6	1	2			3		3
35. Mohawk	8	9			17	1				7	9	16
36. Mohave	1	1			2	1				1	1	2
37. Munsee		1			1						1	1
38. Navaho	1				1					1		1
39. Nez Percé	6	1			7	1	1			5		5
40. Okinagan	1	2		1	3					1	2	3
41. Omaha	6	1		1	9					6	2	8
42. Oneida	43	47	10	9	109	5	5			48	51	99
43. Onondaga	18	7	2		27	3				17	7	24
44. Osage	16	9	3	1	29	3	3			16	7	23
45. Otoe		1			1						1	1
46. Ottawa	6	3	2	1	12	3	1			5	3	8
47. Paiute			1	1	2					1	1	2
48. Papago	3	5			8					3	5	8
49. Penobscot	3	5			8		2			3	3	6
50. Piegan	9	4	2	1	16	3	1			8	4	12
51. Pima	22	7			29	1	1			21	6	27
52. Ponca	2	4		1	7					3	4	7
53. Porto Rican	4		25	14	43	1				28	14	42
54. Potawatomi		1	2		3					2	1	3
55. Pueblo	17	17			34	2				15	17	32
56. Puyallup	2				2	2						
57. Sauk and Fox	2	1			3	1				1	1	2
58. Seminole	1				1	1						
59. Seneca	60	38	25	25	149	15	8	1		69	56	125
60. Shawnee	5	3	1		9	1			1	5	2	7
61. Shoshoni	4	3	5	5	17				1	9	7	16
62. Siletz		1			1						1	1
63. Sioux	37	35	16	2	90	8	2			45	35	80
64. Spokane		1			1						1	1
65. Stockbridge	10	6	7	4	27		2			17	8	25
66. St. Regis	6	4			10					6	4	10
67. Summie	1				1							
68. Tonawanda	11	3	3		17	2				12	3	15
69. Tuscarora	16	8		1	25	4	1			12	8	20
70. Ukeah	1				1					1		1
71. Umatilla		1	2		3					2	1	3
72. Wallawalla	3	1			4	1				2	1	3
73. Washoe	1				1					1		1
74. Winnebago	9			1	16	1	2			8	5	13
75. Wishoshkan		6			1					1	1	1
76. Wyandotte		3			3						3	2
77. Yuma	1		1		2					2		2
Total	538	404	133	99	1,174	114	49	1	3	556	451	1,007

The great diversity of origin, speech, and experience, assembled in one unity, multiplies progress and becomes an object lesson it were well to heed. No concession to any part is ever made or needed. There is no tribal or race animus whatever. Congeniality prevails throughout, though mayhap bitter ancestral tribal strife existed for centuries previous. Dwelling together, knowing each the other, unifies, drives out conceit, and begets mutual respect, hence real Americanism. A thousand Sioux youth assembled in the same place, in the same school, under the same administration, would only perpetuate Siouxism, tribalism, hinder English speaking, English education, and Americanism.\* If such would be the result at Carlisle, how much more on the reservation?

Of the 114 boys discharged during the year, 45 were dropped because of being run-aways, 75 per cent of whom were new to the school, and practically all of them were chronic runners.

The runaway habit, which occurs only among the boys, is getting to be a serious evil. My knowledge of the methods prevailing at the agencies and the schools near the reservations convinces me that running away from school is cultivated in a large degree by the system. Boys who run away from Carlisle, I find on tracing, are those who have been educated to run away by the agency day or boarding schools. As no material punishment is attached to running away from these schools, it comes to be for the boy only a nice little lark. At most of the day and agency boarding schools mounted policemen are kept to chase and bring back the runaways. The policeman finds the boy at home, takes him on his horse behind him, and brings him back to school, and the boy has had his little visit home. No pressure is placed upon the parents nor upon the boy beyond that. When the winter is on and the school becomes the most comfortable place, then the boy remains at school all right, but as soon as pleasant weather arrives he flits.

There ought to be some course of treatment at the agencies that would restrain instead of cultivate the runaway habit, and force the parents to exert some preventive pressure. This could be done among ration Indians by using the same means as a punishment of parents for harboring or encouraging the runaway boy that is used to compel them to send the boy to school. Agents withhold rations to the family when the children should be in school and are not sent by the parents. This brings the parents to time and they send their children to school. If, when boys run away, there was the same denial of rations to the family, it would practically end running away from school among such Indians.

I suggest as a remedy, to end the running away from the nonreservation schools, that the superintendent report to the agent at the time, and that the agent be instructed to arrest and notify the superintendent, and the boy be returned to the nonreservation school under the care of a policeman and discipline be administered.

A semireformatory Indian school on one of our coast islands where incorrigibles, both runaway and other, could be sent for suitable periods would be a blessing to them and the school service.

The system or lack of system in the transfer of students is an abomination. The regulations of the Indian office requiring promotions from school to school are a dead letter, and it devolves now as much as ever upon every nonreservation school to send its agents to the reservations and persuade students to attend and parents to consent, which has always been the case. The reason is plain. A few weeks ago a reservation school superintendent of over twenty years' service in Indian schools told me that not less than nine out of ten of the reservation school and agency employees are opposed to nonreservation schools. Judging from our experience here, this is not overstated. An analysis of this opposition shows that the people referred to are acting ignorantly. They have received appointments in the Indian service and gone directly from civil life to their posts in the field. They have not come in touch with the nonreservation schools, nor gathered up the intentions of the Department and Congress in the premises, and their own bailiwicks naturally become more important to them than any other.

Last fall, upon the urgency of a number of people interested in the advancement of our new island population, especially of the Porto Ricans, and with your sanction, I received as students of this school, under the same rules and conditions governing in the case of Indian pupils, four girls and one boy from Ponce, Porto Rico. A few months previous to this, and upon the urgency of those who brought them, and with your approval, I had received four boys, who came to the States with our returning Pennsylvania volunteers. An especially bright lad was also received from San Juan upon an appeal from one of my former teachers, then at work in the schools there. These young people immediately became a part of the school in all its interests, and very soon, as a result of their letters home, many requests poured in from parents and friends in Porto Rico urging us to accept others. I laid this matter before you and

suggested that I be allowed to increase the number to 40, which you authorized, in view of the fact that we are carrying quite a good many Indian youths over and above our appropriation number, and these could be counted as a portion of this excess.

Dr. M. G. Brumbaugh, commissioner of education for Porto Rico, with whom I have corresponded quite a little, at once took hold of the matter, selected from different sections of the island the most suitable of the many candidates, and arranged that they be delivered at New York City without expense to the school. I received them at that point. As will be seen from the statistics, the total number was increased to forty-two. These came in separate small parties, and as they continued to come the number of appeals from parents urging that their children be included increased so that Commissioner Brumbaugh wrote me that he could easily send 500 if I would take them. This movement and experience, with very slight exception among the very first received, has been of a most gratifying character. The expressions of gratitude from the parents and the satisfaction of individual Porto Ricans, both officials and others, who have visited the school, have all been in every way encouraging.

In the meantime I have already placed under our outing system ten of these young people, selecting for all of them the most favorable places for their education and development, and as rapidly as practicable I shall increase this number until if possible all are so located away from the school; for living in an American family and going to school with American children is a far better and more rapid method of Americanizing and educating the Porto Ricans than schools made up wholly of Porto Ricans can possibly be. It operates the same with them as with the Indians.

In this connection it seems well to insert the following letters from the honorable commissioner for that island:

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, May 7, 1901.*

DEAR SIR: On the transport *McClellan*, which sailed from here at noon to-day, are 14 children for Carlisle. The majority of these are girls. You will notice, however, that in the aggregate of the number on both boats there are more boys than girls. It was absolutely impossible to avoid this condition. The people of this island are perfectly willing to send their boys anywhere under the sun, but it was only with the greatest reluctance that I was able to get any parents to have their daughters sent away from home. You will understand the significance of this is due to the Spanish customs. I have sent as many on this boat as the vessel would accommodate. I will send as many additional girls as I can on the next transport to complete the total number to 30. It may not be amiss to say that it would easily be possible to send 500 boys to you if I were to grant all the petitions that have been made to this department, and in a few cases I could send you some fine young women, but they are above the limit of 18 years, and for that reason I did not feel free to select them. Girls under 18 years are to be had only with difficulty, but we will be able to send the full quota you asked for, and I sincerely trust that you can see your way clear to increase the number allowed to Porto Rico. The claims of these people upon one's sympathy and the strong pleas which they make for help touch one's heart.

It may be of interest to you to know that these children were escorted to the American transport by the public school children of this city to the number of about 400, marching under the American flag, cheering the Carlisle school and cheering the American Government for its liberality in taking these children and giving them a good education. I believe that no more salutary influence could be exemplified in their behalf than this, and my fond hope is that I may be permitted to increase the number.

The transport goes from here to Cuba, and will be due in New York on May 17. Will you kindly arrange to have them met in New York?

Thanking you with my whole heart, I am,  
Very sincerely, yours,

M. G. BRUMBAUGH,  
*Commissioner.*

Maj. R. H. PRATT,  
*Indian Training School, Carlisle, Pa.*

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, August 17, 1901.*

DEAR FRIEND: I thank you for your letter of August 5, and beg to say that I will send no more pupils without your consent. I also request you to indulge me in my trespass upon your limits, and know that you will gladly forgive me for sending more boys and girls than I should have sent when you remember that this office is crowded daily with crying women begging us to send their children north to be educated. I have now positively stopped the whole procedure, but trust that in the near future you can do us the great service of allowing us to send additional children to the school.

Yours, respectfully,

Col. R. H. PRATT,  
*Superintendent of Indian School, Carlisle, Pa.*

M. G. BRUMBAUGH,  
*Commissioner.*

This disposition and action on the part of Dr. Brumbaugh and the urgency of Porto Rican parents is a most gracious contrast to the twenty-two years' experience I have had of the general conduct of educators the Government hires and sends among the Indians to civilize them, and to that of Indian parents whom these educators and civilizers urge and educate to not send their children to better opportunities.

The blacksmith, carriage and wagon, tin, shoe, harness, tailor, paint, and carpenter shops have been running as usual, and a supply of tinware, harness, carriages, and wagons manufactured for the Indian service. The printing office keeps up its printing



of a weekly paper, and printing of blanks, reports, lists, and other jobs for the school. The laundry, dining room, sewing room, bakery, etc., were conducted as in the previous year.

A domestic science department was put in operation last fall, and continued through the year with fair success. Every girl in the school, except those in the senior class and those pupils in the normal department who attend school all day, received instruction in this valuable accomplishment.

An arrangement has been made for a thorough reorganization of the industrial section of the school during the year 1902.

For some years we have been renting a farm of 156 acres, known as the Hocker farm, about three miles from the school, paying an annual rent of \$600. My endeavors to buy a nearer farm of equal size and quality were not effective until last August. I found then a farm of 176 acres cornering with the Parker farm, and less than a mile distant from the school, could be had for \$20,000. With the permission of Congress and the Department the farm was purchased and the final negotiations completed before the end of the year 1901, so that it is now in the possession of the Government. This gives us, in all, 306 acres for cultivation and does away with the necessity of renting another farm. The buildings on the new farm are old and will need to be replaced in part. There is a fair orchard and better vegetable land, which will make valuable addition to our supplies for students.

Our school herd, numbering 55 cows, continues to be an invaluable contribution to our needs, but should be increased to at least 80.

The principal teacher reports a year of special advancement along all lines. The extra teacher allowed last year, whose duty it was to bring up slow students and those deficient in some studies, has given valuable service and encouragement to a discouraged and discouraging element. Sloyd, music, and drawing continue valuable features of the curriculum. A comprehensive course of study has finally been completed by the principal teacher and printed in our printing office, giving thorough and excellent direction to the work of every teacher and pupil. The use of the school library by students for reference and in preparation of debates in the literary societies has been growing steadily, and to it is due much of the increased interest in literary programmes.

A class of 16 girls and 23 boys from 17 different tribes was graduated in March last.

With few exceptions our teachers took advantage of the summer-school leave granted by the Department and attended either the Buffalo and Detroit Institutes or regular summer schools for teachers.

During the spring phonograph records of school recitations and exercises for use at the Buffalo Exposition were taken by expert operators under the direction of the managers of the Government exhibit, also cinematograph impressions of the school athletics, gymnastics, etc., and Miss Johnston, under orders from the Department, took over 100 photographs of the different departments of the school, interiors of schoolrooms, shops, etc., which are all on exhibition at Buffalo in connection with papers prepared in the schoolrooms, and samples of our industrial products. Mr. Howard Gansworth, a graduate of this school, and this year a graduate of Princeton University, has efficient charge of the Indian exhibit for the Department for a part of the season.

In November last I was invited by the authorities of the Pan-American Exposition at Buffalo to make an engagement for our band for a month in the summer. In making this application the director-general stated that their object was to show what instruction and opportunity would develop in Indians along higher musical lines. As the savage qualities of the Indian are usually put before the public almost to the exclusion of the civilized qualification, I concluded to accept the offer. The band was at the time disorganized, but I secured the best leader I could find and pushed the preparation for this engagement. The result has been more than gratifying. The band is more finely developed than ever before, and without concession on account of being Indian is ranked by musical authorities as equal in many selections to Sousa's and other celebrated bands.

Many inquiries are made concerning the establishment, methods, aims, and results of the school, together with queries as to the use made of education by those who go out from us. To meet these I have arranged to issue something in the nature of a catalogue or annual, giving the points of general interest. From the first we have kept as careful an office record of every student as our work would permit, but our numbers are too great for a catalogue of all. I shall therefore include only all the graduates and a few special students who left the school before we began to graduate pupils. A committee is now at work on this booklet, which will be illustrated with some of Miss Johnston's pictures and ready for publication as soon as plates are procured.

A card system of records is in process of completion in the record department, and when fully written up will afford ready means for a quick survey of every pupil's career.

We have in process of erection at the school an addition to the storehouse, and two additions to the dining room, 44 feet 6 inches by 32 feet. The first will double our present storage room, and the dining-room annex will give a room 125 by 82 feet. These are made necessary by the continued growth of the school. Last winter 700 students were crowded at meals into a hall originally intended to seat 450. Larger quarters are now needed for the boys and girls and more accommodations for the employees are also necessary.

The 600-horsepower boilers placed last year have given satisfaction, heating the buildings much more uniformly and economically than in previous years.

It is with great satisfaction that I can report the health of the school exceptionally good throughout the year. Of the 4 deaths this year one was of quick consumption, another of heart disease, another of brain trouble, while the last was undoubtedly of previous development. The girl was taken ill soon after her arrival and was at once beyond help. These health results disprove the statements of critics who allege that in the remote schools an excessive percentage of the students die.

In closing this report I desire to emphasize statements I have been making for several years past. I have now been in the Indian-school service twenty-three years, not counting the three years' feeble school work for and while in charge of Indian prisoners at Fort Marion, St. Augustine, Fla. My experience among the Indians prior to going to Florida, added to the Florida experience, led me to know that all the Indians need in order to become English-speaking, useful, intelligent American citizens is the same opportunities and responsibilities accorded to our own people and all foreigners who emigrate to and locate among us. I have always seen, and now more than ever before see, that it is impossible to give the Indians these opportunities with any force in their tribal aggregations on their reservations. The element of necessity of contact, the learning by seeing, association with, and doing is entirely absent at their homes. We had ample experiences to prove this before Carlisle and other nonreservation schools were established. No experiences we have had since disprove it. Educating them together in tribes is only added hire to remain tribes. Tribal disintegration, individual freedom, and the taking upon their individual selves the useful qualities of our American life can never come to them in any fullness through any educational training that may be given to them in their tribal masses on their reservations, no difference how excellent the quality of instruction. Again I say the Sioux, educated in schools made up entirely of Sioux on the Sioux Reservation, naturally accept that they are to remain Sioux indefinitely.

There being a general slush fund for that purpose in the hands of the Department, and all agents and agency school people naturally willing to build and improve their surroundings at the public expense, in many cases expensive school buildings have been erected on the reservations for practically all the children. These schools are required to be kept full or their employee force is cut down. This compels the reservation school, through its entire employee force, to hold the children to their reservations. Most of the nonreservation schools are carried on as though under the reservation system, because no effort is made to give their pupils experiences and opportunities beyond the school limits. The children are brought from the reservations to the schools, reserated there for a time, and then returned to the reservations.

As I have no sympathy with any methods of tribalizing or catering to useless Indians, not even with schools, when used for that purpose, I feel that I am becoming more and more extraneous to about all that is being done for the Indians, because I see that much failure is bound to come in the final reckoning, for it will continue to be alleged and alleged to be proven that Indians can not take on our education and civilization successfully; but in truth they have never been really invited into nor allowed any real opportunity to enter civilization's family.

Very respectfully,

R. H. PRATT,

*Lieutenant-Colonel Fifteenth Cavalry, Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT CHAMBERLAIN, S. DAK.

INDIAN TRAINING SCHOOL,  
Chamberlain, S. Dak., August 13, 1901.

SIR: I have the honor to submit the fifth annual report of the Chamberlain Indian Training School.

**Attendance.**—The total enrollment for the year was 122. The following table shows the average attendance by quarters:

Quarter ending—	
September 30, 1900 .....	100
December 31, 1900 .....	110
March 31, 1901 .....	111
June 30, 1901 .....	115
Average attendance for the year .....	109

**Literary.**—There are but two schoolrooms. This year there were seven grades. This made the work rather heavy for two teachers. However, excellent work was done by the teachers and pupils of both rooms.

Miss Minnie E. Lincoln had charge of the primary room until March 1, 1900, when she resigned and was succeeded by Miss Florence Horner. Both primary teachers did good work. The report from this room shows the following promotions by grades: First to second year, 6; second to third year, 7; third to fourth year, 5; fourth to fifth year, 15.

The intermediate room was in charge of Mrs. Mary Shaw, principal teacher. Under her efficient management two grades were added to the course. Last year our course consisted of five grades. This year the sixth and seventh years were added. Mrs. Shaw's report shows the following promotions: Fifth to sixth year, 25; sixth to seventh year, 8; seventh to eighth year, 15.

The course of study now embraces eight years. After completing this course the pupil is entitled to a diploma. The class of 15 who completed the seventh-year work will be ready to begin the eighth-year work next year.

**Industrial work.**—Owing to lack of proper facilities we were not able to carry on systematic shop work during the year. The larger boys were employed, however, in caring for the stock, cutting and storing ice, assisting in making repairs, and in general work around the school. Considerable painting was done by the carpenter and his force of boys. All the shoe repairing for the school was done by the shoemaker and detail, besides putting up a few pairs of new shoes. A garden of about 25 acres was cultivated. The following table shows what was produced during the year:

Beans, green .....	bushels..	20	Pickles .....	gallons..	170
Beets .....	do.....	36	Potatoes .....	bushels..	970
Butter .....	pounds..	222	Pork .....	pounds..	200
Cabbage .....	heads..	800	Pumpkins .....	bushels..	100
Cucumbers .....	bushels..	24	Rutabagas .....	do.....	25
Eggs .....	dozen..	197	Sauerkraut .....	gallons..	50
Melons .....	number..	2,500	Squash .....	number..	100
Milk .....	gallons..	4,339	Sweet corn .....	bushels..	100
Onions .....	bushels..	30	Turnips .....	do.....	160
Peas, green .....	do.....	10			

During the coming year we hope to make a start in putting up new shoes and harness.

**Domestic work.**—The work in the different departments has been quite satisfactory. The matron, cook, seamstress, laundress, and assistant matron have been faithful in the performance of their duties. The girls received instruction in cooking, baking, dressmaking, general sewing, and general housework.

The following articles were made in the sewing room during the year:

Aprons .....	number..	303	Pants .....	pairs..	59
Capes .....	do.....	6	Pillowcases .....	number..	102
Cloaks .....	do.....	12	Sheets .....	do.....	50
Coats .....	do.....	1	Skirts .....	do.....	28
Drawers .....	pairs..	173	Suits, cadet .....	do.....	13
Dresses .....	number..	149	Sunbonnets .....	do.....	45
Garters .....	pairs..	129	Tablecloths .....	do.....	50
Nightdresses .....	number..	76	Union suits .....	do.....	57
Nightshirts .....	do.....	6	Waists .....	do.....	44

**Farm.**—We have not enough land suitable for farming purposes. Neither have we sufficient grazing land. I will ask for an appropriation this year with which to purchase 160 acres which adjoins the school land. Our Indian boys should learn how to farm in this locality.

**Stock.**—The school stock consists of 12 cows, 3 heifers, 10 calves, 1 bull, 21 hogs, and 4 horses. During the year 15 hogs, 1 bull, and 1 calf were sold.

**Health of pupils.**—We have been fortunate in not having any epidemics during the year. Although smallpox has been prevalent in the State, yet we did not have a case. The general health has been exceptionally good. One pupil was taken home during the year on account of failing health. Our attending physician, R. H. Goodrich, has been faithful and attentive to his duties.

**Music.**—Musical instruction was given to several of the pupils during the year by Augustus Breuninger, shoe and harness maker. The brass band, composed of 24 pupils, made rapid progress. The girls' mandolin and guitar club did well also. Several girls received instruction on the piano.

**Evening sessions.**—While school is in session we have an evening session of one hour on each evening of the week. The evening sessions are varied. No studying of books is required of the pupils at these meetings.

The pupils attend the churches in Chamberlain every Sunday, when the weather is fit, and a nonsectarian Sunday school is held at the school on Sunday afternoons.

**Official visits.**—Supervisor Charles H. Dickson paid us two visits during the year. He encouraged and aided the school by his good advice and evident appreciation of the work done by the pupils.

In conclusion, I desire to thank the employees of this school, who worked faithfully for the welfare of the pupils intrusted to their care. I also thank the officials of the Indian Office for the courteous treatment and kindly interest extended to us during the past year.

All of which is respectfully submitted.

JOHN FLINN, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT FLANDREAU, S. DAK.

RIGGS INSTITUTE,  
*Flandreau, S. Dak., August 28, 1901.*

SIR: I have the honor to submit the eighth annual report of the Indian training school at this place, which by act of the last session of Congress is now called Riggs Institute.

**Location.**—This institution is favorably located north of and adjoining the town of Flandreau, a thriving Western village of about 1,800 people, in one of the finest agricultural regions of the Northwest.

**Attendance.**—The attendance for the year was all that could be expected and is shown by the following statement made from the quarterly reports:

First quarter .....	294
Second quarter .....	350
Third quarter .....	360
Fourth quarter .....	356

The average for the entire year was 340, and the highest attendance was during the month of April, 1901, when the number enrolled was 361.

**School plant.**—The school plant comprises eight brick and three frame buildings, all in a fair condition of repair. The facing brick of the first buildings erected begin to show effects of the weather, and within a few years will have to be covered with a coat of cement in order to preserve the buildings. The school farm consists of 480 acres of good land, the north quarter section of which is crossed by the Big Sioux River. It is well divided into pasture, hay, and tillable land, making a very desirable tract of land for school purposes.

All buildings except hospital and superintendent's cottage are heated from central heating plant. The hospital and cottage have independent hot-water systems. The steam plant has not worked satisfactorily and is continually being repaired and remodeled. The fan system of heating the school and assembly building is a failure and plans for heating this building with direct radiation are now being prepared.

The last Congress made an additional appropriation of \$4,000 for a permanent water system, and plans for a first-class plant have been prepared and are now before your office for authority to commence operations on the same.

The electric-light plant installed last year has given excellent service; lights have not failed for over thirty minutes during the whole year, and then only for some trifling cause, such as burning out of fuses, etc.

**Literary.**—The work in this department for the past year has been quite successful. Ten grades have been kept well filled and a very bright class of nine completed the course of study and were given their diplomas at commencement exercises, June 26. Several of the class will enter the normal and commercial courses at Haskell Institute another year. One has gone into the grocery business on his own account in a small town in Minnesota and another has secured a good position with the Great Northern Railway.

I am pleased to note that the kindergarten is to be abolished, and another teacher added to the force for the present year. There is a great demand from older pupils for admission to the school, and it is a move in the right direction to provide for this class of pupils in a school of this kind and in this section of the country.

The musical training of the pupils has been quite seriously interfered with during the year owing to frequent changes in instructors, who were temporary employees pending a regular appointment.

A well-attended literary society, conducted by the pupils, has continued during the year. Meetings were held weekly and a good lively interest manifested. The older pupils, in charge of employees, have been allowed to attend concerts and other entertainments in the village during the year. For the coming winter I have arranged with the Chicago Lecture Bureau to furnish a course of entertainments at the school, including in the course such attractions as the Dixie Jubilee Singers, the Schumann Lady Quartette, Mark Conley, the character sketchist, the musical Hoyles, and Eugene Laurant, the magician. The course is the first one ever given by a lecture bureau at this place, and very low rates were given, making it possible for the students to hear first-class entertainments at a nominal cost.

**Religious training.**—As the school is within walking distance of the town, all pupils are required to attend church of their preferred faith in the village every Sunday. Pupils are also allowed to attend special preparatory exercises at the churches when it can be done without interfering with the regular work of the school. On three Sunday evenings of the month different clergymen from the village have very kindly conducted religious services at the school. A meeting of the older pupils, called the "Society," has been held on Sunday afternoons, and an hour spent in singing and reading scriptural and other appropriate selections.

**Industrial.**—This department is as yet not fully organized, owing to lack of proper buildings in which to teach the desired branches. The school farm is a good one, and had it not been for the extreme heat at the critical time for the maturing crops the yield this season would have surpassed all past years. During the school year the school herd has been partially changed, old stock sold, and a new herd of short-horns purchased. More stock is to be purchased this fall, and it is hoped by another season considerable attention can be given to dairying.

The carpenter shop, at present altogether too small, has been a very busy place during the entire year. The work of repairs to buildings, such as painting, calceining, cementing floors, roof repairs, etc., has been carried on by the carpenter and his detail of boys.

The tailor shop has also accomplished a large amount of work in a very satisfactory manner. This department is presided over by a Haskell graduate, and I am pleased to say that his services are not only satisfactory as to work, but that he is also an exemplary employee.

A shoe and harness maker was added to the force late in the year, and nothing other than repairing was attempted in that line. A full line of harness tools and material has been estimated for, and when received he will commence making harness along with the general repairing to be done.

In the power house a number of the larger boys have received training, and several have become quite proficient in firing and caring for the machinery there.

**Domestic.**—In this department girls have received systematic instruction in cutting and fitting garments and general needlework, in cooking and laundering. In the school kitchen institutional cooking only has been taught, but it is proposed another year to organize a cooking class for instruction on a smaller scale.

**Discipline.**—The discipline of the school has been fairly good, considering the changes in persons caring for the boys. A lively interest has been taken in athletic games, and very good foot and base ball teams have been put in the field.

The school band has progressed very well, and at the close of the year was able to produce very creditable music.

**Outing.**—About forty boys are now out on farms in this and adjoining counties. That their services are appreciated and satisfactory is evident from the great demand

for their services during the summer months. The earnings of the pupils for the season will exceed \$1,800. No efforts have been made to secure places for girls, although there has been some demand for their services. The difficulty in their case is in the fact that those employing them are inclined to look upon them as ordinary domestics, and do not wish to assume responsibility for their moral welfare.

**Sanitary.**—The general health of the school has been good. One case of measles and one of scarlet fever were the only contagious diseases encountered during the year. There were the usual number of cases of pneumonia incident to an institution of this size, but one of which terminated fatally, and that was after the pupil had been exposed to a severe storm en route to his home. Smallpox has existed on many of the reservations and also in many towns in the State, but by taking precautions none of this has found its way into the school.

**In general.**—The work of the school for the year has, in general, been quite satisfactory. The attendance has been good, health of pupils and employees good, and no serious obstacle in the way of success has appeared. With few exceptions all employees have rendered good and efficient service and have worked harmoniously for the good of the service in general and this school in particular. Thanking your office for favors received, I am,

Very respectfully, yours,

CHAS. T. PEIRCE,

*Superintendent and Special Disbursing Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT PIERRE, S. DAK.

INDIAN INDUSTRIAL SCHOOL,  
Pierre, S. Dak., July 23, 1901.

SIR: I have the honor herewith to submit the eleventh annual report of the Pierre Industrial School.

**Location.**—The Pierre Industrial School is located about 2½ miles east from the city of Pierre, S. Dak., and it is about 1 mile from the East Pierre Station.

**Attendance.**—The enrollment during the year was 169; the average attendance for the twelve months was 112. The estimated capacity of the school is 150.

**Buildings.**—The school plant comprises 21 buildings, the most of which are in reasonably good repair. The main building is of brick, and is so built as to furnish quarters for all pupils belonging to the school. The kitchen and dining room are also a part of the main building. This makes a very compact arrangement, though not the most desirable in some respects.

**Water supply and sewerage.**—Water for general use at the school is purchased from the city of Pierre. There is an artesian well on the school premises which furnishes a constant flow of water and natural gas, which I hope to be able to utilize to advantage in the near future. While the water from this well is not considered suitable for drinking nor for irrigating purposes, it is considered as excellent for baths. By putting in a bath house and bathing pool I am very sure that we shall be enabled to save enough water from the purchased supply to thoroughly irrigate our lawns without increasing our expenditure for water supply. The water from the artesian well is of a natural temperature that is suited for baths, and is at present running to waste. The use of this water will be a saving to the school in two ways: (1) We shall be using water that we do not have to buy. (2) We will save the fuel now used in heating the water used for bathing purposes.

Our sewer system is in very bad repair, but an appropriation is now available for a new one, which it is hoped will be used very soon.

**Health.**—The health of the pupils has been reasonably good during the year; not very much sickness compared with the number in school. On account of an epidemic of smallpox in our locality we kept the children at home quite closely during the last half of the school year in order to avoid contagion. I feel confident that, had we not done so, we should have been almost certain to have had the dread disease in the school before the end of the school year.

**Progress.**—Two pupils graduated from the literary department, having completed the eighth grade work.

I consider the industrial departments the strongest and most essential features of the Indian school service. I must say that I do not consider our facilities in this line equal to the needs of the school. We must necessarily have an equipment by which we are enabled to give the pupils an industrial training that will appeal to them as being something of sufficient thoroughness to make them feel that they are

being fitted for some definite use in life. We are not able to do this at present as I hope to be in the near future.

The time was when this school had a workman in wood as a regular employee. The needs of the school still demand such a man. A thorough carpenter should be a member of the school force at all times. While it is true that the carpenter work can all be done by irregular labor, it is also true that an irregular employee is never a teacher to the pupils in any very strict sense of the word.

**Needed buildings.**—I believe that the best interest of this school requires two more buildings, as follows: (1) A school building of 200 capacity, and (2) a girls' home of 100 capacity.

An appropriation has been made for a lighting plant, which it is hoped will soon be used in the installation of a plant to take the place of the much-dreaded kerosene lamp.

I desire to say that I feel that the work done by the employees with whom I have been associated has been to a good degree of satisfaction by nearly the whole school force. The work was specially hard in the literary department, from the fact that we had but two teachers. In conclusion, I desire to express my thanks for the kind consideration of those connected with the Indian Office with whom I have had to do during the past year.

I am, very respectfully,  
The COMMISSIONER OF INDIAN AFFAIRS.

WILSON H. COX, *Superintendent.*

## REPORT OF SCHOOL AT RAPID CITY, S. DAK.

RAPID CITY, S. DAK., INDIAN SCHOOL,  
*August 21, 1901.*

SIR: I have the honor to submit the following report of this school for the fiscal year 1901:

The school is located on the Fremont, Elkhorn and Missouri Valley Railway, 2 miles west of Rapid City, S. Dak., just at the foot of the famous Black Hills, a section of country that seems to have been made especially for the lives and habits of the American Indians.

The school plant consists of one main school building, hospital, laundry, shop, two barns, an ice house, and one poultry house. All of said buildings are practically new and need but little repairing. The school plant, in my opinion, is entirely too small for a nonreservation school.

The appropriation for the present fiscal year provides for 100 pupils. Last Congress increased capacity of school to 150 pupils, and made an appropriation of \$20,000 for said purpose. An appropriation for the construction of a water plant was also made.

The sewerage and water systems are satisfactory for the present requirements. Should the school be enlarged, it will necessitate the extension of the sewer in order to permit the contents to be emptied into the river, 1,600 feet away.

Health of the school has been splendid. One pupil died during the year, making the first and only death that has ever occurred in the school. This does not mean that we have heretofore gotten the sick children home before dying. The contract physician, Dr. Joseph Van Buskirk, of Rapid City, has given his close personal attention to all matters pertaining to sickness and to the general health of the school. During the year the smallpox was raging all around us. The pupils and employees were vaccinated and school quarantined.

The farm is poor and produces little but hay and pasture. The frequent hailstorms during the summer destroyed nearly all of the garden truck. However, the present garden is good. There is a sufficient number of horses, milch cows, hogs, and chickens for present use.

The literary work has been as satisfactory as two teachers could render it, much progress being made in the class rooms and in the different societies.

The average attendance has been over 100 pupils. Many children were refused enrollment on account of no available room. There would be but little difficulty in securing 300 pupils, provided the Indian agents would let them leave the reservation schools.

Office instructions as to fire drills have been complied with, and we have two fire companies that drill during the week.

The entire school, pupils and employees, are under many obligations to the local ministers for favoring us with a sermon every Sunday afternoon, alternating with each other.

All employees have been earnest and harmonious in their work. I again urge that this school plant be enlarged to accommodate 250 or 300 children.

I have the honor to be, very respectfully,

SAM B. DAVIS, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT ST. GEORGE, UTAH.

INDIAN SCHOOL, SOUTHERN UTAH,  
*St. George, Utah, July 6, 1901.*

SIR: The fiscal year 1901 was in many respects the one of greatest and most varied hardships in the history of this school, and possibly in a long time of the Indians also.

The continued drought, which last year caused almost complete failures of all crops, was the initial disaster; the failure of the accustomed and expected Government help was a close second, and rendered much more serious by the first. Famine and fever, la grippe, and whooping cough stalked in our midst, while smallpox hovered on our borders. The winter was unusually long and cold, as was the spring, and the sufferings of the aged and sick were very pitiful. The unfriendly element among our neighbors kept telling the Indians, who were forced to beg or starve, that the agent must be stealing their money, for the Government had plenty of money, and thus stirring up dissatisfaction most difficult to allay under the circumstances. The school has not prospered as it should have done, nor has any apparent progress been made toward our new location, which makes work among the other bands practically impossible, as they believe the "big school" to be a myth, and decline to send their children here to camp among these Indians, for which, in recalling past experiences, I can not blame them; and altogether, the review of the year is like a nightmare to those who are concerned in it and have lived through it by great hardships.

We have had some encouraging things to save us from utter despair, however—the visit of the Indian missionaries from the Nez Percé and Shoshoni churches, and of Rev. H. H. McCreery, of Salt Lake City, and Miss A. J. Frost, of Blackfoot, Idaho, who came with them and assisted in the great and helpful work done among these Indians and the visitors who gathered to hear; the interest and readiness of mind of the Indians themselves, and the speedy response to the reports and appeals of Reverends McCreery and Hayes on the parts of their superiors, the Presbyteries of Utah and Walla Walla and the Board of Home Missions of the Presbyterian Church, in preparing to send further help, together with the material aid, food, clothing, bedding, and medicines, which were an afterthought, in the interest aroused in those churches by our hunger for the truth and our abject poverty, the like of which our visitors had never seen. All these made a bright line running through the somber, troublous days, and gave not only encouragement, but power to do much more for the needy than could have been accomplished by the agent alone.

The winter's storms and snows give a plentiful season this summer, and the Indians are improving it to the utmost. The new ditch completed during the year brings considerably more land under water, and it has all been utilized. The late spring injured the earlier crops, and we suffer in common with our neighbors from the ravages of the army worm, but in spite of these things we shall have fair crops if the water holds out a little longer. The Indians are working, besides, at whatever they find to do—driving cattle, hauling wood, and choring in various ways, and for the past two weeks all but two or three old men, who stay to look after the farms, have been out on the "desert" gathering the bountiful harvest of seeds, which has been an utter failure for three years preceding this. They are happy and hopeful, and confidently expecting the Government things, which somehow, though not through any promise of mine, they are sure will be here very soon. I have been very careful of promising, since the wagons, etc., which were to come "next time" have been over a year on the way instead of three months.

I have not visited the Kaibabs this year, as I had nothing for them and no place for their children, and felt that I had no errand and would better stay at home until I had something definite to say to them. They have been in occasionally, and I have kept myself informed as to statistics and sustained very pleasant relations with them, and I am sincerely sorry to lose them from my jurisdiction. After that first kick against the "squaw" they came in with their whole hearts, and I have no better friends than Old William and Young William, the chiefs of the Kaibabs. No doubt they have suffered the same perplexity and temptations to disaffection as the Shivwits in the disappointment at my failure to come with help at the time when it was so sorely needed, and will therefore be ready to welcome a new agent who will bring



them something, and having still plenty to do, I am satisfied, or will be, if the school does not suffer.

The Muddy Indians seem to be in rather bad circumstances, but I am not sure whether anything can be done for them, as they have their allotments. I think their children will all come in as soon as the "big school" is ready.

I respectfully recommend that the school be immediately located, and that it be on Magotse, on the ground that, after all the inspecting and traveling, it still remains the only suitable site; that arrangements be made for temporary quarters at the school, so that it can open September 1 as a real boarding school, and that the wagons, implements, and machinery for the Shivwits Indians be shipped to them as early as possible, that they may have some use of them this summer.

The liquor business has been very quiet all year, but I am just now on the track of some transactions which will take us another trip to Salt Lake, I am convinced, and possibly in the near future.

Very respectfully,

Laura B. Work, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF SCHOOL AT ONEIDA, WIS.

ONEIDA INDIAN SCHOOL,  
*Oneida, Wis., September 2, 1901.*

SIR: I have the honor to submit my second annual report for the Oneida Indian school and reservation.

The report of last year gives a full statement of the size of reservation and location and condition of government buildings. The report of population last year was not quite correct. Some who had died within the year were carried on the annuity roll, and so to the census roll. A careful enumeration in June shows the present population to be 1,979, as follows:

Males .....	1,053
Females .....	926
Males over 18 .....	603
Females over 14 .....	557
Children of school age .....	610

The number reported as being able to use English is 1,100, but this is probably still too small. Many can speak some English who prefer to speak through an interpreter for fear of being misunderstood.

The office records of returned students, which are still incomplete, show that 370 pupils have been in attendance at nonreservation schools, and that 200 are still at such schools. Last year 215 were enrolled at the boarding school and 33 at the day school, a total of 818, who have been in school one year or more and are able to use English with more or less fluency.

I am not able to report as much progress in building houses and clearing lands as I hoped, but there is reason to think that the next year's record will be better.

As in the past year the work of the churches has been very helpful and has been the means of maintaining a desire to lead sober, orderly lives.

The boarding school has had a regular attendance of 210 since January 1, and a considerable number have been transferred to the training schools. The school is now well equipped for the work it is intended to do, and its present needs are few and inexpensive. The present aim is to do thorough work up to and including the fourth grade, leaving the finishing touches of the literary training, with such industrial training as requires special appliances, to be given at the training schools that are supplied with the necessary buildings, tools, and instructors for such work.

The school buildings are good and have been kept in good repair. A new laundry has been built, and the machinery will soon be supplied.

One day school is maintained in a building belonging to the Methodist Church. The attendance at this school has been very satisfactory except during the coldest months of winter.

Superintendent Reel's suggestions on the transfer of pupils are timely and appropriate. The presence of three or four collecting agents at one time is decidedly demoralizing and sometimes leads to the making of promises that can not be kept.

There are still many ways in which I think the Oneidas might improve upon their past experience. Many have done well in a quiet way, have good homes, live sober, clean, Christian lives, and, if not very rich in worldly goods, are nevertheless honest and respected citizens. Of these we naturally hear very little. There are some also,

though a smaller number, whose conduct is not always above reproach, and of these more is heard. With better knowledge of natural laws I hope to see better farms, better buildings, and more and better stock. I have urged the young men to study especially agricultural methods, believing that for the young Oneida, as for every other young man of Wisconsin who owns a good farm, unless he has unmistakable talent in some other direction, his greatest hope of success and happiness lies in living upon and cultivating his own ground, where he will be as independent as a man can ever hope to be.

Very respectfully,

JOSEPH C. HART, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT TOMAH, WIS.

TOMAH, WIS., August 27, 1901.

SIR: I have the honor to submit my fifth annual report for this school.

The year has seen many substantial improvements finished. A dining hall and kitchen, a girls' dormitory, a hospital, and a superintendent's residence have all been completed and were occupied by the middle of the year. A new sewer has just been completed, and that removes a nuisance that has troubled us for two or three years more or less. A 4-inch water main was laid to all the buildings and fire hydrants placed at convenient places in the grounds. A large steam pump was installed in place of the small one we had.

**Attendance.**—The average attendance for the year was 176. During the year we enrolled more than 200 pupils and had that number in attendance the latter part of the year.

**Sanitation.**—We have had very little sickness during the year. Last fall we had a few cases of diphtheria, and the carpenter's little girl and one of the schoolboys died. Aside from this there were no epidemics. We had one very severe case of pneumonia, but the child recovered. This is a very common trouble here, and I feel that the good health of the children is due largely to excellent sanitary conditions and the vigilance of the physician and nurse.

The buildings have been well cared for during the year and have generally been neat and clean. The grounds have been torn up most of the time, owing to new buildings and the installation of water and sewer systems. These are finished now, and we have almost finished grading the grounds.

**Industrial work.**—This consists of the ordinary domestic duties for girls, and carpentry, besides farm work, for the boys. In the carpenter shop the boys are given a limited training in painting, plastering, calcimining, paper hanging, stone and brick laying, as well as a thorough course in woodwork. The necessity for teaching other trades has been set out in another communication.

This is a dairy country, and it is the intention to give a great deal more time and care to milch cows than has been given. Corn is easily grown, and a great deal of feed can be produced on a small area. By using a silo a large herd of cows can be kept on a small farm.

Classes in the different branches of domestic economy were organized, and this work carried on regularly with a great deal of profit to the girls.

**Literary.**—The progress made in the literary department of the school has been in most respects highly satisfactory. Schoolroom tasks have been performed in a cheerful and conscientious manner, and, on the whole, results have shown a marked improvement upon the work of preceding years. As a basis for special language work, much attention has been given to the study of nature and to the correlation of the literary with the industrial work of the school. Holidays and the birthdays of noted men have been celebrated with appropriate programmes.

The seating capacity of the schoolrooms has been so far tested by the year's attendance as to demonstrate the fact that an increased attendance will necessitate further accommodations and the employment of another teacher.

The work this year has been marked by an absence of petty quarrels, jealousies, and unfriendly feelings among employees. Work has been performed cheerfully, and a wholesome atmosphere in this respect has pervaded the school.

We have been visited by Inspector Tinker and Supervisor Chalcraft, to whom thanks are due for helpful suggestions. I am also very grateful for the many courtesies I have received from your office.

Very respectfully,

L. M. COMPTON, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT WITTENBERG, WIS.

UNITED STATES INDIAN SCHOOL,  
*Wittenberg, July 10, 1901.*

SIR: I have the honor to submit below my ninth annual report of the Wittenberg Indian school, and in connection therewith I shall also give some data concerning the Wisconsin Winnebagoes who have been under my supervision the two past years.

Since writing my last annual report of this school the Government has acquired full title to this property, and the Wittenberg Indian School, which was originated as a mission by the Norwegian Lutheran Church some thirteen years ago, will hereafter be known as United States Indian School in full.

It is a rather humiliating fact that we, who some nine years ago boasted the largest and farthest advanced Indian school in the State, at the present day, owing simply to the lack of accommodations, must be placed the lowest on the list. The state of affairs was brought about through the misfortune of fire and continued leasing of buildings, thus making enlargements, etc., of the plant an impossibility. Now, however, this state of dormancy seems to be passed, and we look with joy toward having ample accommodations for all Indian youth, who so sorely need the advantages of education.

Nevertheless, while the outside appearance of our school has not been what we would wish it to be and what it ought to be, the inside workings—and here we come to the vital part of schools—has been very satisfactory during these years, and especially so during the last year.

**Attendance.**—The attendance for the year averages 103+, the fullest attendance possible. When I consider our accommodations, which during the latter years have been provided our sister schools in the State, this attendance here is remarkable. Applications for more than 50 pupils have been refused during the year. We are anxiously looking for enlargement of this plant that the Indian school population may be accommodated.

**Department.**—The department has been excellent. No serious cases of bad conduct reported during the year. Our aim has been to make the school as much as possible that of a well-regulated home, and to this end principally all employees have taken special interest in encouraging ladylike and gentlemanly behavior by all pupils, and a good moral tone has been the result. The unnecessary multitude of rules, and punishment for transgressions of same, in vogue in many a home and school, has no place here, and appeals for obedience are made to the inner life of the pupil. Character building is regarded the principal work of our school, and absolute obedience is the principal requisite to character.

**Literary.**—Splendid results have been obtained in the schoolroom work, notwithstanding the crowded condition of the schoolrooms. The same efficient teachers have had charge of this work, viz, Misses Johnson and Lysne. The former, owing to ill health was forced to take a sick leave of ninety days commencing April 1 last. It is to be hoped she may recover and take up her work in the Indian field again, for which work she is specially fitted. The progress in the primary department in charge of Miss Lysne, was simply creditable. The young 6 and 7 year pupils taken from the wildest of surroundings, were at the close of ten months' work, able to speak the English language fluently. Entertainments and difficult cantatas have been rendered during the school year very satisfactorily, with credit to teachers and the school.

**Industrial.**—As we believe it is only through a thorough industrial training generally we may ever expect to emancipate the Indian, this subject of industrial instruction has received the most attention. We have laid especial stress upon the fact that teachers in all departments make it an object, so far as possible, to arrange their programmes and line of work so as to form a connecting link between the literary and industrial. As has been the case here—and I suppose in other schools—our schoolroom teachers are apt, though probably unaware or unintentionally, to push their work (the class-room work) as the only and essential requirement of an education. Our teachers have however during the past year arranged their language, composition work, etc., with a view to having it bear directly upon and in connection with the industrial work. It is essential to the success of our training of Indian pupils that literary teachers should possess a fair understanding of industrial work, so as to be able intelligently to discuss in schoolrooms, when opportunity affords, the secrets of industrial success.

The industrial work for boys has been principally that of farming and care of stock. The detail has been so arranged that all boys of suitable age have had their abilities tested. It appears to me, however, that our instruction in industrial work gets of necessity too mechanical, so to speak. To impart practical and lasting instruc-

tion, for instance, in agriculture, I would say that the only proper way would be to partition a piece of land among a certain number of boys and make each one responsible for the amount of ground he occupied. As an inducement and encouragement each boy should receive a certain percentage of net proceeds. It seems to me that what we lack, or what we come short in, is economic training. The success on the farm and garden however has been encouraging. Enough vegetables were raised for school consumption last year, and at this writing prospects for a splendid crop of vegetables, etc., are promising.

The girls have received regular instruction in all common branches pertaining to their calling in life. Quite a number of them have become proficient in sewing, cooking, laundering, etc.

**Health.**—The health of the pupils has been good, considering the amount of sickness which prevailed during the winter and spring in this part of the State. Owing to your timely order for vaccination of all pupils and employees at school, no doubt an epidemic of smallpox was averted. Smallpox was prevalent in our vicinity for a period of four months; no cases, however, resulting in this village or school. We had one death at the school on the 8th of February, a Chippewa boy, 8 years old. The little fellow had weak lungs, and contracting a severe cold it suddenly turned into pneumonia, which ended his life in a few hours. Mumps entered the school in a very light form in April and May. It did not become serious enough to make any interruption in school work.

**Social and ethical.**—A general complaint or remark we often hear from outside people not connected with Indian school work is that the pupils are too backward, shy, and very few are found to be responsive. Special efforts have been exerted by all employees in overcoming this, and success has crowned our efforts. By having all the employees take interest in the games, birthday parties, etc., of the pupils, this timidity has been obviated, and it can be truly said that our pupils are certainly as well behaved and as ready to talk when spoken to as white children and on the average better. Short ethical exercises have been conducted every evening at the school, where all employees and pupils are present. Pupils and employees have attended the village churches, and Sunday schools have been conducted during the entire year.

**Winnebago.**—In conclusion, I desire to make a few notes as to the condition, etc., of the Winnebago who have been under my supervision the past two years. I find, in all, 1,402 Wisconsin Winnebago, a falling off of 20 during the last year. They are scattered on homesteads along the central part of the State, from Shawano on the east to La Crosse on the west. This arrangement of having these people located individually on homesteads scattered in amongst the white settlers seems, indeed, the most feasible arrangement conceivable. The Indians are, however, of a very nomadic disposition, and the fact that they are waning in population is proof that they do not take to civilization speedily.

There are some 250 children of school age not in school. The Winnebago children, of whom we had 45 in school, are intelligent and well behaved, and if brought to school will compete successfully with children of other tribes.

There is probably 10 per cent of these Indians who make their living by tending to their homesteads. The balance support themselves by hunting, berry picking, etc. This appears a little discouraging; yet when we consider the condition of these Indians thirteen years ago, when we commenced work here, that there was not one raising hay for his ponies, not one planting potatoes nor corn, not one possessing a wagon or sleigh, not one bringing to town a load of wood for sale, we say that at the present day, after the lapse of these thirteen years, a marvelous change for the better has taken place.

We find at present a goodly number of these Indians possessing wagons, sleighs, hauling and chopping wood, anxious about raising fodder for their animals, etc. One fact which forcibly illustrates that the standard has been raised is that thirteen years ago whenever an Indian and his family moved you would in every instance find that the sturdy and stalwart husband would ride horseback, while his wife would have in a huge bundle on her back all the camp equipments, family effects, etc., and come along in the rear on foot. When you find a family not possessing a wagon now, you will see the wife on horseback and the husband on foot.

Are we succeeding? When we consider the number of pupils who have received the benefit of schooling, and find that not over 5 per cent fall back in their old Indian ways I say we are succeeding. And when we further consider the effect, indirectly, the schooling of these children has had upon the older people—the parents—we must admit that matters are getting better. We must bear in mind a nation and a race was not emancipated in a year nor in fifty years.

I am grateful for the liberal cooperation which has been extended me officially during the past year, and hoping a continuance of same the coming year I am, sir,  
Very respectfully,

AXEL JACOBSON, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF SCHOOL AT HAMPTON, VA.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,  
*Hampton, Va., July 1, 1901.*

SIR: I have the honor to submit the following report for our school and fiscal year closing June 30, 1901:

There have been in attendance during the past year 119 Indians—54 girls and 65 boys. The following tribes have been represented: Cherokee, Oneida, Onondaga, Tuscarora, Delaware, Seneca, Stockbridge, Creek, Chippewa, Shawnee, Sioux, Omaha, Winnebago, Arikara, Ponca, Papago, Mohave, Apache, Yuma, Caddo, and Navaho. Of the Oneidas we have 47, Sioux 14, and of the remaining tribes from 1 to 9 each. They have been classified as follows:

	Girls.	Boys.
Normal .....	3	.....
Business course .....	.....	1
Senior .....	2	3
Middle .....	3	7
Junior .....	20	15
Preparatory .....	19	15
Night school .....	.....	16
Special trade students .....	2	.....
Shellbanks .....	.....	4
At the North .....	5	4
Total .....	54	65
Industrial departments:		
Housework and industrial rooms .....	48	.....
Blacksmiths .....	.....	7
Business .....	.....	1
Carpenters and builders .....	.....	12
Dairymen .....	.....	2
Harness makers .....	.....	2
Machinists .....	.....	2
Painters .....	.....	6
Shoemakers .....	.....	3
Steam engineers .....	.....	4
Sheet metal workers .....	.....	1

There has been a marked improvement in the conduct of the Indians the past year. This is the result partly of more careful selection of material and partly of more favorable conditions on the school grounds.

The coeducation of the negro and Indian races has certainly proved most successful. While the Indians have their separate quarters and tables in the dining room, they mingle freely with the colored students in the shops and schoolrooms. As the Western schools have improved we have been able to secure more advanced students, and to place them in the same classes with the colored students, thus doing away with a separate Indian department. While the negroes have certain advantages, especially in the knowledge of English, they are not so far in advance as to cause the Indians discouragement.

For a number of years we have been receiving our largest number of students from the Oneida Reservation, in Wisconsin. These Indians have excellent land, and most of them have comfortable homes. Their health is for the most part good. They have heretofore shown, however, a lack of ambition; but this year Rev. Mr. Merrill, the Episcopal rector on the reservation, has completed a plan for a creamery, with the thought that thus the Oneida would be encouraged to keep cows; regular occupation and a fixed income would be secured and the land would be improved. Hampton has cordially cooperated with Mr. Merrill. The boys have laid aside their summer earnings for the purchase of cows, and a number of them have been taking special training in the care of cattle and the making of butter and cheese. There will go back from Hampton to the Oneida Reservation during the next few years a number of boys and girls who have definite plans as to what they will try to accomplish.

We have tried to pursue this same plan with all our Indians this year, adapting their work at Hampton to the special conditions at their homes. As a consequence, a more earnest spirit has been created and there has been much less need of severe discipline than in former years. A larger number of Indian students than ever before have entered the night school the present year, working all day in the shops and going to school in the evening, and the results are most encouraging. The Indians need constant and systematic training of the hand in order to establish the work habit, while the amount of academic training given in the night school is sufficient to round him out into more complete manhood. Five Indian boys have been sent this year to the Hemenway Farm, in order that they might get thorough training in farm life. Indians have also done much of the milking of the herd on the home farm. The reports from the trade school and the domestic science department indicate a real advance on the part of our Indian boys and girls.

Miss Reel, superintendent of the Indian schools, spent some weeks at Hampton last summer studying the school's methods, especially in its agricultural department, and making use of them in the course of study which she has been preparing for the Indian schools of the West. The direct and indirect influence which Hampton is exerting upon the education of the Indian makes it seem wise for the school to continue its training of the red man. Having two races at Hampton makes the work in some respects more complex, but at the same time it gives the school a broader outlook on race problems than it would otherwise have. Just as far as possible Hampton is made a miniature world, where the young people learn to deal with problems similar to those that they will meet later in the outside world.

Supplemental work in the various trades has been made more and more a part of each boy's course. This year's finishing class in carpentry has taken for half the year one-half day each at bricklaying, painting and tinsmithing, four hours at wood turning, and six hours at designing small houses and estimating the material for them. The balance of the time each week has been spent at the carpenter's bench. Two of our student carpenters have built an oak screen, 13 feet long by 7 feet high, which has been sent to the Pan-American exhibit in Buffalo.

The shoe department has made 385 pairs of shoes; the harness department, 56 sets of harness. The bricklayers have laid 450,000 brick in Cleveland Hall; they have also rebuilt a tall stack at the mill, and attended to all the repairs to brickwork and plastering on the grounds. The machine department has cut 179 gears, has machined 700 trucks, and has done considerable work for the Electric Power and Lighting Company in Hampton, besides building a 6-horsepower vertical engine. The wood-working machine shop has built and sold 727 trucks. The tailor shop has made 302 uniform suits. In some cases work has been given out to a student by contract and he in turn has employed other students, thus gaining a practical knowledge of business.

The steam-engineering department has given most thorough training to the young men who are being taught that trade. In addition to the experience of running the various engines on the grounds, the students have helped put the steam pipes into the new building, and have also helped in all the general repairs on the place. Their association with the different kinds of engines, pumps, condensers, boilers, heaters, and dry kilns, under a man who is anxious to teach them all that is possible, ought to place our young men on a footing with any other apprentices in the country who are learning this trade.

In all these departments, and in others not mentioned, a regular course in technical training is given to the students, which is as systematic as their work in arithmetic or algebra, progressing from easier to more difficult problems. Mechanical drawing is given to all the students in the trade school. By all this work there has been developed a spirit of cooperation and community life which will do much to make our boys good citizens when they leave school.

An iron foundry equipment has been purchased for the trade school, and will be put into operation before many months.

**Manual training.**—Our manual-training department gives instruction to every student in the school. No boy graduates from Hampton without having worked in wood, iron, and sheet metal, besides having taken a course in agriculture. No girl graduates from the school without having received instruction in woodwork, enabling her to mend and make simple furniture, or without having been taught to cook and serve a meal, and to make her own dresses and underclothing. She is also given a fair knowledge of plant and animal life. The course for boys consists of a year of joinery, then a half year each of wood turning and sheet-metal work, and in the senior year a choice of work in one or more of the various trade departments.

**Agriculture.**—All the pupils have received instruction in agriculture the past year. In the junior grade they are introduced to a knowledge of plant and animal life. In the middle grade instruction is given in drainage, rotation of crops, and plant propagation, with observation and experiment in the field. This year our middle girls are

being taught dairying, gardening, and the care of poultry and other stock. In the senior year lessons are given in animal industry and nature study as applied to the farm. The normal class is also instructed along these lines. The new brooder houses that have been erected provide object lessons in the study of the best varieties of poultry.

To show the excellent opportunities the students have for gaining a knowledge of practical farming, I will mention that they have made this year 3,503 pounds of butter, and that on the school's two farms there are 32 horses, mules, and colts, 256 milch cows and young stock, 575 fowls, and 7 incubators, all cared for by students. A small farm of 4 acres, with barn and silo, managed by a student, shows how a family can be supported on a small piece of ground. The experiment station gives instruction in improved methods of agriculture.

**Domestic science.**—I have already made mention of the emphasis laid upon the part of our course which deals with the home. General Armstrong rightly said, "Our work is never secure till it terminates in family life, which is the unit of Christian civilization." With this thought in view, we have endeavored to push to the front our domestic science department.

We have now three courses in cooking—a very elementary one in home cooking for girls who are not likely to get very far in the school; a more advanced class for the middle girls, and a normal course for those post-graduate students who intend to become teachers of cooking. Beside the regular routine in the class room, the girls are taught the care of the dining room, and are trained to set a table properly and wait on table. In order to give a practical turn to the work, one dinner a week is cooked and served at 6 p. m., three girls in turn being responsible for the dinner, one of them acting as waitress. One breakfast a week is served at 7 p. m. This is a family breakfast and the eldest daughter is supposed to be ready to jump up from the table and wait upon the others.

The normal class in cooking has a short, simple course in chemistry, one in the theory and art of teaching cooking, and another in practice teaching.

Our sewing department is one of the most popular on the place. The students show real enthusiasm and a spirit of cooperation and loyalty which is most hopeful.

In addition to the regular sewing courses, classes in basketry and lace-making have been introduced the past year. The head of the department considers that, as a training for hand and eye, basketry is in some respects superior to sewing, because inaccuracy or slovenly work can be detected immediately. The lace work of the Indians is also most important in helping to teach accuracy and patient carefulness. In connection with the sewing, a small productive dressmaking department has been started. Some work has also been done for townspeople. It is quite evident that there is need of industries for our women, such as they can carry on in their homes, in order to supplement the family income and give work for rainy days.

The completion of Cleveland Hall makes possible the more careful training of our girls in the art of proper living. It provides a more suitable study-hour room, and gives additional dormitories and dining-room space, as well as a new chapel on the ground floor. Much more time than ever before has been given to the careful instruction of the girls in the care of their rooms, their clothes, and their person. To teach these young people the laws of health and decent living is perhaps our most important duty. We are now in a position to do better work than formerly along these lines.

**Academic work.**—The following statement will show the sifting process which is now applied in selecting our student material. In response to letters applying for admission 1,300 application blanks were sent out with a statement of requirements. Only half of these were returned, the other half of the applicants presumably being unable to meet the requirements. Of those who filled out papers one-half were refused, and of the 213 who came 23 failed on the entrance examination. The result of this process is greatly improved material. In comparing her class with that of last year one teacher says: "My class can hardly be compared with the one I had last year. The poorest students I have now are much better than the majority of last year's class." This is encouraging in view of the fact that this teacher has the lowest class of boys now in the school.

The academic work is broader and stronger and closer in touch with life and with the other departments of the school than ever before.

In our study of language we are teaching our students to do something, then to talk and write about it, and finally to read about it. In the regular course no books are used for the first three months except for reference. In the laboratories the young people make experiments in order to learn about water, air, the soil, and plants. These are followed by conversations and written exercises upon what they have seen and done.

The study of mathematics is one of the same practical character. Each student keeps a cashbook showing what the school owes him for work, what he owes the

school for board, etc. Each month the student has an account rendered him by the treasurer's office. These two statements should agree. If they do not, means are taken to discover on which side the error lies. Articles are manufactured by students, and the cost in material, time, etc., is computed. Surveying operations are carried on. Bills and memoranda concerning transactions on the farm, in the workshops, in the commissary and kitchen are sent in for classes to put in proper shape. Figures are made to live.

In our geography department we are emphasizing physiography and industries. A study of current events is still the basis of a large part of our geography course. Some of the most valuable and interesting work is done in connection with the daily news items. The school's varied industries are made, as far as possible, active centers of scientific insight into natural materials and processes, points of departure whence pupils may be led out into the historical development of man. The cooking, sewing, agricultural, and shopwork are thus made to contribute to the understanding of geography and history.

Our teaching of the natural sciences begins with direct observation of nature, the study of trees and animals, and the gathering and classifying of specimens. Much emphasis is placed upon the teaching of practical physics and chemistry, without which our agriculture, mechanical work, and geography would be most superficial.

Prominence is given to drawing, not only mechanical but freehand drawing. The lower classes begin with brush work, making cards and book covers. Color work is taken up later, also simple lessons in freehand perspective, and the drawing of picture frames and window boxes made in the shops. Original designs are also made from plants and other objects in nature. An Indian girl's drawing was accepted last year for the cover of the Southern Workman.

Thorough instruction in vocal music is given to our pupils, and is of the greatest help in their moral and religious uplift. While the folklore songs are cherished the students are also taught to sing and to appreciate the best music of the best composers.

One of the most interesting and helpful departments of study is that of the Bible. The story of the Children of Israel and their development, though helpful to all people, is of special interest to these students, and each year that story is made of more practical value and help, as race weakness and strength are better understood.

Two teachers from the Boston School of Gymnastics are making a careful study of the physical condition of our pupils. Careful measurements are made of each individual, and records are kept of his family life, with notes as to the location of the home and whatever else would throw light upon his antecedents. The principal has met groups of students from different parts of the country with the view of adapting the work on the individual to the needs of particular localities. A bureau of statistics has been started, which will give us more reliable information as to the students before, during, and after school life.

**Normal department.**—There have been this year 26 students (including 3 Indians) in our normal department, who have been preparing themselves to meet the increasing demand for thoroughly trained industrial and agricultural teachers. Our normal students not only receive instruction in improved class-room methods, but they are brought into close touch with the mechanical industries and with the farm. They make for themselves sets of manual-training models, as well as sewing and cooking outfits. The instruction is thus made practical, and adapted to improve the methods of work in our public schools. There is reason to believe that this department will soon be largely increased in numbers.

The Whittier Primary School, with its corps of teachers and company of 350 children from the community, makes an excellent practice school for our normal students. Here they see the kindergarten in successful operation, and the practical application of methods in sewing, cooking, woodwork, agriculture, and other industrial branches, which we hope to see introduced into every public school of the South. As long as the public-school curriculum contents itself with the study of books there will be little interest created in farm life, or in the improvement of the home. Hampton Institute is making an earnest endeavor to train young people who shall gain the work habit, the love of nature and an interest in home and farm, and shall produce such results in others.

**Moral and religious.**—It is a matter of congratulation that the boys' guardhouse has been very little used. It is quite clear that the school is gaining a stronger grasp upon its students. The methods of punishment which seemed necessary in the earlier years of the institution are no longer needed. The commandant of cadets, with his assistant, lives in the boys' quarters and both have a very strong influence upon their charges. The school chaplain and his assistant have been able to come into closer touch with the students than ever before. The King's Daughters circles have



brought the teachers and the girls into helpful relations with one another. The unification of the industries and the academic work has made possible a careful study of each student and a comparison of impressions by several teachers. The bureau of statistics, already alluded to, has been organized for the purpose of recording all possible knowledge in regard to each student, studying his physical, mental, and moral condition, and adapting his work to his special capacity.

It is clear that the students are more thoroughly interested in the school's work than ever before. The devoted labor that is put upon them in class room and work-shops is certainly having its effect. The value of a careful selection of student material, both negro and Indian, is becoming apparent. Although we have a large school, composed of both sexes, very little punishment is necessary. If some of our pessimistic friends could see the inside life of the young people of the school it would be a revelation to them. Not only is there almost no outward violation of moral law, but there is an absence of low talk and impure thought that would seem to some well-nigh incredible. It is utterly impossible for those of us who have for many years come into contact with these strong, fine characters to entertain the dark views as to the future of these two races that have been presented in some of the recent books and magazines.

**Health.**—The school's health record for the past year has been excellent. The grippe has made its annual visit, but in milder form than in former years. Three cases of typhoid fever have been reported by the physicians, but the fact that it has spread no further seems to indicate that the general health conditions have been good. We have lost one Indian this year by death, which resulted from injuries sustained in a fall from a bicycle.

**Returned students.**—The detailed report of returned students follows:

Excellent .....	155
Good .....	286
Fair .....	121
	— 562
Poor .....	35
Bad .....	9
	— 44
	— 606
Total now living.....	
Attending higher schools .....	5
Attending other schools .....	26
Teachers, academic (Government,) .....	15
Teachers, industrial (Government) .....	24
Bandmasters (Government,) .....	2
Teachers and catechists (mission) .....	24
Teachers and band .....	2
Field matrons .....	2
Nurse .....	7
Agency interpreters .....	4
Agency clerks .....	8
Agency police .....	11
Agency shops .....	24
Independent lawyers .....	1
Independent physicians .....	2
Independent army and navy .....	5
Independent merchants .....	7
Independent clerks .....	8
Independent tradesmen .....	14
Independent mill owner .....	1
Independent beef contractors .....	3
Independent illustrator .....	1
Independent hotel keeper .....	1
Independent bandmaster .....	1
Independent loggers .....	6
Independent laborers, regular .....	16
Independent servants .....	4
Farming .....	126
Stock, 100 head .....	31
Girls making good homes .....	113

Respectfully submitted.

H. B. FRISSELL, *Principal.*

The COMMISSIONER OF INDIAN AFFAIRS.

## INDIAN LEGISLATION PASSED DURING THE SECOND SESSION OF THE FIFTY-SIXTH CONGRESS.

CHAP. 8. An act making appropriations to supply urgent deficiencies in the appropriations for the fiscal year ending June thirtieth, nineteen hundred and one, and for other purposes. January 4, 1901.  
Vol. 31, p. 727.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the following sums be, and the same are hereby, appropriated, out of any money in the Treasury not otherwise appropriated, to supply deficiencies in certain appropriations for the fiscal year nineteen hundred and one, and for other objects, namely:

\* \* \* \* \*

### INDIAN AFFAIRS.

Indian service.

For surveying and allotting Indian reservations in severalty, ten thousand five hundred dollars. Surveying, etc.

For completing the allotments provided for in the agreement with the Comanche, Kiowa, and Apache Indians in Oklahoma, ratified by act approved June sixth, nineteen hundred, including the necessary resurveys, seventy-five thousand dollars, or so much thereof as may be necessary: *Provided*, That the Secretary of the Interior is hereby authorized, in his discretion, to contract with responsible parties for retracing the lines and reestablishing the monuments found necessary in making said allotments; and he is hereby authorized to extend the time for making said allotments and opening of the land to settlement for a period not exceeding eight months from the sixth day of December, nineteen hundred: *Provided further*, That the Secretary of the Interior may temporarily employ such persons as may be necessary to make such allotments. Comanche, Kiowa, and Apache Indians, Oklahoma.  
Completing allotments to, etc.  
Laws 1st session 56th Congress, p. 676.  
*Provisos.*  
Reestablishing monuments, etc.  
Temporary employees, etc.

\* \* \* \* \*

Approved, January 4, 1901.

CHAP. 217. An act amending the act of August fifteenth, eighteen hundred and ninety-four, entitled "An act making appropriations for current and contingent expenses of the Indian Department and fulfilling treaties and stipulations with various Indian tribes for the fiscal year ending June thirtieth, eighteen hundred and ninety-five," and for other purposes. February 6, 1901.  
Vol. 31, p. 760.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That that portion of the act of August fifteenth, eighteen hundred and ninety-four, found on page three hundred and five of Twenty-eighth Statutes at Large, be amended so as to read as follows:

"That all persons who are in whole or in part of Indian blood or descent who are entitled to an allotment of land under any law of Congress, or who claim to be so entitled to land under any allotment act or under any grant made by Congress, or who claim to have been unlawfully denied or excluded from any allotment or any parcel of land to which they claimed to be lawfully entitled, by virtue of any act of Congress, may commence and prosecute or defend any action, suit, or proceeding in relation to their right thereto in the proper circuit court of the United States; and said circuit courts are hereby given jurisdiction to try and determine any action, suit, or proceeding Allotments of land to Indians.  
Vol. 28, p. 305, amended.  
Actions for allotments alleged to be unlawfully denied.

- Judgments. arising within their respective jurisdictions involving the right of any person, in whole or in part of Indian blood or descent, to any allotment of land under any law or treaty (and in said suit the parties thereto shall be the claimant as plaintiff and the United States as party defendant); and the judgment or decree of any such court in favor of any claimant to an allotment of land shall have the same effect, when properly certified to the Secretary of the Interior, as if such allotment had been allowed and approved by him, but this provision shall not apply to any lands now held by either of the Five Civilized Tribes, nor to any of the lands within the Quapaw Indian Agency: *Provided*, That the right of appeal shall be allowed to either party as in other cases.
- Lands excepted. "SEC. 2. That the plaintiff shall cause a copy of his petition filed under the preceding section to be served upon the district attorney of the United States in the district wherein suit is brought, and shall mail a copy of same, by registered letter, to the Attorney-General of the United States, and shall thereupon cause to be filed with the clerk of the court wherein suit is instituted an affidavit of such service and the mailing of such letter. It shall be the duty of the district attorney upon whom service of petition is made as aforesaid to appear and defend the interests of the Government in the suit, and within sixty days after the service of petition upon him, unless the time should be extended by order of the court made in the case to file a plea, answer, or demurrer on the part of the Government, and to file a notice of any counterclaim, set-off, claim for damages, or other demand or defense whatsoever of the Government in the premises: *Provided*, That should the district attorney neglect or refuse to file the plea, answer, demurrer, or defense, as required, the plaintiff may proceed with the case under such rules as the court may adopt in the premises; but the plaintiff shall not have judgment or decree for his claim, or any part thereof, unless he shall establish the same by proof satisfactory to the court."
- Proviso.* Appeal. Service of petition. Appearance by district attorney, etc. —failure of, to plead. Plaintiff to establish claim.

Approved, February 6, 1901.

- February 11, 1901. CHAP. 350. An act providing for allotments of lands in severalty to the Indians of the La Pointe or Bad River Reservation, in the State of Wisconsin.  
Vol. 31, p. 766.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That with the consent of the Chippewa Indians of Lake Superior, located on the Bad River Reservation, in the State of Wisconsin, to be obtained in such manner as the Secretary of the Interior may direct, the President may allot to each Indian now living and residing on said reservation and entitled to so reside, and who has not heretofore received an allotment, not exceeding eighty acres of land, such allotments to be subject in all respects, except as to the age and condition of the allottee, to the provisions of the third article of the treaty with the Chippewas of Lake Superior and the Mississippi, concluded September thirtieth, eighteen hundred and fifty-four.

Approved, February 11, 1901.

- February 12, 1901. CHAP. 360. An act granting permission to the Indians on the Grand Portage Indian Reservation, in the State of Minnesota, to cut and dispose of the timber on their several allotments on said reservation.  
Vol. 31, p. 785.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That the Indians on the Grand Portage Indian Reservation, in the State of Minnesota, shall be, and they are hereby, permitted to cut and dispose of the timber on their several allotments, under such rules and regulations as may be prescribed by the Secretary of the Interior.

Approved, February 12, 1901.

CHAP. 361. An act to authorize Arizona Water Company to construct power plant on Pima Indian Reservation in Maricopa County, Arizona. February 12, 1901.

Vol. 31, p. 786.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the Arizona Water Company, its successors and assigns, be, and it hereby is, authorized to erect, construct, maintain, and operate a water-power plant at the place on the Indian reservation set apart for the Pima and Maricopa Indians by Executive order dated June fourteenth, eighteen hundred and seventy-nine, in the County of Maricopa, Territory of Arizona, where the Arizona Canal, by means of a crosscut canal, drops a portion of the water back into the Salt River theretofore taken out by its dam and head gate. Said Arizona Water Company, its successors or assigns, is also authorized to erect, construct, and maintain the necessary poles and wires for the purpose of transmitting across said reservation, at the most practicable and convenient route, the electricity to be generated by such power plant: *Provided, however,* That said Arizona Water Company, its successors or assigns, shall at all times save and protect all persons on said Indian reservation from any and all damages which may be caused by the erection and maintenance of said power plant, pole line, and wires used in connection therewith.

Arizona Water Company may erect power plant on Pima Indian Reservation, Ariz.

*Proviso.*  
Damages.

Approved, February 12, 1901.

CHAP. 370. An act to provide for the entry of lands formerly in the Lower Brule Indian Reservation, South Dakota. February 13, 1901.

Vol. 31, p. 790.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress Assembled,* That all lands in that portion of the Lower Brule Indian Reservation, in the State of South Dakota, ceded to the United States by the act of March fourth, eighteen hundred and ninety-eight, and ratified by the act of March third, eighteen hundred and ninety-nine, are hereby opened to settlement and entry under the public land laws of the United States, including the homestead laws.

Lower Brule Indian Reservation, S. Dak.  
Certain lands in, opened to settlement.

Approved, February 13, 1901.

CHAP. 372. An act relating to rights of way through certain parks, reservations, and other public lands. February 15, 1901.

Vol. 31, p. 790.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the Secretary of the Interior be, and hereby is, authorized and empowered, under general regulations to be fixed by him, to permit the use of rights of way through the public lands, forest and other reservations of the United States, and the Yosemite, Sequoia, and General Grant national parks, California, for electrical plants, poles, and lines for the generation and distribution of electrical power, and for telephone and telegraph purposes, and for canals, ditches, pipes and pipe lines, flumes, tunnels, or other water conduits, and for water plants, dams, and reservoirs used to promote irrigation or mining or quarrying, or the manufacturing or cutting of timber or lumber, or the supplying of water for domestic, public, or any other beneficial uses to the extent of the ground occupied by such canals, ditches, flumes, tunnels, reservoirs, or other water conduits or water plants, or electrical or other works permitted hereunder, and not to exceed fifty feet on each side of the marginal limits thereof, or not to exceed fifty feet on each side of the center line of such pipes and pipe lines, electrical, telegraph, and telephone lines and poles, by any citizen, association, or corporation of the United States, where it is intended by such to exercise the use permitted hereunder or any one or more of the purposes herein named: *Provided,* That such permits shall be allowed within or through any of said parks or any forest, military, Indian, or other reservation only upon the approval of the chief officer of the Department under whose super-

Public lands.  
Rights of way through reservations, etc., authorized.

—width, etc.

*Provisos.*  
Approval of permit.

Telegraph, etc., permits. R. S., sec. 5263, etc., p. 1019.

Revocation of permit.

vision such park or reservation falls and upon a finding by him that the same is not incompatible with the public interest: *Provided further*, That all permits given hereunder for telegraph and telephone purposes shall be subject to the provision of title sixty-five of the Revised Statutes of the United States, and amendments thereto, regulating rights of way for telegraph companies over the public domain: *And provided further*, That any permission given by the Secretary of the Interior under the provisions of this act may be revoked by him or his successor in his discretion, and shall not be held to confer any right, or easement, or interest in, to, or over any public land, reservation, or park.

Approved, February 15, 1901.

February 18, 1901. CHAP. 379. An act to put in force in the Indian Territory certain provisions of the laws of Arkansas relating to corporations, and to make said provisions applicable to said Territory.

Vol. 31, p. 794.

Indian Territory. Certain provisions of Arkansas laws as to corporations made applicable in.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That section five hundred and four and the succeeding sections down to and including section five hundred and nine, section nine hundred and sixty, and the succeeding sections down to and including section one thousand and thirty-five, of the laws of Arkansas, as published in eighteen hundred and eighty-four in the volume known as Mansfield's Digest of the Statutes of Arkansas be, and the same are hereby, extended over and put in force in the Indian Territory, so far as they may be applicable and not in conflict with any law of Congress applicable to said Territory heretofore passed.

Substitution of terms.

SEC. 2. That wherever in said sections the word "county" occurs there shall be substituted therefor the words "judicial district," and where the words "county court" occur the words "United States courts" shall be substituted therefor; wherever the words "State" or "State of Arkansas" occur there shall be substituted therefor the words "Indian Territory;" wherever the words "secretary of state" occur there shall be substituted therefor the words "clerk of the United States court of appeals for the Indian Territory," and said clerk shall be entitled to the same fees and compensation for his services rendered under this act that the secretary of state in Arkansas is entitled to receive for like services, and shall retain the same as compensation for his services under this act; wherever the words "clerk of the county" occur there shall be substituted therefor the words "clerk of the judicial district," and said clerk shall be entitled to the same fees and compensation for his services rendered under this act that county clerks are entitled to receive for like services, and shall retain the same as compensation for his services under this act; wherever the words "general assembly" occur there shall be substituted therefor the words "Congress of the United States;" and where the words "vest in the State" occur in section one thousand and thirty-five there shall be substituted therefor the words "vest in the United States": *Provided*, That companies may be incorporated under the provisions of this act to construct, own, and operate electric railroads, telephone and telegraph lines in the Indian Territory.

Proviso. Electric railroads, etc.

Foreign corporations. Organization of, powers, etc.

SEC. 3. That foreign incorporations may be authorized to do business in the Indian Territory, under such limitations and restrictions as may be prescribed by law; and as to contracts made and business done in the Indian Territory, they shall be subject to the same regulations, limitations, and liabilities, and shall exercise no other or greater powers, privileges, or franchises than may be exercised by like corporations organized under the provisions of sections one and two of this act.

Corporation certificate.

SEC. 4. That before any foreign corporation shall begin to carry on business in the Indian Territory it shall, by its certificate, under the hand of the president and seal of such company, filed in the office of the clerk of the United States court of appeals for the Indian Territory, designate an agent, who shall reside where the United States court of appeals for the Indian Territory is held, upon whom service of summons and other process may be made. Such certificate shall

—designation of resident agent, etc.

also state the principal place of business of such corporation in the Indian Territory. Service upon such agent shall be sufficient to give jurisdiction over such corporation to any of the United States courts for the Indian Territory. If any such agent shall be removed, resign, die, or remove from the Indian Territory, or otherwise become incapable of acting as such agent, it shall be the duty of such corporation to appoint immediately another agent in his place, as hereinbefore provided.

SEC. 5. That if any foreign corporation shall fail to comply with the provisions of the foregoing sections, all its contracts with citizens and residents of the Indian Territory shall be void as to the corporation, and no United States court in the Indian Territory shall enforce the same in favor of the corporation. —penalty for noncompliance.

SEC. 6. That corporations doing business in the Indian Territory at the time of the passage of this act are given ninety days in which to comply with section four in order to avoid the penalty of section five. Limit of time to designate resident agent, etc.

SEC. 7. That the clerk of the United States court of appeals for the Indian Territory shall charge and receive for services imposed upon him by the provisions of this act the same fees allowed officers of the State of Arkansas for like services under the laws of that State. Fees.

SEC. 8. That any bank or trust company now or hereafter organized under the laws of Arkansas or any other State may transact such business in the Indian Territory as is authorized by its charter, and that is not inconsistent with the laws in force in the Indian Territory, and may loan money and contract for the payment of the same at a rate of interest not to exceed the sum of eight per centum per annum, and a like rate for a period less than a year: *Provided*, That the lawful interest in said Territory shall be six per centum when no rate of interest is agreed upon, but in no case shall the interest exceed eight per centum per annum. Banks and trust companies; powers, etc.  
  
Proviso.  
Legal interest in Territory.

SEC. 9. That the United States courts in the Indian Territory shall have and exercise, in reference to all corporations created under this act, the same powers and jurisdiction as may be exercised in the State of Arkansas by the courts of that State over corporations created therein under the provisions of any law in force in that State relating to corporations. Jurisdiction United States courts.

Approved, February 18, 1901.

CHAP. 467. An act confirming two locations of Chippewa half-breed scrip in the State (then Territory) of Utah. February 23, 1901.

Vol. 31, p. 801.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That the locations of the following scrip, namely, that known as Chippewa half-breed scrip numbered three hundred and seventeen for eighty acres, in the name of Antoine La Pierre, and that known as Chippewa half-breed scrip numbered three hundred and twenty-two for eighty acres, in the name of Antoine Bagage, issued by the Commissioner of the General Land Office under the act of Congress approved December nineteenth, eighteen hundred and fifty-four (ratifying and giving effect to the treaty of September thirtieth, eighteen hundred and fifty-four, with the tribe of Indians known as the Chippewas of Lake Superior, whereby certain territory was ceded to the United States, and granting to each head of a family of such tribe, in fee simple, a reservation of eighty acres of land, to be selected in the territory ceded by said treaty, situate within the States of Michigan, Wisconsin, and Minnesota, and extending like benefits and privileges to the mixed bloods belonging to or connected with such tribe, who should permanently reside upon the ceded lands), made February ninth, eighteen hundred and seventy-four, respectively, upon the southeast quarter of the northeast quarter and the northeast quarter of the southeast quarter of section twenty-three, and upon the south half of the southeast quarter of said section twenty-three, in township one north, of range one west, in the Salt Lake City land district, in the Territory (now State) of Utah, and the patents issued by the land department Janu- Locations of certain Chippewa half-breed scrip in Utah confirmed.  
  
Vol. 10, p. 598.

ary twenty-fifth, eighteen hundred and seventy-five, in the names of said scrippees, respectively, for the lands embraced by said scrip locations, be, and the same are hereby, ratified and confirmed and the title to said lands is hereby confirmed, in said patentees and their transferees, immediate or remote, to the same extent as though said patents had been in all respects valid when issued.

Approved, February 23, 1901.

February 25, 1901. CHAP. 474. An act for the relief of the Medawakanton band of Sioux Indians residing in Redwood County, Minnesota.  
Vol. 31, p. 805.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the Secretary of the Interior be, and hereby is, authorized to sell, dispose of, and convey the north fractional half of the northeast quarter and the southeast quarter of the northeast quarter of section one, township one hundred and twelve, range thirty-five, in Redwood County, Minnesota, purchased in eighteen hundred and eighty-nine for the use of the Medawakanton band of Sioux Indians, residing in Redwood County, for cash at the best obtainable price not less than thirteen dollars per acre, and that he is hereby authorized and empowered to purchase other lands in said county for said Indians with the proceeds arising from such sale: *Provided,* That the written consent of the adult Indians residing in Redwood County, Minnesota, shall first be given.

Approved, February 25, 1901.

February 27, 1901. CHAP. 616. An act to confirm a lease with the Seneca Nation of Indians.

Vol. 31, p. 816.  
Seneca Nation of Indians.  
Lease of land to Erie Preserving Company ratified.  
*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That whereas on the eighteenth day of November, eighteen hundred and ninety-nine, Charles Dennis, a Seneca Indian, leased to the Erie Preserving Company, as a site for a manufacturing plant, a certain piece of land near the village of Irving, New York; and whereas on the twenty-ninth day of December, eighteen hundred and ninety-nine, the said lease was confirmed, ratified, and approved by the council of the Seneca Nation of Indians, according to its terms and conditions: Now, therefore, the action of the said Charles Dennis and of said Seneca Nation, by its council, is ratified, confirmed, and approved.

Approved, February 27, 1901.

February 28, 1901. CHAP. 622. An act to regulate the collection and disbursement of moneys arising from leases made by the Seneca Nation of New York Indians, and for other purposes.  
Vol. 31, p. 819.

Seneca Nation of New York Indians.  
Collection of moneys from leases payable to agent New York Indian Agency.  
*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That all moneys which shall belong to the Seneca Nation of New York Indians arising from existing leases or leases that may hereafter be made of lands within the Cattaraugus, Allegany, and Oil Springs reservations shall be paid to and be recoverable to the United States Indian agent for the New York Indian Agency for and in the name of the said Seneca Nation: *Provided,* That nothing herein contained shall be held to validate or confirm any lease that otherwise may be invalid.

*Proviso.*  
Invalid leases unaffected.  
Payments by agent to Indians  
SEC. 2. That from the moneys so received from said leases the said agent shall annually, on the first Wednesday after the first Tuesday in June, pay over to the treasurer of the Seneca Nation the sum of two thousand five hundred dollars for the disposal by its council, and shall distribute the balance of said moneys, after deducting as hereinafter provided, among the heads of families of the Seneca Nation in like

manner and under the same conditions that the annuities paid to the said nation by the United States are distributed.

SEC. 3. That the said agent shall give bond to the United States in such sum as may be approved by the Secretary of the Interior, and he shall make an annual report to the Commissioner of Indian Affairs of the receipt and disbursement of all moneys arising from said leases, and he shall receive annually, as additional compensation, the sum of two hundred and fifty dollars.

Bond of agent.  
—report.  
—compensation.

SEC. 4. That the treasurer of the Seneca Nation shall annually, on the last Tuesday in April, make a written report to the United States Indian agent of the New York Indian Agency of all moneys received and disbursed by him as treasurer of said Seneca Nation.

Report of treasurer of Seneca Nation.

SEC. 5. That all acts or parts of acts inconsistent with this act are hereby repealed.

Repeal.

Approved, February 28, 1901.

CHAP. 675. An act to ratify and confirm an agreement with the Cherokee tribe of Indians, and for other purposes.

March 1, 1901.  
Vol. 31, p. 848.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the agreement negotiated between the Commission to the Five Civilized Tribes and the Cherokee tribe of Indians at the city of Washington on the ninth day of April, nineteen hundred, as herein amended, is hereby accepted, ratified, and confirmed, and the same shall be of full force and effect if ratified by a majority of the votes cast by the members of said tribe at an election to be held for that purpose: Provided, That such election shall be held within ninety days from the approval of this act by the President of the United States.*

Agreement of Dawes Commission with Cherokee tribe of Indians ratified.  
  
Proviso.  
Ratification by Indians.

This agreement, by and between the United States, entered into in its behalf by the Commission to the Five Civilized Tribes, Henry L. Dawes, Tams Bixby, Archibald S. McKennon, and Thomas B. Needles, duly appointed and authorized thereunto, and the Cherokee tribe of Indians, in Indian Territory, entered into in behalf of said tribe by Lucian B. Bell, Percy Wyly, Jesse Cochran, and Benjamin J. Hilderbrand, duly appointed and authorized thereunto.

Witnesseth, that in consideration of the mutual undertakings herein contained it is agreed as follows:

DEFINITIONS.

1. The words "nation" and "tribe" shall each be deemed to refer to the Cherokee Nation or tribe of Indians in Indian Territory. The words "principal chief" shall be deemed to refer to the principal chief of said tribe. The words "citizen" or "citizens" shall be deemed to refer to a member or members of said tribe. The words "Dawes Commission" or "commission" shall be deemed to refer to the United States Commission to the Five Civilized Tribes. The word "Secretary" shall be deemed to refer to the Secretary of the Interior.

Definitions.

GENERAL ALLOTMENT OF LANDS.

2. All lands belonging to the Cherokee tribe of Indians in Indian Territory, except as herein reserved, shall be appraised at their true value, considering location and fertility of soil in each case, excluding improvements placed by allottee on the lands selected by him: *Provided, however, That in cases where a citizen holding lands in excess of his rightful share has failed to sell or remove the buildings and fences from said excessive holding on or before the first day of July, nineteen hundred and one, the value of the buildings and fences shall be added to the value of the land by the appraisement committee.*

General allotment of lands.  
Appraisal.  
  
Proviso.  
Failure to remove buildings from excessive holdings.

3. The appraisement shall be made under the direction of the Dawes Commission by such number of committees of appraisement as may be deemed sufficient to expedite the work, one member of each committee to be appointed by said commission and one by the principal

By whom appraisal made.



chief; and if the members of any committee fail to agree as to the value of any tract of land, the value thereof shall be determined by said commission.

Reports.

The committees shall make report of their work to the commission as may be required. The commission shall prepare reports of the same in duplicate and transmit them to the Secretary of the Interior for his approval, and when approved one copy shall be furnished the principal chief and one copy returned to the office of the commission for its use in making allotments as herein provided.

Allotments.

4. All lands of said tribe, except as herein provided, shall be allotted by said commission among the citizens of the tribe entitled to share therein, so as to give to each an equal share of the whole, in value, as nearly as may be, in manner following: There shall be allotted to each citizen eighty acres of land (boundaries to conform to the Government survey as nearly as may be), which may be selected by him so as to include improvements which belong to him. Eighty acres of land, valued at six dollars and fifty cents per acre, shall constitute a standard allotment, and shall be the measure for the equalization of values; and any allottee selecting lands of less value than such standard may select other lands, not lawfully held or occupied by any other citizen, which, at their appraised value, will make his allotment equal in value to the standard so fixed.

Eighty acres to be a standard.

Selection in excess of standard.

5. If any citizen select eighty acres of land the appraised value of which, for any reason, is in excess of such standard, the excess of value shall be charged against him in the future distribution of lands and funds of the tribe arising from any source whatsoever, unless he has already paid the same, and he shall not be entitled to any further distribution of property or funds until all other citizens shall have received lands and funds equal in value to his allotment; and if there be not sufficient property and funds of the tribe to make the allotments of all other citizens equal in value to his, then for the excess there shall exist a lien on the rents and profits of his allotment; and no deed shall issue to such allottee until all charges against an allotment are liquidated.

Controversies as to right to select land.

All controversies arising between citizens as to their right to select particular tracts of land shall be determined by said commission according to law.

Selection of allotments from excessive holdings.

6. Any citizen having in his possession lands in actual cultivation in excess of eighty acres for himself and eighty acres for his wife and each of his minor children, shall, on or before the first day of July, nineteen hundred and one, select therefrom allotments of eighty acres each for himself and the members of his family aforesaid, which said allotments he may hold, and no more; and he shall, within said time, make report in writing to the Dawes Commission of the lands so selected by him, giving legal description thereof; and if he have lawful improvements upon such excess he may dispose of the same to any other citizen, who may thereupon select lands so as to include such improvements; but, after the expiration of said time, any citizen may take any lands not already selected by another; but if lands so taken be in actual cultivation, having thereon improvements belonging to another citizen, such improvements shall be valued by the appraisement committee and the amount paid to the owner thereof by the allottee, and the same shall be a lien upon the rents and profits of the land until paid: *Provided*, That the owner of improvements may remove the same if he desires.

—disposition of improvements, etc.

Equalization of allotments.

7. When allotments as hereinbefore provided have been made to all citizens, the residue of lands not herein reserved or otherwise disposed of shall be so apportioned among such citizens as to equalize their allotments, but if the same be insufficient therefor the deficiency shall be supplied out of any funds of the tribe, so that the allotments of all citizens may be made equal in value, as nearly as may be, in manner herein provided.

Selections above and below standard.

8. If the allotment of any citizen exceed in value that of the standard so fixed, he may pay the excess to the Indian agent, to be placed to the credit of the tribe, and shall thereupon receive title to such allotment; if a citizen select lands of the exact value of such standard allotment he shall receive title therefor; and if a citizen select lands of less value than such standard allotment he shall receive title to the

lands so selected, and as soon as additional lands are selected by him for the purpose of equalizing his allotment he shall receive additional deed therefor.

9. When any citizen shall select his allotment and receive certificate therefor the Secretary of the Interior shall immediately thereupon, through the United States Indian agent in said Territory, put him in unrestricted possession of his allotment.

Possession.

10. Lands allotted to citizens hereunder shall not in any manner whatsoever, or at any time, be incumbered, taken, or sold to secure or satisfy any debt or obligation contracted or incurred prior to the date of the deed to the allottee therefor, and such lands shall not be alienable by the allottee or his heirs at any time before the expiration of five years from the ratification of this agreement, except with the approval of the Secretary of the Interior.

Allotments exempt from prior debts, etc.

11. Before receiving his deed therefor each citizen shall select from his allotment forty acres of land, and if he fail to select the same it shall be selected by the Dawes Commission, and a proper designation thereof shall be made in the deed to the allottee. Said forty acres shall not be alienable at any time before the expiration of twenty-five years from the ratification of this agreement, except with the approval of the Secretary of the Interior, and during the time the same remains so inalienable shall not be subject to any tax or be incumbered, taken, or sold to secure or satisfy any debt or obligation of the allottee contracted or incurred while the land remains so inalienable.

Homestead inalienable, etc.

12. No taxes assessed or levied against the lands of any minor, not herein made nontaxable, shall be a lien upon such lands, but the same shall be a lien upon the products of the lands composing his allotment.

Minor's lands, liens against, etc.

13. Allotments to minors may be selected by the guardian, or by the father or mother, if citizens, in the order named, and shall not be sold during their minority. Allotments may be selected for prisoners, convicts, and aged and infirm persons by their duly appointed agents, and for incompetents by guardians, curators, or other suitable persons akin to them, but it shall be the duty of said commission to see that such selections are made for the best interests of such parties.

Allotments to minors, etc.

14. All Delaware Indians who are Cherokee citizens shall take lands and share in the funds of the tribe as their rights may be determined by the judgment of the Court of Claims, or by the Supreme Court, if appealed, in the suit instituted therein by the Delawares against the Cherokee Nation, and now pending; but if said suit be not determined before said commission is ready to begin the allotment of lands of the tribe as herein provided, the commission shall cause to be segregated one hundred and fifty-seven thousand six hundred acres of land, including lands which have been selected and occupied by Delawares in conformity to provisions of their agreement with the Cherokees dated April eighth, eighteen hundred and sixty-seven, such lands so to remain subject to disposition according to such judgment as may be rendered in said cause; and said commission shall thereupon proceed to the allotment of the remaining lands of the tribe as aforesaid. Said commission shall, when final judgment is rendered, allot lands to such Delawares in conformity to the terms of the judgment and their individual rights thereunder.

Allotments to Delawares who are Cherokee citizens according to suit pending in Court of Claims, etc.

Nothing in this agreement shall in any manner impair the rights of either party to said contract as the same may be finally determined by the court, or shall interfere with the holdings of the Delawares under their contract with the Cherokees of April eighth, eighteen hundred and sixty-seven, until their rights under said contract are determined by the courts in their suit now pending against the Cherokees.

Existing rights unimpaired.

#### TOWN SITES.

Town sites.

15. All towns in the Cherokee Nation having a present population of two hundred or more shall be surveyed, laid out, and appraised under the provisions of an act of Congress entitled "An act making appropriations for the current and contingent expenses of the Indian Department and for fulfilling treaty stipulations with various Indian tribes for the fiscal year ending June thirtieth, nineteen hundred and

Provisions for surveys, plats, etc.

Laws 1st session  
56th Congress, p.  
237.

Filing plats.

Choctaw and  
Chickasaw  
tribes.

Vol. 30, p. 505.

Work of com-  
missions to begin  
on approval of  
survey.

Creek and  
Cherokee town-  
site commis-  
sions.

Choctaw, Chick-  
asaw, Creek, and  
Cherokee na-  
tions.

Separate town-  
site commissions  
for towns.

Appointment.  
Vol. 30, p. 500.

Surveys by  
towns.

Appraisal and  
sale of lots.

one, and for other purposes," approved May thirty-first, nineteen hundred, which said provisions are as follows: "That the Secretary of the Interior is hereby authorized, under rules and regulations to be prescribed by him, to survey, lay out, and plat into town lots, streets, alleys, and parks the sites of such towns and villages in the Choctaw, Chickasaw, Creek, and Cherokee nations as may at that time have a population of two hundred or more, in such manner as will best subserve the then present needs and the reasonable prospective growth of such towns. The work of surveying, laying out, and platting such town sites shall be done by competent surveyors, who shall prepare five copies of the plat of each town site, which, when the survey is approved by the Secretary of the Interior, shall be filed as follows: One in the office of the Commissioner of Indian Affairs, one with the principal chief of the nation, one with the clerk of the court within the territorial jurisdiction of which the town is located, one with the Commission to the Five Civilized Tribes, and one with the town authorities, if there be such. Where in his judgment the best interests of the public service require, the Secretary of the Interior may secure the surveying, laying out, and platting of town sites in any of said nations by contract.

"Hereafter the work of the respective town-site commissions provided for in the agreement with the Choctaw and Chickasaw tribes ratified in section twenty-nine of the act of June twenty-eighth, eighteen hundred and ninety-eight, entitled 'An act for the protection of the people of the Indian Territory, and for other purposes,' shall begin as to any town site immediately upon the approval of the survey by the Secretary of the Interior and not before.

"The Secretary of the Interior may in his discretion appoint a town-site commission consisting of three members for each of the Creek and Cherokee nations, at least one of whom shall be a citizen of the tribe and shall be appointed upon the nomination of the principal chief of the tribe. Each commission, under the supervision of the Secretary of the Interior, shall appraise and sell for the benefit of the tribe the town lots in the nation for which it is appointed, acting in conformity with the provisions of any then existing act of Congress or agreement with the tribe approved by Congress. The agreement of any two members of the commission as to the true value of any lot shall constitute a determination thereof, subject to the approval of the Secretary of the Interior, and if no two members are able to agree the matter shall be determined by such Secretary.

"Where in his judgment the public interests will be thereby subserved, the Secretary of the Interior may appoint in the Choctaw, Chickasaw, Creek, or Cherokee Nation a separate town-site commission for any town, in which event as to that town such local commission may exercise the same authority and perform the same duties which would otherwise devolve upon the commission for that nation. Every such local commission shall be appointed in the manner provided in the act approved June twenty-eighth, eighteen hundred and ninety-eight, entitled 'An act for the protection of the people of the Indian Territory.'

"The Secretary of the Interior, where in his judgment the public interests will be thereby subserved, may permit the authorities of any town in any of said nations, at the expense of the town, to survey, lay out, and plat the site thereof, subject to his supervision and approval, as in other instances.

"As soon as the plat of any town site is approved, the proper commission shall, with all reasonable dispatch and within a limited time, to be prescribed by the Secretary of the Interior, proceed to make the appraisal of the lots and improvements, if any, thereon, and after the approval thereof by the Secretary of the Interior, shall, under the supervision of such Secretary, proceed to the disposition and sale of the lots in conformity with any then existing act of Congress or agreement with the tribe approved by Congress; and if the proper commission shall not complete such appraisal and sale within the time limited by the Secretary of the Interior, they shall receive no pay for such additional time as may be taken by them, unless the Secretary of the Interior, for good cause shown, shall expressly direct otherwise.

"The Secretary of the Interior may, for good cause, remove any member of any town-site commission, tribal or local, in any of said nations, and may fill the vacancy thereby made or any vacancy otherwise occurring in like manner as the place was originally filled.

Removal of commissioners, etc.

"It shall not be required that the town-site limits established in the course of the platting and disposing of town lots and the corporate limits of the town, if incorporated, shall be identical or coextensive, but such town-site limits and corporate limits shall be so established as to best subserv the then present needs and the reasonable prospective growth of the town, as the same shall appear at the times when such limits are respectively established: *Provided further*, That the exterior limits of all town sites shall be designated and fixed at the earliest practicable time, under rules and regulations prescribed by the Secretary of the Interior.

Establishment of corporate and town-site limits.

*Proviso.*—regulations.

"Upon the recommendation of the Commission to the Five Civilized Tribes the Secretary of the Interior is hereby authorized, at any time before allotment, to set aside and reserve from allotment any lands in the Choctaw, Chickasaw, Creek, or Cherokee nations, not exceeding one hundred and sixty acres in any one tract, at such stations as are or shall be established in conformity with law on the line of any railroad which shall be constructed or be in process of construction in or through either of said nations prior to the allotment of the lands therein, and this irrespective of the population of such town site at the time. Such town sites shall be surveyed, laid out, and platted, and the lands therein disposed of for the benefit of the tribe in the manner herein prescribed for other town sites: *Provided further*, That whenever any tract of land shall be set aside as herein provided which is occupied by a member of the tribe, such occupant shall be fully compensated for his improvements thereon, under such rules and regulations as may be prescribed by the Secretary of the Interior: *Provided*, That hereafter the Secretary of the Interior may, whenever the chief executive or principal chief of said nation fails or refuses to appoint a town-site commissioner for any town or to fill any vacancy caused by the neglect or refusal of the town-site commissioner appointed by the chief executive or principal chief of said nation to qualify or act, in his discretion appoint a commissioner to fill the vacancy thus created."

Reservation from allotment at railroad stations.

*Provisos.* Compensation for occupant's improvements.

Secretary of Interior may appoint town site commissioner on failure of chief of nation, etc.

16. Any citizen in rightful possession of any town lot which has been improved as required by tribal laws, the right of occupancy of which he has acquired under tribal laws, shall have the right to purchase same by paying one-half the appraised value thereof, deducting therefrom such amount as may have been paid into the Cherokee national treasury for such right of occupancy.

Right to purchase where right of occupancy acquired under tribal laws, etc.

17. Any citizen in rightful possession of any town lot having improvements thereon other than temporary buildings, fencing, and tillage, the occupancy of which has not been acquired under tribal laws, shall have the right to purchase such lot by paying one-half the appraised value thereof: *Provided*, That any other person in the peaceful possession of any town lot having improvements thereon other than temporary buildings, fencing, and tillage, the occupancy of which has not been acquired under tribal laws, shall have the right to purchase such lot by paying one-half the appraised value thereof.

18. Any citizen in rightful possession of any town lot not having improvements thereon, the occupancy of which has been acquired under tribal laws, shall have the right to purchase such lot by paying two-thirds the appraised value thereof, deducting therefrom such amounts as may have been paid into the Cherokee national treasury for such right of occupancy.

19. When the appraisalment of any town lot so improved is made and approved, the commission shall notify the claimant thereof of the amount of appraisalment, and he shall, within sixty days thereafter, make payment of ten per centum of the amount due for the lot, and four months thereafter he shall pay fifteen per centum additional, and the remainder of the purchase money he shall pay in three equal annual installments without interest; but if the owner of any such lot fail to purchase same and make the first and second payments aforesaid within the time aforesaid, the lot and improvements shall be sold

Appraisal and payment.

—failure to pay.

at public auction to the highest bidder, under the direction of the town-site commission, at a price not less than their appraised value; and the purchaser shall pay the purchase price to the owner of the improvements, less the appraised value of the lot.

Sale of un-specified, unimproved lots.

20. All town lots not having thereon improvements other than temporary buildings, fencing, and tillage, the sale or disposition of which is not herein otherwise specifically provided for, shall be sold within twelve months after appraisement, under direction of the Secretary of the Interior, after due advertisement, at public auction, to the highest bidder, at not less than their appraised value.

Selection of lots in lieu of standard allotment.

21. Any citizen occupying more than four acres of unplatted lands, which may be laid out in town lots in any town, and which are to be sold at public auction as above, shall have the right to select, in a body, and retain a sufficient number of such lots at their appraised value as may be equal to the standard allotment herein fixed, to be taken in lieu of his allotment, and in addition thereto he may purchase one-fourth of the remaining lots, to be selected in a body, into which such land has been divided, by paying two-thirds of their appraised value.

Deduction for lands used as a home.

22. If any citizen have lands in any town, occupied and used by him as a home, he may purchase the lots into which such lands may be platted by paying one-half their appraised value, not, however, exceeding four acres; but this right shall not extend to persons who take their allotments out of unplatted lands as herein provided.

Payment of purchase money.

23. The purchaser of any unimproved town lot sold at public auction shall pay twenty-five per centum of the purchase money at the time of the sale, and within four months thereafter he shall pay twenty-five per centum additional, and the remainder of the purchase money he shall pay in two equal annual installments, without interest.

Default in payment.

24. If the purchaser of any town lot fail to make payment of any sum when due, the same shall thereafter bear six per centum interest per annum until paid.

Title on immediate payment.

25. The purchaser of any town lot may at any time pay the full amount of purchase money, and he shall thereupon receive title therefor.

Church lands.

26. All town lots or parts of lots, not exceeding fifty by one hundred and fifty feet in size, upon which church houses and parsonages have been erected, and which are occupied as such at the time of appraisement, shall be conveyed gratuitously to the churches to which such improvements belong, and if such churches have inclosed other adjoining lots actually necessary for their use, they may purchase the same by paying one-half the appraised value thereof.

Lots exempt from debt prior to deed, etc.

27. All town lots purchased by citizens under provisions of this agreement shall be free from incumbrance by any debt contracted prior to the date of the deed therefor, except for improvements thereon, or for money borrowed to pay the purchase price to the nation.

Purchase of unimproved residence lot, etc.

28. Any citizen having the right of occupancy of an unimproved residence lot in any town at the date of this agreement, and owning no other lot or land therein, shall have the right to purchase such lot by paying one-half of the appraised value thereof.

Anyone may bid.

29. Any person whomsoever may bid for and purchase any lot sold at public auction as herein provided.

Assessment of taxes, etc.

30. No taxes shall be assessed by any town government against any town lot remaining unsold, but taxes may be assessed against any town lot sold as herein provided, and the same shall constitute a lien upon the interest of the purchaser therein after any payment thereon has been made by him, and if forfeiture of any lot be made all taxes assessed against such lot shall be paid out of any money paid thereon by the purchaser.

Cemetery.

31. The town authorities may select and locate, subject to the approval of the Secretary of the Interior, a cemetery within suitable distance from each town, to embrace such number of acres as may be deemed necessary for such purpose, and the town-site commission shall appraise the same at its true value, and the town may purchase same by paying such value; and if any citizen have improvements thereon, other than fencing and tillage, they shall be appraised by said committee and paid for by the town. The town authorities shall dispose of the lots in such cemetery at reasonable prices, in suitable sizes for

burial purposes, and the proceeds thereof shall be applied to the general improvement of the property: *Provided*, That lands already laid out for cemeteries by the tribal authorities shall be included in the cemeteries herein provided for, without cost to the towns; and the holdings of burial lots therein now occupied for such purposes shall in no wise be disturbed.

*Proviso.*  
Inclusion of existing cemeteries.

32. All towns now in existence where there are two or more places of business and less than two hundred inhabitants may be surveyed and laid out into town lots and necessary streets and alleys and platted as other towns, each to embrace such amount of land as may be deemed necessary, not exceeding forty acres, which survey may be made in manner provided for other towns, and the appraisal of the town lots of said towns may be made by any commission appointed for either of the other towns having two hundred inhabitants or more; and all lots in said towns having thereon improvements other than temporary buildings, fencing, and tillage may be purchased by any person having rightful possession thereof and owning the improvements thereon by paying one-half the appraised value. The survey, appraisal, and sale of lots shall be made under regulations to be prescribed by the Secretary of the Interior.

Surveys of plats in existing towns.

—regulations.

33. The United States may purchase in any town in the Cherokee Nation suitable lands for court-houses, jails, and other necessary public buildings, for its use, by paying the appraised value thereof, the same to be selected under the direction of the Department for whose use such buildings are to be erected, and if any person have improvements thereon, other than temporary buildings, fencing, and tillage, the same shall be appraised and paid for by the United States.

Public buildings.

TITLES.

Titles.

34. After the ratification of this agreement by Congress and the tribe the Secretary of the Interior shall furnish the principal chief with blank deeds necessary for all conveyances herein provided for, and when any citizen receives his allotment of land amounting to and not exceeding in value the standard allotment herein fixed, or when any allotment has been so ascertained and fixed that title should, under the provisions of this agreement, be conveyed, the principal chief shall thereupon proceed to execute in due form and deliver to him a deed conveying to him all the right, title, and interest of the Cherokee Nation, and of all other citizens, in and to the lands embraced in his allotment certificate.

Deeds for allotments.

35. The principal chief shall, in like manner and with like effect, execute and deliver to proper parties deeds of conveyance in all other cases herein provided for. All lands and town lots to be conveyed to one person shall, as far as practicable, be included in one deed, and all deeds shall be executed free of charge.

36. All conveyances shall be approved by the Secretary of the Interior, which shall serve as a relinquishment to the grantee of all the right, title, and interest of the United States in and to the lands embraced in his deed.

Approval of deed; effect.

37. Any allottee accepting such deed shall be deemed to assent to the allotment and conveyance of all the lands of the tribe as provided herein, and as a relinquishment of all his right, title, and interest in, and to the same, except in the proceeds of lands reserved from allotment.

Acceptance of deed; effect.

38. The acceptance of deeds of minors and incompetents by persons authorized to select their allotments for them shall be deemed sufficient to bind such minors and incompetents as to the conveyance of all other lands of the tribe as provided herein.

—for minors, etc.

39. All deeds, when so executed and approved, shall be filed in the office of the Dawes Commission and recorded in a book appropriate for the purpose without expense to the grantee, and such records shall have like effect as other public records

Filing deeds, etc.

ROLLS OF MEMBERSHIP.

Rolls of membership.

40. The rolls of citizenship of the Cherokee Nation shall be made as of April first, nineteen hundred, and the names of all persons then

Date.

living and entitled to enrollment on that date shall be placed on said rolls by the Dawes Commission.

- Who excluded. 41. No child born to any citizen after the first day of April, nineteen hundred, nor any white person who has intermarried with a Cherokee citizen since the sixteenth day of December, eighteen hundred and ninety-five, shall be entitled to enrollment.
- Provisions. Vol. 30, p. 502. 42. Such rolls shall in all other respects be made in strict compliance with the provisions of section twenty-one of the act of Congress of June twenty-eighth, eighteen hundred and ninety-eight, entitled "An act for the protection of the people of the Indian Territory, and for other purposes."
- Death before allotment. 43. If any citizen who was living and entitled to be enrolled on the first day of April, nineteen hundred, die before receiving his allotment of lands and share of the tribal funds, his right of allotment and share of the funds shall descend to his heirs according to the laws of descent and distribution of the Cherokee Nation, and shall be allotted and distributed to them accordingly.
- Citizens enrolled as of other tribes barred. 44. No person who has been enrolled by the Dawes Commission as a citizen of any other tribe shall be enrolled as a citizen of the Cherokee Nation.
- To be final rolls. 45. The rolls made by said commission, when approved by the Secretary of the Interior, shall be the final rolls of membership of said tribe upon which the allotment of all lands and the distribution of all moneys and other property of the tribe shall be made.
- Schools. SCHOOLS.
- Rules, etc. 46. The Cherokee school fund shall be used, under direction of the Secretary of the Interior, for the education of children of Cherokee citizens, and the Cherokee schools shall be conducted under rules prescribed by him according to Cherokee laws, subject to such modifications as he may deem necessary to make the schools most effective and to produce the best possible results, said schools to be under the direct supervision of a supervisor appointed by the Secretary and a school superintendent appointed by the principal chief.
- Supervision. 47. All teachers shall be examined by or under direction of said supervisor and said superintendent, and competent teachers and other persons to be engaged in and about the schools, with good moral character only, shall be employed; but where all qualifications are equal, preference shall be given to citizens in such employment.
- Qualifications of teachers. 48. All moneys for running the schools shall be appropriated by the Cherokee national council, not exceeding the amount of the Cherokee school fund, but if said council fail or refuse to make the necessary appropriations, the Secretary of the Interior may direct the use of sufficient amount of the school funds to pay all expenses necessary to the efficient conduct of the schools, strict account thereof to be rendered to him and to the principal chief.
- Payment of expenses. 49. All accounts for expenditures in running the schools shall be examined and approved by said supervisor and superintendent, and also by the general superintendent of Indian schools in Indian Territory before payment thereof is made.
- Accounts. 50. If the supervisor and superintendent fail to agree upon any matter under their direction and control, it shall be decided by said general superintendent, subject to appeal to the Secretary of the Interior, but his decision shall govern until reversed by the Secretary.
- Appeal to Secretary of the Interior. 51. Said school fund shall be administered so that each Cherokee citizen of school age entitled thereto shall have equal benefits therefrom, as nearly as may be.
- Equal benefits from school funds. 52. The interest arising from the Cherokee orphan fund shall in like manner be used, under direction of the Secretary of the Interior, for maintaining the Cherokee Orphan Asylum for the benefit of the Cherokee orphan children. The buildings of said asylum and one hundred and twenty acres of land, to be taken in a body, on which they are located, subject to the approval of the Secretary of the Interior, shall be reserved from allotment, and said institution continued in operation until allotment is completed.
- Cherokee Orphan Asylum.

CHEROKEE ADVOCATE.

53. The national newspaper, the Cherokee Advocate, printed in both the Cherokee and English languages, shall continue to be published the present year under the appropriation already made by the Cherokee Nation, after which time the same shall be leased by the principal chief of the Cherokee Nation for a period of two years at a time, to the lowest responsible citizen bidder, at an annual expense to the Cherokee Nation of not to exceed one thousand five hundred dollars, to be paid out of the general fund of the Cherokee Nation: *Provided*, That said newspaper plant, including everything connected therewith, together with the buildings and grounds reserved for said newspaper, shall be sold before final allotment is completed under this agreement, under the direction of the Secretary of the Interior, and the proceeds placed to the credit of the general fund of the Cherokee Nation.

Cherokee Advocate.  
 Publication of, etc.  
 Lease.  
*Proviso*.  
 Sale of plant.

RESERVATIONS.

54. The following lands shall be reserved from the general allotment herein provided:

Reservations from allotment.

- (a) All lands set apart for town sites.
- (b) All lands to which, at the date of the ratification of this agreement, any railroad company may, under any treaty or act of Congress, have a vested right for right of way, depots, station grounds, water stations, stock yards, or similar uses connected with the maintenance and operation of the railroad.
- (c) All lands selected for town cemeteries, as herein provided.
- (d) One acre of land for each schoolhouse not included in town sites, as herein provided.
- (e) One hundred and sixty acres for Willie Halsell College at Vinita.
- (f) Four acres for the Baptist Mission School at Tahlequah.
- (g) Four acres for the Presbyterian School at Tahlequah.
- (h) Four acres for the Park Hill Mission School south of Tahlequah.
- (i) Four acres for the Elm Springs Mission School on Barren Fork.
- (j) Forty acres for Dwight Mission on Sallisaw.
- (k) Four acres for Skiatook Mission near Skiatook.
- (l) Four acres for Lutheran Mission School on Illinois River, north of Tahlequah.
- (m) Sufficient ground for burial purposes where neighborhood cemeteries are now located, not to exceed three acres each.
- (n) One acre for each church house outside of towns.
- (o) The square now occupied by the capitol building at Tahlequah.
- (p) The grounds now occupied by the national jail at Tahlequah.
- (q) The grounds now occupied by the Cherokee Advocate printing office at Tahlequah.
- (r) Forty acres for the Cherokee Male Seminary near Tahlequah.
- (s) Forty acres for the Cherokee Female Seminary at Tahlequah.
- (t) One hundred and twenty acres for the Cherokee Orphan Asylum on Grand River.
- (u) Forty acres for the Colored High School in Tahlequah district.
- (v) Forty acres for the Cherokee Insane Asylum.
- (w) Forty acres for the school for the blind, and deaf and dumb children near Fort Gibson.
- (x) A sufficient amount of land, to be selected by the General Government, and heretofore included in the old military reservation, for an army post, and for a penitentiary, or for either, and the same, with the buildings thereon, is tendered to the United States for said purposes: *Provided*, That in case the same is not accepted and occupied by the Government for the purposes aforesaid on or before March fourth, nineteen hundred and three, this provision shall be void.

Army post, etc.  
*Proviso*.  
 condition.

MUNICIPAL CORPORATIONS.

55. Authority is hereby conferred upon municipal corporations in the Cherokee Nation to issue bonds and borrow money thereon for

Municipal corporations.  
 Powers, etc.  
 Bond issues.



sanitary purposes, and for the construction of sewers, lighting plants, waterworks and schoolhouses, subject to all the provisions of laws of the United States in force in the organized Territories of the United States in reference to municipal indebtedness and issuance of bonds for public purposes; and said provisions of law are hereby put in force in said nation and made applicable to the cities and towns therein, the same as if specially enacted in reference thereto: *Provided*, That the whole amount of bonds issued under this provision shall not exceed five per cent of the value of all the real and personal property in the town; and the town authorities may cause such bonds to be issued for the purpose of carrying out this provision, and no bonds shall be issued without the approval of the Secretary of the Interior.

*Proviso.*  
—limit.

Public build-  
ings.

PUBLIC BUILDINGS.

School lands  
reserved.

56. The buildings of the Cherokee Male Seminary, with forty acres of land; and of the Cherokee Female Seminary, with forty acres of land; and the Cherokee Orphan Asylum, with one hundred and twenty acres of land; and the Colored High School, with forty acres of land, such lands in each case to be in one body, embracing lands upon which the buildings are located, and to be selected by the Dawes Commission, shall, before completion of allotment, be set aside for school purposes until final allotment, when the same shall be subject to the provisions of section sixty.

Other lands,  
etc., may be sold.

57. All other public buildings and other public property of whatsoever character belonging to the Cherokees not herein otherwise disposed of may be sold or otherwise disposed of by the nation, subject to the approval of the Secretary of the Interior.

Miscellaneous.

MISCELLANEOUS.

Duration of  
tribal govern-  
ment.

58. The tribal government of the Cherokee Nation shall not continue longer than March fourth, nineteen hundred and six, subject to such future legislation as Congress may deem proper.

Officer to col-  
lect revenue.

59. The collection of all revenues of whatsoever character belonging to the tribe shall be made by an officer appointed by the Secretary of the Interior, under rules and regulations prescribed by the Secretary, and the expenses of such collection shall be deducted from the funds collected.

Consent of tribe  
to disbursements  
necessary.

60. No funds belonging to said tribe shall be used or paid out for any purpose by any officer of the United States without consent of the tribe expressly given through its national council, except as herein provided.

Additional  
power to Secretary  
of the Interior.

61. All things necessary to carry into effect the provisions of this agreement not otherwise herein specifically provided for shall be done under the authority and direction of the Secretary of the Interior.

No permit tax  
from noncitizens.

62. No noncitizen renting lands from a citizen for agricultural purposes, as provided by law, whether such lands have been selected as an allotment or not, shall be required to pay any permit tax.

Federal citizenship  
conferred on Cherokees.

63. Each Cherokee citizen shall, on the date of the ratification of this agreement, become a citizen of the United States and be entitled to all the rights and privileges thereof, but the same shall in no wise affect his rights as a member of said tribe.

Railroads not  
to acquire rights  
to lands under  
transfer of title  
to allottees, etc.

64. The transfer of the title of the Cherokee tribe to individual allottees and to other persons, as provided in this agreement, shall not inure to the benefit of any railroad company, nor vest in any railroad company any right, title, or interest in or to any of the lands in the Cherokee Nation.

Expenses of  
surveys, etc.

65. The United States shall pay all expenses incident to the survey, platting, and disposition of town lots and all allotments of lands made under the provisions of this agreement, except where the town authorities may have been or may be duly authorized to survey and plat their respective towns at the expense of such towns, except when towns are authorized to survey at their own expense.

Payments to be  
made into the  
Treasury to credit  
of tribe, etc.

66. All moneys to be paid to the tribe under any of the provisions of this agreement shall be paid under the direction of the Secretary of the Interior into the Treasury of the United States to the credit of the tribe, and an itemized report thereof shall be made to the Secretary of the Interior and to the principal chief.

67. All funds of the tribe and all moneys accruing under the provisions of this agreement, when needed for the purpose of equalizing allotments, or for any other purposes herein prescribed, shall be paid out under the direction of the Secretary of the Interior, and when required for per capita payments, if any, shall be paid out directly to each individual by a bonded officer of the United States, under the direction of the Secretary of the Interior, without unnecessary delay; and moneys paid to citizens shall not be liable for the payment of any previously contracted obligation.

Secretary of the Interior to make payments for tribe, etc.

68. The Methodist Episcopal Church South may, within twelve months after the ratification of this agreement, pay five dollars per acre for the one hundred and sixty acres of land adjacent to the town of Vinita, and heretofore set apart by act of the Cherokee national council for the use of said church for missionary and educational purposes, and now occupied by Willie Halsell College (formerly Galloway College), and shall thereupon receive title thereto; but if said church fail so to do, it may continue to occupy said one hundred and sixty acres of land as long as it uses same for the purposes aforesaid.

Methodist Episcopal Church South may acquire certain land.

69. Cherokee citizens may rent their allotments, when selected, for a term not exceeding one year, and after receiving title to their allotments may rent them without restriction; and cattle grazed on such allotments shall not be liable to any tribal tax. No cattle shall hereafter be introduced into the Cherokee Nation and grazed on lands not selected by citizens as allotments unless permission therefor has been granted by the principal chief and approved by the Secretary of the Interior, in which case the Secretary is authorized to collect from the owners of such cattle a reasonable grazing tax for the benefit of the tribe. Section twenty-one hundred and seventeen, Revised Statutes of the United States, shall not hereafter apply to Cherokee lands.

Lease of allotments permitted, etc.

Grazing of cattle.

Penalty for driving stock to feed on Indian lands.

R. S., sec. 2117, p. 370, amended.

Deferred payments a lien on property.

70. All deferred payments under the provisions of this agreement shall constitute a lien in favor of the tribe on the property for which the debt was contracted, and if default in any annual payment is made the lien for the payment of all purchase money remaining unpaid may thereupon be enforced in the United States court in the same manner as vendors' liens are enforced, suit therefor to be brought in the name of the principal chief for the benefit of the tribe, or, on his failure for any cause, in the name of some person appointed therefor by the court.

—enforcement of lien.

All other liens herein created may be in like manner enforced after the expiration of two years from the date when the amount secured thereby becomes a charge upon the property.

71. The provisions of section thirteen of the act of Congress approved June twenty-eighth, eighteen hundred and ninety-eight, entitled "An act for the protection of the people of the Indian Territory, and for other purposes," shall not apply to or in any manner affect the lands or other property of said tribe, and no act of Congress or treaty provision inconsistent with this agreement shall be in force in said nation except sections fourteen and twenty-seven of said last-mentioned act, which shall continue in force as if this agreement had not been made.

Mineral leases. Vol. 30, pp. 498, 499, 504.

72. Nothing contained in this agreement, however, shall be construed to revive or reestablish the Cherokee courts abolished by said last-mentioned act of Congress, or the authority of any officer, at any time, in any manner connected with said courts.

Cherokee courts abolished.

73. The Secretary of the Interior shall cause to be paid all just indebtedness of said tribe existing at the date of ratification of this agreement which may have lawfully been contracted and warrants therefor regularly issued upon the several funds of the tribe, as also warrants drawn by authority of law after the ratification of this agreement and prior to the dissolution of the tribal government, such payment to be made from any funds in the United States Treasury belonging to said tribe. And all such indebtedness of the tribe shall be paid in full before any pro rata distribution of the funds of the tribe shall be made.

Existing tribal indebtedness to be paid.

The Secretary of the Interior shall make such payments at the earliest time practicable, and he shall make all needful rules and regulations to carry this provision into effect.

—regulations, etc.

74. All instruments of writing affecting lands in the Cherokee Nation which lie south of Spavinaw Creek, east of Grand River, and north of the Arkansas River, and all other instruments affecting property within

Instruments affecting land east of Grand River, etc.

—where recorded.  
—land north of Arkansas River, etc., where recorded.  
—exception.

said boundaries, required by law to be recorded, shall be recorded in the office of the clerk of the United States court at Tahlequah; and all instruments of writing affecting lands in said nation lying north of the Arkansas River, north of Spavinaw Creek, and west of Grand River, and all other instruments affecting property within said boundaries, required by law to be recorded, shall be recorded in the office of the clerk of the United States court at Vinita: *Provided*, That this shall not include the record of original deeds to allotments and other parcels of lands, and of town lots, herein otherwise provided for.

Tribal ordinance affecting land, etc.

75. No act, ordinance, or resolution of the Cherokee national council in any manner affecting the lands of the tribe, or of individuals after allotment, or the moneys or other property of the tribe, or of the citizens thereof, except appropriations for the necessary incidental and salaried expenses of the Cherokee government as herein limited, shall be of any validity until approved by the President of the United States.

Approval, etc., by President.

When any such act, ordinance, or resolution shall be passed by said council and approved by the principal chief, a true and correct copy thereof, duly certified, shall be immediately transmitted to the President, who shall, within thirty days after its receipt, approve or disapprove the same. If disapproved, it shall be so indorsed and returned to the principal chief. If approved, the approval thereof shall be indorsed thereon, and it shall be published in at least two newspapers having a bona fide circulation in the Cherokee Nation.

Reversion of and reserved from allotment.

76. All lands herein reserved from allotment and not sold, as provided in this agreement, when they cease to be used for the purpose for which they have been set apart, shall, if that occur prior to the completion of the allotment of lands, or to the dissolution of the tribal government, revert to the tribe, and be sold under direction of the Secretary of the Interior, and the proceeds paid into the United States Treasury and become a part of the general fund of the tribe; but if said lands revert after allotment has been completed, and after dissolution of the tribal government, the same may be in like manner sold, and the proceeds thereof used by the United States for the support of the insane asylum herein provided for: *Provided*, That the lots of land upon which the church houses and schoolhouses outside of towns are located, with the improvements thereon, when they cease to be used for the purposes for which they are herein reserved, shall go to the allottees taking the forty-acre tracts from which said reservations were taken.

—sale, etc.

—church and school lands outside of towns.

Court of Claims given jurisdiction of claims against the United States, etc.

77. Jurisdiction is hereby conferred upon the Court of Claims to examine, consider, and adjudicate, with a right of appeal to the Supreme Court of the United States by any party in interest feeling aggrieved at the decision of the Court of Claims, any claim which the Cherokee tribe, or any band thereof, arising under treaty stipulations, may have against the United States, upon which suit shall be instituted within two years after the ratification of this agreement; and also to examine, consider, and adjudicate any claim which the United States may have against said tribe, or any band thereof. The institution, prosecution, or defense, as the case may be, on the part of the tribe, or any band thereof, of any such suit shall be through attorneys employed, and to be compensated in the manner prescribed in sections twenty-one hundred and three to twenty-one hundred and six, both inclusive, of the Revised Statutes of the United States, the tribe acting through its principal chief in the employment of such attorneys, and a band acting through a committee recognized by the Secretary of the Interior. The Court of Claims shall have full authority by proper orders and process to make parties to any such suit all persons whose presence in the litigation may be deemed necessary or proper to the final determination of the matter in controversy; and any such suit shall, on motion of either party, be advanced on the docket of either of said courts, and determined at the earliest practicable time.

Attorneys.

—compensation.  
R. S., secs. 2103, etc., p. 367.

Making parties.

Case may be advanced.

Pending suit of Delaware Indians and Cherokee Nation, Court of Claims.

78. That in the suit pending between the Delaware Indians and the Cherokee Nation in the Court of Claims said court is hereby authorized to fix the compensation of the attorneys of record of the respective litigants, and the same shall be paid to the attorneys representing the

Cherokees out of the general fund of the Cherokee Nation and to the attorneys representing the Delawares out of any money belonging to said Delaware Indians; but in no event shall the fees allowed by said court exceed the amounts specified in the contracts with said tribes.

Payment to attorneys authorized.

79. That nothing in this act contained shall be held or construed to change, alter, modify, or impair any existing coal or oil rights heretofore acquired by lease, location, development, or otherwise, or to ratify, confirm, recognize, or validate any such rights.

Existing coal or oil rights unaffected.

80. This agreement shall be binding upon the United States and on the Cherokee Nation and all Cherokee citizens when ratified by Congress and by a majority of the whole number of votes cast by the legal voters of the Cherokee Nation in the manner following: The principal chief shall, within twenty days after the approval of this act, make public proclamation that the same shall be voted upon at a special election to be held for that purpose within sixty days thereafter, on a certain day therein named, and he shall appoint such officers and make such other provisions as may be necessary for holding such election. The votes cast at such election shall be forthwith duly certified as required by Cherokee law, and the votes shall be counted by the Cherokee national council in the presence of the Dawes Commission and the principal chief, and said commission and principal chief shall jointly make certificate thereof and proclamation of the result.

Ratification of agreement.

—election.

Approved, March 1, 1901.

CHAP. 676. An act to ratify and confirm an agreement with the Muscogee or Creek tribe of Indians, and for other purposes.

March 1, 1901.

Vol. 31, p. 861.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the agreement negotiated between the Commission to the Five Civilized Tribes and the Muscogee or Creek tribe of Indians at the city of Washington on the eighth day of March; nineteen hundred, as herein amended, is hereby accepted, ratified, and confirmed, and the same shall be of full force and effect when ratified by the Creek national council. The principal chief, as soon as practicable after the ratification of this agreement by Congress, shall call an extra session of the Creek national council and lay before it this agreement and the act of Congress ratifying it, and if the agreement be ratified by said council, as provided in the constitution of said nation, he shall transmit to the President of the United States the act of council ratifying the agreement, and the President of the United States shall thereupon issue his proclamation declaring the same duly ratified, and that all the provisions of this agreement have become law according to the terms thereof: *Provided,* That such ratification by the Creek national council shall be made within ninety days from the approval of this act by the President of the United States.

Agreement of Dawes Commission with Muscogee or Creek tribe of Indians ratified.

Ratification by Indians.

Proviso.—when to be ratified.

This agreement by and between the United States, entered into in its behalf by the Commission to the Five Civilized Tribes—Henry L. Dawes, Tams Bixby, Archibald S. McKennon, and Thomas B. Needles—duly appointed and authorized thereunto, and the Muskogee (or Creek) tribe of Indians, in Indian Territory, entered into in behalf of said tribe by Pleasant Porter, principal chief, and George A. Alexander, David M. Hodge, Isparhecher, Albert P. McKellop, and Cub McIntosh, delegates, duly appointed and authorized thereunto,

Witnesseth that in consideration of the mutual undertakings herein contained it is agreed as follows:

DEFINITIONS.

1. The words "Creek" and "Muscogee," as used in this agreement, shall be deemed synonymous, and the words "Creek Nation" and "tribe" shall each be deemed to refer to the Muskogee Nation or Muskogee tribe of Indians in Indian Territory. The words "principal chief" shall be deemed to refer to the principal chief of the Muskogee Nation. The words "citizen" or "citizens" shall be deemed to refer

Definitions.

to a member or members of the Muskogee tribe or nation of Indians. The words "The Dawes Commission" or "commission" shall be deemed to refer to the United States Commission to the Five Civilized Tribes.

General allotment of lands.

GENERAL ALLOTMENT OF LANDS.

- Appraisal. 2. All lands belonging to the Creek tribe of Indians in the Indian Territory, except town sites and lands herein reserved for Creek schools and public buildings, shall be appraised at their true value, excluding only lawful improvements on lands in actual cultivation.
- By whom appraisal made. The appraisement shall be made under direction of the Dawes Commission by such number of committees, with necessary assistance, as may be deemed necessary to expedite the work, one member of each committee to be appointed by the principal chief; and if the members of any committee fail to agree as to the value of any tract of land, the value thereof shall be fixed by said commission. Each committee shall make report of its work to said commission, which shall from time to time prepare reports of same, in duplicate, and transmit them to the Secretary of the Interior for his approval, and when approved one copy thereof shall be returned to the office of said commission for its use in making allotments as herein provided.
- Reports.
- Allotments. 3. All lands of said tribe, except as herein provided, shall be allotted among the citizens of the tribe by said commission so as to give each an equal share of the whole in value, as nearly as may be, in manner following: There shall be allotted to each citizen one hundred and sixty acres of land—boundaries to conform to the Government survey—which may be selected by him so as to include improvements which belong to him. One hundred and sixty acres of land, valued at six dollars and fifty cents per acre, shall constitute the standard value of an allotment, and shall be the measure for the equalization of values, and any allottee receiving lands of less than such standard value may, at any time, select other lands, which, at their appraised value, are sufficient to make his allotment equal in value to the standard so fixed.
- Standard allotment. If any citizen select lands, the appraised value of which, for any reason, is in excess of such standard value, the excess of value shall be charged against him in the future distribution of the funds of the tribe arising from all sources whatsoever, and he shall not receive any further distribution of property or funds of the tribe until all other citizens have received lands and money equal in value to his allotment. If any citizen select lands, the appraised value of which is in excess of such standard value, he may pay the overplus in money, but if he fail to do so, the same shall be charged against him in the future distribution of the funds of the tribe arising from all sources whatsoever, and he shall not receive any further distribution of property or funds until all other citizens shall have received lands and funds equal in value to his allotment; and if there be not sufficient funds of the tribe to make the allotments of all other citizens of the tribe equal in value to his, then the surplus shall be a lien upon the rents and profits of his allotment until paid.
- Selection of land in excess of standard.
- Allotments to minors, etc., how selected. 4. Allotment for any minor may be selected by his father, mother, or guardian, in the order named, and shall not be sold during his minority. All guardians or curators appointed for minors and incompetents shall be citizens.
- Allotments may be selected for prisoners, convicts, and aged and infirm persons by their duly appointed agents, and for incompetents by guardians, curators, or suitable persons akin to them, but it shall be the duty of said commission to see that such selections are made for the best interests of such parties.
- Selection of allotments from excessive holdings. 5. If any citizen have in his possession, in actual cultivation, lands in excess of what he and his wife and minor children are entitled to take, he shall, within ninety days after the ratification of this agreement, select therefrom allotments for himself and family aforesaid, and if he have lawful improvements upon such excess he may dispose of the same to any other citizen, who may thereupon select lands so as to include such improvements; but, after the expiration of ninety
- disposition of improvements.

days from the ratification of this agreement, any citizen may take any lands not already selected by another; but if lands so taken be in actual cultivation, having thereon improvements belonging to another citizen, such improvements shall be valued by the appraisement committee, and the amount paid to the owner thereof by the allottee, and the same shall be a lien upon the rents and profits of the land until paid: *Provided*, That the owner of improvements may remove the same if he desires.

6. All allotments made to Creek citizens by said commission prior to the ratification of this agreement, as to which there is no contest, and which do not include public property, and are not herein otherwise affected, are confirmed, and the same shall, as to appraisement and all things else, be governed by the provisions of this agreement; and said commission shall continue the work of allotment of Creek lands to citizens of the tribe as heretofore, conforming to provisions herein; and all controversies arising between citizens as to their right to select certain tracts of land shall be determined by said commission.

Former allotments confirmed, etc.

7. Lands allotted to citizens hereunder shall not in any manner whatsoever, or at any time, be incumbered, taken, or sold to secure or satisfy any debt or obligation contracted or incurred prior to the date of the deed to the allottee therefor, and such lands shall not be alienable by the allottee or his heirs at any time before the expiration of five years from the ratification of this agreement, except with the approval of the Secretary of the Interior.

Allotments exempt from prior debts.

Each citizen shall select from his allotment forty acres of land as a homestead, which shall be nontaxable and inalienable and free from any incumbrance whatever for twenty-one years, for which he shall have a separate deed, conditioned as above: *Provided*, That selections of homesteads for minors, prisoners, convicts, incompetents, and aged and infirm persons, who can not select for themselves, may be made in the manner herein provided for the selection of their allotments; and if, for any reason, such selection be not made for any citizen, it shall be the duty of said commission to make selection for him.

Homestead inalienable.

*Proviso.*

Minors', etc., homestead.

The homestead of each citizen shall remain, after the death of the allottee, for the use and support of children born to him after the ratification of this agreement, but if he have no such issue, then he may dispose of his homestead by will, free from limitation herein imposed, and if this be not done, the land shall descend to his heirs according to the laws of descent and distribution of the Creek Nation, free from such limitation.

Descent of homestead.

8. The Secretary of the Interior shall, through the United States Indian agent in said Territory, immediately after the ratification of this agreement, put each citizen who has made selection of his allotment in unrestricted possession of his land and remove therefrom all persons objectionable to him; and when any citizen shall thereafter make selection of his allotment as herein provided, and receive certificate therefor, he shall be immediately thereupon so placed in possession of his land.

Possession.

9. When allotment of one hundred and sixty acres has been made to each citizen, the residue of lands, not herein reserved or otherwise disposed of, and all the funds arising under this agreement shall be used for the purpose of equalizing allotments, and if the same be insufficient therefor, the deficiency shall be supplied out of any other funds of the tribe, so that the allotments of all citizens may be made equal in value, as nearly as may be, in manner herein provided.

Equalizing allotments.

TOWN SITES.

Town sites.

10. All towns in the Creek Nation having a present population of two hundred or more shall, and all others may, be surveyed, laid out, and appraised under the provisions of an Act of Congress entitled "An Act making appropriations for the current and contingent expenses of the Indian Department and for fulfilling treaty stipulations with various Indian tribes for the fiscal year ending June thirtieth, nineteen hundred and one, and for other purposes," approved May thirty-first, nineteen hundred, which said provisions are as follows:

Provisions for surveys, plats, etc.

Laws 1st session, 56th Congress, p. 237.

"That the Secretary of the Interior is hereby authorized, under rules and regulations to be prescribed by him, to survey, lay out, and

- plat into town lots, streets, alleys, and parks, the sites of such towns and villages in the Choctaw, Chickasaw, Creek, and Cherokee nations, as may at that time have a population of two hundred or more, in such manner as will best subserve the then present needs and the reasonable prospective growth of such towns. The work of surveying, laying out, and platting such town sites shall be done by competent surveyors, who shall prepare five copies of the plat of each town site which, when the survey is approved by the Secretary of the Interior, shall be filed as follows: One in the office of the Commissioner of Indian Affairs, one with the principal chief of the nation, one with the clerk of the court within the territorial jurisdiction of which the town is located, one with the Commission to the Five Civilized Tribes, and one with the town authorities, if there be such. Where in his judgment the best interests of the public service require, the Secretary of the Interior may secure the surveying, laying out, and platting of town sites in any of said nations by contract.
- Filing plats.** "Hereafter the work of the respective town-site commissions provided for in the agreement with the Choctaw and Chickasaw tribes ratified in section twenty-nine of the Act of June twenty-eighth, eighteen hundred and ninety-eight, entitled 'An Act for the protection of the people of the Indian Territory, and for other purposes,' shall begin as to any town site immediately upon the approval of the survey by the Secretary of the Interior and not before.
- Choctaw and Chickasaw tribes.** Vol. 30, p. 505. Work of commission to begin on approval of survey.
- Creek and Cherokee town-site commission.** "The Secretary of the Interior may in his discretion appoint a town-site commission consisting of three members for each of the Creek and Cherokee nations, at least one of whom shall be a citizen of the tribe and shall be appointed upon the nomination of the principal chief of the tribe. Each commission, under the supervision of the Secretary of the Interior, shall appraise and sell for the benefit of the tribe the town lots in the nation for which it is appointed, acting in conformity with the provisions of any then existing act of Congress or agreement with the tribe approved by Congress. The agreement of any two members of the commission as to the true value of any lot shall constitute a determination thereof, subject to the approval of the Secretary of the Interior, and if no two members are able to agree the matter shall be determined by such Secretary.
- Choctaw, Chickasaw, Creek, and Cherokee nations.** Separate town-site commissions for towns. Appointment. Vol. 30, p. 500. "Where in his judgment the public interests will be thereby subserved, the Secretary of the Interior may appoint in the Choctaw, Chickasaw, Creek, or Cherokee nation a separate town-site commission for any town, in which event as to that town such local commission may exercise the same authority and perform the same duties which would otherwise devolve upon the commission for that nation. Every such local commission shall be appointed in the manner provided in the act approved June twenty-eighth, eighteen hundred and ninety-eight, entitled 'An Act for the protection of the people of the Indian Territory.'
- Surveys by towns.** "The Secretary of the Interior, where in his judgment the public interests will be thereby subserved, may permit the authorities of any town in any of said nations, at the expense of the town, to survey, lay out, and plat the site thereof, subject to his supervision and approval, as in other instances.
- Appraisal and sale of lots.** "As soon as the plat of any town site is approved, the proper commission shall, with all reasonable dispatch and within a limited time, to be prescribed by the Secretary of the Interior, proceed to make the appraisal of the lots and improvements, if any, thereon, and after the approval thereof by the Secretary of the Interior, shall, under the supervision of such Secretary, proceed to the disposition and sale of the lots in conformity with any then existing Act of Congress or agreement with the tribe approved by Congress, and if the proper commission shall not complete such appraisal and sale within the time limited by the Secretary of the Interior, they shall receive no pay for such additional time as may be taken by them, unless the Secretary of the Interior for good cause shown shall expressly direct otherwise.
- Removal of commissioners, etc.** "The Secretary of the Interior may, for good cause, remove any member of any town-site commission, tribal or local, in any of said nations, and may fill the vacancy thereby made or any vacancy otherwise occurring in like manner as the place was originally filled.

"It shall not be required that the town-site limits established in the course of the platting and disposing of town lots and the corporate limits of the town, if incorporated, shall be identical or coextensive, but such town-site limits and corporate limits shall be so established as to best subserve the then present needs and the reasonable prospective growth of the town, as the same shall appear at the times when such limits are respectively established: *Provided further*, That the exterior limits of all town sites shall be designated and fixed at the earliest practicable time under rules and regulations prescribed by the Secretary of the Interior.

Establishment of corporate and town-site limits.

*Proviso.*  
—regulations.

"Upon the recommendation of the Commission to the Five Civilized Tribes the Secretary of the Interior is hereby authorized at any time before allotment to set aside and reserve from allotment any lands in the Choctaw, Chickasaw, Creek, or Cherokee nations, not exceeding one hundred and sixty acres in any one tract, at such stations as are or shall be established in conformity with law on the line of any railroad which shall be constructed or be in process of construction in or through either of said nations prior to the allotment of the lands therein, and this irrespective of the population of such town site at the time. Such town sites shall be surveyed, laid out, and platted, and the lands therein disposed of for the benefit of the tribe in the manner herein prescribed for other town sites: *Provided further*, That whenever any tract of land shall be set aside as herein provided which is occupied by a member of the tribe, such occupant shall be fully compensated for his improvements thereon under such rules and regulations as may be prescribed by the Secretary of the Interior: *Provided*, That hereafter the Secretary of the Interior may, whenever the chief executive or principal chief of said nation fails or refuses to appoint a town-site commissioner for any town or to fill any vacancy caused by the neglect or refusal of the town-site commissioner appointed by the chief executive or principal chief of said nation to qualify or act, in his discretion appoint a commissioner to fill the vacancy thus created."

Reservation from allotments at railroad stations.

*Proviso.*  
Compensation for occupant's improvements.

*Proviso.*  
Secretary of the Interior may appoint town-site commissioner on failure of chief of nation, etc.

11. Any person in rightful possession of any town lot having improvements thereon, other than temporary buildings, fencing, and tillage, shall have the right to purchase such lot by paying one-half of the appraised value thereof, but if he shall fail within sixty days to purchase such lot and make the first payment thereon, as herein provided, the lot and improvements shall be sold at public auction to the highest bidder, under direction of the appraisement commission, at a price not less than their appraised value, and the purchaser shall pay the purchase price to the owner of the improvements, less the appraised value of the lot.

Right of occupants of town lots, improved, to purchase, etc.

12. Any person having the right of occupancy of a residence or business lot or both in any town, whether improved or not, and owning no other lot or land therein, shall have the right to purchase such lot by paying one-half of the appraised value thereof.

—of residence, etc.

13. Any person holding lands within a town occupied by him as a home, also any person who had at the time of signing this agreement purchased any lot, tract, or parcel of land from any person in legal possession at the time, shall have the right to purchase the lot embraced in same by paying one-half of the appraised value thereof, not, however, exceeding four acres.

Deduction for lands used as a home.

14. All town lots not having thereon improvements, other than temporary buildings, fencing, and tillage, the sale or disposition of which is not herein otherwise specifically provided for, shall be sold within twelve months after their appraisement, under direction of the Secretary of the Interior, after due advertisement, at public auction to the highest bidder at not less than their appraised value.

Sale of unspecified unimproved lots.

Any person having the right of occupancy of lands in any town which has been or may be laid out into town lots, to be sold at public auction as above, shall have the right to purchase one-fourth of all the lots into which such lands may have been divided at two-thirds of their appraised value.

Preference right of purchase to occupant of land laid out into town lots.

15. When the appraisement of any town lot is made, upon which any person has improvements as aforesaid, said appraisement commission shall notify him of the amount of said appraisement, and he shall,

Payment for improved lots, etc.



within sixty days thereafter, make payment of ten per centum of the amount due for the lot, as herein provided, and four months thereafter he shall pay fifteen per centum additional, and the remainder of the purchase money in three equal annual installments, without interest.

—for unim-  
proved lots.

Any person who may purchase an unimproved lot shall proceed to make payment for same in such time and manner as herein provided for the payment of sums due on improved lots, and if in any case any amount be not paid when due, it shall thereafter bear interest at the rate of ten per centum per annum until paid. The purchaser may in any case at any time make full payment for any town lot.

Lots exempt  
from debts prior  
to deed, etc.

16. All town lots purchased by citizens in accordance with the provisions of this agreement shall be free from incumbrance by any debt contracted prior to date of his deed therefor, except for improvements thereon.

Assessment of  
taxes, etc.

17. No taxes shall be assessed by any town government against any town lot remaining unsold, but taxes may be assessed against any town lot sold as herein provided, and the same shall constitute a lien upon the interest of the purchaser therein after any payment thereon has been made by him, and if forfeiture of any lot be made all taxes assessed against such lot shall be paid out of any money paid thereon by the purchaser.

Cemetery.

18. The surveyors may select and locate a cemetery within suitable distance from each town, to embrace such number of acres as may be deemed necessary for such purpose, and the appraisal commission shall appraise the same at not less than twenty dollars per acre, and the town may purchase the land by paying the appraised value thereof; and if any citizen have improvements thereon, other than fencing and tillage, they shall be appraised by said commission and paid for by the town. The town authorities shall dispose of the lots in such cemetery at reasonable prices, in suitable sizes for burial purposes, and the proceeds thereof shall be applied to the general improvement of the property.

Public build-  
ings, purchase of  
land for.

19. The United States may purchase, in any town in the Creek Nation, suitable land for court-houses, jails, and other necessary public buildings for its use, by paying the appraised value thereof, the same to be selected under the direction of the department for whose use such buildings are to be erected; and if any person have improvements thereon, other than temporary buildings, fencing, and tillage, the same shall be appraised and paid for by the United States.

Certain schools,  
etc., may pur-  
chase land occu-  
pied by them.

20. Henry Kendall College, Nazareth Institute, and Spaulding Institute, in Muskogee, may purchase the parcels of land occupied by them, or which may have been laid out for their use and so designated upon the plat of said town, at one-half of their appraised value, upon conditions herein provided; and all other schools and institutions of learning located in incorporated towns in the Creek Nation may, in like manner purchase the lots or parcels of land occupied by them.

Church lands;  
gratuitous con-  
veyances author-  
ized.

21. All town lots or parts of lots, not exceeding fifty by one hundred and fifty feet in size, upon which church houses and parsonages have been erected, and which are occupied as such at the time of appraisal, shall be properly conveyed to the churches to which such improvements belong gratuitously, and if such churches have other adjoining lots inclosed, actually necessary for their use, they may purchase the same by paying one-half the appraised value thereof.

Towns of  
Clarksville, Co-  
weta, etc., may  
be surveyed,  
platted, etc.

22. The towns of Clarksville, Coweta, Gibson Station, and Mounds may be surveyed and laid out in town lots and necessary streets and alleys, and platted as other towns, each to embrace such amount of land as may be deemed necessary, not exceeding one hundred and sixty acres for either, and in manner not to include or interfere with the allotment of any citizen selected prior to the date of this agreement, which survey may be made in manner provided for other towns; and the appraisal of the town lots of said towns may be made by any committee appointed for either of the other towns hereinbefore named, and the lots in said town may be disposed of in like manner and on the same conditions and terms as those of other towns. All of such work may be done under the direction of and subject to the approval of the Secretary of the Interior.

TITLES.

Titles.

23. Immediately after the ratification of this agreement by Congress and the tribe, the Secretary of the Interior shall furnish the principal chief with blank deeds necessary for all conveyances herein provided for, and the principal chief shall thereupon proceed to execute in due form and deliver to each citizen who has selected or may hereafter select his allotment, which is not contested, a deed conveying to him all right, title, and interest of the Creek Nation and of all other citizens in and to the lands embraced in his allotment certificate, and such other lands as may have been selected by him for equalization of his allotment.

Deeds for allotments.

The principal chief shall, in like manner and with like effect, execute and deliver to proper parties deeds of conveyance in all other cases herein provided for. All lands or town lots to be conveyed to any one person shall, so far as practicable, be included in one deed, and all deeds shall be executed free of charge.

All conveyances shall be approved by the Secretary of the Interior, which shall serve as a relinquishment to the grantee of all the right, title, and interest of the United States in and to the lands embraced in his deed.

Approval of deed; effect.

Any allottee accepting such deed shall be deemed to assent to the allotment and conveyance of all the lands of the tribe, as provided herein, and as a relinquishment of all his right, title, and interest in and to the same, except in the proceeds of lands reserved from allotment.

Acceptance; effect.

The acceptance of deeds of minors and incompetents, by persons authorized to select their allotments for them, shall be deemed sufficient to bind such minors and incompetents to allotment and conveyance of all other lands of the tribe, as provided herein.

—for minors, etc.

The transfer of the title of the Creek tribe to individual allottees and to other persons, as provided in this agreement, shall not inure to the benefit of any railroad company, nor vest in any railroad company any right, title, or interest in or to any of the lands in the Creek Nation.

Transfers to individual allottees not to inure to benefit of railroads.

All deeds when so executed and approved shall be filed in the office of the Dawes Commission, and there recorded without expense to the grantee, and such records shall have like effect as other public records.

Filing deeds.

RESERVATIONS.

24. The following lands shall be reserved from the general allotment herein provided for:

Reservations from allotment.

- (a) All lands herein set apart for town sites.
- (b) All lands to which, at the date of the ratification of this agreement, any railroad company may, under any treaty or act of Congress, have a vested right for right of way, depots, station grounds, water stations, stock yards, or similar uses connected with the maintenance and operation of the railroad.
- (c) Forty acres for the Eufaula High School.
- (d) Forty acres for the Wealaka Boarding School.
- (e) Forty acres for the Newyaka Boarding School.
- (f) Forty acres for the Wetumka Boarding School.
- (g) Forty acres for the Euchee Boarding School.
- (h) Forty acres for the Coweta Boarding School.
- (i) Forty acres for the Creek Orphan Home.
- (j) Forty acres for the Tallahassee Colored Boarding School.
- (k) Forty acres for the Pecan Creek Colored Boarding School.
- (l) Forty acres for the Colored Creek Orphan Home.
- (m) All lands selected for town cemeteries, as herein provided.
- (n) The lands occupied by the university established by the American Baptist Home Mission Society, and located near the town of Muskogee, to the amount of forty acres, which shall be appraised, excluding improvements thereon, and said university shall have the right to purchase the same by paying one-half the appraised value thereof, on terms and conditions herein provided. All improvements made by said university on lands in excess of said forty acres shall be appraised and the value thereof paid to it by the person to whom such lands may be allotted.

(o) One acre each for the six established Creek court-houses with the improvements thereon.

(p) One acre each for all churches and schools outside of towns now regularly used as such.

Sale of reservations, etc.

All reservations under the provisions of this agreement, except as otherwise provided herein, when not needed for the purposes for which they are at present used, shall be sold at public auction to the highest bidder, to citizens only, under directions of the Secretary of the Interior.

Municipal corporations.

#### MUNICIPAL CORPORATIONS.

Authorized to issue bonds.

25. Authority is hereby conferred upon municipal corporations in the Creek Nation, with the approval of the Secretary of the Interior, to issue bonds and borrow money thereon for sanitary purposes, and for the construction of sewers, lighting plants, waterworks, and school-houses, subject to all the provisions of laws of the United States in force in the organized Territories of the United States in reference to municipal indebtedness and issuance of bonds for public purposes; and said provisions of law are hereby put in force in said nation and made applicable to the cities and towns therein the same as if specially enacted in reference thereto.

#### CLAIMS.

Claims to be submitted to Senate for determination.

Vol. 7, p. 367.

Vol. 14, p. 787.

26. All claims of whatsoever nature, including the "Loyal Creek claim" under Article Four of the treaty of eighteen hundred and sixty-six, and the "Self-emigration claim" under Article Twelve of the treaty of eighteen hundred and thirty-two, which the tribe or any individual thereof may have against the United States, or any other claim arising under the treaty of eighteen hundred and sixty-six, or any claim which the United States may have against said tribe, shall be submitted to the Senate of the United States for determination; and within two years from the ratification of this agreement the Senate shall make final determination thereof; and in the event that any sums are awarded the said tribe, or any citizen thereof, provision shall be made for immediate payment of the same.

Preference to "Loyal Creek claim."

Of these claims the "Loyal Creek claim," for what they suffered because of their loyalty to the United States Government during the civil war, long delayed, is so urgent in its character that the parties to this agreement express the hope that it may receive consideration and be determined at the earliest practicable moment.

Court of Claims, etc., to have jurisdiction of other claims.

Any other claim which the Creek Nation may have against the United States may be prosecuted in the Court of Claims of the United States, with right of appeal to the Supreme Court; and jurisdiction to try and determine such claim is hereby conferred upon said courts.

#### FUNDS OF THE TRIBE.

Tribal funds.

27. All treaty funds of the tribe shall hereafter be capitalized for the purpose of equalizing allotments and for the other purposes provided in this agreement.

Rolls of citizenship.

#### ROLLS OF CITIZENSHIP.

Additions to rolls prohibited, etc.

28. No person, except as herein provided, shall be added to the rolls of citizenship of said tribe after the date of this agreement, and no person whomsoever shall be added to said rolls after the ratification of this agreement.

Who may be enrolled.

Vol. 30, p. 502.

All citizens who were living on the first day of April, eighteen hundred and ninety-nine, entitled to be enrolled under section twenty-one of the Act of Congress approved June twenty-eighth, eighteen hundred and ninety-eight, entitled "An Act for the protection of the people of the Indian Territory, and for other purposes," shall be placed upon the rolls to be made by said commission under said Act of Congress, and if any such citizen has died since that time, or may hereafter die, before receiving his allotment of lands and distributive share of all the funds of the tribe, the lands and money to which he

would be entitled, if living, shall descend to his heirs according to the laws of descent and distribution of the Creek Nation, and be allotted and distributed to them accordingly.

Enrolling children of citizens, etc.

All children born to citizens so entitled to enrollment, up to and including the first day of July, nineteen hundred, and then living, shall be placed on the rolls made by said commission; and if any such child die after said date, the lands and moneys to which it would be entitled, if living, shall descend to its heirs according to the laws of descent and distribution of the Creek Nation, and be allotted and distributed to them accordingly.

To be final rolls.

The rolls so made by said commission, when approved by the Secretary of the Interior, shall be the final rolls of citizenship of said tribe, upon which the allotment of all lands and the distribution of all moneys and other property of the tribe shall be made, and to no other persons.

Enrollment of certain Creeks recently arrived and certain non-residents authorized.

29. Said commission shall have authority to enroll as Creek citizens certain full-blood Creek Indians now residing in the Cherokee Nation, and also certain full-blood Creek Indians now residing in the Creek Nation who have recently removed there from the State of Texas, and the families of full-blood Creeks who now reside in Texas, and such other recognized citizens found on the Creek rolls as might, by reason of nonresidence, be excluded from enrollment by section twenty-one of said Act of Congress approved June twenty-eighth, eighteen hundred and ninety-eight: *Provided*, That such nonresidents shall, in good faith, remove to the Creek Nation before said commission shall complete the rolls of Creek citizens as aforesaid.

Proviso.—condition.

MISCELLANEOUS.

Miscellaneous.

30. All deferred payments, under provisions of this agreement, shall constitute a lien in favor of the tribe on the property for which the debt was contracted, and if, at the expiration of two years from the date of payment of the fifteen per centum aforesaid, default in any annual payment has been made, the lien for the payment of all purchase money remaining unpaid may be enforced in the United States court within the jurisdiction of which the town is located in the same manner as vendors' liens are enforced; such suit being brought in the name of the principal chief, for the benefit of the tribe.

Deferred payments constitute a lien on property.

31. All moneys to be paid to the tribe under any of the provisions of this agreement shall be paid, under direction of the Secretary of the Interior, into the Treasury of the United States to the credit of the tribe, and an itemized report thereof shall be made monthly to the Secretary of the Interior and to the principal chief.

Payments for tribe to be paid into the Treasury to credit of tribe.

32. All funds of the tribe, and all moneys accruing under the provisions of this agreement, when needed for the purposes of equalizing allotments or for any other purposes herein prescribed, shall be paid out under the direction of the Secretary of the Interior; and when required for per capita payments, if any, shall be paid out directly to each individual by a bonded officer of the United States, under direction of the Secretary of the Interior, without unnecessary delay.

Secretary of Interior to make payments for tribe, etc.

33. No funds belonging to said tribe shall hereafter be used or paid out for any purposes by any officer of the United States without consent of the tribe, expressly given through its national council, except as herein provided.

Consent of tribe to disbursements necessary.

34. The United States shall pay all expenses incident to the survey, platting, and disposition of town lots, and of allotment of lands made under the provisions of this agreement, except where the town authorities have been or may be duly authorized to survey and plat their respective towns at the expense of such town.

Expenses of surveys, etc.

35. Parents shall be the natural guardians of their children, and shall act for them as such unless a guardian shall have been appointed by a court having jurisdiction; and parents so acting shall not be required to give bond as guardians unless by order of such court, but they, and all other persons having charge of lands, moneys, and other property belonging to minors and incompetents, shall be required to make proper accounting therefor in the court having jurisdiction thereof in manner deemed necessary for the preservation of such estates.

Parents guardians of children.

—accounting.

Allotments to Seminoles domiciled with Creeks and to Creeks domiciled with Seminoles.

36. All Seminole citizens who have heretofore settled and made homes upon lands belonging to the Creeks may there take, for themselves and their families, such allotments as they would be entitled to take of Seminole lands, and all Creek citizens who have heretofore settled and made homes upon lands belonging to Seminoles may there take, for themselves and their families, allotments of one hundred and sixty acres each, and if the citizens of one tribe thus receive a greater number of acres than the citizens of the other, the excess shall be paid for by such tribe, at a price to be agreed upon by the principal chiefs of the two tribes, and if they fail to agree, the price shall be fixed by the Indian agent, but the citizenship of persons so taking allotments shall in no wise be affected thereby.

—conveyances.

Titles shall be conveyed to Seminoles selecting allotments of Creek lands in manner herein provided for conveyance of Creek allotments, and titles shall be conveyed to Creeks selecting allotments of Seminole lands in manner provided in the Seminole agreement, dated December sixteenth, eighteen hundred and ninety-seven, for conveyance of Seminole allotments: *Provided*, That deeds shall be executed to allottees immediately after selection of allotment is made.

—approval of provision.

This provision shall not take effect until after it shall have been separately and specifically approved by the Creek national council and by the Seminole general council; and if not approved by either, it shall fail altogether, and be eliminated from this agreement without impairing any other of its provisions.

Lease of allotments permitted.

37. Creek citizens may rent their allotments, when selected, for a term not exceeding one year, and after receiving title thereto without restriction, if adjoining allottees are not injured thereby, and cattle grazed thereon shall not be liable to any tribal tax; but when cattle are introduced into the Creek Nation and grazed on lands not selected by citizens, the Secretary of the Interior is authorized to collect from the owners thereof a reasonable grazing tax for the benefit of the tribe; and section twenty-one hundred and seventeen, Revised Statutes of the United States, shall not hereafter apply to Creek lands.

Grazing of cattle.  
Penalty for driving stock to feed on Indian lands.

38. After any citizen has selected his allotment he may dispose of any timber thereon, but if he dispose of such timber, or any part of same, he shall not thereafter select other lands in lieu thereof, and his allotment shall be appraised as if in condition when selected.

R. S., sec. 2117, p. 370, amended.

Disposal of timber.

No timber shall be taken from lands not so selected, and disposed of, without payment of reasonable royalty thereon, under contract to be prescribed by the Secretary of the Interior.

No permit tax from noncitizens.

39. No noncitizen renting lands from a citizen for agricultural purposes, as provided by law, whether such lands have been selected as an allotment or not, shall be required to pay any permit tax.

Creek school fund, school regulations, etc.

40. The Creek school fund shall be used, under direction of the Secretary of the Interior, for the education of Creek citizens, and the Creek schools shall be conducted under rules and regulations prescribed by him, under direct supervision of the Creek school superintendent and a supervisor appointed by the Secretary, and under Creek laws, subject to such modifications as the Secretary of the Interior may deem necessary to make the schools most effective and to produce the best possible results.

Qualifications of teachers.

All teachers shall be examined by or under direction of said superintendent and supervisor, and competent teachers and other persons to be engaged in and about the schools with good moral character only shall be employed, but where all qualifications are equal preference shall be given to citizens in such employment.

Expenses.

All moneys for running the schools shall be appropriated by the Creek national council, not exceeding the amount of the Creek school fund, seventy-six thousand four hundred and sixty-eight dollars and forty cents; but if it fail or refuse to make the necessary appropriations the Secretary of the Interior may direct the use of a sufficient amount of the school funds to pay all expenses necessary to the efficient conduct of the schools, strict account thereof to be rendered to him and to the principal chief.

Accounts.

All accounts for expenditures in running the schools shall be examined and approved by said superintendent and supervisor, and also by the general superintendent of Indian schools, in Indian Territory, before payment thereof is made,

If the superintendent and supervisor fail to agree upon any matter under their direction or control, it shall be decided by said general superintendent, subject to appeal to the Secretary of the Interior; but his decision shall govern until reversed by the Secretary.

Appeal

41. The provisions of section thirteen of the act of Congress approved June twenty-eighth, eighteen hundred and ninety-eight, entitled "An act for the protection of the people of the Indian Territory, and for other purposes," shall not apply to or in any manner affect the lands or other property of said tribe, or be in force in the Creek Nation, and no act of Congress or treaty provision inconsistent with this agreement shall be in force in said nation, except section fourteen of said last-mentioned act, which shall continue in force as if this agreement had not been made.

Mineral leases, Vol. 30, pp. 498, 499, 504.

42. No act, ordinance, or resolution of the national council of the Creek Nation in any manner affecting the lands of the tribe, or of individuals after allotment, or the moneys or other property of the tribe, or of the citizens thereof, except appropriations for the necessary incidental and salaried expenses of the Creek government as herein limited, shall be of any validity until approved by the President of the United States. When any such act, ordinance, or resolution shall be passed by said council and approved by the principal chief, a true and correct copy thereof, duly certified, shall be immediately transmitted to the President, who shall, within thirty days after received by him, approve or disapprove the same. If disapproved, it shall be so indorsed and returned to the principal chief; if approved, the approval shall be indorsed thereon and it shall be published in at least two newspapers having a bona fide circulation in the Creek Nation.

Tribal ordinance, etc., to be approved by the President.

43. The United States agrees to maintain strict laws in said nation against the introduction, sale, barter, or giving away of liquors or intoxicants of any kind whatsoever.

Intoxicants prohibited.

44. This agreement shall in no wise affect the provisions of existing treaties between the United States and said tribe except so far as inconsistent therewith.

Existing treaties unaffected.

45. All things necessary to carrying into effect the provisions of this agreement, not otherwise herein specifically provided for, shall be done under authority and direction of the Secretary of the Interior.

Additional power to Secretary of Interior.

46. The tribal government of the Creek Nation shall not continue longer than March fourth, nineteen hundred and six, subject to such further legislation as Congress may deem proper.

Duration of tribal government.

47. Nothing contained in this agreement shall be construed to revive or reestablish the Creek courts which have been abolished by former acts of Congress.

Creek courts not revived.

Approved, March 1, 1901.

CHAP. 808. An act authorizing the Attorney-General, upon the request of the Secretary of the Interior, to appear in suits brought by States relative to school lands.

March 2, 1901.

Vol. 31, p. 950.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in any suit heretofore or hereafter instituted in the Supreme Court of the United States to determine the right of a State to what are commonly known as school lands within any Indian reservation or any Indian cession where an Indian tribe claims any right to or interest in the lands in controversy, or in the disposition thereof by the United States, the right of such State may be fully tested and determined without making the Indian tribe or any portion thereof a party to the suit if the Secretary of the Interior is made a party thereto; and the duty of representing and defending the right or interest of the Indian tribe, or any portion thereof, in the matter shall devolve upon the Attorney-General upon the request of such Secretary.

Public lands. Secretary of the Interior may be substituted as party for Indian tribes in suits brought by States in the Supreme Court for school lands on Indian reservations.

Approved, March 2, 1901.

March 2, 1901. CHAP. 810. An act to restore to the public domain a small tract of the White Mountain Apache Indian Reservation, in the Territory of Arizona.

Vol. 31, p. 952.

White Mountain Apache Indian Reservation, Ariz.

Boundaries of tract restored to the public domain.

Proviso. Lands to be sold under mining laws. —disposition of proceeds.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That a small tract of the White Mountain Apache Indian Reservation, in the Territory of Arizona, established by Executive orders, dated November ninth, eighteen hundred and seventy-one; December fourteenth, eighteen hundred and seventy-two; August fifth, eighteen hundred and seventy-three; July twenty-first, eighteen hundred and seventy-four; April twenty-seventh, eighteen hundred and seventy-six; January twenty-sixth, eighteen hundred and seventy-seven, and March thirty-first, eighteen hundred and seventy-seven, as modified by an act entitled "An Act to restore to the public domain a portion of the White Mountain Apache Indian Reservation, in the Territory of Arizona, and for other purposes," approved February twentieth, eighteen hundred and ninety-three; lying within the following boundary lines, namely: Beginning at station numbered "naught," which is a mound stone marked "Mo. No. 0" from which corner nineteenth milepost on the south boundary of the White Mountain Indian Reservation bears north seventy-seven degrees forty-eight minutes west five hundred and ninety feet; thence north forty-six degrees no minutes west one thousand five hundred and five feet to station numbered one, which is a mound of stone; thence north forty-four degrees no minutes east two thousand four hundred feet to station numbered two, which is a mound of stone; thence south forty-six degrees no minutes east five thousand four hundred feet to station numbered three, which is a mound of stone set on the reservation line; thence north seventy-seven degrees forty-eight minutes west along the reservation line two thousand five hundred and forty (more or less) feet to the one-half mile corner between the eighteenth and nineteenth mile on the reservation line; thence continuing two thousand and ninety (more or less) feet to the station numbered naught, the place of beginning; or, from station numbered three, four thousand six hundred and thirty (more or less) feet to station numbered naught, the place of beginning; containing about two hundred and thirty-one acres, be, and the same is hereby, restored to the public domain and declared to be open and subject to entry, location, and occupation under the mining laws of the United States: *Provided,* That said lands shall be sold under the provisions of the mining laws of the United States, and that all moneys accruing from the sale of the lands hereby restored, except the fees allowed by law to the register and receiver, shall be paid into the Treasury of the United States and applied solely as follows:

First. To reimburse the United States for all expenses actually and necessarily incurred in surveying said lands.

Second. The remainder to be held in trust for the sole use and benefit of the tribes of Indians now located upon said reservation and to be expended by the Commissioner of Indian Affairs, under the direction and control of the Secretary of the Interior, in such manner and for such purposes as may to him seem to be for the best interests of said Indian tribes.

Approved, March 2, 1901.

March 3, 1901. CHAP. 831. An act making appropriations to supply deficiencies in the appropriations for the fiscal year ending June thirtieth, nineteen hundred and one, and for prior years, and for other purposes.

[Vol. 31, p. 1010.]

Deficiencies appropriations.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the following sums be, and the same are hereby, appropriated, out of any money in the Treasury not otherwise appropriated, to supply deficiencies in the appropriations for the fiscal year nineteen hundred and one, and for prior years, and for other objects hereinafter stated, namely:

\* \* \* \* \*

[Vol. 31, p. 1039.]

INDIAN AFFAIRS.

Indian Service. The accounting officers of the Treasury Department are hereby authorized and directed to pass to the credit of Captain W. J. Nichol-

son, acting Indian agent, San Carlos Agency, Arizona, the sum of one thousand and twenty dollars and eighty-seven cents, collected by him as grazing tax for the fiscal year ending June thirtieth, nineteen hundred, on the San Carlos Indian Reservation, Arizona, and expended by him under the authority of the Secretary of the Interior.

\* \* \* \* \*

For service of officers, at fifteen dollars per month each, and privates, at ten dollars per month each, of Indian police, to be employed in maintaining order and prohibiting illegal traffic in liquor on the several Indian reservations and within the Territory of Alaska, in the discretion of the Secretary of the Interior; for the purchase of equipments and for the purchase of rations for policemen at nonration agencies, for the fiscal year nineteen hundred, eight hundred and fifty dollars.

\* \* \* \* \*

[Vol. 31, p. 1041.]

The Commissioner of Indian Affairs, with the approval of the Secretary of the Interior, may allow during the fiscal year nineteen hundred and one a larger per capita expenditure than one hundred and sixty-seven dollars but not exceeding two hundred and fifty dollars, at the Indian school for the Sac and Fox Reservation, Iowa, if he deems the same necessary.

For completing allotments to the Wichitas and affiliated bands provided for by the Act of March second, eighteen hundred and ninety-five, twenty thousand dollars.

For continuing during the fiscal year nineteen hundred and two the work of the commission under the Act of Congress approved June tenth, eighteen hundred and ninety-six, to negotiate with the Crow, Flathead, and other Indians, twelve thousand dollars, and the members of said commission shall perform such other duties pertaining to Indian affairs, in the field, as may be required of them by the Secretary of the Interior.

Crow, Flathead, etc., Indian Commission. Vol. 29, p. 341. Continuance of, authorized.

It is hereby directed that the money appropriated by the Act of Congress, entitled "An Act making appropriations to supply urgent deficiencies in the appropriations for the fiscal year ending June thirtieth, nineteen hundred and one, and for other purposes," approved January fourth, nineteen hundred and one, "for completing the allotments provided for in the agreement with the Comanche, Kiowa, and Apache Indians in Oklahoma," may be used in accordance with the provisions of said Act by the Secretary of the Interior for making any and all surveys, whether original or resurveys, found necessary in connection with the making of said allotments, and also for any expenses necessary and incident for the setting apart as grazing lands for said Indians four hundred and eighty thousand acres of land, as provided in the agreement ratified by the Act approved June sixth, nineteen hundred.

Comanche, Kiowa, and Apache Indians, Oklahoma. Appropriation for allotting available for surveys, etc.

Laws 1st session 56th Congress, p. 676.

For the survey of lands in the Pine Ridge, Standing Rock, and Lower Brule Indian reservations in South Dakota, and for examination in the field of surveys, the sum of twenty-two thousand dollars, to be immediately available, and for clerical work and stationery in the office of the surveyor-general required on surveys within the Pine Ridge, Standing Rock, and Lower Brule Indian reservations in South Dakota, the sum of three thousand two hundred dollars; in all, twenty-five thousand two hundred dollars.

Surveys, Pine Ridge, Standing Rock, and Lower Brule reservations, etc.

\* \* \* \* \*

JUDGMENTS IN INDIAN DEPREDATION CLAIMS.

[Vol. 31, p. 1051.]

For payment of judgments rendered by the Court of Claims in Indian depredation cases, certified to Congress at its present session in Senate Documents Numbered One hundred and eighty-nine and Two hundred and seventeen, four hundred and thirty-five thousand seven hundred and twenty-eight dollars; said judgments to be paid after the deductions required to be made under the provisions of section six of the Act approved March third, eighteen hundred and ninety-one, entitled "An Act to provide for the adjustment and payment of

Judgments, Indian depredation claims. —deductions. Vol. 26, p. 853.



claims arising from Indian depredations," shall have been ascertained and duly certified by the Secretary of the Interior to the Secretary of the Treasury, which certification shall be made as soon as practicable after the passage of this Act, and such deductions shall be made according to the discretion of the Secretary of the Interior, having due regard to the educational and other necessary requirements of the tribe or tribes affected; and the amounts paid shall be reimbursed to the United States at such times and in such proportions as the Secretary of the Interior may decide to be for the interests of the Indian Service: *Provided*, That no one of said judgments provided in this paragraph shall be paid until the Attorney-General shall have certified to the Secretary of the Treasury that there exists no grounds sufficient, in his opinion, to support a motion for a new trial or an appeal of said cause.

*Proviso.*  
Certificate of lack of ground for new trial.

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Approved, March 3, 1901.

March 3, 1901. CHAP. 832. An act making appropriations for the current and contingent expenses of the Indian Department and for fulfilling treaty stipulations with various Indian tribes for the fiscal year ending June thirtieth, nineteen hundred and two, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That the following sums be, and they are hereby, appropriated, out of any money in the Treasury not otherwise appropriated, for the purpose of paying the current and contingent expenses of the Indian Department and in full compensation for all offices the salaries for which are specially provided for herein, for the service of the fiscal year ending June thirtieth, nineteen hundred and two, and fulfilling treaty stipulations for the various Indian tribes, namely:

Indian Department appropriations.

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OSAGES.

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Vol. 31, p. 1065.  
Osages.

Adjustment of accounts of traders with Osage Indians authorized.—basis.

That the Secretary of the Interior is hereby authorized and directed to examine the accounts of Indian traders with the Osage Indians at the Osage Agency, and to determine the sums equitably due to such traders from such Indians, and to adjust their accounts upon the basis of a fair profit upon the goods which have been sold by such traders to such Indians, and when the amounts due as aforesaid shall have been determined and adjusted, the Secretary of the Interior is hereby authorized to pay, by a disbursing officer selected by the Secretary for that purpose, to the Osage Indians per capita the amount which has been collected as rent of pasture lands, and any accumulated interest other than their regular annuities which has not been heretofore paid to them: *Provided*, That when it shall appear to such disbursing officer that any such Indian, either as an individual or as the head of a family, is indebted to a trader or traders at such agency, as the same shall have been determined and adjusted, in an amount equal to or exceeding said per capita payment, such disbursing officer shall pay the per capita share due to said Indian as an individual or the head of a family, to such trader or traders in discharge of, or to be applied upon such indebtedness to such trader or traders. If such Indian as an individual or head of a family shall be indebted to more than one of such traders, such payment of his per capita share shall be paid to the traders in proportion to the amount of the respective sums due them as determined and adjusted. If the per capita share of any such Indian as an individual or head of a family shall exceed his indebtedness to said trader or traders, then payment shall be made as aforesaid to such trader or traders of the amount due, as aforesaid, and the balance of such per capita payment shall be paid to said Indian: *And provided further*, That it shall be unlawful hereafter for the traders upon the Osage Indian Reservation to give credit to any individual Indian or head of a family to an amount greater than sixty per centum of the

—per capita payment to Indians, accumulated interest, etc.

*Proviso.*  
—payment to trader of per capita share of Indian indebted, etc.

—limit of credit to Indians from traders, etc.

next quarterly annuity to which such individual Indian or head of a family will be entitled; and if such traders shall give credit to any individual Indian or head of a family upon such reservation in excess of the amount herein allowed, no portion of the indebtedness thus created shall be collectible, and the same shall be void and the licenses of such traders shall be revoked.

Should the amount of the per capita payment herein authorized and directed be insufficient to fully cancel and discharge the debts found to be due from such Indians to such traders as herein provided, the Secretary of the Interior is hereby authorized and directed to make further per capita payments to said Indians whenever and as often as future pasture moneys and accumulations of interest other than regular annuities shall amount to the sum of one hundred thousand dollars, the same to be paid and applied in the manner hereinbefore provided: *And provided further*, That on and after July first, nineteen hundred and one, any person desiring to trade with the Indians on said reservation shall, upon establishing the fact to the satisfaction of the Commissioner of Indian Affairs, that he is a proper person to engage in such trade, be permitted to do so under such rules and regulations as the Commissioner of Indian Affairs may prescribe for the protection of said Indians: *And provided further*, That the Secretary of the Interior is hereby directed to report to the next session of Congress showing the amounts due by such Indians to such traders as determined and adjusted as herein provided, and also any payments that may have been made to said Indians or to said trader or traders.

Further payments to Indians authorized.

Regulations for trading with Indians.

Report.

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QUAPAWS.

Vol. 31, p.1067. Quapaws.

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That the act of the general council of the Quapaw tribe or nation of Indians in the Indian Territory, "To set apart and dedicate certain Quapaw lands for the use of schools, and dispose of certain other lands, to pay the indebtedness of the Quapaw Nation," passed and approved on January second, eighteen hundred and ninety-nine, be, and is hereby, ratified and confirmed: *Provided*, That the lands so dedicated and disposed of shall not exceed four hundred acres.

Acts dedicating lands for schools, etc., confirmed.

—limit.

\* \* \* \* \*

MISCELLANEOUS.

Vol. 31, p. 1073. Miscellaneous.

For salaries of four commissioners, appointed under acts of Congress approved March third, eighteen hundred and ninety-three, and March second, eighteen hundred and ninety-five, to negotiate with the Five Civilized Tribes in the Indian Territory, twenty thousand dollars: *Provided*, That the number of said commissioners is hereby fixed at four. For expenses of commissioners and necessary expenses of employees, and three dollars per diem for expenses of a clerk detailed as special disbursing agent by Interior Department, while on duty with the commission, shall be paid therefrom; for clerical help, including secretary of the commission and interpreters, three hundred thousand dollars; for contingent expenses of the commission, four thousand dollars; in all, three hundred and twenty-four thousand dollars: *Provided further*, That this appropriation may be used by said commission in the prosecution of all work to be done by or under its direction as required by law; and said commissioners shall at once make an itemized statement to the Secretary of the Interior of all their expenditures up to January first, nineteen hundred and one, and annually thereafter: *And provided further*, That not to exceed ten thousand four hundred dollars of the above amount may be used in the temporary employment in the office of the Commissioner of Indian Affairs of three clerks, at the rate of one thousand six hundred dollars per annum, who shall be competent to examine records in disputed citizenship cases and law contests growing out of the work of said commission; and in the temporary employment in said office of three competent stenographers, at the rate of one thousand dollars each per annum, to be immediately available.

Commission to Five Civilized Tribes.

Vol. 27, p. 645. Vol. 28, p. 939.

*Provisos.* Number of commissioners. Special disbursing agent, etc.

Use of appropriation, etc.

Statement of expenditures.

Temporary clerks, office Commissioner Indian Affairs.

Inquiry as to possible personal tax, Indian Territory.

Choctaw orphan lands. Disposition of, authorized.

Vol. 31, p. 1075. Choctaw, Chickasaw, etc., nations.

Appropriation for platting town sites, etc.

Vol. 30, pp. 500, 505.

Appointment of town-site commissioner.

Vol. 31, p. 1076. Suit of Eastern Band of Cherokee Indians vs. Thomas et al.

Appropriation for payments under certain agreements of compromise.

—payees designated.

To enable the Secretary of the Interior to investigate and report to Congress at its next session whether it is practicable to provide a system of taxation of personal property, occupations, franchises, and so forth, in the Indian Territory sufficient to maintain a system of free schools to all the children of the Indian Territory, five thousand dollars.

That the Commissioner of the General Land Office is hereby authorized and directed to dispose of the Choctaw orphan lands in the State of Mississippi as other public lands are disposed of.

To pay all expenses incident to the survey, platting, and appraisal of town sites in the Choctaw, Chickasaw, Creek, and Cherokee nations, Indian Territory, as required by sections fifteen and twenty-nine of an act entitled "An act for the protection of the people of the Indian Territory, and for other purposes," approved June twenty-eighth, eighteen hundred and ninety-eight, and all acts amendatory thereof or supplemental thereto, one hundred and fifty thousand dollars: *Provided*, That hereafter the Secretary of the Interior may, whenever the chief executive of the Choctaw or Chickasaw Nation fails or refuses to appoint a town-site commissioner for any town, or to fill any vacancy caused by the neglect or refusal of the town-site commissioner appointed by the chief executive of the Choctaw or Chickasaw Nation to qualify or act, in his discretion, appoint a commissioner to fill the vacancy thus created.

EASTERN BAND OF CHEROKEE INDIANS: For this amount, to be expended under the direction of the Attorney-General for the purpose of carrying into effect six agreements of compromise in the suit of the United States against William H. Thomas and others, entered into between A. E. Holton, United States attorney, and George H. Smathers, special assistant to the United States attorney for the western district of North Carolina, representing the United States and the defendants therein and hereinafter named; and an agreement in the two suits, respectively, of the Eastern Band of Cherokee Indians against William H. Thomas and others, and the United States against William H. Thomas and others, entered into between George H. Smathers, special assistant United States attorney, representing the United States and the Eastern Band of Cherokee Indians, as evidenced by an act of the council of said Indians, bearing date December seventeenth, nineteen hundred, both suits pending in the circuit court of the United States for the western district of North Carolina, which agreements of compromise with said defendants and the agreement with said band of Indians are on file in the Department of Justice, and are set forth in detail on pages four and five of a report made by George H. Smathers, special assistant United States attorney, to the Attorney-General, as to the status of this litigation, bearing date January twenty-second, nineteen hundred and one, to settle and quiet the title to certain tracts of land claimed by said Indians that were conveyed in a deed executed by William Johnston and others, to the Commissioner of Indian Affairs as trustee for the Eastern Band of Cherokee Indians, bearing date August fourteenth, eighteen hundred and eighty, known as the "Sibbald deed," and more fully set forth in said agreements of compromise, the sum of eight thousand seven hundred and seventy dollars, the names of the defendants and the amount to be paid to each under said agreements of compromise, and the amount to be paid to said band of Indians, being as follows: To W. N. Cooper, R. L. Cooper, and to T. J. Cooper, executors of James W. Cooper, deceased, under agreement of compromise, Exhibit Numbered One, two thousand dollars; to M. A. Hembree and others, defendants, in agreement of compromise, Exhibit Numbered Two, as follows: To M. A. Hembree, Murphy, Cherokee County, North Carolina, three hundred and twenty-five dollars; to Thomas Dockery, Murphy, Cherokee County, North Carolina, five hundred dollars; to James Humphreys, Murphy, Cherokee County, North Carolina, three hundred dollars; to W. R. Graves, Murphy, Cherokee County, North Carolina, one hundred and twenty-five dollars; to John E. Graves, Murphy, Cherokee County, North Carolina, three hundred dollars; to John A. Dockery, Murphy, Cherokee County, North Carolina, thirty dollars; to N. E. Dockery, Murphy, Cherokee County, North Carolina, twenty-five dollars; to John E. Fricks, Murphy, Cherokee County, North Carolina, three hundred

and twenty-five dollars; to A. G. Hunsucker, Murphy, Cherokee County, North Carolina, seventy-five dollars; to L. M. Hunsucker, Murphy, Cherokee County, North Carolina, one hundred and twenty-five dollars; to Henry P. McClure, Murphy, Cherokee County, North Carolina, forty dollars; to Irena Warlick, Murphy, Cherokee County, North Carolina, two hundred and fifty dollars; to W. F. Mauney and N. F. Cooper, Robbinsville, Graham County, North Carolina, Exhibit Numbered Three, fifty dollars; to David Watkins and Joseph Watkins, Bryson City, Swain County, North Carolina, Exhibit Numbered Four, two hundred dollars; to J. U. Whiteside, Bryson City, North Carolina, Exhibit Numbered Five, fifty dollars; to Charley Kirkland, Bryson City, North Carolina, Exhibit Numbered Six, fifty dollars; to Eastern Band of Cherokee Indians, Cherokee, Swain County, North Carolina, Exhibit Numbered Seven, four thousand dollars; total, eight thousand seven hundred and seventy dollars.

The Secretary of the Interior is hereby authorized, in his discretion, to permit the construction of a free bridge to span the narrows of Devils Lake, in the State of North Dakota, at a point between townships one hundred and fifty-two and one hundred and fifty-three north, range sixty-four west. If said bridge shall abut on an Indian allotment, the consent of the allottee shall first be obtained. The Secretary may also authorize the taking of stone from the shores of the lake on the reservation side in the construction of the said bridge.

[Vol. 31, p. 1077.]  
Devils Lake,  
North Dakota.  
Construction  
of bridge at nar-  
rows authorized.

That the Secretary of the Interior be, and he is hereby, authorized, in his discretion, to negotiate, through any United States Indian inspector, agreements with any Indians for the cession to the United States of portions of their respective reservations or surplus unallotted lands, any agreements thus negotiated to be subject to subsequent ratification by Congress.

[Vol. 31, p. 1077.]  
Secretary of  
Interior may ne-  
gotiate with In-  
dians for cession  
of lands.

To enable the Secretary of the Interior to employ a special attorney for the Pueblo Indians of New Mexico during the remainder of the fiscal year ending June thirtieth, nineteen hundred and one, and to pay for legal services heretofore rendered said Indians during said fiscal year, one thousand five hundred dollars, or so much thereof as may be necessary, to be immediately available.

Pueblo In-  
dians, New  
Mexico.  
Special attor-  
ney for.

To enable the Secretary of the Interior to employ a special attorney for the Pueblo Indians of New Mexico during the fiscal year ending June thirtieth, nineteen hundred and two, one thousand five hundred dollars, or so much thereof as may be necessary.

The rolls made by the Commission to the Five Civilized Tribes, when approved by the Secretary of the Interior, shall be final, and the persons whose names are found thereon shall alone constitute the several tribes which they represent; and the Secretary of the Interior is authorized and directed to fix a time by agreement with said tribes or either of them for closing said rolls, but upon failure or refusal of said tribes or any of them to agree thereto, then the Secretary of the Interior shall fix a time for closing said rolls, after which no name shall be added thereto.

Rolls of Com-  
mission to Five  
Civilized Tribes.  
Force of, etc.  
—time for clos-  
ing.

That no act, ordinance, or resolution of the Creek or Cherokee tribes, except resolutions for adjournment, shall be of any validity until approved by the President of the United States. When such acts, ordinances, or resolutions passed by the council of either of said tribes shall be approved by the principal chief thereof, then it shall be the duty of the national secretary of said tribe to forward them to the President of the United States, duly certified and sealed, who shall, within thirty days after their reception, approve or disapprove the same. Said acts, ordinances, or resolutions, when so approved, shall be published in at least two newspapers having a bona fide circulation in the tribe to be affected thereby, and when disapproved shall be returned to the tribe enacting the same.

Approval of  
acts, etc., of  
Creeks or Chero-  
kees.

—publication of  
acts, etc.

That the Secretary of the Interior is authorized and directed to withhold from the amount appropriated by the act of February ninth, nineteen hundred, to pay the judgment of the Court of Claims in favor of the New York Indians, a sum not exceeding ten thousand dollars, and to apply it in the payment of expenses necessary in ascertaining the beneficiaries of said judgment: *Provided*, That out of the amount so appropriated for the payment of said judgment there be

New York In-  
dians.  
Deduction  
from appropria-  
tion to pay judg-  
ment of Court of  
Claims in favor  
of  
—attorneys' fees.

first retained and paid by the proper officers to the attorneys engaged in the prosecution of the claim resulting in said judgment such sum or sums as shall have heretofore been ascertained and approved by the Commissioner of Indian Affairs and the Secretary of the Interior as payable in accordance with contracts with the said Indians heretofore approved by said Commissioner of Indian Affairs and the Secretary of the Interior.

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[Vol. 31, p. 1078.] For erecting, constructing, and completing suitable school buildings for an Indian industrial school at or near the city of Mandan, in the State of North Dakota, upon lands to be donated to the Government for that purpose, of not less than one hundred and sixty acres in extent, and of such character and in such location as shall be deemed by the Secretary of the Interior to be most suitable for the purpose, and upon plans and specifications to be approved by the Secretary of the Interior, fifty thousand dollars.

Sisseton and Wahpeton bands of Dakota or Sioux Indians. That full jurisdiction is hereby conferred upon the Court of Claims to hear, ascertain, and report to Congress what members of the Sisseton and Wahpeton bands of Dakota or Sioux Indians remained loyal to the Government of the United States and were not directly or indirectly concerned in the depredations of certain bands of Sioux Indians named in the act of Congress approved February sixteenth, eighteen hundred and sixty-three, entitled "An act for the relief of persons for damages sustained by reason of depredations and injuries by certain bands of Sioux Indians," or other acts upon the subject; and to hear, ascertain, and report to Congress what annuities provided by the treaty with said bands of July twenty-third, eighteen hundred and fifty-one, would now be due the loyal members of said bands if the said act of Congress had not been passed. The court is further authorized to further consider, ascertain, and report to Congress what lands, appropriations, payments, gratuities, or other provisions have been made to or for said bands or to any of the members thereof since said act of forfeiture was passed. Proceedings shall be commenced by petition verified by the attorney for said Indians who may appear for and on their behalf, and said case shall have preference and be advanced on the docket of said court; and if said court shall find that said bands preserved their loyalty to the United States, they shall ascertain and state the amount that would be due to said Indians on account of said annuities, had said act of Congress of February sixteenth, eighteen hundred and sixty-three, not been passed, stating in connection therewith what credits should be charged against said annuities on account of the lands, appropriations, payments, gratuities or other provisions as hereinbefore stated.

Court of Claims to determine claims of loyal members since act of forfeiture, etc.  
Vol. 12, pp. 652, 1038.

—procedure, etc.

Comanche, Kiowa, and Apache Indians, Oklahoma. It is hereby directed that the money appropriated by the act of Congress entitled "An act making appropriations to supply urgent deficiencies in the appropriations for the fiscal year ending June thirtieth, nineteen hundred and one, and for other purposes," and approved January fourth, nineteen hundred and one, "for completing the allotments provided for in the agreement with the Comanche, Kiowa, and Apache Indians in Oklahoma," may be used in accordance with the provisions of said act by the Secretary of the Interior for making any and all surveys whether original or resurveys found necessary in connection with the making of said allotments, and also for any expenses necessary and incident for the setting apart as grazing lands for said Indians, four hundred and eighty thousand acres of land, as provided in the agreement ratified by the act approved June sixth, nineteen hundred.

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Support of schools.

#### SUPPORT OF SCHOOLS.

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[Vol. 31, p. 1079.] For support and education of two hundred Indian pupils at the Carson City, Nev., Indian school at Carson City, Nevada, thirty-three thousand four hundred dollars; for pay of superintendent at said school, one thousand six hundred dollars; for general repairs and improvements, two

thousand five hundred dollars; for installing a complete water system, including the purchase of right of way, if necessary, for pipe line to said school, twelve thousand two hundred dollars; for steam heating plant, three thousand five hundred dollars; in all, fifty-three thousand two hundred dollars.

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For support and education of three hundred and fifty Indian pupils at The Riggs Institute, Flandreau, South Dakota, fifty-eight thousand four hundred and fifty dollars; for general repairs and improvements, three thousand dollars; for pay of superintendent of said school, one thousand eight hundred dollars; water rent, one thousand five hundred dollars; for erection of warehouse and office building, four thousand dollars; for industrial shops, four thousand dollars; for farm building, one thousand five hundred dollars; to extend water system, including purchase of one acre of land, four thousand dollars; in all, seventy-eight thousand two hundred and fifty dollars.

[Vol.31,p.1080.]  
Flandreau, S.  
Dak.

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For support and education of six hundred Indian pupils at the Indian school at Phoenix, Arizona, and for general repairs and improvements, one hundred and five thousand two hundred dollars; for pay of superintendent at said school, two thousand dollars; for construction of hospital, six thousand dollars; purchase of eighty acres of land with water right, four thousand eight hundred dollars; in all, one hundred and eighteen thousand dollars.

[Vol.31,p.1081.]  
Phoenix, Ariz.

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For support and education of three hundred pupils at the Indian school, Riverside, California, fifty thousand one hundred dollars; for additional compensation to the superintendent of the Perris School, acting as superintendent of this school, three hundred dollars; for increasing the capacity of the school plant from one hundred and fifty pupils to three hundred pupils, by the erection of additional buildings and other improvements, seventy-five thousand dollars, to be immediately available; for the purchase of one hundred acres of land, ten thousand dollars, or so much thereof as may be necessary; in all, one hundred and thirty-five thousand four hundred dollars.

Vol. 31, p. 1081.  
Riverside, Cal.

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SEC. 3. That the Secretary of the Interior is hereby authorized and empowered to grant a right of way, in the nature of an easement, for the construction, operation, and maintenance of telephone and telegraph lines and offices for general telephone and telegraph business through any Indian reservation, through any lands held by an Indian tribe or nation in the Indian Territory, through any lands reserved for an Indian agency or Indian school, or for other purpose in connection with the Indian service, or through any lands which have been allotted in severalty to any individual Indian under any law or treaty, but which have not been conveyed to the allottee with full power of alienation, upon the terms and conditions herein expressed. No such lines shall be constructed across Indian lands, as above mentioned, until authority therefor has first been obtained from the Secretary of the Interior, and the maps of definite location of the lines shall be subject to his approval. The compensation to be paid the tribes in their tribal capacity and the individual allottees for such right of way through their lands shall be determined in such manner as the Secretary of the Interior may direct, and shall be subject to his final approval; and where such lines are not subject to State or Territorial taxation the company or owner of the line shall pay to the Secretary of the Interior, for the use and benefit of the Indians, such annual tax as he may designate, not exceeding five dollars for each ten miles of line so constructed and maintained; and all such lines shall be constructed and maintained under such rules and regulations as said Secretary may prescribe. But nothing herein contained shall be so construed as to exempt the owners of such lines from the payment of any tax that may be lawfully assessed against them by either State, Territorial, or municipal authority; and Congress hereby expressly reserves the right to regulate the tolls or charges for the transmission of messages over

Vol. 31, p. 1083.  
Secretary of Interior may grant rights of way for telephones, etc., through Indian reservations, etc.

—damages.

Annual tax.

Regulations.

No exemption from State tax.

Regulating tolls reserved.

Rights of towns on line of construction. any lines constructed under the provisions of this act: *Provided*, That incorporated cities and towns into or through which such telephone or telegraphic lines may be constructed shall have the power to regulate the manner of construction therein, and nothing herein contained shall be so construed as to deny the right of municipal taxation in such towns and cities.

Condemnation of lands allotted in severalty authorized. That lands allotted in severalty to Indians may be condemned for any public purpose under the laws of the State or Territory where located in the same manner as land owned in fee may be condemned, and the money awarded as damages shall be paid to the allottee.

Secretary of Interior may grant permission to open highways through Indian reservations, etc. Sec. 4. That the Secretary of the Interior is hereby authorized to grant permission, upon compliance with such requirements as he may deem necessary, to the proper State or local authorities for the opening and establishment of public highways, in accordance with the laws of the State or Territory in which the lands are situated, through any Indian reservation or through any lands which have been allotted in severalty to any individual Indians under any laws or treaties but which have not been conveyed to the allottees with full power of alienation.

Vol. 31, p. 1085.

Siletz Reservation, Oreg.

Vol. 24, p. 389.

Patents to Indians for more than 80 acres of land authorized, etc.

—inquiry directed.

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SEC. 9. That section five of "An Act to provide for the allotment of lands in severalty to Indians on the various reservations, and to extend the protection of the laws of the United States and the Territories over the Indians, and for other purposes," approved February eighth, eighteen hundred and eighty-seven, be amended by adding thereto the following proviso: "*Provided further*, That whenever the Secretary of the Interior shall be satisfied that any of the Indians of the Siletz Indian Reservation, in the State of Oregon, fully capable of managing their own business affairs, and being of the age of twenty-one years or upward, shall, through inheritance or otherwise, become the owner of more than eighty acres of land upon said reservation, he shall cause patents to be issued to such Indian or Indians for all of such lands over and above the eighty acres thereof. Said patent or patents shall be issued for the least valuable portions of said lands, and the same shall be discharged of any trust and free of all charge, incumbrance, or restriction whatsoever; and the Secretary of the Interior is hereby authorized and directed to ascertain, as soon as shall be practicable, whether any of said Indians of the Siletz Reservation should receive patents conveying in fee lands to them under the provisions of this act."

Approved, March 3, 1901.

March 3, 1901.

Vol. 31, p. 1093.

CHAP. 846. An Act to supplement existing laws relating to the disposition of lands, and so forth.

Oklahoma. Ceded lands of Wichita, etc., Indians to be surveyed, subdivided, etc., prior to opening for settlement.

Vol. 28, p. 894.

Vol. 31, p. 676.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, SECTION 1. That before the time for opening to settlement or entry of any of the lands in the Territory of Oklahoma, respectively ceded to the United States by the Wichita and affiliated bands of Indians, and the Comanche, Kiowa, and Apache tribes of Indians, under agreements respectively ratified by the Acts of March second, eighteen hundred and ninety-five, and June sixth, nineteen hundred, it shall be the duty of the Secretary of the Interior to subdivide the same into such number of counties as will, for the time being, best subserve the public interests, and to designate the place for the county seat of each county, and to set aside and reserve at such county seat, for disposition as herein provided, three hundred and twenty acres of land: *Provided*, That the Secretary of the Interior may attach any part of said lands to any adjoining county in said Territory.

*Proviso.* Lands may be attached to adjoining county.

President's proclamation opening lands.

The lands to be opened to settlement and entry under the Acts of Congress ratifying said agreements respectively shall be so opened by proclamation of the President, and to avoid the contests and conflicting claims which have heretofore resulted from opening similar public lands to settlement and entry, the President's proclamation shall pre-

scribe the manner in which these lands may be settled upon, occupied, and entered by persons entitled thereto under the Acts ratifying said agreements, respectively; and no person shall be permitted to settle upon, occupy, or enter any of said lands except as prescribed in such proclamation until after the expiration of sixty days from the time when the same are opened to settlement and entry.

The lands so set apart and designated shall, in advance of the opening, be surveyed, subdivided, and platted, under the direction of the Secretary of the Interior, into appropriate lots, blocks, streets, alleys, and sites for parks or public buildings, so as to make a town site thereof:

*Provided*, That no person shall purchase more than one business and one residence lot. Such town lots shall be offered and sold at public auction to the highest bidder, under the direction of the Secretary of the Interior, at sales to be had at the opening and subsequent thereto.

The receipts from the sale of these lots in the respective county seats shall, after deducting the expenses incident to the surveying, subdividing, platting, and selling of the same, be disposed of under the direction of the Secretary of the Interior in the following manner:

A court-house shall be erected therewith at such county seat at a cost of not exceeding ten thousand dollars and the residue shall be applied to the construction of bridges, roads, and such other public improvements as the Secretary of the Interior shall deem appropriate, including the payment of all expenses actually necessary to the maintenance of the county government until the time for collecting county taxes in the calendar year next succeeding the time of the opening. No indebtedness of any character shall be contracted or incurred by any of said counties prior to the time for collecting county taxes in the calendar year next succeeding the opening, excepting where the same shall have been authorized by the Secretary of the Interior.

SEC. 2. The governor of the Territory shall appoint and commission for each county all county and township officers made necessary by the laws of the Territory of Oklahoma, who shall hold their respective offices until the officers elected by the people at the general election next following the opening shall have qualified.

SEC. 3. The President is hereby authorized to establish two additional United States land districts and land offices in the Territory of Oklahoma, which districts shall include the lands so ceded by the Wichita and affiliated bands of Indians; one of the land offices shall be located at Elreno, in the county of Canadian, and the other shall be located at the county seat nearest Fort Sill. These land districts shall be respectively established at the time of proclaiming the lands aforesaid open to settlement and entry.

Approved, March 3, 1901.

Surveys.

*Proviso.*  
Limit of purchase business lots, etc.

Disposition of proceeds of sales.

County indebtedness.

County officials.

Additional land offices, etc., authorized.

CHAP. 856. An act authorizing and directing the Secretary of the Interior to issue a patent to the heir or heirs of one Tawamnoha, or Martha Crayon, conveying to them certain lands in the State of North Dakota, confirming certain conveyances thereof, and for other purposes.

March 3, 1901.

Vol. 31, p. 1436.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That the Secretary of the Interior be, and he is hereby, authorized and directed, upon due proof of the death of one Tawamnoha, or Martha Crayon, an Indian woman, late of the Devils Lake Sioux Indian Reservation, and due proof of heirship, to issue a patent to her heir or heirs conveying to them the following-described premises, situated in the county of Benson, State of North Dakota, to wit: The lots numbered two and three of section fifteen, the lot numbered one of section twenty-two, and the southwest quarter of the southwest quarter of section fourteen, in township one hundred and fifty-three north, of range sixty-seven west of the fifth principal meridian, in the State of North Dakota, containing one hundred and fifty-nine acres and eight one-hundredths of an acre; the said premises being land allotted to her in severalty by trust allotment patent of date November second, eighteen hundred and ninety-two; such patent so to be issued to convey to said heir or heirs the said premises in fee, discharged of any trust or incumbrance whatsoever.

Conveyance to heirs of Tawamnoha, or Martha Crayon, of Devils Lake Sioux Reservation, authorized.

—lots described.



Certain deed of conveyance legalized.

SEC. 2. That a certain deed, of date October twenty-third, eighteen hundred and ninety-eight, executed, acknowledged, and delivered by Matochatka and Mahpiyatokahewin, the father and mother of said Tawamnoha, or Martha Crayon, and parties entitled to succeed to her estate by the laws of the State of North Dakota, she having died without issue, which said deed was duly filed for record in the office of the register of deeds in and for Benson County, State of North Dakota, and recorded in Book E of Deeds, on page six hundred, and which purported to convey the said premises to Thomas Crayon, the surviving husband of said Tawamnoha, or Martha Crayon, be, and the same is hereby, legalized and in all things confirmed and ratified.

Approved, March 3, 1901.

March 3, 1901.

CHAP. 868. An act to amend section six, chapter one hundred and nineteen, United States Statutes at Large numbered twenty-four.

Vol. 31, p. 1447.

Citizenship accorded Indians. Vol. 24, p. 390, amended. —In Indian Territory.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That section six of chapter one hundred and nineteen of the United States Statutes at Large numbered twenty-four, page three hundred and ninety, is hereby amended as follows, to wit: After the words "civilized life," in line thirteen of said section six, insert the words "and every Indian in Indian Territory."

Approved, March 3, 1901.

March 3, 1901.

CHAP. 869. An act granting a right of way to the Jamestown and Northern Railway through the Devils Lake Indian Reservation, in the State of North Dakota.

Vol. 31, p. 1447.

Jamestown and Northern Railway granted right of way through Devils Lake Indian Reservation, N. D.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That a right of way through the Devils Lake Indian Reservation, in the State of North Dakota, not exceeding two hundred feet in width, with grounds for station and depot purposes, according to the map and plat thereof, respectively, now on file in the office of the Secretary of the Interior, be, and is hereby, granted to the Jamestown and Northern Railway Company, a corporation duly organized under the laws of the then Territory and now State of North Dakota, upon the terms and conditions mentioned and set forth in a certain proposition in writing, dated July twenty-eighth, eighteen hundred and eighty-three, made and submitted to the United States Indian agent at Devils Lake Agency by F. R. Delano on behalf of the Northern Pacific Railway Company, as the same is modified by a memorandum of consent in writing thereto appended, signed by the majority of the chiefs and headmen of the Indians occupying the Devils Lake Reservation, now on file in the office of the Secretary of the Interior; which said terms and conditions, so modified, have been accepted by the said Jamestown and Northern Railway Company, by a resolution of the board of directors of said company adopted October fifth, eighteen hundred and eighty-three, a certified copy whereof is also on file in the said office: *Provided,* That the amount of compensation hereby agreed to be paid to said Indians shall be deposited by the said Jamestown and Northern Railway Company in the Treasury of the United States to the credit of the Sisseton, Wahpeton, and Cut-head Sioux Indians, occupying the Devils Lake Reservation, within sixty days after the passage of this act, to be expended for the benefit of said Indians in such manner as the Secretary of the Interior may direct: *Provided further,* That whenever said right of way and station and depot grounds shall cease to be used for railroad purposes the same shall revert to the United States; and that the right to repeal, alter, or amend this act is reserved to Congress.

Approved, March 3, 1901.

*Provisos.* Deposit of Indians, compensation, etc.

Reversion of right of way. Amendment.

CHAP. 878. An act to authorize the Pigeon River Improvement, Slide, and Boom Company, of Minnesota, to enter upon the Grand Portage Indian Reservation, and improve the Pigeon River in said State at what is known as the cascades of said river. March 3, 1901.  
Vol. 31, p. 1455.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Pigeon River Improvement, Slide, and Boom Company, a corporation organized and existing under the laws of the State of Minnesota, be, and hereby is, authorized, under such rules and regulations and subject to such conditions and limitations as the Secretary of the Interior may prescribe, to enter upon and improve the Pigeon River at what is known as the cascades of said river, for the purpose of making said river at said point navigable for floating logs, and to that end to enter upon the unallotted lands, and, with the consent of the allottees, upon any allotted lands, adjacent to said cascades, of the Grand Portage Indian Reservation, in said State, and to construct such sluice dams, wing dams, bulkheads, spill dams, and other works necessary for said purpose, and to take from said unallotted lands timber for the construction of said improvements and works in quantity not to exceed one hundred and twenty-five thousand feet, board measure, for which timber said company shall pay such price as may be agreed upon between said company and the Secretary of the Interior, but not less than five dollars per thousand feet, board measure, the proceeds to be placed in the Treasury of the United States to the credit of the Chippewa Indians in Minnesota: *Provided*, That said river after being so improved shall be open at all times to the free passage of all timber cut from said Grand Portage Indian Reservation, and to the passage of all other timber for a reasonable charge therefor: *Provided further*, That suitable fishways shall be constructed and maintained by said company, to be approved by the United States Fish Commission.*

Pigeon River Improvement, Slide, and Boom Company may improve Pigeon River on Grand Portage Indian Reservation, Minn.

Use of timber by company.

—proceeds credited to Chippewa Indians, Minn.

*Provisos.*  
River open to passage of timber.

Fishways.

Approved, March 3, 1901.

### RESOLUTION.

[No. 10.] Joint resolution authorizing the Secretary of the Interior to remove from the files of the Department of the Interior certain letters to be donated to the State of Iowa. February 28, 1901.  
Vol. 31, p. 1462.

*Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Interior be, and he is hereby, authorized to remove from the files of the Department and donate to the State of Iowa such letters of Robert Lucas, John Chambers, and James Clark, addressed to the Commissioner of Indian Affairs, as may be designated by the curator of the historical department of said State, copies being retained in the files of the Department of the Interior if the Secretary shall deem such letters or any of them of any value to the Government.*

Department of the Interior.  
Donation of letters from files of, to State of Iowa authorized.

Approved, February 28, 1901.

## PRIVATE ACT.

CHAP. 954. An act confirming a lease between J. W. Peglow and the Seneca Nation of New York Indians.

March 3, 1901.

Vol. 31, p. 1809.

Lease of Seneca Nation of New York Indians to J. W. Peglow confirmed.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the agreement of lease dated October eleventh, nineteen hundred, entered into between the Seneca Nation of Indians in council assembled, and J. W. Peglow, of Silver Creek, New York, on October eleventh, nineteen hundred, granting to said Peglow the right of excavating and removing sand from the premises described in said agreement, be, and the same is hereby, ratified and confirmed.

Approved, March 3, 1901.

## IRRIGATION DITCHES CONSTRUCTED BY GOVERNMENT.

OPINION OF JUDGE MOSES HALLETT, UNITED STATES CIRCUIT COURT FOR THE DISTRICT OF COLORADO.

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This is a bill by the General Government against Samuel W. Morrison and Ignacio Mesa Ditch and Reservoir Company to restrain the diversion of water from a ditch constructed by the Government for irrigating lands in the counties of Montezuma, La Plata, and Archuleta, in this State.

The record discloses that the lands in question were part of an Indian reservation, maintained for many years in that locality.

June 15, 1880, Congress passed an act to ratify a treaty with the Ute Indians, who were then upon the reservation, and to award the lands in severalty among the Indians. Directions for allotting lands in severalty among the Indians were given, and it was declared that the lands so granted should not be subject to alienation for a term of years. Provision was made for improving the lands so granted, in order to make them habitable. (21 Stat. L., 199.)

Pursuant to this authority the ditch in question was built. Obviously, the purpose of Congress was to induce the Indians to abandon nomadic life and to become in some measure civilized and self-supporting.

Respondent Morrison has filed an affidavit in which he shows that he has taken up a tract of land within the limits of the reservation which was not awarded to the Indians, and that the ditch constructed by the General Government affords the only means of irrigating it. Respondents' occupation of the lands was begun in the year 1899, under the desert-land law and the homestead act. His position in defense to the suit is not very well explained, but perhaps he means to say that the Government, owning the ditch and also the lands which may be irrigated from it, should furnish water from the ditch to everyone who may be able to apply it on Government lands. Respondent states, however, that some of the Indians owning lands in severalty have given him the right to divert the water from the ditch. As already explained, the Indians have no power of alienation and therefore any gift or grant made by them must be void.

Respondent also alleges that the agent in charge of the Indians gave his consent, and that of the Government, to the diversion of the water, and the agent has denied the charge under oath. However the fact may be on that point, it must be said that the Government was not bound by anything said or done by the agent in its behalf.

In a general view of the whole record it is entirely clear that in building the ditch for the purpose of supplying water to the Indians the General Government exercised an important function conferred upon it by law under acts of Congress. The Government has had full authority to manage and control the Indians and to take all necessary steps for the welfare of those unfortunate people from the earliest times.

Therefore, the ditch and the diversion of water from the Rio Las Pinos was a public act done pursuant to law, and for a public purpose. Such acts are not subject to interruption from any source whatever. No citizen can interfere to prevent or annul anything done by the Government pursuant to law in the management and control of the Indians. The acts of Congress and of the State assembly relating to appropriation of water for irrigating lands were made for and are applicable only to cases arising between citizens. They have no application whatever to the case in which water is appropriated to a public use by the Government in the exercise of its sovereign authority over the Indian tribes. This, however, is aside from the question in issue, because respondent has not in any way attempted to comply with local acts. He seems to have regarded the water in the ditch as publici juris, in the same way as if it was flowing in a natural channel and subject to appropriation by anyone who might desire to use it. The Government is entitled to the writ it has asked, and it will be issued accordingly.

Since the hearing on the motion for injunction respondent has filed a demurrer to the bill, which has not been considered. If respondent desires to press the demurrer he will be heard at the term.

UNITED STATES OF AMERICA }  
                                   v.                                    } No. 4178.  
 S. W. MORRISON ET AL.    }

This cause having heretofore come on to be heard and having been argued by counsel, Edward Kent, esq., assistant district attorney, appearing as solicitor for the complainant, and F. C. Perkins, esq., appearing as solicitor for the respondents, and having been taken under advisement and due consideration having been had,

It is ordered that the respondents, their attorneys, agents, employees, and servants, and each and every of them, be, and they are hereby, enjoined and restrained from tapping or taking any water out of a certain ditch constructed by the complainant and known as the Government or West Side Ditch, which said ditch has its head gate on the west side of the Rio las Pinos River at or about a point where the southeast corner of section 15, T. 34 N., R. 7 W., bears south 81 degrees no minutes east 881.1 feet, and runs thence southwest for a distance of some  $7\frac{1}{2}$  miles through a large portion of the lands allotted to the confederated band of Ute Indians in Colorado in the counties of Montezuma, La Plata, and Archuleta, in the State of Colorado, and from conveying any water by means of any lateral or ditch connecting with said Government or West Side Ditch through and over any land or lands in said counties aforesaid allotted to any Indian or Indians, and from constructing or using any such lateral or connecting ditch over said lands so occupied by said Indians, or any of them, until the court shall make further order in the premises.

It is further ordered that a writ of injunction shall issue against the respondents, enjoining and restraining them as above set forth.

MOSES HALLETT, *District Judge.*

DENVER, COLO., *September 11, 1901.*

# LANDS OF EASTERN CHEROKEES IN NORTH CAROLINA.

## DECREE OF COURT.

United States of America, western district of North Carolina. In the circuit court.  
Fourth circuit. In equity.

EASTERN BAND OF CHEROKEE INDIANS  
*vs.*  
WM. H. THOMAS, SINCE DECEASED, ET AL.

UNITED STATES OF AMERICA  
*vs.*

WM. H. THOMAS, SINCE DECEASED; WM. JOHNSTON, SINCE DECEASED;  
Jas. W. Cooper, since deceased; W. N. Cooper, R. L. Cooper, and  
T. J. Cooper, executors of said Jas. W. Cooper, deceased; M. A.  
Hembree et al.

} Decree.

The two above causes coming on to be heard upon the agreements of compromise heretofore filed, six of which agreements of compromise were entered into between the complainants, the United States and the defendants therein named in the last above-entitled suit, and the agreement entered into between the complainants, the United States and the Eastern Band of Cherokee Indians, in the two above-entitled suits, and the Fifty-sixth (56th) Congress having made the necessary appropriation to carry the same into effect, upon consideration thereof and by consent of parties hereto it is considered, adjudged, ordered, and decreed by the court as follows:

That the United States of America shall, under the direction of the Attorney-General of the United States, subject to the terms and conditions set forth in the agreements of compromise with the defendants and the agreement with said band of Indians as aforesaid, pay to said defendants and said Indians the sum stipulated to be paid to each under the agreements of compromise with the defendants and the agreement with said band of Indians as aforesaid, as follows, to wit:

To W. N. Cooper, R. L. Cooper, and T. J. Cooper, executors of Jas. W. Cooper, deceased, Murphy, Cherokee County, N. C.....	\$2, 000
To M. A. Hembree, Murphy, Cherokee County, N. C.....	325
To Thos. Dockery, Murphy, Cherokee County, N. C.....	500
To James Humphreys, Murphy, Cherokee County, N. C.....	300
To W. R. Graves, Murphy, Cherokee County, N. C.....	125
To John E. Graves, Murphy, Cherokee County, N. C.....	300
To John A. Dockery, Murphy, Cherokee County, N. C.....	30
To N. E. Dockery, Murphy, Cherokee County, N. C.....	25
To John E. (D.) Fricks, Murphy, Cherokee County, N. C.....	225
To A. G. Hunsucker, Murphy, Cherokee County, N. C.....	75
To L. M. Hunsucker, Murphy, Cherokee County, N. C.....	125
To Henry P. McClure, Murphy, Cherokee County, N. C.....	40
To Irena Warlick, Murphy, Cherokee County, N. C.....	250
To W. F. Mauney and N. F. Cooper, Robbinsville, Graham County, N. C.....	50
To David Watkins and Joseph Watkins, Bryson City, Swain County, N. C.....	200
To John U. Whiteside, Bryson City, Swain County, N. C.....	50
To Charlie Kirkland, Bryson City, Swain County, N. C.....	50
To Eastern Band of Cherokee Indians, Cherokee, Swain County, N. C.....	4, 000
Total.....	8, 670

And in consideration of said payments and in accordance with said agreements of compromise, it is considered, adjudged, ordered, and decreed by the court that the Eastern Band of Cherokee Indians, as a corporation created by the general assembly of North Carolina, private laws of 1889, chapter 211, and laws amendatory thereof, to wit: Private laws of 1895, chapter 166, as amended by private laws of 1897, chapter ———, are the owners in fee and entitled to the possession as against the defendants, W. N. Cooper, R. L. Cooper, and T. J. Cooper, executors of the said Jas. W. Cooper, dec'd, M. A. Hembree, Thomas Dockery, James Humphreys, W. R. Graves, John E. Graves, John A. Dockery, N. E. Dockery, John E. (D.) Fricks, A. G. Hunsucker, L. M. Hunsucker, Henry P. McClure, and all persons claiming by, through, and under them or the said Jas. W. Cooper, dec'd, of the following described pieces or parcels of land, situate and lying on Hangingdog and Grape creeks, in Cherokee County, N. C., known as the Henson Donation land and tracts Nos. 11 and 14, in district No. 5, in Cherokee County, N. C., and more particularly described as follows, to-wit:

First tract: Being the tract of land known as the Bounty Claim, part of Henson Donation in Cherokee County, N. C., containing 2,180.00 acres, as per survey of M. S. Temple, deputy U. S. surveyor, and being the ninth tract of land described in a deed of conveyance executed by Wm. Johnston et al. to the Commissioner of Indian Affairs as trustee for the Eastern Band of Cherokee Indians, bearing date, August 14th, 1880, which deed of conveyance is known as the "Sibbald deed," and which deed of conveyance was duly recorded in the office of the register of deeds of Cherokee County, N. C., in Book "R," pages 28 to 62, record of deeds of said county, on the first day of November, 1880, and was also duly recorded in the office of the register of deeds of Graham County, N. C., in Book "B," pages 1 to 32, record of deeds of said county, on the 29th of October, 1880; provided, however, that the provisions of this decree shall not apply to such of the defendants, if any, who claim title to any of the old tracts of land excepted out of the grant issued to Taylor and Capehart for the Henson Donation, the title to which is older and superior to that of the Henson Donation.

Second tract: Being also a part of the Henson Donation in Cherokee County, N. C., containing 439 acres more or less, as per Temple survey, and being the eighth tract conveyed in the "Sibbald deed" aforesaid, and which is therein correctly described by metes and bounds, but incorrectly designated as section No. 11, in district No. 5, in Cherokee County, N. C., subject to the same exceptions, however, as to such of the defendants, if any, who claim title through the A. Killian tract of 100 acres inside the boundary lines of the 439 acres, which A. Killian tract is an older title than the Henson Donation.

Third tract: Being section or tract No. 14, in district No. 5, on Hangingdog Creek, in Cherokee County, N. C., containing 157 acres, more or less.

Fourth tract: Being section or tract No. 11, in district No. 5, on Hangingdog Creek, in Cherokee County, N. C., containing 210 acres, more or less.

That the Eastern Band of Cherokee Indians, as a corporation aforesaid, are the owners in fee and entitled to the possession as against the defendants, W. N. Cooper, R. L. Cooper, and T. J. Cooper, executors of the said Jas. W. Cooper, dec'd, and all persons claiming by, through, or under them, of the following-described pieces or parcels of land in Graham County, N. C., to wit:

First tract: Being section or tract No. 374, in district No. 9, formerly in Cherokee, now in Graham County, N. C., containing 100 acres, more or less.

Second tract: Being section or tract No. 481, in district No. 9, formerly in Cherokee, but now in Graham County, N. C., containing 90 acres, more or less.

That the Eastern Band of Cherokee Indians, as a corporation aforesaid, are the owners in fee and entitled to the possession as against the defendants, W. F. Mauney and N. F. Cooper, and all persons claiming by, through, and under them, of the following-described piece or parcel of land in Graham County, N. C., being the tract of land awarded to Tracking Wolf, section 404, in district No. 9, formerly in Cherokee, now in Graham County, N. C., containing 93 acres, more or less; it being the sixth tract of land conveyed in the "Sibbald deed" aforesaid.

That the Eastern Band of Cherokee Indians, as a corporation aforesaid, are the owners in fee and entitled to the possession as against the defendants, David Watkins, Joseph Watkins, John U. Whiteside, and Charlie Kirkland and all persons claiming by, through, and under them, of the tract of land known as the Wm. H. Thomas 3,200-acre tract, being State grant No. 931, granted by the State of North Carolina to Wm. H. Thomas on the 24th day of January, 1867, which grant was duly registered in the office of the register of deeds of Swain County, N. C., in Book "A," No. 1, pages 22, &c., on March 30th, 1872, to which record reference is made for a full and perfect description of said tract of land by metes and bounds, excepting, how-

ever, from the operation of this decree, the two 50-acre tracts of land constituting the David Watkins home place, both tracts being a part of State grant No. 867. One of said tracts being designated as tract No. 15 and the other as tract No. 16, on map made by F. A. Peirce, surveyor, of the said Wm. H. Thomas said 3,200-acre tract. Said two 50-acre tracts being part of the excepted tracts in State grant No. 931, and are herein decreed to belong to the said David Watkins.

That the defendants W. N. Cooper, R. L. Cooper, and T. J. Cooper, executors of Jas. W. Cooper, dec'd, are the owners in fee and entitled to the possession as against the complainants, the United States, the Eastern Band of Cherokee Indians, and the Commissioner of Indian Affairs, of tract No. 10, in district No. 5, in Cherokee County, N. C., containing 103 acres, more or less, being the 7th tract conveyed in the "Sibbald deed" aforesaid, but therein incorrectly designated as section No. 14, in district No. 5, in Cherokee County, N. C., but therein correctly described by metes and bounds.

That the defendant, W. F. Mauney, is the owner in fee and entitled to the possession as against the complainants, the United States, the Eastern Band of Cherokee Indians, and the Commissioner of Indian Affairs, of the tract of land awarded to Sal ka nah and others, in district No. 6, in Cherokee County, N. C., containing 91 acres, more or less, it being the 10th tract of land conveyed in the "Sibbald deed" aforesaid.

That the defendants, being joined by their wives and husbands, shall execute and deliver to the Eastern Band of Cherokee Indians, as a corporation aforesaid, proper deeds of conveyance, with covenants of warranty as to themselves and as to persons claiming by, through, and under them, to the lands herein decreed to belong to the Eastern Band of Cherokee Indians, and the said Eastern Band of Cherokee Indians shall execute proper deeds of conveyance to the defendants for the interest of said band of Indians in and to the tracts of land herein decreed to belong to said defendants.

That the defendants who now retain possession of any of the tracts of land or any part thereof herein decreed to belong to the Eastern Band of Cherokee Indians shall surrender possession of the same to said band of Indians or the legally authorized agent of the said band of Indians on or before the first day of August, 1901, and upon failure to do so a writ of possession shall issue in the two above-entitled suits by the clerk of the U. S. court at Asheville, for the western district of N. C., directed to the U. S. marshal for said district, commanding him and whose duty it shall be to remove the defendants, their agents and attorneys, and all persons claiming by, through, or under them, and all other persons who have entered upon any of the said tracts of land since the agreement of compromise were entered into between the United States and the defendants in these causes not authorized to so enter by the council of the Eastern Band of Cherokee Indians, from the possession of said tracts of land and to place the Eastern Band of Cherokee Indians in possession of the same, and the council of the said Eastern Band of Cherokee Indians is hereby authorized and empowered to distribute the said several tracts of land vacated by the defendants and those acquired by this decree among the worthy members of the band for homes; provided, however, that the defendants or their tenants may, by contract with said band of Indians, lease the land now occupied by them for the year 1901 upon such terms as may be agreed upon between said band of Indians and said defendants or their tenants, but upon their failure to vacate said lands on or before December 31st, 1901, then and in that event the writ of possession shall issue in the manner hereinbefore directed, and such defendants or their tenants be removed from the possession of such land by the U. S. marshal and the same be turned over to the Indians as hereinbefore directed.

That the defendants herein named are acquitted from the payment of any and all costs incurred in the prosecution of this suit.

It is further considered, adjudged, ordered, and decreed by the court that the payment of said sum of four thousand dollars to the Eastern Band of Cherokee Indians, as hereinbefore provided, shall be, and the same is, in full satisfaction of all claims and demands of the Eastern Band of Cherokee Indians against the United States for money of the band invested by the Commissioner of Indian Affairs under acts of Congress in the purchase of the sixty-eight tracts of land conveyed in the "Sibbald deed" aforesaid, the said sum of \$4,000.00 being in full satisfaction for the tracts of land conveyed in the "Sibbald deed" for which the United States have not been able to secure to the Indians a good title, as set forth in the agreement entered into between the United States and said band of Indians in the two above-entitled suits.

It is further considered, adjudged, ordered, and decreed by the court that the Commissioner of Indian Affairs of the United States be, and is hereby, relieved from the duty imposed upon him as trustee of the Eastern Band of Cherokee Indians for



the sixty-eight (68) tracts of land embraced in the deed of conveyance executed by Wm. Johnston and others to the Commissioner of Indian Affairs as trustee for said band of Indians, bearing date August 14th, 1880, known as the "Sibbald deed," and the title to the said sixty-eight (68) tracts of land conveyed in the "Sibbald deed" aforesaid shall be, and the same is hereby, vested in the Eastern Band of Cherokee Indians as a corporation aforesaid, except those tracts herein decreed to belong to the defendants, and the said Commissioner of Indian Affairs shall by a proper deed of conveyance release and quitclaim to the said band of Indians all the right, title, and interest whatsoever that the Commissioner of Indian Affairs acquired in and to the said sixty-eight (68) tracts of land conveyed in the "Sibbald deed," as trustee aforesaid or otherwise, not herein decreed to belong to the defendants; but nothing herein contained shall be construed as interfering with the right of the Commissioner of Indian Affairs from exercising such supervisory charge over the person and property of said band of Indians and the members thereof and the contracts of said Indians as that officer now has by virtue of the Constitution of the United States and the treaties and laws made in pursuance thereof.

It is further considered, adjudged, ordered, and decreed by the court that this decree shall be registered in the office of the registers of deeds of Swain, Cherokee, and Graham counties, and when so registered shall have the effect of a deed of conveyance and shall transfer to the party or parties to whom the conveyance is herein directed to be made the legal title to the land herein directed to be conveyed, to be held in the same plight, condition, and estate as though the conveyance ordered was in fact executed, and shall bind and entitle the parties ordered to execute or take benefit of the conveyance in and to all such provisions, conditions, and covenants as may be adjudged to attend the conveyance in the same manner and to the same extent as the conveyance or conveyances would if the same were executed according to this decree.

That the map prepared by Frank A. Peirce, surveyor, and by his assistant, H. S. Hayes, of the Henson donation land and tracts Nos. 11 and 14 in district No. 5 in Cherokee County, N. C., shall be recorded in the said county of Cherokee with this decree; also, the maps heretofore prepared by Frank A. Peirce, surveyor, of the Wm. H. Thomas 3,200-acre tract shall be registered with this decree in Swain County, N. C.

That this decree shall only operate as a settlement of the matters in controversy in this suit as between the parties hereto, and not otherwise.

That when the money is paid to the parties as hereinbefore provided this decree shall be recorded in the counties aforesaid and take effect as a conveyance in fee.

This cause is retained for further direction.

JAS. E. BOYD,  
*United States Judge, May 25, 1901.*

By consent:

A. E. HOLTON,  
*United States Attorney.*

And GEO. H. SMATHERS,  
*Special Assistant to United States Attorney for the Western District of North Carolina, Counsel for Complainants.*

R. L. COOPER,  
*For himself and as attorney for W. N. Cooper and T. J. Cooper, W. N. Cooper, R. L. Cooper, and T. J. Cooper, Executors of Jas. W. Cooper, Deceased.*

W. N. COOPER,  
T. J. COOPER,  
*Executors of Jas. W. Cooper, Deceased.*

F. P. AXLEY,  
*Attorney for the following defendants, to wit: M. A. Hembree, Thos. Dockery, James Humphreys, W. R. Graves, John E. Graves, John A. Dockery, A. G. Hunsucker, L. M. Hunsucker, N. E. Dockery, John D. Fricke.*

Witnesses:

JAMES HUMPHREYS.  
H. E. FRICKE.  
JOHN A. DOCKERY.  
A. G. HUNSUCKER.  
L. M. HUNSUCKER.  
M. A. HEMBREE.  
THOMAS DOCKERY.  
JAMES (his x mark) HUMPHREYS.  
W. R. GRAVES.

H. E. (her x mark) FRICKE, wife of John D. Fricke.  
JOHN D. FRICKE, by H. R. Hyatt by power of attorney.  
JOHN A. (his x mark) DOCKERY.  
N. E. DOCKERY.  
A. G. (his x mark) HUNSUCKER.  
L. M. (his x mark) HUNSUCKER.

MARSHALL W. BELL,  
*Attorney for Irena Warlick and for Henry P. McClure.*

IRENA (her x mark) WARLICK.  
W. F. MANNEY.  
N. F. COOPER.  
JOHN U. WHITESIDE.

Witness:

M. W. BELL.

DAVID (his x mark) WATKINS.  
JOSEPH (his x mark) WATKINS.  
CHARLEY KIRKLAND.

Witness:

H. W. SPRAY.  
A. J. FRANKLIN.

R. L. LEATHERWOOD,  
*Attorney for Charley Kirkland.*

Approved May 18, 1901.

J. K. RICHARDS,  
*Acting Attorney-General.*

# REGULATIONS FOR LICENSING AND RECORDING MARRIAGES AMONG INDIANS.

DEPARTMENT OF THE INTERIOR,  
OFFICE OF INDIAN AFFAIRS,  
Washington, D. C., April 5, 1901.

*To United States Indian Agents and School Superintendents in Charge of Agencies:*

As is well known, an Indian who receives an allotment becomes thereby a citizen of the United States and his real estate descends to his heirs according to the laws of the State or Territory in which he resides. This, as well as other considerations, makes it imperative that a reliable and permanent record of Indian family relations should be kept at every agency, and especially at agencies where the lands of the Indians have been or are soon to be allotted.

The following instructions are therefore promulgated:

1. On and after June 1, 1901, it shall be the duty of each Indian agent to keep a permanent register of every marriage which takes place among the Indians under his charge, said register to record the name of the husband and of the wife, both the Indian and the English name, if both names exist, and in the case of an allotted Indian the name by which said Indian is designated on the allotment roll; also the age, tribe, blood, nationality, or citizenship of both parties, the date of the marriage, and the name of the person who solemnizes it; or, if the marriage is by declaration before witnesses, the names of the witnesses. The record shall also include the names of the parents of both husband and wife.

2. Before marriage an Indian must obtain a license to marry, either of an agent or of the proper authorities, in compliance with the laws of the State or Territory in which such Indian resides.

3. United States Indian agents are hereby authorized to issue to Indians licenses to marry, which shall be issued without charge, and, so far as practicable, shall conform to the laws of the State or Territory in which the license was issued, and the license shall permit the parties to be married by a clergyman or by a civil officer, or by declaring before witnesses their intent to live permanently together as sole husband and sole wife: *Provided*, That no Indian shall be permitted to marry a person of any other race except in the manner prescribed by the laws of the State or Territory in which such Indian resides. Each marriage license thus issued shall be entered in a permanent record kept at the agency where it is issued. And when an Indian, allotted or unallotted, receives a license to marry from a civil magistrate it shall be the duty of such Indian immediately to report such license to the agent for permanent record.

4. It shall be the duty of the one who solemnizes the marriage to send to the agency from which the license was issued a certificate giving the names of the persons married, the date of the ceremony, and the name and position of the one who performed the ceremony; or, if the marriage is by declaration, the certificate shall be signed by two witnesses, one of whom shall immediately return it to the agent.

5. No license to marry shall be given to an Indian who has a wife or a husband living from whom such Indian has not been divorced, and the taking by a married man of more than one wife or by a married woman of more than one husband shall not be allowed.

6. If an Indian shall be married on a reservation where such Indian has no tribal rights the agent for that reservation shall transmit to the agent for the reservation in which the Indian has tribal rights a copy of the license and certificate of the marriage of such Indian, and the agent receiving such copies, if he finds that the Indian designated therein has tribal rights at the agency under his charge, shall record the marriage in the register of marriages kept by him; otherwise he will return the copy to the sender with a statement of the facts.

7. It shall be the duty of each Indian agent to make a permanent record, by families, of all Indians under his charge. The record shall give the name of the husband

and of the wife, both Indian and English, and the name of each on the allotment roll, with the date (approximately) of the marriage, and whether the ceremony was performed by a clergyman, civil magistrate, or by Indian custom; also, the names of their unmarried children, whether the fruit of existing or former marriage. It shall also give, as to both parents and children, the age, tribe, blood, nationality, or citizenship, names of the father and mother (so far as they can be ascertained), and the relationship in the family, as husband, wife, son, daughter, stepson, stepdaughter, or other relation. A widow or widower with one or more unmarried children shall be recorded as a distinct family, and widows and widowers without unmarried children, all unmarried adults, and all minor orphans shall be recorded with the families with which they live, or by themselves if they live alone. If an Indian is living as husband with more than one woman, the record shall give the name of each and the order of time in which he professes to have married them. If an Indian has been transferred from or has tribal rights in another reservation, that fact shall be recorded.

8. Rations may be withheld from Indians who refuse to obtain proper marriage licenses or to give truthfully the information needed for the proposed records.

9. The purport of this circular should be explained to the Indians, and copies should be distributed among the clergymen and others in the vicinity of the reservation who are authorized by law to solemnize marriages.

10. A bonded superintendent of a school while in charge of an agency, and others who are duly authorized by the office, shall have the same authority and shall perform the same duties in regard to marriage records and licenses and the registration of Indians as are herein provided for duly appointed Indian agents.

It is the intention of this office to endeavor to obtain legislation which shall extend over Indian reservations the marriage laws of the State or Territory within which the reservation is located; but whether such legislation shall be immediately secured or not, the records, etc., above provided for should be opened at once and kept up to date with the greatest care, since they will be most valuable if only for the purpose of determining the heirs to allotted lands. Agents should familiarize themselves with the marriage laws of the State or Territory and should endeavor to make the Indian familiar with these laws, by conforming to them as nearly as practicable in carrying out these instructions.

As soon as they can be prepared the following books and blanks will be sent to agencies:

1. Registers of licenses and marriages after June 1, 1901.
2. A register of all families.
3. Blanks for marriage licenses issued by the agent.
4. Blanks for certificates of marriage returnable to agent.
5. Blanks for certificates of marriage to be given to persons married.
6. Blanks for certificates of marriage to frame and hang in the home.

Any suggestions which you may wish to offer as to putting into operation the above-described system of registration of Indians and of issuing licenses and recording marriages will be welcomed by the office, if submitted *immediately*, and will be carefully considered.

Respectfully,

W. A. JONES, *Commissioner.*

Approved:

E. A. HITCHCOCK, *Secretary.*

[To be given to applicants for license to marry.]

No. \_\_\_\_\_

MARRIAGE LICENSE.

\_\_\_\_\_ Agency.  
 \_\_\_\_\_ State or Territory.

License is hereby issued for the marriage of the following persons:

	Man.	Woman.
Indian name.....		
English name.....		
Name on allotment roll.....		
Age.....		
Relationship to each other.....		
Blood or nationality.....		
Tribe or citizenship.....		
Name of father.....		
Name of mother.....		
Previous marriage.....		

They wish to be married—

1. By a clergyman<sup>1</sup> in accordance with the laws of this State;<sup>1</sup> or
  2. By a civil magistrate<sup>1</sup> in accordance with the laws of this Territory;<sup>1</sup> or
3. By declaring (in the presence of adult witnesses, who shall sign the certificate) their intention to live together permanently as husband and wife.<sup>2</sup>

Witness my hand this — day of —, 189—.

(Name) \_\_\_\_\_,  
(Official designation) \_\_\_\_\_.

<sup>1</sup> The unused words should be crossed out.

<sup>2</sup> This second form of marriage to be used only when it is impracticable or very difficult to obtain the services of a clergyman or civil magistrate.

No. of license \_\_\_\_\_.

RETURN OF MARRIAGE.

I<sup>1</sup>  
We<sup>1</sup> hereby certify that \_\_\_\_\_ and \_\_\_\_\_, known by me<sup>1</sup>  
us<sup>1</sup> to be the persons described in the  
above license, were married by me<sup>1</sup>  
in our presence<sup>1</sup> on the — day of —, A. D. 190—, at \_\_\_\_\_, in  
the State<sup>1</sup>  
Territory<sup>1</sup> of \_\_\_\_\_,  
in compliance with the laws of said State or Territory.<sup>1</sup>  
by declaring in our presence their intention to live together permanently as husband and wife.<sup>1</sup>

Witnesses:

(Name) \_\_\_\_\_,  
(Official designation) \_\_\_\_\_,  
(Address) \_\_\_\_\_.

<sup>1</sup> The unused words should be crossed out.

~~If~~ If marriage is by a clergyman or by a magistrate the officiating person must sign this certificate, giving the title authorizing him so to do and his address.

If marriage is by declaration, two adult witnesses must sign this certificate.

The above license, with the return of marriage, must be immediately returned to the agent who issued it by the person who solemnized the marriage or by one of the witnesses.

No. of license \_\_\_\_\_.

CERTIFICATE OF MARRIAGE.

I hereby certify that on this — day of —, 190—, at —, the following persons were  
by me<sup>1</sup>  
before us<sup>1</sup> united in marriage:

\_\_\_\_\_ also known as \_\_\_\_\_, of the \_\_\_\_\_ tribe, \_\_\_\_\_ agency, and \_\_\_\_\_, also  
known as \_\_\_\_\_, of the \_\_\_\_\_ tribe, \_\_\_\_\_ agency, in accordance with license No. —, issued  
by \_\_\_\_\_.

The marriage was witnessed by—

(Name) \_\_\_\_\_,  
(Official designation) \_\_\_\_\_,  
(Address) \_\_\_\_\_.

<sup>1</sup> The unused words should be crossed out.

[To be delivered to the persons married.]

DEPARTMENT OF THE INTERIOR,  
OFFICE OF INDIAN AFFAIRS,  
Washington, D. C., August 31, 1901.

*To Agents and Superintendents in charge of Agencies:*

Referring to office circular of April 5, 1901, you are advised that a book for the register of families of the Indians under your agency has been mailed to you. The work of making this register should be begun at once and be prosecuted as rapidly as practicable. Data for the first eight entries should already be on hand in the agency records, and every effort should be made to obtain information for the other entries fully and speedily.

The plan of the register is to number the individuals registered in the left-hand column from 1 consecutively, and to refer to them by such numbers in the succeeding number columns. This will facilitate the indexing of the names, and will make it easy to trace the family history of an Indian from two to four generations back.

This registry system contemplates the keeping at every agency of a register of births and deaths, for which blank books are yet to be provided. This, with the marriage registry already provided, will record future family relationships, with this family register as the basis.

A blank line should be left after each family.

The specimen page pasted in each book gives an idea of how the record should be kept. It is an actual record of some Sioux families at Pine Ridge, where no allot-

ments have yet been made. Hence there were no allotment names to record. It is always wiser to make allotments to Indians by the names in general use; but when allotment names differ from those in general use both names for each person should be carefully recorded.

Loose pages are sent to facilitate the obtaining of information and also for practice use until the form of the register is fully understood. Extra sheets and extra copies of this circular and of the circular of April 5, 1901, may be had on application to this office. Copy of this circular should be pasted in the register.

The more carefully and completely this register is made the more valuable will it be for reference in the years to come.

The following suggestions are given as to the spelling of the names, so that a fairly consistent and uniform system of spelling Indian names may be secured; but if any systematic spelling has already been adopted at an agency it will be well to adhere to that, as change in the spelling of names leads to confusion.

## SUGGESTIONS FOR SPELLING.

a	as in father, far.	u	as in pull, book.
ā	as in fate, tame.	ū	as in mute, acute.
ǎ	as in fat, man.	ů	as in tub, fun.
au	as in fawn, fall, fault.	oo	as in boot, fruit.
e	as in met, rest.	oi	as in oil, boy.
ee	as in meet, neat.	ou	as in pound, drown.
i	as in pin, pity.	j	as in join, gymnast.
y	as in pine, rhyme.	g	as in go, get.
o	as in not, pond.	ch	as in church, chill.
ō	as in note, bone.		

Instead of c before a vowel, use either s or k.

Use no final *silent e*.

Yours, respectfully,

W. A. JONES, *Commissioner*.

*Sample entries in register.*

Number on this register.	Indian name.	English name.	Name on allotment roll.	Age.	Blood or nationality.	Tribe or allegiance by citizenship.	Relation in family.	Married, single, widower, divorced.
1	Tasunka...	American Horse.	...	60	Full blood...	Oglala Sioux ...	Husband ...	Married
2	Makonse ..	Little Bear .....	.....	46	Half-blood ..	Chippewa .....	Wife.....	do .....
3	.....	Benj. American Horse.	.....	31	Full blood...	Oglala Sioux ...	Son.....	Single ...
4	.....	Mary American Horse.	.....	25	do .....	do .....	Daughter.....	do .....
5	.....	Bessie American Horse.	.....	7	Three-fourths blood.	do .....	do .....	do .....
6	Wamble ...	Eagle.....	.....	26	do .....	Chippewa .....	Stepson.....	do .....
7	Mato Sapi ..	Black Bear .....	.....	21	do .....	Shoshoni .....	Stepdaughter	do .....
8	.....	Charley American Horse.	.....	10	Full blood...	Oglala Sioux ...	Adopted son.....	do .....
9	A n e m o s h e n s e .	Little Dog .....	.....	76	do .....	Chippewa .....	Mother-in-law.	Widow ..
10	.....	Thomas Smith. ....	.....	34	White .....	English, naturalized United States.	Husband ...	Married
11	.....	Susan Smith. ....	.....	24	Full blood...	Oglala Sioux ...	Wife.....	do .....
12	.....	William Smith. ....	.....	2	Half-blood ..	do .....	Son .....	Single ...
13	Oye Luta ..	Red Track.....	.....	45	Full blood...	do .....	Mother .....	Divorced
14	Sunkawakanska.	White Horse.....	.....	25	do .....	do .....	Son .....	Single ...
15	Manitusunka.	Annie Wolf.....	.....	31	do .....	do .....	Lives alone..	do .....

Sample entries in register.

Date of marriage.	How married.	Name of father.	Number on this register.	Name of mother.	Number on this register.	Remarks.	Number on this register.
June, 1891	Indian custom	Black Feather	Dead.	Comes Again ...	42	.....	1
.....do.....	.....do.....	White man, not known.	.....	Little Dog .....	9	Transferred from White Earth.	2
.....	.....	American Horse	1	Red Dog Woman	19	.....	3
.....	.....	.....do.....	1	Star Comes Out.	36	.....	4
.....	.....	.....do.....	1	Little Bear .....	2	.....	5
.....	.....	Hole in Day (Chippewa).	.....	.....do.....	2	Has tribal rights at White Earth.	6
.....	.....	White Wolf (Shoshoni).	.....	.....do.....	2	Transferred to Pine Ridge Agency.	7
.....	.....	Parents unknown, both killed at battle	.....	.....	.....	.....	8
.....	.....	Wounded Knee.	.....	.....	.....	.....	9
.....	.....	Unknown.....	.....	Yellow Duck (Chippewa).	.....	Belongs at White Earth.	9
May 10, 1897	Clergyman ...	William Smith (English).	.....	Mary Smith (English).	.....	Inheritsestate in England.	10
.....do.....	.....do.....	American Horse	1	Star Comes Out.	36	.....	11
.....	.....	Thomas Smith	10	Susan Smith....	11	.....	12
.....	.....	Elk Tooth.....	Dead.	Big Eyes .....	21	.....	13
.....	.....	American Horse	1	Red Track.....	13	.....	14
.....	.....	Kicking Bear ..	51	Old Day .....	Dead.	.....	15



## REGULATIONS GOVERNING LOGGING ON WHITE EARTH AND RED LAKE DIMINISHED RESERVATIONS, MINNESOTA.

[Act of Congress approved June 7, 1897 (30 Stats., 62-90).]

1. The Indians of the White Earth and Red Lake diminished reservations, in Minnesota, are hereby authorized, with the approval and under the continuing supervision of Capt. W. A. Mercer, U. S. A., acting Indian agent in charge of the Leech Lake Agency, to log and dispose of the dead timber, standing or fallen, on said diminished reservations.

2. Such timber on said diminished reservations as will run 25 per cent merchantable and measure not less than 6 inches in diameter at the small end shall be logged, banked, scaled, and disposed of as hereinafter provided.

3. Said Indians shall employ, through said acting Indian agent, Indians in the logging of said timber on said diminished reservations, if there are enough competent Indians to properly conduct the work, and if there should not be a sufficient number of competent Indians residing on said diminished reservations to properly conduct the logging operations, then preference shall be given to Chippewa Indians of other reservations in the State of Minnesota, and after these resources have been exhausted the employment of white labor is authorized, to the end that operations once having been commenced may be pushed to a successful conclusion during this logging season.

4. Said acting Indian agent having supervision of the logging is authorized to employ competent white men as foremen to have charge of logging camps. He is also authorized to hire a competent bookkeeper at a reasonable compensation to keep the accounts of the logging operations at such central point as may be designated by him, and such employee shall keep a full and complete record, under the direction and supervision of the acting Indian agent in charge, of all expenditures by reason of the logging operations, of money received from the sale of timber, and of the amount and different kinds of timber logged and sold, the respective tracts from which taken, where banked, by whom scaled, to whom sold, and a correct account of all labor employed, the names of the employees, and the periods for which they are paid. These accounts shall be in the nature of a permanent record and shall at all times be subject to the inspection of the proper officials of the Interior Department.

5. The logs shall be cut into such merchantable lengths as will best enhance the value of the same, and shall be banked on the shore of the nearest stream or lake or on the nearest line of railway that will permit of the sale of the logs to the best advantage.

6. The acting Indian agent having supervision of the logging is authorized to employ a sufficient number of competent scalers, whose duty it shall be to scale all logs under "Scribner's Rules," and said logs shall, when sold, be disposed of on the basis of the scale rendered by such scalers; and he is authorized to pay said scalers not exceeding \$60 per month, one-half of which shall be paid by the acting Indian agent having supervision of the logging, from the proceeds of the sale of the logs, and the other half by the purchaser of the logs.

7. Scalers shall be required to keep a permanent scale record and shall submit a weekly report of all work performed by them to the superintendent of logging in charge of the district within which they are employed, and the superintendent of logging shall forward a copy of said report to the office of said acting Indian agent.

8. The logs shall be scaled at the landings, and all logs containing not less than 25 per cent of merchantable timber and which are not less than 6 inches in diameter at the small end shall be scaled, and should any difference of opinion arise between the scalers and the loggers or between the scalers and the purchasers of the logs as to the quantity of merchantable timber in any log or logs, the matter shall be referred to the superintendent of logging in charge of the district, and if it is determined by him

that such log or logs contain not less than 25 per cent of merchantable timber and that such log or logs are not less than 6 inches in diameter at the small end, said log or logs shall then be duly banked.

9. The logs scaled by any scaler must be kept separate from the logs scaled by any other scaler, and each log shall be numbered indelibly on one end consecutively, in separate series, and the number of these logs shall be entered in the permanent scale record opposite the scale of said logs, to the end that the work of any scaler may at any time be intelligently checked by the authorized supervisors of the work.

10. Records of the scale of the various kinds of timber shall be entered separately, except in particular instances where the regulations may provide for a record of the scale without regard to the kind or class of timber, as when the timber is sold at an average price per thousand feet without regard to the kind or class.

11. The Indians are authorized, through the acting Indian agent, to enter into formal contracts, in triplicate, with persons or firms for the sale of the logs cut from said diminished reservations at the best prices that can be obtained therefor from reliable and responsible purchasers.

12. The acting Indian agent having supervision of the logging shall, in his discretion, place in charge of certain logging districts, the limits of which shall hereafter be determined by him, the three superintendents of logging now employed at the Leech Lake Agency, and it shall be their duty to supervise all logging operations within their respective districts, and all minor technical questions of procedure shall be referred to them, and the decision of said superintendents of logging shall be final when approved by said acting Indian agent.

13. To insure prompt and business-like logging, the said Indians are authorized, through said acting Indian agent, to hire the necessary labor, teams, camp equipage, logging material of all kinds whatsoever, to purchase the necessary provisions, fuel, forage, stationery, postage, and to incur necessary telegraphic expenses, and to pay the actual traveling expenses of the Indian agent and of the superintendent of logging on official trips to and from his headquarters and from camp to camp necessary for the economical and efficient conduct of the logging operations. Said expenses and all other expenses incident to and connected with the cutting and sale of said timber shall be paid from the proceeds of the sale of the logs.

14. Said Indians are further authorized, through said acting Indian agent, if it is found to be practicable, economical, and in their opinion desirable, to hire from the respective purchasers who have contracted to buy the logs cut from said diminished reservations the necessary camp equipage, teams, logging outfits, etc., complete, and to buy the necessary provisions, fuel, forage, and camp supplies from said parties, or to hire the said logging outfits complete or to purchase the provisions and supplies from other sources, or to purchase necessary logging outfits, or to hire logging outfits from persons or firms other than the purchaser of the logs, if deemed advisable, and to pay for the hire of material and purchase of provisions and camp supplies from funds which said acting Indian agent, for and on behalf of said Indians, is hereby authorized to receive as advanced payment of the logs from the purchaser, the amount so advanced to be credited to the account of said contractor and to be applied by said acting Indian agent on the payment of the logs purchased by such contractor.

15. Said Indians are authorized, through said acting Indian agent, if found advisable in the economical conduct of the logging operations, to sublet contracts for logging to responsible and competent Indians, or to persons or firms who have agreed to purchase the logs, or to other responsible loggers, such arrangement to cover all expenses of labor and material for logging and banking the said logs at the points to be selected by said Indians through said acting Indian agent and in compliance with all the requirements of these rules and regulations.

16. The headquarters of said acting Indian agent shall be located at the Leech Lake Agency, and said acting Indian agent of the Leech Lake Agency is hereby authorized and directed to provide all necessary office space, fuel, and, so far as possible, official stationery for the use of said office.

17. No green or growing timber shall be cut or removed from said reservations except such as may be necessary for boom sticks and roadways.

18. The proceeds arising from the sale of the timber shall, after deducting all expenses incident to, connected with, and necessary to proper logging operations, be deposited in the United States Treasury to the credit of the proper Indians, except where timber is cut from allotted lands, in which event the proceeds, after deducting the proper and necessary expenses incident to cutting, banking, and scaling the same, shall be paid to the allottee by said acting Indian agent.

W. A. JONES, *Commissioner.*

Approved December 21, 1900.

E. A. HITCHCOCK, *Secretary.*

## REGULATIONS CONCERNING RIGHT OF WAY FOR TELEPHONE AND TELEGRAPH LINES THROUGH INDIAN LANDS.

DEPARTMENT OF THE INTERIOR,  
OFFICE OF INDIAN AFFAIRS,  
Washington, D. C., March 15, 1901.

The following regulations are prescribed under section 3 of the act of March 3, 1901 (Public—No. 137), granting right of way for a telephone and telegraph line through any Indian reservation, through any lands held by an Indian tribe or nation in the Indian Territory, lands reserved for an Indian agency or Indian school, or for other purpose in connection with the Indian service, or allotted lands:

1. Section 3 of the act of Congress approved March 3, 1901, entitled "An act making appropriations for the current and contingent expenses of the Indian Department and for fulfilling treaty stipulations with various Indian tribes for the fiscal year ending June thirtieth, nineteen hundred and two, and for other purposes," is as follows:

"SEC. 3. That the Secretary of the Interior is hereby authorized and empowered to grant a right of way, in the nature of an easement, for the construction, operation, and maintenance of telephone and telegraph lines and offices for general telephone and telegraph business through any Indian reservation, through any lands held by an Indian tribe or nation in the Indian Territory, through any lands reserved for an Indian agency or Indian school, or for other purpose in connection with the Indian service, or through any lands which have been allotted in severalty to any individual Indian under any law or treaty, but which have not been conveyed to the allottee with full power of alienation, upon the terms and conditions herein expressed. No such lines shall be constructed across Indian lands, as above mentioned, until authority therefor has first been obtained from the Secretary of the Interior, and the maps of definite location of the lines shall be subject to his approval. The compensation to be paid the tribes in their tribal capacity and the individual allottees for such right of way through their lands shall be determined in such manner as the Secretary of the Interior may direct, and shall be subject to his final approval, and where such lines are not subject to State or Territorial taxation the company or owner of the line shall pay to the Secretary of the Interior, for the use and benefit of the Indians, such annual tax as he may designate, not exceeding five dollars for each ten miles of line so constructed and maintained; and all such lines shall be constructed and maintained under such rules and regulations as said Secretary may prescribe. But nothing herein contained shall be so construed as to exempt the owners of such lines from the payment of any tax that may be lawfully assessed against them by either State, Territorial, or municipal authority; and Congress hereby expressly reserves the right to regulate the tolls or charges for the transmission of messages over any lines constructed under the provisions of this act: *Provided*, That incorporated cities and towns into or through which such telephone or telegraphic lines may be constructed shall have the power to regulate the manner of construction therein, and nothing herein contained shall be so construed as to deny the right of municipal taxation in such towns and cities." \* \* \*

2. No company or individual is authorized to construct a telephone or telegraph line across Indian lands as mentioned in the foregoing section of the act of March 5, 1901, until authority therefor has first been obtained from the Secretary of the Interior.

3. Any company or individual desiring to obtain such permission must file an application therefor in this office, for transmission to the Secretary of the Interior. Such application should, in as particular a manner as possible, describe the route of the proposed telephone or telegraph line within the lands named in the above section, and must be accompanied, in the care of a company or corporation, by—

First. A copy of its articles of incorporation, duly certified to by the proper officer

of the company under its corporate seal, or by the secretary of the State or Territory where organized.

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

Third. 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.

Fourth. When a company is operating in a State or Territory other than that in which it is incorporated, the certificate of the proper officer of the State or Territory is required that it has complied with the laws of that State or Territory governing foreign corporations to the extent required to entitle the company to operate in such State or Territory.

Fifth. The official statement, under seal of the proper officer, that the organization has been completed; that the company is fully authorized to proceed with the construction of the line of telephone or telegraph according to the existing law. (Form 1.)

Sixth. An affidavit by the president, under the seal of the company, showing the names and designations of its officers at the date of the filing of the proofs. (Form 2.)

Seventh. Satisfactory evidence of the good faith of the company and its financial ability in the matter of the construction of the proposed line.

4. It is further provided in said section that maps of definite location of the lines shall be subject to the approval of the Secretary of the Interior.

5. All maps of location presented for approval under said section 3 should be filed with this office and should be drawn on tracing linen and in duplicate.

6. Where the proposed line is greatly in excess of 20 miles, separate maps should be filed in 20-mile sections.

7. Where grounds are required for office purposes, the exact location of the same should be noted upon the maps of location, but separate plats of such grounds must be filed and approved.

8. The scale of maps showing the line of route should be 2,000 feet to an inch. The maps may, however, be drawn to a larger scale when necessary; but the scale must not be so greatly increased as to make the map inconveniently large for handling. Plats of grounds required for office purposes should be drawn on a scale of 50 feet to an inch, and must be filed separately from the line of route. Such plats should show enough of the line of route to indicate the position of the tract with reference thereto.

9. The termini of the line of route should be fixed by reference of course and distance to the nearest existing corner of the public survey. The map, engineer's affidavit, and president's certificate (Forms 3 and 4) should each show these conditions. A tract for grounds for office purposes must be similarly referenced and described on the plat.

10. In filing maps of location for approval under said section 3, the same should be accompanied by the affidavit of the president or other principal officer of the company, defining the purpose, intent, and financial ability of the company in the matter of the construction of the proposed line. Further, each map should be accompanied by evidence of the service of an exact copy thereof, and the date of such service upon (1) in case of allottees, or in case of a reservation, the agent in charge; (2) in case of the Five Civilized Tribes, upon the principal chief or secretary of such tribe or nation.

11. No action will be taken upon such map until the expiration of twenty days from the date of such service.

12. A company will not be permitted to proceed with the construction of any portion of its line until the map showing the location thereof has first been approved by the Secretary of the Interior.

13. When a line of telephone or telegraph is constructed, an affidavit of the president setting forth the fact must be filed in this office in duplicate. If a change from the route indicated upon the approved map of location is found to be necessary, on account of engineering difficulties or otherwise, new maps and field notes of the changed route must be filed and approved, and a right of way upon such changed lines must be acquired, damages ascertained, and compensation paid on account thereof, in all respects as in the case of the original location, before construction can be proceeded with upon such changed line.

14. Upon the approval of the map of definite location specific directions will be given in the matter of the acquirement of the right of way and determination of damages occasioned by the construction of the line.

15. The conditions on different reservations throughout the country are so varied



(4)

I, \_\_\_\_\_, do hereby certify that I am the president of the \_\_\_\_\_ company; that \_\_\_\_\_, who subscribed the foregoing affidavit, was employed to make the survey by the said company; that the survey of line of route of the company's lines, as accurately represented on the accompanying map, was made under authority of the company; that the said line of route so surveyed and as represented on the said map was adopted by the company by resolution of its board of directors on the \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, as the definite location of the telephone and telegraph line from \_\_\_\_\_ to \_\_\_\_\_, a distance of \_\_\_\_\_ miles; and that the map has been prepared to be filed for the approval of the Secretary of the Interior, in order that the company may obtain the benefits of the third section of the act of Congress approved March 3, 1901 (Public—No. 137), entitled "An act making appropriations for the current and contingent expenses of the Indian Department and for fulfilling treaty stipulations with various Indian tribes for the fiscal year ending June thirtieth, nineteen hundred and two, and for other purposes."

Attest:

\_\_\_\_\_  
President of the \_\_\_\_\_ Company.

\_\_\_\_\_  
Secretary.  
[SEAL OF COMPANY.]

8593—01—41

## TRUST FUNDS AND TRUST LANDS.

The following statements show the transactions in the Indian trust funds and trust lands during the year ending October 31, 1901.

Statement A shows in detail the funds in the Treasury to the credit of the various tribes.

A statement will also be found showing the transactions arising on account of moneys derived from the sale of Indian lands.

### A.—Statement of funds held in trust by the Government in lieu of investment.

Tribe and fund.	Date of acts, resolutions, or treaties.	Statutes at Large.			Amount in the United States Treasury.	Annual interest at 4 and 5 per cent.
		Vol.	Page.	Sec.		
Apache, Kiowa, and Comanche fund.....	June 6, 1900				\$2,000,000.00	\$100,000.00
Blackfeet Reservation 4 per cent fund.....	June 10, 1896	29	354	2	165,446.68	6,617.87
	July 1, 1898					
	Apr. 1, 1880					
Cherokee asylum fund.....	do	21	70		64,147.17	3,207.37
Cherokee national fund.....	do	21	70		1,428,543.21	71,427.16
Cherokee orphan fund.....	do	21	70		374,679.31	18,733.96
Cherokee school fund.....	do	21	70		851,919.21	42,595.96
Cheyenne and Arapaho in Oklahoma fund.....	do	21	70		1,000,000.00	50,000.00
	do	21	70		1,206,695.66	60,334.78
Chickasaw national fund.....	Mar. 3, 1901				60,000.00	
Chippewa and Christian Indians fund.....	Apr. 1, 1880	21	70		1,889.82	94.49
Choctaw.....	Jan. 20, 1825	7	236	9	390,257.92	19,512.89
	June 22, 1855	11	614	3		
	Apr. 1, 1880	21	70			
Choctaw general fund.....	do	21	70		348,523.00	17,426.15
Choctaw orphan fund.....	do	21	70		39,710.69	1,985.53
Choctaw school fund.....	do	21	70		49,472.70	2,473.64
Creek general fund.....	do	21	70		1,473,562.95	73,678.14
Creek.....	Aug. 7, 1856	11	701	6	200,000.00	10,000.00
	June 14, 1866	14	786	3	275,168.00	13,758.40
Crow fund <sup>1</sup> .....	Aug. 27, 1892				171,005.04	8,550.25
Crow Creek 4 per cent fund.....	Mar. 2, 1895	28	888	1	168,335.10	6,733.40
Fort Belknap Reservation 4 per cent fund.....	June 10, 1896	29	350	2	190,065.85	7,602.63
	July 1, 1898					
Fort Hall Reservation 4 per cent fund.....	June 6, 1900				375,000.00	15,000.00
Iowa.....	May 17, 1854	10	1071	9	57,500.00	2,875.00
Iowa fund.....	Apr. 1, 1880	21	70		171,543.37	8,577.16
Kaw.....	June 14, 1846	9	842	2	135,000.00	6,750.00
Kaw general fund.....	June 29, 1888	25	221	1	27,079.38	1,353.97
Kaw school fund.....	Apr. 1, 1880	21	70		27,174.41	1,358.72
Kickapoo.....	May 18, 1854	10	1079	2	66,554.43	3,327.72
Kickapoo general fund.....	Apr. 1, 1880	21	70		91,900.79	4,595.03
Kickapoo in Oklahoma fund.....	June 10, 1896				33,443.82	1,672.19
L'Anse and Vieux Désert Chippewa fund.....	Apr. 1, 1880	21	70		20,000.00	1,000.00
Mnominee fund.....	do	21	70		153,039.38	7,651.96
Menominee log fund.....	June 12, 1890	26	146	3	1,376,343.49	68,817.17
Nez Percé of Idaho fund.....	Aug. 15, 1894	28	331	3	5,137.01	256.85
Omaha fund.....	Apr. 1, 1880	21	70		464,545.47	23,227.27
Osage.....	June 2, 1825	7	242	6	69,120.00	3,456.00
	Apr. 1, 1880	21	70		8,311,070.53	415,553.52
	July 15, 1870	16	36	12		
	May 9, 1872	17	91	2		
	June 16, 1880	21	291			
Osage school fund.....	Apr. 1, 1880	21	70		119,911.53	5,995.58
Oto and Missouri fund.....	Aug. 15, 1876	19	208		780,598.46	38,029.93
Pawnee fund.....	Apr. 12, 1876	19	28		400,001.15	20,000.06
Ponca fund.....	Mar. 3, 1881	21	422		70,000.00	3,500.00
Potawatomi.....	June 5, 1846	9	854	7	230,064.20	11,503.21
	June 17, 1846					
Potawatomi education fund.....	Apr. 1, 1880	21	70		76,993.93	3,849.70
Potawatomi general fund.....	do	21	70		89,618.57	4,480.93
Potawatomi mill fund.....	do	21	70		17,482.07	874.10
Puyallup 4 per cent school fund.....	Mar. 3, 1893	23	633		67,995.52	2,719.82

## A.—Statement of funds held in trust by the Government in lieu of investment—Continued.

Tribe and fund.	Date of acts, resolutions, or treaties.	Statutes at Large.			Amount in the United States Treasury.	Annual interest at 4 and 5 per cent.
		Vol.	Page.	Sec.		
Round Valley general fund.....	Oct. 1, 1890	26	658	.....	\$2,312.04	\$115.60
Sauk and Fox of the Mississippi.....	(Oct. 2, 1837	7	541	2	200,000.00	10,000.00
	(Oct. 11, 1842	7	596	1	800,000.00	40,000.00
Sauk and Fox of the Mississippi fund.....	Apr. 1, 1880	21	70	.....	12,164.96	608.25
Sauk and Fox of the Mississippi in Oklahoma fund.....	do	21	70	.....	252,033.33	12,601.66
Sauk and Fox of the Mississippi in Iowa fund.....	June 10, 1896	.....	.....	.....	38,603.93	1,930.20
Sauk and Fox of the Missouri.....	Oct. 21, 1837	7	543	2	157,400.00	7,870.00
Sauk and Fox of the Missouri fund.....	Apr. 1, 1880	21	70	.....	21,659.12	1,082.96
Seminole general fund.....	do	21	70	.....	1,500,000.00	75,000.00
Seminole.....	[Aug. 7, 1856	11	702	8	500,000.00	25,000.00
	[Mar. 21, 1866	14	757	3	70,000.00	3,500.00
Seneca of New York.....	June 27, 1846	9	35	2-3	118,050.00	5,902.50
Seneca fund.....	[Apr. 1, 1880	21	70	.....	40,979.60	2,048.98
	[Mar. 3, 1901	.....	.....	.....	73,800.00	.....
Seneca and Shawnee fund.....	Apr. 1, 1880	21	70	.....	15,140.42	757.02
Seneca (Tonawanda band) fund.....	do	21	70	.....	86,950.00	4,347.50
Shawnee, Eastern fund.....	Mar. 3, 1901	.....	.....	.....	20,600.00	.....
Shoshoni and Bannock fund.....	July 3, 1882	22	149	2	43,684.94	2,184.21
Siletz general fund.....	Aug. 15, 1894	28	324	2	97,950.00	4,897.50
Sioux fund.....	Mar. 2, 1889	25	895	17	3,000,000.00	150,000.00
Sisseton and Wahpeton fund.....	Apr. 1, 1880	21	70	.....	893,684.85	44,684.24
Stockbridge consolidated fund.....	Feb. 6, 1871	16	405	.....	75,988.60	3,799.43
Tonkawa fund <sup>2</sup> .....	Mar. 3, 1893	27	643	11	25,725.00	1,286.25
Umatilla general fund.....	Apr. 1, 1880	21	70	.....	159,164.90	7,958.24
Umatilla school fund.....	do	21	70	.....	36,740.27	1,837.01
Ute 5 per cent fund.....	Apr. 29, 1874	18	41	2	500,000.00	25,000.00
Ute 4 per cent fund.....	June 15, 1880	21	204	5	1,250,000.00	50,000.00
Uinta and White River Ute fund.....	Apr. 1, 1880	21	70	.....	3,616.11	180.80
Winnebago.....	(Nov. 1, 1837	7	546	4	804,909.17	40,245.45
	July 15, 1870	16	355	.....	78,340.41	3,917.02
Yankton Sioux fund.....	Aug. 15, 1894	28	319	3	480,000.00	24,000.00
Amount of 4 and 5 per cent funds, as above stated, held by the Government in lieu of investment.....					35,036,037.47	.....
Amount of annual interest.....						1,721,913.33

<sup>1</sup> Annual report, 1892, page 748.<sup>2</sup> See Senate Ex. Doc. 13, first session Fifty-second Congress.

The changes in the statement of funds held in lieu of investment are accounted for as follows:

These funds have been increased by—		
Establishment of Eastern Shawnee fund.....		\$20,600.00
Establishment of Fort Hall Reservation 4 per cent fund.....		375,000.00
Establishment of Seneca fund.....		73,800.00
Increase of Apache, Kiowa, and Comanche fund.....		500,000.00
Increase of Cherokee school fund.....		231.10
Increase of Chickasaw national fund.....		60,000.00
Increase of Kaw general fund.....		100.49
Increase of Menominee log fund.....		149,000.04
Increase of Omaha fund.....		54,875.32
Increase of Osage fund.....		39,927.15
Increase of Oto and Missouri fund.....		89,799.04
Increase of Pawnee fund.....		1.15
Increase of Puyallup 4 per cent school fund.....		34,525.32
Increase of Shoshoni and Bannock fund.....		3,880.00
Increase of Uinta and White River Ute fund.....		144.08
		1,401,883.69
And decreased by—		
Payments of Chippewa and Christian Indian fund.....	\$40,670.54	
Payments of Choctaw general fund.....	74,991.00	
Payments of Crow fund.....	47,736.13	
Payments of Fort Belknap Reservation 4 per cent fund.....	121,390.89	
Payments of Kickapoo 4 per cent fund.....	12,469.79	
Payments of Nez Percé of Idaho fund.....	81,364.43	
Payment of Sauk and Fox of the Mississippi in Oklahoma fund.....	47,966.67	
Payment of Siletz general fund.....	17,950.00	
Payment of Sisseton and Wahpeton fund.....	138,651.34	
		583,190.79
Net increase.....		818,692.90



The receipts and disbursements since November 1, 1900, as shown by the books of the Indian Office, on account of sales of Indian lands, are exhibited in the following statement:

Appropriations.	Acts and treaties.	On hand Nov. 1, 1900.	Amount received during year.	Disbursed during year.	On hand Nov. 1, 1901.
Proceeds of Sioux reservations in Minnesota and Dakota.	12 Stat., 819, act Mar. 3, 1863.	\$12,559.89	\$679.60	\$500.67	\$12,738.82
Proceeds of Southern Ute Reservation.	Act Feb. 20, 1895, 28 Stat., 678.	21,900.54	20,286.08	12,000.00	30,186.62
Fulfilling treaty with Kansas, proceeds of lands.	Art. 4, treaty of Oct. 5, 1859, 12 Stat., 1112.	27,015.61	72.12	8.35	27,079.38
Fulfilling treaty with Miami of Kansas, proceeds of lands.	Act of Mar. 3, 1872 ....	77.04	.....	.....	77.04
Fulfilling treaty with Omahas, proceeds of lands.	Act of July 31, 1872, and Aug. 7, 1882.	428,896.28	35,649.19	.....	464,545.47
Fulfilling treaty with Osage, proceeds of trust lands.	2d art. treaty Sept. 29, 1865, 2 sec. act July 15, 1870.	8,272,527.87	38,542.66	.....	8,311,070.53
Proceeds of Klamath River Reservation.	Act of June 17, 1892, 27 Stat., 52-53.	16,376.02	4,858.06	.....	21,234.08
Proceeds of New York Indian lands in Kansas.	Acts of Feb. 19, 1873, and June 23, 1874.	1,319.24	.....	.....	1,319.24
Fulfilling treaty with Winnebagos, proceeds of lands.	2d art. treaty 1859, act Feb. 2, 1863.	18,294.61	.....	.....	18,294.61
Fulfilling treaty with Shawnee, proceeds of lands.	Acts of Apr. 7, 1869, and Jan. 11, 1875.	299.50	.....	.....	299.50
Fulfilling treaty with Oto and Missouri, proceeds of lands.	Act of Aug. 15, 1876 ...	673,795.19	86,803.27	.....	760,598.46
Fulfilling treaty with Pawnee, proceeds of lands.	Act of Apr. 10, 1876....	400,000.00	1.15	.....	400,001.15
Fulfilling treaty with Umatilla, proceeds of lands.	Act of Aug. 5, 1882, 22 Stat., 177.	195,905.17	.....	.....	195,905.17
Total .....	.....	10,068,966.96	186,892.13	12,509.02	10,243,350.07

### INCOMES OF INDIAN TRIBES.

The following table shows the incomes of the various Indian tribes, from all sources, for the fiscal year ended June 30, 1901:

Tribes.	Interest on trust funds. <sup>1</sup>	Treaty and agreement obligations. <sup>2</sup>	Gratuities. <sup>3</sup>	Indian moneys, proceeds of labor and miscellaneous. <sup>4</sup>	Total.
Absentee Shawnee, Big Jim's Band .....	.....	.....	\$5,000.00	.....	\$5,000.00
Apache, Kiowa, and Comanche .....	\$80,136.99	.....	.....	\$116,146.67	196,283.66
Apache, Kiowa, Comanche, and Wichita .....	.....	.....	50,000.00	27,102.49	77,102.49
Cheyenne and Arapaho .....	50,000.00	.....	80,000.00	778.25	130,778.25
Cherokee .....	135,938.86	.....	.....	22,293.90	158,232.76
Chippewa and Christian Indian .....	1,808.93	.....	.....	225.00	2,033.93
Chippewas of the Mississippi .....	.....	\$5,000.00	.....	370.91	5,370.91
Chippewa in Minnesota .....	.....	190,000.00	.....	.....	190,000.00
Chickasaw .....	60,334.78	3,000.00	.....	46,210.55	109,545.33
Chippewa of Lake Superior .....	.....	.....	7,000.00	563.70	7,563.70
Chippewa, Turtle Mountain Band .....	.....	.....	13,000.00	.....	13,000.00

<sup>1</sup> Interest on uninvested funds held in trust by the Government under the provisions of the act of April 1, 1880 (21 Stats., 70), and other acts of Congress. Paid in cash, as provided by law, to the various Indian tribes, as treaties require, or expended under the supervision of the Department for the support, education, and civilization of the respective Indian tribes.

<sup>2</sup> Appropriated by Congress annually, under treaty stipulations, subject to changes by limitation of treaties. Expended under the supervision of the Department for the support, etc., of the Indians, or paid in cash, as provided by treaty.

<sup>3</sup> Donated by Congress for the necessary support of Indians having no treaties, or those whose treaties have expired, or whose funds arising from existing treaties are inadequate. Expended under the supervision of the Department.

<sup>4</sup> Proceeds of leasing of tribal lands for grazing and farming purposes, and results of Indian labor. Moneys collected through Indian agents and expended under the direction of the Department for the benefit of the Indians, or paid to them in cash per capita.

Tribe.	Interest on trust funds.	Treaty and agreement obligations.	Gratuities.	Indian moneys, proceeds of labor and miscellaneous.	Total.
Choctaw.....	\$25,708.81	\$32,729.29	.....	\$140,135.37	\$198,573.47
Cœur d'Alène.....	.....	11,500.00	.....	.....	11,500.00
Creek.....	73,678.14	49,968.40	.....	36,407.62	160,054.16
Crow Creek Sioux.....	6,733.40	.....	.....	82.00	6,815.40
Crow.....	11,198.02	45,000.00	.....	30,651.23	86,849.25
Confederated tribes and bands in middle Oregon.....	.....	.....	\$5,000.00	.....	5,000.00
Digger Indians.....	.....	.....	2,500.00	.....	2,500.00
Dwamish and other allied tribes in Washington.....	.....	.....	5,000.00	.....	5,000.00
Eastern Shawnee.....	.....	1,030.00	.....	.....	1,030.00
Fort Hall Indians.....	18,164.44	6,000.00	35,000.00	2,191.40	61,355.84
Flathead and other confederated tribes.....	.....	.....	8,000.00	.....	8,000.00
Flathead, Carlos's Band.....	.....	.....	8,000.00	.....	8,000.00
Indians in Arizona and New Mexico.....	.....	.....	255,000.00	12,154.61	267,154.61
Indians of Blackfoot Agency.....	6,617.86	150,000.00	.....	44.50	156,662.36
Indians of Fort Belknap Agency.....	12,655.75	.....	.....	22.00	12,677.75
Indians of Fort Berthold Agency.....	.....	80,000.00	.....	.....	80,000.00
Indians in California.....	.....	.....	15,000.00	.....	15,000.00
Indians at Fort Peck Agency.....	.....	.....	75,000.00	.....	75,000.00
Indians of Klamath Agency.....	.....	.....	5,000.00	145.95	5,145.95
Indians in Washington.....	.....	.....	17,000.00	.....	17,000.00
Indians of Lemhi Agency.....	.....	.....	13,000.00	.....	13,000.00
Indians in Nevada.....	.....	.....	14,900.00	.....	14,900.00
Indians in Oregon.....	.....	.....	10,000.00	.....	10,000.00
Iowa (Kansas).....	5,525.36	2,875.00	.....	.....	8,400.36
Iowa in Oklahoma.....	3,051.80	15,000.00	.....	.....	18,051.80
Kansas.....	2,708.04	6,750.00	2,500.00	17,590.74	29,548.78
Kickapoo (Kansas).....	5,349.04	3,327.72	.....	.....	8,676.76
Kickapoo (Oklahoma).....	1,672.18	.....	8,000.00	.....	9,672.18
L'Anse and Vieux Desert Chippewa.....	1,000.00	.....	.....	.....	1,000.00
Makah.....	.....	.....	3,000.00	.....	3,000.00
Menominee.....	65,384.21	.....	.....	.....	65,384.21
Mission Indians.....	.....	.....	1,500.00	1,570.00	3,070.00
Modoc in Indian Territory.....	.....	.....	1,000.00	.....	1,000.00
Molala.....	.....	3,000.00	.....	.....	3,000.00
Nez Percé (Idaho).....	3,453.49	.....	3,000.00	106.30	6,559.79
Nez Percé of Joseph's Band.....	.....	.....	4,000.00	.....	4,000.00
Northern Cheyenne and Arapaho.....	.....	99,000.00	.....	.....	99,000.00
Omaha.....	20,456.85	6,307.44	.....	784.52	27,548.81
Osage.....	419,464.23	3,456.00	.....	93,283.19	516,203.42
Oto and Missouri.....	33,952.42	.....	.....	1,575.00	35,527.42
Pawnee.....	20,000.00	47,100.00	.....	1,500.00	68,600.00
Ponca.....	3,500.00	.....	15,000.00	5,356.11	23,856.11
Potawatomi (Kansas).....	9,204.72	20,541.11	.....	36.00	29,781.83
Quapaw.....	.....	1,500.00	.....	.....	1,500.00
Quinaielt and Quileute.....	.....	.....	1,000.00	.....	1,000.00
Sauk and Fox of the Mississippi.....	14,457.53	51,000.00	.....	.....	65,457.53
Sauk and Fox of the Mississippi in Iowa.....	1,930.20	.....	.....	.....	1,930.20
Sauk and Fox of the Missouri.....	1,032.96	8,070.00	.....	.....	9,102.96
Seminole (Indian Territory).....	75,000.00	214,500.00	.....	.....	289,500.00
Seneca.....	2,048.98	3,690.00	.....	.....	5,738.98
Seneca, Tonawanda Band.....	4,347.50	.....	.....	.....	4,347.50
Seneca and Shawnee.....	757.02	.....	.....	.....	757.02
Seneca of New York.....	.....	11,902.50	.....	.....	11,902.50
Shoshoni and Arapaho in Wyoming.....	.....	10,000.00	.....	7,847.16	17,847.16
Shoshoni in Nevada.....	.....	.....	10,000.00	.....	10,000.00
Shoshoni in Wyoming.....	.....	.....	25,000.00	.....	25,000.00
Sioux, Yankton tribe.....	24,001.73	50,000.00	.....	647.66	74,649.39
Sioux of Devils Lake.....	.....	.....	20,000.00	.....	20,000.00
Sioux of different tribes.....	150,000.00	1,222,000.00	.....	7,980.36	1,379,980.36
Sisseton and Wahpeton Sioux.....	51,703.30	18,400.00	.....	.....	70,103.30
Six Nations of New York.....	.....	4,500.00	.....	750.00	5,250.00
Siletz Indians.....	5,786.43	.....	.....	.....	5,786.43
Spokane.....	.....	7,200.00	.....	.....	7,200.00
Stockbridge.....	3,799.42	.....	.....	.....	3,799.42
Tonkawa.....	1,286.24	.....	1,000.00	.....	2,286.24
Ute.....	75,000.00	53,740.00	.....	29,072.30	157,812.30
Uinta, etc.....	172.50	.....	.....	.....	172.50
Wallawalla, Cayuse, and Umatilla tribes <sup>1</sup> .....	9,795.26	.....	5,000.00	.....	14,795.26
Walapai in Arizona.....	.....	.....	5,000.00	.....	5,000.00
Winnebago.....	.....	44,162.47	.....	7,742.74	51,905.21
Yakima.....	.....	.....	5,000.00	.....	5,000.00
Shoshoni and Bannock.....	1,994.99	11,000.00	.....	.....	12,994.99
Total.....	1,500,862.38	2,493,249.93	733,400.00	\$611,368.23	5,338,880.54

<sup>1</sup>Umatilla tribe only.<sup>2</sup>In addition to this, individual Indians derive an additional income, the aggregate of which it is impossible to give, but it must be very large, from sales of beef cattle and various products to the Government, the freighting of Indian supplies, the sales of products to private persons, and from the leasing or working on shares of allotted lands.

## Statement showing the present liabilities of the United States to Indian tribes under treaty stipulations.

Names of treaties.	Description of annuities, etc.	Number of installments yet unappropriated, explanations, etc.	Reference to laws, Statutes at Large.	Annual amount necessary to meet stipulations indefinite as to time now allowed, but liable to be discontinued.	Aggregate of future appropriations that will be required during a limited number of years to pay limited annuities incidentally necessary to effect the payment.	Amount of annual liabilities of a permanent character.	Amount held in trust by the United States on which 5 per cent is annually paid, and amounts which, invested at 5 per cent, produce permanent annuities.
Apache, Kiowa, and Comanche.	Interest on \$2,000,000 at 5 per cent per annum.	Agreement of Oct. 6, 1882, approved June 6, 1900.				\$100,000.00	\$2,000,000.00
Cheyenne and Arapaho.	Interest on \$1,000,000 at 5 per cent per annum.	Agreement approved Mar. 3, 1891, 26 Stats., 1025.				50,000.00	1,000,000.00
Fulfilling treaties with Chippewa of the Mississippi.	Ten installments of annuity, due, \$1,000 each.	One installment due.	Vol. 9, p. 904, art. 3; vol. 16, p. 719 art. 5.	\$1,000.00			
Choctaw.	Permanent annuities.	Second article treaty of Nov. 16, 1805, \$3,000; thirteenth article treaty of Oct. 18, 1820, \$600; second article treaty of Jan. 20, 1825, \$6,000.	Vol. 7, p. 99, § 2; vol. 11, p. 614, § 13; vol. 7, p. 213, § 13; vol. 7, p. 235, § 2.			9,600.00	
Do.	Provisions for smiths, etc.	Sixth article treaty of Oct. 18, 1820; ninth article treaty of Jan. 20, 1825.	Vol. 7, p. 212, § 6; vol. 7, p. 236, § 9; vol. 7, p. 614, § 13.			920.00	
Do.	Interest on \$390,257.92, articles 10 and 13, treaty of Jan. 22, 1855.		Vol. 11, p. 614, § 13.			19,512.89	390,257.92
Coeur d'Alene.	Fifteen installments of \$8,000 each, under sixth article, agreement of Mar. 26, 1887, ratified by act of Mar. 3, 1891.	Five installments of \$8,000 each, unappropriated.	26 Stats., 1028.	\$8,500.00	40,000.00		
Do.	Employees as per eleventh article of said agreement.						
Do.	Permanent annuities.						
Creek.	Do.	Treaty of Aug. 7, 1790.	Vol. 7, p. 36, § 4.			1,500.00	
Do.	Do.	Treaty of June 16, 1802.	Vol. 7, p. 69, § 2.			3,000.00	
Do.	Do.	Treaties of Jan. 24, 1826, and Aug. 7, 1856.	Vol. 7, p. 287.			20,000.00	
Do.	Smiths, shops, etc.	Treaty of Jan. 24, 1826.	Vol. 7, p. 287, § 8.			1,110.00	22,200.00
Do.	Wheelwright, permanent.	Treaties of Jan. 24, 1826, and Aug. 7, 1856.	Vol. 7, p. 287, § 8; vol. 11, p. 700, § 5.			600.00	12,000.00

Do.....	Allowance, during the pleasure of the President, for blacksmiths, assistants, shops, and tools, iron and steel wagon maker education, and assistants in agricultural operations, etc.	Treaties of Feb. 14, 1833, and Aug. 7, 1856.	Vol. 7, p. 419, § 5; Vol. 11, p. 700, § 5.	840.00 270.00 600.00 1,000.00 2,000.00	.....	.....	.....
Do.....	Interest on \$200,000 held in trust, sixth article treaty Aug. 7, 1856.	Treaty of Aug. 7, 1856	Vol. 11, p. 700, § 6.	10,000.00	.....	.....	200,000.00
Do.....	Interest on \$275,168 held in trust, third article treaty June 14, 1856, to be expended under the direction of the Secretary of the Interior.	Expended under the direction of the Secretary of the Interior.	Vol. 14, p. 786, § 3.	13,758.40	.....	.....	275,168.00
Do.....	Interest on \$2,000,000 at 5 per cent per annum.	Act. Mar. 1, 1889	25 Stats., 789	.....	.....	.....	1,473,562.95
Crow.....	For pay of physician, carpenter, miller, engineer, farmer, and blacksmith.	Treaty of May 7, 1868	Vol. 15, p. 651, § 9.	4,500.00	.....	.....	.....
Do.....	Blacksmith, iron and steel, and for seeds and agricultural implements.	Estimated at	Vol. 15, p. 651, § 8.	1,500.00	.....	.....	.....
Do.....	Twenty-five installments of \$30,000 each, in cash or otherwise, under the direction of the President.	Five installments of \$30,000 each due.	Act of Apr. 11, 1882.	150,000.00	.....	.....	.....
Iowa.....	Interest on \$57,500, being the balance on \$157,500.	Interest on \$57,500, being the balance on \$157,500.	Vol. 10, p. 1071, § 9	.....	.....	.....	57,500.00
Iowa in Oklahoma.	Five annual installments of \$3,000; five annual installments of \$2,400; five annual installments of \$1,800; five annual installments of \$1,200, to be paid per capita.	Ten installments mentioned in first column.	Vol. 26, p. 756, § 7.	15,000.00	.....	.....	.....
Indians of Black-foot Agency.	Nine installments to be disposed of as provided in article 2 of agreement, act June 10, 1896.	Five installments of \$150,000 each due.	Vol. 29, p. 354	750,000.00	.....	.....	.....
Indians of Fort Hall Agency.	Twenty installments of annuity of \$6,000	Expended under the direction of the Secretary of the Interior; seven installments due.	Agreement of Feb. 23, 1889.	42,000.00	.....	.....	.....
Kansas	Interest on \$35,000, at 5 per cent	.....	Vol. 9, p. 842, § 2.	6,750.00	.....	.....	135,000.00
Kickapoo	Interest on \$66,554.43, at 5 per cent	.....	Vol. 10, p. 1079, § 2	3,927.72	.....	.....	66,554.43
Motel.....	Pay of teacher to manual-labor school and subsistence of pupils, etc.	Treaty of Dec. 21, 1855	Vol. 12, p. 982, § 2.	3,000.00	.....	.....	.....
Nez Percé.....	Salary of five matrons for schools, five assistant teachers, farmer, carpenter, and five millers	Treaty of June 9, 1863	Vol. 14, p. 650, § 5.	6,000.00	.....	.....	.....
Northern Cheyenne and Arapaho.	Subsistence and civilization, per agreement of Feb. 28, 1877.	Estimated at	Vol. 19, p. 256	90,000.00	.....	.....	.....
Do.....	Pay of two teachers, two carpenters, two farmers, miller, blacksmith, engineer, and physician.	.....do.....	Vol. 15, p. 658, § 7.	9,000.00	.....	.....	.....
Osage.....	Interest on \$69,120, at 5 per cent, for educational purposes.	Resolution of Senate dated Jan. 19, 1838, to treaty of Jan. 2, 1825.	Vol. 7, p. 242, § 6.	3,456.00	.....	.....	69,120.00
Pawnee.....	Annuity goods and such articles as may be necessary.	Treaty of Sept. 24, 1857	Vol. 11, p. 729, § 2.	.....	.....	.....	.....
Do.....	Support of two manual-labor schools and pay of teachers.	.....do.....	Vol. 11, p. 729, § 3.	10,000.00	.....	.....	.....

## Statement showing the present liabilities of the United States to Indian tribes under treaty stipulations—Continued.

Names of treaties.	Description of annuities, etc.	Number of installments yet unappropriated, explanations, etc.	Reference to laws, Statutes at Large.	Annual amount necessary to meet stipulations indefinite as to time now allowed, but liable to be discontinued.	Aggregate of future appropriations that will be required during a limited number of years to pay limited annuities incidentally necessary to effect the payment.	Amount of annual liabilities of a permanent character.	Amount held in trust by the United States on which 5 per cent is annually paid, and amounts which, invested at 5 per cent, produce permanent annuities.
Pawnee.....	For iron and steel and other necessary articles for shops, and pay of two blacksmiths, one of whom is to be tin and gun smith, and compensation of two strikers and apprentices.	Estimated for iron and steel, \$600; two blacksmiths, \$1,200; and two strikers, \$480.	Vol. 11, p. 729, § 4.	\$2,180.00	.....	.....	.....
Do.....	Farming utensils and stock, pay of farmer, miller, and engineer, and compensation of apprentices to assist in working in the mill and keeping in repair grist and saw mill. Amount to be expended during the pleasure of the President for purpose of civilization.	Estimated.....	Vol. 12, p. 780, § 4.	4,400.00	.....	.....	.....
Ponca.....	Permanent annuity in money.....	Treaty of Mar. 12, 1868.....	Vol. 12, p. 998, § 2.	15,000.00	.....	.....	.....
Potawatomi.....	do.....	Aug. 3, 1795.....	Vol. 7, p. 51, § 4.	.....	.....	\$887.80	\$7,156.00
Do.....	do.....	Sept. 30, 1809.....	Vol. 7, p. 114, § 8	.....	.....	178.90	3,578.00
Do.....	do.....	Oct. 2, 1818.....	Vol. 7, p. 185, § 8	.....	.....	894.50	17,890.00
Do.....	do.....	Sept. 20, 1828.....	Vol. 7, p. 317, § 2	.....	.....	715.00	14,312.00
Do.....	Permanent annuities.....	July 29, 1829.....	Vol. 7, p. 380, § 2	.....	.....	5,724.77	114,495.40
Do.....	Permanent provision for 3 blacksmiths and assistants, iron and steel.....	Oct. 16, 1826; Sept. 20, 1828; July 29, 1829.....	Vol. 7, p. 296, § 8; Vol. 7, p. 318, § 2; Vol. 7, p. 321, § 2	.....	.....	1,008.99	20,179.80
Do.....	Permanent provision for furnishing salt.....	July 29, 1829.....	Vol. 7, p. 320, § 2	.....	.....	156.54	3,180.80
Do.....	Permanent provision for payment of money in lieu of tobacco, iron, and steel.....	Sept. 29, 1828; June 5 and 17, 1846.....	Vol. 7, p. 318, § 2; Vol. 9, p. 855, § 10;	.....	.....	107.34	2,146.80
Do.....	For interest on \$230,064.20, at 5 per cent.....	June 5 and 17, 1846.....	Vol. 9, p. 855, § 7	.....	.....	11,503.21	230,064.20
Quapaw.....	For education, smith, farmer, and smith shop during the pleasure of the President.....	\$1,000 for education; \$500 for smith, etc.....	Vol. 7, p. 425, § 3	1,500.00	.....	.....	.....
Sauk and Fox of Mississippi.....	Permanent annuity.....	Treaty of Nov. 3, 1804.....	Vol. 7, p. 85, § 3	.....	.....	1,000.00	20,000.00
Do.....	Interest on \$200,000, at 5 per cent.....	Treaty of Oct. 21, 1837.....	Vol. 7, p. 541, § 2	.....	.....	10,000.00	200,000.00
Do.....	Interest on \$800,000, at 5 per cent.....	Treaty of Oct. 21, 1842.....	Vol. 7, p. 596, § 2	.....	.....	40,000.00	800,000.00
Sauk and Fox of the Mississippi.....	Interest on \$900,000, at 5 per cent per annum.....	Act Feb. 13, 1891.....	26 Stats., 758	.....	.....	15,000.00	300,000.00

			Vol. 7, p. 543, § 2	7, 870.00	157,400.00
Sank and Fox of Missouri.	Interest on \$157,400, at 5 per cent.	Treaty of Oct. 21, 1837			
Do.	For support of school.	Treaty of Mar. 6, 1861	200.00		
Seminole	Interest on \$500,000, eighth article of treaty of Aug. 7, 1856.	\$25,000 annual annuity		25,000.00	500,000.00
Do.	Interest on \$70,000, at 5 per cent.	Support of schools, etc.		3,500.00	70,000.00
Do.	Interest on \$1,500,000, at 5 per cent per annum.	Mar. 2, 1889		75,000.00	1,500,000.00
Seneca of N. Y.	Permanent annuities.	Feb. 19, 1831		6,000.00	120,000.00
Do.	Interest on \$75,000, at 5 per cent.	Act of June 27, 1846		3,750.00	75,000.00
Do.	Interest on \$43,050, transferred from the Ontario Bank to the United States Treasury.	do		2,152.50	43,050.00
Shoshoni and Bannock:					
Shoshoni	For pay of physicians, carpenter, teacher, engineer, farmer, and blacksmith.	Estimated	5,000.00		
Do.	Blacksmith, and for iron and steel for shops.	do	1,000.00		
Bannock	Pay of physician, carpenter, miller, teacher, engineer, farmer, and blacksmith.	do	5,000.00		
Shoshoni and Arapahoi in Wyoming.	Six installments of \$10,000 each, as per article 3, of agreement ratified per act approved June 7, 1897.	One installment of \$10,000 due	10,000.00		
Six Nations of New York	Permanent annuities in clothing, etc.	Treaty Nov. 11, 1794		4,500.00	90,000.00
Sioux of different tribes, including Santee Sioux of Nebraska.	Blacksmith, and for iron and steel	Estimated	2,000.00		
Do.	Physician, 5 teachers, carpenter, miller, engineer, farmer, and blacksmith	do	10,400.00		
Do.	Purchase of rations, etc., as per article 5, agreement of Sept. 26, 1876.	do	1,000,000.00		
Do.	Interest on \$3,000,000, at 5 per cent, section 17, act, Mar. 2, 1889.	do		150,000.00	3,000,000.00
Tabaquache Band of Ute.	Pay of blacksmith.	Estimated	720.00		
Tabaquache, Moache, Capote, Weeminuche, Yampa, Grand River, and Uinta bands of Ute.	For iron and steel and necessary tools for blacksmith shop.	do	220.00		
Do.	Two carpenters, 2 millers, 2 farmers, 1 blacksmith, and 2 teachers.	do	7,800.00		
Do.	Annual amount to be expended under the direction of the Secretary of the Interior, in supplying said Indians with beef, mutton, wheat, flour, beans, etc.	do	30,000.00		
Winnebago	Interest on \$804,909.17, at 5 per cent per annum.	Nov. 1, 1837, and Senate amendment, July 17, 1862.		40,245.45	804,909.17

Statement showing the present liabilities of the United States to Indian tribes under treaty stipulations—Continued.

Name of treaties.	Description of annuities, etc.	Number of installments yet unappropriated, explanations, etc.	Reference to laws, Statutes at Large.	Annual amount necessary to meet stipulations indefinite as to time now allowed, but liable to be discontinued.	Aggregate of future appropriations that will be required during a limited number of years to pay limited annuities incidentally necessary to effect the payment.	Amount of annual liabilities of a permanent character.	Amount held in trust by the United States on which 5 per cent is annually paid, and amounts which, invested at 5 per cent, produce permanent annuities.
Winnebago.....	Interest on \$78,340.41, at 5 per cent per annum, to be expended under the direction of the Secretary of the Interior.	July 15, 1870.....	Vol. 16, p. 355, § 1.	.....	.....	\$3,917.02	\$78,340.41
Yankton tribe of Sioux.	Twenty installments of \$15,000 each, fourth series, to be paid to them or expended for their benefit.	Seven installments of \$15,000 each due.	Vol. 11, p. 744, § 4.	.....	\$105,000.00	.....	.....
Total .....	.....	.....	.....	\$1,217,630.00	1,113,000.00	758,670.77	13,873,015.88

## INDIAN SCHOOL SITES.

**Riverside School, California.**—By the Indian appropriation act, approved May 31, 1900 (31 Stats., p. 244), Congress provided:

For the establishment, in the discretion of the Secretary of the Interior, of an Indian school at or near Riverside, California: *Provided*, That a suitable site can be obtained there for a reasonable sum, to be selected by the Commissioner of Indian Affairs, with the approval of the Secretary of the Interior, for the purchase of land, the erection of buildings, and for other purposes necessary to establish a complete school plant upon the new site, seventy-five thousand dollars.

In pursuance of this legislation United States Supervisor of Schools Frank M. Conser, was in June, 1900, instructed to make an investigation of all available sites, and in an elaborate report recommended an ideal site on Magnolia avenue, about  $5\frac{1}{2}$  miles from the center of the city of Riverside and three-fourths of a mile from Arlington Station on the Santa Fe Railroad. July 31, 1900, authority was given by the Department to negotiate for the purchase of this tract.

August 18, 1900, Frank W. Richardson and Alice, his wife, executed a deed conveying to the United States for \$8,400 the following described lots in the city of Riverside, Riverside County, Cal: All of lots 3, 4, 5, and 6 in block 24; lands of the Riverside Land and Irrigating Company, as surveyed by Miller and Newman a plat of which survey is of record in the county recorder's office of the county of San Bernardino, Cal., in Book 1 of Maps, at page 70 thereof.

The deed was submitted to the Department September 5, 1900, and was returned approved September 14, with the written opinion of the Attorney-General of September 13, as to validity of title, and with authority to pay for the land \$8,400. It was sent to Superintendent Hall to be recorded and have abstract of title brought up to date. This deed was recorded September 24, 1900, in recorder of deeds' office, Riverside, Cal., in Book 112, page 261 et seq., and in this office in Miscellaneous Record Book, volume 5, pages 79 and 80.

**Grand Junction, Colo.**—By the same act of Congress (31 Stats., p. 243) an appropriation of \$600, to be immediately available, was made "for the purchase of not exceeding ten acres of land for the purpose of sewerage deposits." Superintendent Lemmon was instructed to negotiate for the purchase of suitable land, and on August 23, 1900, he transmitted a deed dated July 24, 1900, from O. D. Stewart, conveying to the United States for \$600 a tract in Mesa County, Colo., viz, the SW.  $\frac{1}{4}$  of the SW.  $\frac{1}{4}$  of the NW.  $\frac{1}{4}$  of sec. 19, T. 1 S., of R. 1 E., Ute principal meridian, containing 10 acres, more or less. This deed, with abstract of title, was submitted to the Department October 31 for the written opinion of the Attorney-General as to the validity of title. It was returned January 5, 1901, with the written opinion of the Attorney-General, dated January 3, and with authority to pay the purchase price for said land. February 7, 1901, it was returned to Superintendent Lemmon to be recorded and to have abstract of title brought up to date. This deed was recorded in the recorder of deeds' office, Mesa County, Colo., February 15, 1901, in Book 77, page 55, and in this office in Miscellaneous Record Book, volume 5, pages 92-94.

**Morris School, Minnesota.**—By the same act of Congress (31 Stats., p. 244) there was appropriated the sum of \$6,400, or so much thereof as might be necessary, to be immediately available, "for the purchase, in the discretion of the Secretary of the Interior, of a farm of one hundred and sixty acres."

February 16, 1901, Supervisor Edwin L. Chalcraft submitted a report relative to the outboundaries of the proposed farm and the price at which the land could be purchased. February 23, A. Thorson submitted a deed dated February 15, 1901, from Harold Thorson and Carrie E., his wife, conveying to the United States for \$3,680 the following-described tract:

Beginning at the quarter post—being the southwest corner of the northwest quarter (NW.  $\frac{1}{4}$ ), of section numbered thirty-one (31), in township numbered one hundred and twenty-five (125) north, of range forty-one (41) west, of the fifth principal meridian; running along the county road (Morris, Minnesota, to Glenwood, Minnesota), or along the established line of the said county road, running



from said quarter post north sixty-three degrees and thirty minutes ( $63^{\circ} 30'$ ) east one and fifty-six one-hundredths (1.56) chains; thence north sixty-one degrees ( $61^{\circ}$ ) east eight and thirteen one-hundredths (8.13) chains; thence north eighty-seven degrees and twenty-five minutes ( $87^{\circ} 25'$ ) east seven and seven one-hundredths (7.07) chains; thence north sixty-nine degrees and thirty minutes ( $69^{\circ} 30'$ ) east fourteen and eighty-five one-hundredths (14.85) chains; thence north seventy-seven degrees ( $77^{\circ}$ ) east twenty-seven (27) chains; thence leaving the said county road and running north twenty-five (25) chains to a point on the north boundary line of the said section 31, T. 125, R. 41, fifteen (15) chains east of the northeast corner of the northwest quarter (NE C. of NW.  $\frac{1}{4}$ ) of said section 31, T. 125, R. 41; thence west along the said north boundary line of the said section 31, T. 125, R. 41, to the northwest corner of the northwest quarter (NW. C. of NW.  $\frac{1}{4}$ ) of said section 31, T. 125, R. 41; thence south along the west boundary line of said section 31, T. 125, R. 41, to the place of beginning, except twelve and nine-tenths ( $12\frac{9}{10}$ ) acres of land, owned by the Northern Pacific Railroad Company, being used for railroad right of way and special snow fence purposes.

The above-described part of section 31, T. 125, R. 41, contains 160 acres, exclusive of the 12.9 acres of railroad right of way.

This deed with abstract of title was submitted to the Department March 22, 1901, and was returned April 17, with the written opinion of the Attorney-General, dated April 16, as to validity of title, and with authority to purchase the land for \$3,680, or \$23 per acre. The papers were sent to Superintendent Johnson April 22, and were returned April 26, with abstract of title brought up to date and receipt for taxes for 1900 paid, as required by the Attorney-General. The deed is recorded in register of deeds' office for Stevens County, Minn., April 26, 1901, in Book 1 of Deeds, page 524, and this office in Miscellaneous Record Book, volume 5, pages 100-102.

**Salem School, Oregon.**—By the same act of Congress (31 Stats., p. 245) \$1,227 was appropriated "for purchase of twelve and twenty-seven one-hundredths acres of land, at one hundred dollars per acre," for Salem School, Oregon.

In compliance with this legislation, a deed dated August 23, 1900, was executed by John H. Albert and Mary, his wife, conveying to the United States, for \$1,225, the following-described tract of land, containing 12.25 acres, to wit:

Beginning at the southwest corner of the donation land claim of Sanford B. Stephens and wife, in township six (6) south, range two (2) west, of the Willamette meridian; thence east two (2) chains to the center of the county road leading from Salem to Brooks; thence along said road as follows: North  $18^{\circ} 30'$  east eight and seventy hundredths (8.71) chains, north  $7^{\circ}$  west sixteen and eighty-four hundredths ( $16\frac{84}{100}$ ) chains to the center of the Lake Labish drainage ditch; thence south  $83^{\circ}$  and  $30'$  west four and eleven hundredths ( $4\frac{11}{100}$ ) chains; thence south twenty-four and forty-three hundredths ( $24\frac{43}{100}$ ) chains to the north line of the donation land claim of William B. Stephens; thence north  $89^{\circ} 45'$  east one and thirty-one hundredths ( $1\frac{31}{100}$ ) chains to the place of beginning, containing 12.25 acres.

This deed was submitted to the Department February 6, 1901, with plat and abstract of title, and returned March 13, approved, with the written opinion of the Attorney-General, dated March 15, as to validity of title, and with authority to purchase the land at \$1,225. This deed was returned from Oregon May 22, 1901, with abstract of title brought up to date. It was recorded in Marion County, Oreg., April 10, 1901, in Deed Book, volume 77, page 134, and in this office in Miscellaneous Record Book, volume 5, pages 98-100.

**Carlisle School, Pennsylvania.**—By the same act of Congress (31 Stats., p. 242) an appropriation was made "for purchase of additional land, subject to the approval of the Secretary of the Interior," for the use of the Indian school at Carlisle, Pa.

August 21, 1900, authority was given Maj. R. H. Pratt, superintendent, to negotiate for the purchase of the necessary quantity of land to meet the demands of the school. November 1, 1900, Major Pratt forwarded a deed from Christopher C. Kutz and Annie E., his wife, for a tract of 175 acres of land, which was submitted to the Department November 7, and attention invited to the defective description of the land. On the 12th of January, 1901, Mr. Kutz and wife executed a new deed conveying to the United States for \$20,000 the following-described tract in Cumberland County, Pa., to wit:

Beginning in the middle of Letort Spring; thence by land of R. M. Henderson north twenty-four and one-fourth degrees west sixty-eight perches to a point in the Carlisle and Harrisburg turnpike road; thence by land of same north twenty-four and one-half degrees west one hundred and fifty-eight and six-tenths perches to a post; thence by land of Heckenberger's heirs north fifty-nine and one-half degrees east one hundred and eleven perches to a post; thence by land of Charles Kutz south twenty-eight degrees and thirty-five minutes east two hundred and six perches to a post; thence north sixty-one degrees east twenty-one and four-tenths perches to a post; thence south thirty-nine degrees east ten perches to the Letort Spring; thence up the said spring by land formerly of Jacob Whitmer, and the poorhouse farm, fifty-two and two-tenths perches to a post; thence by Mrs. J. W. Huston north eighty-six and one-half degrees west eight perches to a post; thence by same up the several courses of the said Letort Spring, one hundred and twenty-five and three-tenths perches to the place of beginning, containing one hundred and seventy-five acres, more or less.

The deed was submitted to the Department and returned approved to this office February 18, with opinion of Attorney-General dated February 15, 1901, as to validity of title and with authority to purchase the land.

The deed and abstract were returned to Major Pratt February 21, and attention

invited to the suggestions of the Attorney-General with respect to the payment of the mortgage on the land, the bringing of the abstract up to date, and the verification of the description of the land in the new deed with the old as to omissions, and thereafter to have the new deed duly recorded.

This deed, etc., was returned May 21, duly recorded in the office of the recorder of deeds for Cumberland County, Pa., March 25, 1901, in Book D, vol. 6, page 456, and in this office in Miscellaneous Record Book, volume 5, pages 102-104.

**Wittenberg School, Wisconsin.**—By the same act of Congress (31 Stats., p. 242) there was appropriated \$240,000 "for construction, purchase, lease, and repair of school buildings and for sewerage, water supply, and lighting plants, and purchase of school sites."

This office proposed, out of this general appropriation, to purchase the land which the Government had been leasing for five years for the use of the Indian school at Wittenberg, Wis., and to erect buildings thereon in lieu of the buildings burned about the close of the year 1898. Authority was granted May 28, 1900, to negotiate for the purchase of this school site, and Superintendent Axel Jacobsen, forwarded July 18, 1900, a deed without date, acknowledged July 11, 1900, from "The Synod for the Norwegian Evangelical Lutheran Church of America," a corporation duly organized and existing under the laws of the State of Wisconsin, and signed by V. Koren, president, and countersigned by M. Borge. The deed conveyed to the United States for \$11,000 the following-described tract of land in Shawano County, Wis., to wit: The SE.  $\frac{1}{4}$  of the SW.  $\frac{1}{4}$ , and the SW.  $\frac{1}{4}$  of the SW.  $\frac{1}{4}$  of sec. 9, T 27 N., R. 11 E., containing 80 acres, including the buildings thereon, but not including the right of way of railroad 100 feet wide across its northeast corner.

This deed was submitted to the Secretary of the Interior October 5, 1900, for the written opinion of the Attorney-General as to validity of title. December 19, the deed was returned approved, with the said written opinion, dated December 8, 1900, and with authority to purchase. It was returned to Superintendent Jacobsen December 28, to be duly recorded and abstract brought up to date. It was returned January 4, 1901, duly recorded in the office of the register of deeds in Shawano County, Wis., January 2, 1901, in volume 60 of Deeds, page 71, and in this office in Miscellaneous Record Book, volume 5, pages 85-87.

*Schedule showing the names of Indian reservations in the United States, agencies, tribes occupying or belonging to the reservation, area of each reservation (unallotted) in acres or square miles, and reference to treaty, law, or other authority by which the reservations were established.*

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
ARIZONA TERRITORY.					
Colorado River <sup>2</sup> .....	Colorado River.....	Chemehuevi, Walapai, Kowia, Cocopa, <sup>3</sup> Mohave, and Yuma.	4 624, 640	376	Act of Congress approved Mar. 3, 1865, vol. 13, p. 559; Executive orders, Nov. 22, 1873, Nov. 16, 1874, and May 15, 1876.
Fort Apache.....	Fort Apache.....	Arivaipa, Chilion, Chiricahua, Coyotero, Mimbreno, Mogollon, Mohave, Pinal, San Carlos, Tonto, and Yuma-Apache.	41, 681, 920	2, 628	Executive orders, Nov. 9, 1871, Dec. 14, 1872, Aug. 5, 1873, July 21, 1874, Apr. 27, 1876, Jan. 26 and Mar. 31, 1877; act of Congress approved Feb. 20, 1893, vol. 27, p. 469; agreement made Feb. 25, 1896, approved by act of Congress June 10, 1896, vol. 29, p. 358. See act of Congress approved June 7, 1897, vol. 30, p. 64.
Gila Bend.....	Pima.....	Papago.....	6 22, 391	35	Executive order, Dec. 12, 1882.
Gila River.....	do.....	Mari-copa and Pima.....	357, 120	558	Act of Congress approved Feb. 28, 1859, vol. 11, p. 401; Executive orders, Aug. 31, 1876, Jan. 10, 1879, June 14, 1879, May 5, 1882, and Nov. 15, 1883.
Havasupai (Supai).....	.....	Havasupai.....	4 38, 400	60	Executive orders, June 8 and Nov. 23, 1880, and Mar. 31, 1882.
Hopi (Moqui).....	Navajo.....	Hopi (Moqui).....	2, 472, 320	3, 863	Executive order, Dec. 16, 1882.
Navaho.....	Navaho.....	Navaho.....	7 9, 442, 240	14, 758½	Treaty of June 1, 1868, vol. 13, p. 667, and Executive orders, Oct. 29, 1878, Jan. 6, 1880, two of May 17, 1884, and Nov. 19, 1892. 1,769,600 acres in Arizona and 967,880 acres in Utah were added to this reservation by Executive order of May 17, 1884, and 46,080 acres in New Mexico restored to public domain, but again reserved by Executive orders, Apr. 24, 1886, Jan. 8, 1900, and Nov. 14, 1901.
Papago.....	Pima.....	Papago.....	6 27, 566	43	Executive order, July 1, 1874, and act of Congress approved Aug. 5, 1882, vol. 22, p. 299. 41,622.65 acres allotted to 291 Indians, and 14 acres reserved for school site; the residue, 27,566 acres, unallotted. (See letter book 208, p. 408.)
Salt River.....	do.....	Mari-copa and Pima.....	7 46, 720	73	Executive order, June 14, 1879.
San Carlos.....	San Carlos.....	Arivaipa, Chilion, Chiricahua, Coyotero, Membreño, Mogollon, Mohave, Pinal, San Carlos, Tonto, and Yuma-Apache.	41, 634, 240	2, 866	Executive orders, Nov. 9, 1871, Dec. 14, 1872, Aug. 5, 1873, July 21, 1874, Apr. 27, 1876, Jan. 26 and Mar. 31, 1877; act of Congress approved Feb. 20, 1893, vol. 27, p. 469; agreement made Feb. 25, 1896, approved by act of Congress June 10, 1896, vol. 29, p. 358. (See act of Congress approved June 7, 1897, vol. 30, p. 64; act of Congress approved Mar. 2, 1901, vol. 31, p. 952.)
Walapai.....	Walapai.....	Walapai.....	730, 880	1, 142	Executive order, Jan. 4, 1883.
Total.....	.....	.....	16, 894, 437	26, 397½	.....
CALIFORNIA.					
Hupa Valley.....	Hupa Valley.....	Hunsatung, Hupa, Klamath River, Miskut,	4 799, 051	154½	Act of Congress approved Apr. 8, 1864, vol. 13, p. 39;

Executive orders, Nov. 16, 1855, June 23, 1876, and Oct. 16, 1891. There have been allotted to 639 Indians 29,143.38 acres, reserved to 3 villages 68.74 acres, and opened to settlement under act of June 17, 1892 (27 Stats., p. 52), 15,096.11 acres of land (formerly Klamath River Reservation). (Letter books 283, p. 96; 382, p. 480; 383, p. 170.)  
 Executive orders, Dec. 27, 1875, May 15, 1876, May 3, Aug. 25, Sept. 27, 1877, Jan. 17, 1880, Mar. 2, Mar. 9, 1881, June 27, July 24, 1882, Feb. 5, June 19, 1883, Jan. 25, Mar. 22, 1886, Jan. 29, Mar. 14, 1887, and May 6, 1889. 270.24 acres allotted to 17 Indians and for church and cemetery purposes on Sycuan Reserve (letter book 303, p. 297), and 119.99 acres allotted to 15 Indians on Pala Reserve (letter book 303, p. 57), 1,299.47 acres allotted to 85 Temecula Indians, 2.70 acres reserved for school purposes (letter book 351, p. 319). Acts of Congress approved Apr. 8, 1864, vol. 13, p. 32, and Mar. 3, 1873, vol. 17, p. 634; Executive orders, Mar. 30, 1870, Apr. 8, 1873, May 18, 1875, and July 26, 1878; act of Congress approved Oct. 1, 1899, vol. 26, p. 658. 5,408.72 acres allotted to 619 Indians, 180 acres reserved for school purposes, 3 acres for mission, 10.43 acres for cemetery, 177.13 acres for agency purposes; the residue, 32,282 acres, unallotted. (Letter books 298, p. 17, and 395, p. 260.)  
 Executive orders, Jan. 9 and Oct. 3, 1873, and Aug. 8, 1878.  
 Executive order, Jan. 9, 1884; agreement, Dec. 4, 1893, ratified by act of Congress approved Aug. 15, 1894, vol. 28, p. 352.

Treaties of Oct. 7, 1868, vol. 13, p. 673, and Mar. 2, 1868, vol. 15, p. 619; act of Congress approved Apr. 29, 1874, vol. 18, p. 36; Executive orders, Nov. 22, 1875, Aug. 17, 1876, Feb. 7, 1879, and Aug. 4, 1882, and act of Congress approved June 15, 1880, vol. 21, p. 199, and July 28, 1882, vol. 22, p. 178, May 14, 1884, vol. 23, p. 22, Aug. 15, 1894, vol. 28, p. 337, Feb. 20, 1895, vol. 28, p. 677, 65,450.33 acres allotted to 332 Indians, and 360 acres reserved for use of Government (letter book 321, p. 86); also 7,360.32 acres allotted to 39 Indians (letter book 331, p. 395). 523,079 acres opened to settlement by President's proclamation dated Apr. 13, 1899. The residue 483,750 acres retained as a reservation for the Wiminuche Utes.

Mission (22 reserves).....	Mission Tule .....	Diogenes, Kawia, San Luis Rey, Serranos, and Temecula.	180, 623	282	Executive orders, Nov. 16, 1855, June 23, 1876, and Oct. 16, 1891. There have been allotted to 639 Indians 29,143.38 acres, reserved to 3 villages 68.74 acres, and opened to settlement under act of June 17, 1892 (27 Stats., p. 52), 15,096.11 acres of land (formerly Klamath River Reservation). (Letter books 283, p. 96; 382, p. 480; 383, p. 170.)
Round Valley.....	Round Valley .....	Clear Lake, Concow, Little Lake, Nome-laki, Pit River, Potter Valley, Redwood, Wailaki, and Yuki.	32, 282	504	Executive orders, Dec. 27, 1875, May 15, 1876, May 3, Aug. 25, Sept. 27, 1877, Jan. 17, 1880, Mar. 2, Mar. 9, 1881, June 27, July 24, 1882, Feb. 5, June 19, 1883, Jan. 25, Mar. 22, 1886, Jan. 29, Mar. 14, 1887, and May 6, 1889. 270.24 acres allotted to 17 Indians and for church and cemetery purposes on Sycuan Reserve (letter book 303, p. 297), and 119.99 acres allotted to 15 Indians on Pala Reserve (letter book 303, p. 57), 1,299.47 acres allotted to 85 Temecula Indians, 2.70 acres reserved for school purposes (letter book 351, p. 319). Acts of Congress approved Apr. 8, 1864, vol. 13, p. 32, and Mar. 3, 1873, vol. 17, p. 634; Executive orders, Mar. 30, 1870, Apr. 8, 1873, May 18, 1875, and July 26, 1878; act of Congress approved Oct. 1, 1899, vol. 26, p. 658. 5,408.72 acres allotted to 619 Indians, 180 acres reserved for school purposes, 3 acres for mission, 10.43 acres for cemetery, 177.13 acres for agency purposes; the residue, 32,282 acres, unallotted. (Letter books 298, p. 17, and 395, p. 260.)
Tule River .....	Mission Tule .....	Kawia, Kings River, Monache, Tehon, Tule, and Wichumni. <sup>3</sup>	448, 551	76	Executive orders, Jan. 9 and Oct. 3, 1873, and Aug. 8, 1878.
Yuma .....	do .....	Yuma-Apache.....	45, 889	714	Executive order, Jan. 9, 1884; agreement, Dec. 4, 1893, ratified by act of Congress approved Aug. 15, 1894, vol. 28, p. 352.
Total.....	Southern Ute.....	Capote, Moache, and Wiminuche Ute .....	406, 396	635	Treaties of Oct. 7, 1868, vol. 13, p. 673, and Mar. 2, 1868, vol. 15, p. 619; act of Congress approved Apr. 29, 1874, vol. 18, p. 36; Executive orders, Nov. 22, 1875, Aug. 17, 1876, Feb. 7, 1879, and Aug. 4, 1882, and act of Congress approved June 15, 1880, vol. 21, p. 199, and July 28, 1882, vol. 22, p. 178, May 14, 1884, vol. 23, p. 22, Aug. 15, 1894, vol. 28, p. 337, Feb. 20, 1895, vol. 28, p. 677, 65,450.33 acres allotted to 332 Indians, and 360 acres reserved for use of Government (letter book 321, p. 86); also 7,360.32 acres allotted to 39 Indians (letter book 331, p. 395). 523,079 acres opened to settlement by President's proclamation dated Apr. 13, 1899. The residue 483,750 acres retained as a reservation for the Wiminuche Utes.
UTAH.....			483, 750	7534	
COLO-RADO.					
Utes.....					
Total.....					

<sup>1</sup> Partly surveyed.  
<sup>2</sup> Partly in New Mexico.

<sup>3</sup> Surveyed.  
<sup>4</sup> Partly in New Mexico.

<sup>5</sup> Not on reservation.  
<sup>6</sup> Outboundaries surveyed.

<sup>1</sup> Approximate.  
<sup>2</sup> Partly in California.

Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued.

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
IDAHO.					
Œœur d'Alène .....	Colville.....	Œœur d'Alène, Kutenai, <sup>5</sup> Pend d'Oreille, <sup>2</sup> and Spokan.	34,404, 480	682	Executive orders, June 14, 1867, and Nov. 8, 1873; agreements made Mar. 26, 1887, and Sept. 9, 1889, and confirmed in Indian appropriation act approved Mar. 3, 1891, vol. 26, pp. 1027-1031. Agreement, Feb. 7, 1894, ratified by act of Congress, Aug. 15, 1894, vol. 28, p. 322. Treaty of July 9, 1868, vol. 15, p. 673; Executive orders, June 14, 1867, and July 30, 1869; agreement with Indians made July 18, 1881, and approved by Congress July 3, 1882, vol. 22, p. 148; acts of Congress approved Sept. 1, 1888, vol. 25, p. 452, Feb. 23, 1889, vol. 25, p. 687, and Mar. 3, 1891, vol. 26, p. 1011. Agreement made Feb. 5, 1898, ratified by act of Congress June 6, 1900, vol. 31, p. 672, ceding 416,060 acres of which 7,177.17 acres have been allotted to 90 Indians, remainder of ceded tract not yet opened to settlement (letter book 502, p. 468).
Fort Hall .....	Fort Hall .....	Bannock and Shoshoni.....	34,447, 940	700	Treaty of June 9, 1863, vol. 14, p. 647, agreement, May 1, 1893, ratified by act of Congress Aug. 15, 1894, vol. 28, p. 326. 180,370.09 acres allotted to 1,895 Indians, 2,170.47 acres reserved for agency, school, mission, and cemetery purposes, and 32,020 acres of timber land reserved for the tribe; the remainder restored to public settlement. (President's proclamation, Nov. 8, 1895, vol. 29, p. 873.)
Lapwai .....	Nez Percé .....	Nez Percé .....	632, 020	50	Unratified treaty of Sept. 24, 1868, and Executive order, Feb. 12, 1875, and act of Feb. 23, 1889, vol. 25, pp. 687-689.
Lemhi .....	Lemhi .....	Bannock, Sheepwater, and Shoshoni.....	364, 000	100	
Total .....			948, 440	1, 482	
INDIAN TERRITORY.					
Cherokee .....	Union .....	Cherokee .....	54, 420, 071	6, 906	Treaties of Feb. 14, 1833, vol. 7, p. 414, Dec. 29, 1835, vol. 7, p. 478, and July 19, 1866, vol. 14, p. 799; agreement of Dec. 19, 1891, ratified by tenth section of act of Congress approved Mar. 3, 1893, vol. 27, p. 670.
Chickasaw .....	do .....	Chickasaw .....	664, 653, 146	7, 271	Treaty of June 22, 1855, vol. 11, p. 611.
Choctaw .....	do .....	Choctaw .....	66, 957, 460	10, 871	Treaties of Feb. 14, 1833, vol. 7, p. 417, and June 14, 1866, vol. 14, p. 785, and deficiency appropriation act of Aug. 5, 1882, vol. 22, p. 265. (See annual report, 1882, p. LIV.)
Creek .....	do .....	Creek .....	3, 079, 086	4, 811	Agreement with Eastern Shawnees made June 23, 1874 (see annual report, 1882, p. 271), and confirmed in Indian appropriation act approved Mar. 3, 1875,
Modoc .....	Quapaw .....	Modoc .....			

vol. 18, p. 447. Lands all allotted—3,976 acres allotted to 68 Indians, 8 acres reserved for church and cemetery purposes, 2 acres for school, and 24 acres for timber. (Letter book 220, p. 102.)

Treaty of Feb. 23, 1867, vol. 15, p. 513; 12,714.80 acres were allotted to 157 Indians; 557.95 acres were authorized to be sold by act of Mar. 3, 1891 (vol. 26, p. 989). The residue, 1,587.25 acres, unallotted (letter book 229, p. 115).

Treaty of Feb. 23, 1867, vol. 15, p. 513. 43,450 acres allotted. The residue, 6,851 acres, unallotted.

Treaties of May 13, 1838, vol. 7, p. 424, and of Feb. 23, 1867, vol. 15, p. 513. 56,245.21 acres allotted to 247 Indians, 400 acres reserved for school, and 40 acres for church purposes (letter book 335, p. 326).

Treaty of Mar. 21, 1866, vol. 14, p. 755. (See Creek agreement, Feb. 14, 1881, annual report, 1882, p. 141, and deficiency act of Aug. 5, 1882, vol. 22, p. 265); agreement made Dec. 16, 1897, ratified by act of Congress approved July 1, 1898, vol. 30, p. 567.

Treaties of Feb. 28, 1831, vol. 7, p. 348, of Dec. 29, 1832, vol. 7, p. 411, and of Feb. 23, 1867, vol. 15, p. 513. 25,821.55 acres allotted to 302 Indians; 104.22 acres reserved for Government, church, and school purposes; residue, 26,086.49 acres, unallotted (letter book 232, p. 297).

Treaties of July 20, 1831, vol. 7, p. 351, of Dec. 29, 1832, vol. 7, p. 411, of Feb. 23, 1867, vol. 15, p. 513, and agreement with Modocs, made June 23, 1874 (see annual report, 1882, p. 271), confirmed by Congress in Indian appropriation act approved Mar. 3, 1875, vol. 18, p. 447. 10,484.81 acres allotted to 84 Indians; 86 acres reserved for agency purposes; the residue, 2,543 acres, unallotted (letter books 208, p. 266, and 238, p. 207).

Treaty of Feb. 23, 1867, vol. 15, p. 513. 20,695.54 acres allotted to 241 Indians, 16 acres to churches, etc., leaving 634.72 acres unallotted (letter book 228, p. 332).

By purchase. (See act of Congress approved Mar. 2, 1867, vol. 14, p. 507.) Deeds 1857, 1865, 1867, 1868, 1869, 1876, 1880, 1882, 1883, 1888, June, July, and Oct., 1892-1896 (see act of Feb. 13, 1891, vol. 26, p. 749). (See annual report, 1891, p. 681.) See annual report for 1898, p. 81.

<sup>4</sup> Partly surveyed. <sup>5</sup> Surveyed.

Ottawa	do	Ottawa of Blanchards Fork and Roche de Beau.	31,587	24
Peoria	do	Kaskaskia, Miami, Peoria, Plankashaw, and Wea.	36,851	104
Quapaw	do	Quapaw	3365, 851	571 1/2
Seminole	Union	Seminole	326, 086	40 1/2
Seneca	Quapaw	Seneca	32,543	4
Shawnee	do	Seneca and Eastern Shawnee	3535	1
Wyandot	do	Wyandot	19,513, 216	30,489 1/2
Total			32,965	4 1/2
IOWA.				
Sauk and Fox	Sauk and Fox	Potawatomi, Sauk and Fox of the Mississippi, and Winnebago.	2,965	4 1/2
Total			2,965	4 1/2

<sup>1</sup> Approximated. <sup>2</sup> Not on reservation. <sup>3</sup> Outboundaries surveyed. <sup>4</sup> Partly surveyed. <sup>5</sup> Surveyed.

<sup>6</sup> The reestablishment of the true meridian, by the resurvey of the ninety-eighth meridian west, will increase the area of the Choctaw and Chickasaw lands by 55,765.65 acres, or 87 square miles.

## Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued.

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
KANSAS.					
Chippewa and Munsee.....	Potawatomi and Great Nemaha.	Chippewa and Munsee.....			Treaty of July 16, 1859, vol. 12, p. 1105. 4,195.31 acres allotted to 100 Indians; the residue, 200 acres, allotted for missionary and school purposes.
Iowa <sup>2</sup> .....	Potawatomi and Great Nemaha.	Iowa.....			Treaties of May 17, 1854, vol. 10, p. 1069, and of Mar. 6, 1861, vol. 12, p. 1171. 11,768.77 acres of land allotted to 143 Indians; 162 acres reserved for school and cemetery purposes (letter book 266, p. 86).
Kickapoo.....	do.....	Kickapoo.....	37,604	12	Treaty of June 28, 1862, vol. 13, p. 623. 12,669.13 acres allotted to 159 Indians; the residue, 7,604 acres, unallotted (letter book 304, p. 480).
Potawatomi.....	Potawatomi and Great Nemaha.	Prairie band of Potawatomi.....	319,059	29½	Treaties of June 5, 1846, vol. 9, p. 853; of Nov. 15, 1861, vol. 12, p. 1191; treaty of relinquishment, Feb. 27, 1867, vol. 15, p. 531. 58,298.51 acres allotted to 887 Indians; residue unallotted (letter books 238, p. 328; 239, p. 437, and 303, p. 301).
Sauk and Fox <sup>3</sup> .....	do.....	Sauk and Fox of the Missouri.....	3985	1½	Treaties of May 18, 1854, vol. 10, p. 1074, and of Mar. 6, 1861, vol. 12, p. 1171; acts of Congress approved June 10, 1872, vol. 17, p. 391, and Aug. 15, 1876, vol. 19, p. 208. 2,843.97 acres in Kansas, 4,194.33 acres in Nebraska, aggregating 7,038.30 acres, allotted to 84 Indians; the residue, 985.25 acres, unallotted (letter books 233, p. 361, and 383, p. 37).
Total.....			27,648	43½	
MICHIGAN.					
Isabella.....	Mackinac <sup>4</sup> .....	Chippewa of Saginaw, Swan Creek, and Black River.....	2,373	3½	Executive order, May 14, 1855; treaties of Aug. 2, 1855, vol. 11, p. 633, and of Oct. 18, 1864, vol. 14, p. 657. 96,213 acres allotted to 1,934 Indians.
L'Anse.....	do.....	L'Anse and Vieux Désert bands of Chippewa of Lake Superior.....	5,266	8½	Treaty of Sept. 30, 1854, vol. 10, p. 1109. 47,216 acres allotted; the residue, 5,266 acres, unallotted.
Ontonagon.....	do.....	Ontonagon band of Chippewa of Lake Superior.....	3678	1	Sixth clause, second article, treaty of Sept. 30, 1854, vol. 10, p. 1109; Executive order, Sept. 25, 1855. 1,873 acres allotted; the residue, 678 acres, unallotted.
Total.....			8,317	13	
MINNESOTA.					
Bois Fort.....	La Pointe <sup>5</sup> .....	Bois Fort band of Chippewa.....			Treaty of Apr. 7, 1866, vol. 14, p. 765; act of Congress approved Jan. 14, 1889, vol. 25, p. 642. (See H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., p. 63.) 56,211.79 acres allotted to 693 Indians, and 434.63 acres

Deer Creek.....do.....do	Fond du Lac band of Chippewa of Lake Superior.			reserved for agency, etc., purposes (L. B. 359, p. 382); residue, 51,863 acres, to be opened to public settlement. Executive order, June 30, 1883; act of Congress approved Jan. 14, 1889, vol. 25, p. 642. (See H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., p. 63.) 295.55 acres allotted to 4 Indians; residue, 22,744 acres, to be opened to public settlement.
Fond du Lac.....do	Fond du Lac band of Chippewa of Lake Superior.			Treaty of Sept. 30, 1854, vol. 10, p. 1109; act of Congress approved May 26, 1872, vol. 17, p. 190. 23,283.61 acres allotted to 351 Indians; act of Congress approved Jan. 14, 1889, vol. 25, p. 642. (See H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., p. 60.) The residue, 76,837 acres, restored to settlement.
Grand Portage (Pigeon River). <sup>5</sup>	Grand Portage band of Chippewa of Lake Superior.			Treaty of Sept. 30, 1854, vol. 10, p. 1109; act of Congress approved Jan. 14, 1889, vol. 25, p. 642. (See H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., p. 59.) 24,191.31 acres allotted to 304 Indians; 208.24 acres reserved for agency and wood purposes; residue, 16,041.97 acres, to be opened to public settlement.
Leech Lake <sup>6</sup> .....do	Cass Lake, Pillager, and Lake Winibigoshish bands of Chippewa.			Treaty of Feb. 22, 1856, vol. 10, p. 1165; Executive orders, Nov. 4, 1873, and May 26, 1874; act of Congress approved Jan. 14, 1889, vol. 25, p. 642. (See H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., p. 49.) 37,683.06 acres allotted to 536 Indians and 321.60 acres reserved for agency and school purposes; 1,381.21 acres allotted to 17 Cass Lake Indians; residue, 55,054 acres, to be opened to public settlement.
Mdewakanton.....do	Mdewakanton Sioux	1,101	11	By purchase. (See acts of Congress, July 4, 1884; Mar. 3, 1885; May 15, 1886; June 29, 1888; Mar. 2, 1889; Aug. 19, 1890.) 339.70 acres deeded to Indians; 1,100.99 acres held in trust by the United States for Indians. (See annual report, 1891, pp. 111 and 179.)
Mille Lac.....do	Mille Lac and Snake River band of Chippewa.	661,014	951	Treaties of Feb. 22, 1855, vol. 10, p. 1165, and article 12, of May 7, 1864, vol. 13, pp. 693, 695; act of Congress approved Jan. 14, 1889, vol. 25, p. 642. (See H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., p. 45.) Joint resolution (No. 5), Dec. 19, 1893, vol. 28, p. 576; and joint resolution (No. 40), approved May 27, 1898, vol. 30, p. 745.
Red Lake.....do	Red Lake and Pembina bands of Chippewa.	7800,000	1,250	Treaty of Oct. 2, 1863, vol. 13, p. 667; act of Congress, Jan. 14, 1889, vol. 25, p. 642. (See agreement, July 8, 1889, H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., pp. 27 and 32), and Executive order, Nov. 21, 1892.
Vermilion Lake.....do	Bois Fort band of Chippewa.	11,080	11	Executive order, Dec. 20, 1881; act of Congress approved Jan. 14, 1889, vol. 25, p. 642.
White Earth.....do	Chippewa of the Mississippi; Gull Lake, Pembina, Otter Tail, and Pillager Chippewa.	7708,512	1,0991	Treaty of Mar. 19, 1867, vol. 16, p. 719; Executive orders, Mar. 18, 1879, and July 13, 1883; act of Congress, Jan. 14, 1889, vol. 25, p. 642. (See agreement, July 29, 1889, H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., pp. 34 and 36.)

<sup>1</sup> Approximate. <sup>2</sup> In Kansas and Nebraska. <sup>3</sup> Surveyed. <sup>4</sup> Agency abolished June 30, 1889. <sup>5</sup> In Minnesota and Wisconsin. <sup>6</sup> These lands have been ceded by the Indians to the Government, but are not yet open to sale or settlement. See pp. XXXVIII and XLIII of Annual Report, 1890. <sup>7</sup> Outboundaries surveyed.



*Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued*

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
MINNESOTA—continued. White Oak Point and Chippewa.	Leech Lake .....	Lake Winnibigoshish and Pillager bands of Chippewa and White Oak Point band of Mississippi Chippewa.	.....	.....	Treaties of Feb. 22, 1855, vol. 10, p. 1165, and of Mar. 19, 1867, vol. 16, p. 719; Executive orders, Oct. 29, 1873, and May 26, 1874; act of Congress approved Jan. 14, 1889, vol. 25, p. 742. (See H. R. Ex. Doc. No. 247, 51st Cong., 1st sess., pp. 42, 49.) 14,389.73 acres allotted to 180 Lake Winnibigoshish Indians; the residue, 112,663.01 acres, of Lake Winnibigoshish reserve to be opened to public settlement; 38,090.22 acres allotted to 479 Chippewa Indians (L. B. 359, p. 340). Residue 154,855 acres, restored to public domain.
Total .....	.....	.....	1,566,707	2,447½	
MONTANA.					
Blackfeet.....	Blackfeet.....	Blackfeet, Blood, and Piegan.....	1,760,000	2,750	Treaty of Oct. 17, 1855, vol. 11, p. 657, unratified treaties of July 18, 1866, and of July 13 and 15 and Sept. 1, 1868; Executive orders, July 5, 1873, and Aug. 19, 1874; act of Congress approved Apr. 15, 1874, vol. 18, p. 28; Executive orders, Apr. 13, 1875, and July 13, 1880, and agreement made Feb. 11, 1887, approved by Congress May 1, 1888 vol. 25, p. 129; agreement made Sept. 26, 1895, approved by act of Congress June 10, 1896, vol. 29, p. 353.
Crow .....	Crow .....	Mountain and River Crow .....	*33,504,000	5,475	Treaty of May 7, 1868, vol. 13, p. 649; agreement made June 12, 1880, and approved by Congress Apr. 11, 1882, vol. 22, p. 42; and agreement made Aug. 22, 1881, approved by Congress July 10, 1882, vol. 22, p. 157; Executive order Dec. 7, 1886; agreement made Dec. 8, 1890; ratified and confirmed in Indian appropriation act approved Mar. 3, 1891, vol. 26, pp. 1039-1043; agreement made Aug. 27, 1892. (See Annual Report, 1892, p. 748; also President's proclamation, Oct. 15, 1892, vol. 27, p. 1034.)
Fort Belknap.....	Fort Belknap.....	Grosventre and Assiniboin.....	537,600	840	Treaty of Oct. 17, 1855, vol. 11, p. 657; unratified treaties of July 18, 1866, and of July 13 and 15 and Sept. 1, 1868; Executive orders, July 5, 1873, and Aug. 19, 1874; act of Congress approved Apr. 15, 1874, vol. 18, p. 28; Executive orders, Apr. 13, 1875, and July 13, 1880, and agreement made Jan. 21, 1887, approved by Congress May 1, 1888, vol. 25, p. 124; agreement made Oct. 9, 1895, approved by act of Congress June 10, 1896, vol. 29, p. 350.

Fort Peck .....	Fort Peck.....	Assiniboin, Brulé, Santee, Teton, Hunkpapa, and Yanktonai Sioux.	1, 776, 000	2, 775	Treaty of Oct. 17, 1855, vol. 11, p. 657; unratified treaties of July 18, 1866, and of July 13 and 15, and of Sept. 1, 1868; Executive orders, July 1, 1873, and Aug. 19, 1874; act of Congress approved Apr. 15, 1874, vol. 18, p. 28; Executive orders, Apr. 13, 1875, and July 13, 1880; and agreement made Dec. 28, 1886, approved by Congress May 1, 1888, vol. 25, p. 116. Treaty of July 16, 1855, vol. 12, p. 97b.
Joeko.....	Flathead .....	Bitter Root, Carlos Band, Flathead, Kutenai, Lower Kallispi, and Pend d'Oreille.	21, 433, 600	2, 240	Executive orders, Nov. 26, 1884, and Mar. 19, 1900.
Northern Cheyenne .....	Tongue River .....	Northern Cheyenne.....	3 489, 500	765	
Total .....			9, 500, 700	14, 845	
NEBRASKA.					
Niobrara .....	Santee.....	Santee Sioux .....			Act of Congress approved Mar. 3, 1863, vol. 12, p. 819, 4th paragraph, art. 6, treaty of Apr. 29, 1868, vol. 15, p. 637; Executive orders, Feb. 27, July 20, 1866, Nov. 16, 1867, Aug. 31, 1869, Dec. 31, 1873, and Feb. 9, 1885; 32,875.75 acres selected as homesteads, 38,908.01 acres selected as allotments, and 1,130.70 acres selected for agency, school, and mission purposes.
Omaha .....	Omaha and Winnebago.	Omaha .....	4 15, 097	23	Treaty of Mar. 16, 1854, vol. 10, p. 1043; selection by Indians with President's approval, May 11, 1855; treaty of Mar. 6, 1865, vol. 14, p. 667; acts of Congress approved June 10, 1872, vol. 17, p. 391, and of June 22, 1874, vol. 18, p. 170; deed to Winnebago Indians, dated July 31, 1874; act of Congress approved Aug. 7, 1882, vol. 22, p. 341, act of Mar. 3, 1803 (27 Stats. p. 612); 127,247.79 acres allotted; the residue, 15,097 acres, unallotted.
Ponca .....	Santee.....	Ponca .....			Treaty of Mar. 12, 1858, vol. 12, p. 997, and supplemental treaty, Mar. 10, 1863, vol. 14, p. 675; act of Congress approved Mar. 2, 1889, sec. 13, vol. 25, p. 888. 27,202.08 acres allotted to 167 Indians; 160 acres reserved and occupied by agency and school buildings. (See letter book 205, p. 339, also President's proclamation, Oct. 23, 1890; vol. 26, p. 1559.) Executive order, Jan. 24, 1882.
Sioux (additional) .....	Pine Ridge .....	Ogjala Sioux .....	32, 000	50	Act of Congress approved Feb. 21, 1863, vol. 12, p. 658; treaty of Mar. 8, 1865, vol. 14, p. 671; act of Congress approved June 22, 1874, vol. 18, p. 170; deed from Omaha Indians, dated July 31, 1874. (See vol. 6, Indian deeds, p. 215.) 80,512.87 acres allotted to 1,014 Indians; the residue, 27,495 acres, unallotted.
Winnebago.....	Omaha and Winnebago.	Winnebago.....	4 27, 495	43	
Total .....			74, 592	116 1/2	

<sup>1</sup> Approximate.

<sup>2</sup> Outboundaries surveyed.

<sup>3</sup> Partly surveyed.

<sup>4</sup> Surveyed.

Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued.

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
NEVADA.					
Duck Valley <sup>2</sup> .....	Western Shoshoni..	Paiute and Western Shoshoni.....	8312, 820	488	Executive orders, Apr. 16, 1877, and May 4, 1886.
Moapa River.....	Nevada.....	Chemehuevi, Kaibab, Pawipit, Paiute, and Shivwits.	31, 000	1 $\frac{1}{4}$	Executive orders, Mar. 12, 1873, and Feb. 12, 1874; act of Congress approved Mar. 13, 1875, vol. 18, p. 445; selection approved by Secretary of Interior, July 3, 1875.
Pyramid Lake.....	do.....	Paiute.....	8222, 000	503 $\frac{1}{2}$	Executive order, Mar. 23, 1874.
Walker River.....	do.....	do.....	8318, 815	498 $\frac{1}{2}$	Executive order, Mar. 19, 1874.
Total.....			954, 135	1, 491	
NEW MEXICO TERRITORY.					
Jicarilla Apache.....	Pueblo.....	Jicarilla Apache.....	4286, 400	417 $\frac{1}{2}$	Executive order, Feb. 11, 1887, 129,813.35 acres allotted to 845 Indians, and 280.44 acres reserved for mission, school, and agency purposes (L. B. 335, p. 323). The residue, 286,400 acres, unallotted.
Mescalero Apache.....	Mescalero.....	Mescalero and Mimbrefio Apache.....	3,474, 240	741	Executive orders, May 29, 1873, Feb. 2, 1874, Oct. 20, 1875, May 19, 1882, and Mar. 24, 1883.
Jemez.....			317, 510		
Acoma.....			393, 792		
San Juan.....			317, 645		
Picuris.....			317, 461		
San Felipe.....			334, 767		
Pecos.....			318, 763		
Cochiti.....			324, 256		
Santo Domingo.....			374, 743		
Taos.....			317, 361		
Pueblo/Santa Clara.....	Pueblo.....	Pueblo.....	317, 369		
Tesuque.....			317, 471		
St. Ildefonso.....			317, 293		
Pojoaque.....			313, 520		
Sia.....			317, 515		
Sandia.....			324, 187		
Isteta.....			3110, 080		
Nambe.....			313, 586		
Laguna.....			3125, 225		
(Santa Ana.....			317, 361		
Zuni.....	Pueblo.....	Pueblo.....	3215, 040	336	Executive orders, Mar. 16, 1877, May 1, 1888, and Mar. 3, 1885. (Area of original Spanish grant, 17,581.25 acres.)
Total.....			1, 667, 485	2, 605 $\frac{1}{2}$	

(Confirmed by United States patents in 1864, under old Spanish grants; acts of Congress approved Dec. 22, 1868, vol. 11, p. 374, and June 21, 1860, vol. 12, p. 71. (See General Land Office Report for 1876, p. 242, and for 1880, p. 658.)

NEW YORK.									
Allegany	New York	Onondaga and Seneca	330,469	47½	Treaties of Sept. 15, 1797, vol. 7, p. 601, and of May 20, 1842, vol. 7, p. 587.				
Cattaraugus	do	Cayuga, Onondaga, and Seneca	321,680	34	Treaties of Sept. 15, 1797, vol. 7, p. 601, June 30, 1802, vol. 7, p. 70, and of May 20, 1842, vol. 7, p. 587. (See annual report, 1877, p. 164.)				
Oil Spring	do	Seneca	2640	1	By arrangement with the State of New York. (See annual report, 1877, p. 166.)				
Oneida	do	Oneida	2350	½	Treaty of Nov. 11, 1794, vol. 7, p. 44, and arrangement with the State of New York. (See annual report, 1877, p. 168.)				
Onondaga	do	Oneida, Onondaga, and St. Regis	6,100	9½	Do.				
St. Regis	do	St. Regis	14,640	23	Treaty of May 13, 1796, vol. 7, p. 55. (See annual report, 1877, p. 168.) They held about 24,250 acres in Canada.				
Tonawanda	do	Cayuga and Tonawanda bands of Seneca	37,549	11½	Treaties of Sept. 15, 1797, vol. 7, p. 601, and Nov. 5, 1857, vol. 12, p. 991; purchased by the Indians and held in trust by the comptroller of New York, deed dated Feb. 14, 1862. (See also annual report, 1877, p. 165.)				
Tuscarora	do	Onondaga and Tuscarora	6,249	9½	Treaty of Jan. 15, 1838, vol. 7, p. 561, and arrangement (grant and purchase) between the Indians and the Holland Land Co. (See annual report, 1877, p. 167.)				
Total			87,677	137					
NORTH CAROLINA.									
Qualla boundary and other lands.	Eastern Cherokee	Eastern Band of North Carolina Cherokee	350,000 313,211 333,000	78 24 51½	Held by deed to Indians under decision of United States circuit court for western district of North Carolina, entered at November term, 1874, confirming the award of Rufus Barringer and others, dated Oct. 23, 1874, and acts of Congress approved Aug. 14, 1876, vol. 19, p. 139, and Aug. 23, 1894, vol. 28, p. 441, and deeds to Indians from Johnston and others, dated Oct. 9, 1876, and Aug. 14, 1880. (See also H. R. Ex. Docs. No. 196, 47th Cong., 1st sess., and No. 128, 53d Cong., 2d sess.) Now held in fee by Indians, who are incorporated.				
Total			98,211	152½					
NORTH DAKOTA.									
Devils Lake	Devils Lake	Assiniboin, Cuthhead, Santee, Sisseton, Yankton, and Wapeton Sioux.	498,224	158½	Treaty of Feb. 19, 1867, vol. 15, p. 505; agreement Sept. 20, 1872; confirmed in Indian appropriation act approved June 22, 1874, vol. 18, p. 167. (See pp. 328-337, Comp. Indian Laws.) 131,506.35 acres allotted to 1,132 Indians; 727.83 acres reserved for church, and 193.61 acres reserved for Government purposes. The residue, 98,224 acres, held in common.				

4 Surveyed.

3 Outboundaries surveyed.

2 Partly in Idaho.

1 Approximate.

Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued.

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
NORTH DAKOTA—cont'd.					
Fort Berthold .....	Fort Berthold .....	Arikara, Grosventre, and Mandan .....	884,780	1,392½	Unratified agreement of Sept. 17, 1851, and July 27, 1866 (see p. 322, Comp. Indian Laws); Executive orders, Apr. 12, 1870, July 13, 1880, and June 17, 1892; agreement Dec. 14, 1886, ratified by act of Congress approved Mar. 3, 1891, vol. 26, p. 1082. (See Pres. proc. May 20, 1891, vol. 27, p. 979.) 80,940 acres allotted to 940 Indians (see Letter Book 445, p. 311); the residue, 884,780 acres, unallotted.
Standing Rock .....	Standing Rock .....	Blackfeet, Hunkpapa, Lower and Upper Yanktonal Sioux.	22,672,640	4,176	Treaty of Apr. 29, 1868, vol. 15, p. 685, and Executive orders Jan. 11—Mar. 16, 1875, and Nov. 28, 1876. Agreement ratified by act of Congress approved Feb. 28, 1877, vol. 19, p. 254, and Executive orders Aug. 9, 1879, and Mar. 20, 1884 (1,520,640 acres in South Dakota); act of Congress, Mar. 2, 1899, vol. 25, p. 888. President's proclamation of Feb. 10, 1890, vol. 26, p. 1554.
Turtle Mountain .....	Devils Lake .....	Chippewa of the Mississippi .....	246,080	72	Executive orders, Dec. 21, 1882, Mar. 29 and June 3, 1884.
Total .....			3,701,724	5,784	
OKLAHOMA TERRITORY.					
Cheyenne and Arapaho .....	Cheyenne and Arapaho.	Southern Arapaho, and Northern and Southern Cheyenne.			Executive order, Aug. 10, 1869; unratified agreement with Wichita, Caddo, and others Oct. 19, 1872. (See annual report, 1872, p. 101.) Agreement made October, 1890, and ratified and confirmed in Indian appropriation act approved Mar. 3, 1891, vol. 26, pp. 1022-1026. 529,682.06 acres allotted to 3,294 Indians; 231,828.55 acres for school lands; 82,843.93 acres reserved for military agency, mission, etc., purposes; the residue, 3,500,562.05 acres, opened to settlement. (See Pres. proc. Apr. 12, 1892, vol. 27, p. 1018.) Executive order, July 12, 1896.
Iowa .....	Sauk and Fox .....	Iowa and Tonkawa .....			Executive order, Aug. 15, 1888; agreement May 20, 1890, ratified by act of Congress approved Feb. 13, 1891, vol. 26, p. 753. 8,685.30 acres allotted to 109 Indians; 20 acres held in common for church, school, etc.; the residue opened to settlement. Proclamation of President Sept. 18, 1891, vol. 27, p. 989. (See annual report, 1891, p. 677, and letter book 222, p. 364.)
Kansa. Kickapoo .....	Osage. Sauk and Fox .....	Kansa or Kaw. Mexican Kickapoo .....	3,100,137	156½	Act of Congress approved June 5, 1872, vol. 17, p. 228. Executive order, Aug. 15, 1883; agreement June 21, 1891; ratified by act of Congress approved Mar. 3,

Kiowa and Comanche.....	Kiowa, Comanche, Delaware, and Kiowa.....	34,480,000	750	1883, vol. 27, p. 557, 22,529.15 acres allotted to 283 Indians; 479.72 acres reserved for mission, agency, and school purposes; residue opened to settlement by proclamation of the President May 18, 1886, vol. 29, p. 868.
Oakland.....	Tonkawa and Lipan .....			Treaty of Oct. 21, 1867, vol. 15, pp. 581 and 589; agreement made Oct. 21, 1892; ratified by act of Congress approved June 6, 1900, vol. 31, p. 672, ceding 2,488,893 acres, of which 443,338 acres have been allotted to 2,759 Indians; 11,972 acres reserved for agency, school, religious, and other purposes. The residue, 2,033,583 acres, opened to settlement (Letter Books 486, p. 440; 488, p. 478).
Osaage.....	Great and Little Osaage and Quapaw .....	31,470,058	2,297	Act of Congress approved May 27, 1878, vol. 20, p. 84 (see annual report for 1882, p. LXII). (See deed dated June 14, 1883, from Cherokees, vol. 6, Indian Deeds, p. 476.) (See deed from Nez Percés, May 22, 1885, vol. 6, Indian Deeds, p. 504.) II, 273.79 acres allotted to 73 Indians; 160.50 acres reserved for Government and school purposes. The residue, 79,276.60 acres, opened to settlement (letter book 257, p. 240). Article 16, Cherokee treaty of July 19, 1866, vol. 14, p. 804; order of Secretary of the Interior, Mar. 27, 1871; act of Congress approved June 5, 1872, vol. 17, p. 228. (See deed dated June 14, 1883, from Cherokees, vol. 6, Indian Deeds, p. 482.)
Oto.....	Oto and Missouri.....	63,419	99	Act of Congress approved Mar. 3, 1881, vol. 21, p. 381; order of the Secretary of the Interior, June 23, 1881. (See deed dated June 14, 1883, from Cherokees, vol. 6, Indian Deeds, p. 473.) 64,935.50 acres allotted to 440 Indians; 720 acres reserved for Government uses. (See Letter Book 423, p. 190.) The residue, 63,418.50 acres, unallotted.
Pawnee.....	Pawnee.....			Act of Congress approved Apr. 10, 1876, vol. 19, p. 29. (Of this 230,014 acres are Cherokee and 53,006 acres are Creek lands.) (See deed dated June 14, 1883, from Cherokees, vol. 6, Indian Deeds, p. 470.) 112,859.84 acres allotted to 821 Indians; 840 acres were reserved for school, agency, and cemetery purposes; the residue, 109,320 acres, opened to settlement (Letter Books 261, p. 388, and 263, p. 5).
Ponca.....	Ponca.....	326,328	41	Act of Congress approved Aug. 15, 1876, vol. 19, p. 192; Mar. 3, 1877, vol. 19, p. 287; May 27, 1878, vol. 20, p. 76, and Mar. 3, 1881, vol. 21, p. 422. (See deed dated June 14, 1883, from Cherokees, vol. 6, Indian Deeds, p. 473.) There has been allotted to 627 Indians 75,042.70 acres, and reserved for agency, school, mission, and cemetery purposes 523.53 acres, leaving unallotted 26,328.05 acres (letter book 302, p. 311).

<sup>3</sup>Partly surveyed.

<sup>1</sup>Approximate.

<sup>2</sup>Surveyed.  
<sup>4</sup>The reestablishment of the true meridian by the resurvey of the ninety-eighth meridian west will decrease the area of the Kiowa and Comanche reservation by 31,333.25 acres, or 49 square miles.

Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued.

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
OKLAHOMA TERRITORY— continued.					
Potawatomi .....	Sauk and Fox .....	Absentee Shawnee and Potawatomi .....			Treaty of Feb. 27, 1867, vol. 15, p. 531; act of Congress approved May 23, 1872, vol. 17, p. 159. (222,716 acres are Creek ceded lands; 365,851 acres are Seminole lands.) Agreements with citizen Potawatomi June 26 and Absentee Shawnees June 26, 1890; ratified and confirmed in the Indian appropriation act of Mar. 3, 1891, vol. 26, pp. 1016-1021. 215,679.42 acres allotted to 1,489 Potawatomi, and 70,791.47 acres allotted to 563 Absentee Shawnees, and 510.63 acres reserved for Government purposes; the residue opened to settlement by the President's proclamation of Sept. 18, 1891, vol. 27, p. 989. (See letter book 222, pp. 442, 444, and annual report for 1891, p. 677.)
Sauk and Fox .....	do .....	Ottawa, Sauk and Fox of the Missouri and of the Mississippi.			Treaty of Feb. 18, 1867, vol. 15, p. 495; agreement June 12, 1890; ratified by act of Congress approved Feb. 13, 1891, vol. 26, p. 749. 87,683.64 acres allotted to 648 Indians, and 800 acres reserved for school and agency purposes; the residue opened to settlement by the President's proclamation Sept. 18, 1891, vol. 27, p. 989. (See letter book 222, p. 169, and annual report for 1891, p. 677.)
Wichita .....	Kiowa, Comanche, and Wichita.	Ioni, Caddo, Comanche, Delaware, Towakoni, Waco, and Wichita.			(See treaty of July 4, 1866, with Delawares, art. 4, vol. 14, p. 794.) Unratified agreement, Oct. 19, 1872. (See annual report, 1872, p. 101.) Agreement made June 4, 1891, ratified by act of Congress approved Mar. 2, 1895, vol. 28, p. 876. 152,991 acres allotted to 965 Indians; 4,151 acres reserved for agency, school, religious and other purposes. The residue, 586,463 acres, opened to settlement (letter book 490, p. 90). Unoccupied Chickasaw and Choctaw leased lands west of the North Fork of the Red River. Act of Congress approved May 4, 1896, vol. 29, p. 113. President's proclamation Mar. 16, 1896, vol. 29, p. 878.
Total .....			21,511,576	2,362	
OREGON.			3,651,518	5,705 <sup>1</sup>	
Grande Ronde .....	Grande Ronde .....	Kalapuya, Clackamas, Cow Creek, Lakmitut, Mary's Run, Molala, Nestucca, Rogue River, Santiam, Shasta, Tumwater, Umpqua, Wapato, and Yamhill.	226,111	40 <sup>1</sup>	Treaties of Jan. 22, 1855, vol. 10, p. 1143, and of Dec. 21, 1855, vol. 12, p. 982; Executive order June 30, 1857, 440 acres reserved for Government uses and 83,148 acres allotted to 269 Indians. (See letter book 210, p. 328.) The residue, 26,111 acres, unallotted.
Klamath .....	Klamath .....	Klamath, Modoc, Paiute Pito River, Wapapa, and Yahuskin band of Snake (Shoshoni).	3872,186	1,362 <sup>1</sup>	Treaty of Oct. 14, 1864, vol. 16, p. 707. 177,719.62 acres allotted to 1,114 Indians; 6,094.77 acres reserved for agency, school, and church purposes. (See letter

book 441, p. 314.) The residue, 872,186 acres, unallotted.  
 Unratified treaty, Aug. 11, 1855; Executive orders Nov. 9, 1855, and Dec. 21, 1865, and act of Congress approved Mar. 3, 1875, vol. 18, p. 446. Agreement Oct. 31, 1892, ratified by act of Congress approved Aug. 15, 1894, vol. 28, p. 323. 47,716.34 acres allotted to 551 Indians. Residue, 177,563.66 acres (except 5 sections), ceded to United States. (See letter book 281, p. 358.) President's proclamation May 16, 1895, vol. 29, p. 866.  
 Treaty of June 9, 1855, vol. 12, p. 945, and act of Congress approved Aug. 5, 1882, vol. 22, p. 297; Mar. 3, 1885, vol. 23, p. 341, and sec. 8 of act Oct. 17, 1888, vol. 25, p. 559. (See orders Secretary of Interior, Dec. 4, 1888, annual report 1891, p. 682.) 76,933.90 acres allotted to 893 Indians, 980 acres reserved for school and mission purposes. (See letter book 255, p. 132.)  
 Treaty of June 25, 1855, vol. 12, p. 963. 140,696.45 acres allotted to 969 Indians, and 1,195 acres reserved for church, school, and agency purposes. The residue, 322,108 acres, unallotted (letter book 334, p. 296).

Order of Department, July 1, 1863 (see annual report, 1863, p. 318); treaty of Apr. 29, 1868, vol. 15, p. 635, and Executive order, Feb. 27, 1885 (see President's proclamation of Apr. 17, 1885, annulling Executive order of Feb. 27, 1885; Annual Report, 1885, p. 11); act of Congress approved Mar. 2, 1889, vol. 25, p. 888; President's proclamation, Feb. 10, 1890, vol. 26, p. 1554. There has been allotted to 840 Indians 172,413.81 acres, and reserved for agency, school, and religious purposes 1,076.90 acres, leaving a residue of 112,081 acres (letter books 302, p. 443; 372, p. 483; 373, p. 347).  
 Treaty of Feb. 19, 1867, vol. 15, p. 505; agreement, Sept. 20, 1872; confirmed in Indian appropriation act approved June 22, 1874, vol. 18, p. 167. (See pp. 328-337, Comp. Indian Laws.) Agreement, Dec. 12, 1889, ratified by act of Congress approved Mar. 3, 1891, vol. 26, pp. 1035-1038. 308,904.92 acres allotted to 1,339 Indians, 32,840.25 acres reserved for school purposes, 1,347.01 acres for church and agency purposes; the residue, 574,678.40 acres, opened to settlement. (See President's proclamation Apr. 11, 1892, vol. 27, p. 1017.)

Siletz.....	Alicsa, Coquille, Kusan, Kwatami, Rogue River, Skoton, Shasta, Sainstakea, Siuslaw, Tututni, Umpqua, and thirteen others.	.....	.....	.....	.....
Umatilla.....	Cayuse, Umatilla, and Wallawalla.....	279, 820	1244		
Warm Springs.....	Des Chutes, John Day, Patute, Tenino, Warm Springs, and Wasco.	2222, 108	5034		
Total.....		1, 300, 225	2, 0314		
SOUTH DAKOTA.					
Crow Creek and Old Winnebago.	Lower Yanktonal, Lower Brulé, Miniconjou, and Two Kettle Sioux.	2112, 031	175		
Lake Traverse.....	Sisseton and Wahpeton Sioux.....	.....	.....		

3 Outboundaries surveyed.

\* Surveyed.

1 Approximate.



## Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued.

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
SOUTH DAKOTA—cont'd.					
Cheyenne River .....	Forest City .....	Blackfeet, Miniconjou, Sans Arcs, and Two Kettle Sioux.	2,867,840	4,481	Treaty of Apr. 29, 1868, vol. 15, p. 635, and Executive orders, Jan. 11, Mar. 16, and May 20, 1875, and Nov. 28, 1876; agreement ratified by act of Congress approved Feb. 28, 1877, vol. 19, p. 254, and Executive orders, Aug. 9, 1879, and Mar. 20, 1884. Act of Congress Mar. 2, 1889, vol. 25, p. 888. President's proclamation of Feb. 10, 1890, vol. 26, p. 1554. (See act of Congress approved Feb. 10, 1896, vol. 29, p. 10.)
Lower Brulé.....	Crow Creek and Lower Brulé.	Lower Brulé and Lower Yanktonai Sioux ...	232,000,694	313½	Treaty of Apr. 29, 1868, vol. 15, p. 635, and Executive orders, Jan. 11, Mar. 16, and May 20, 1875, and Nov. 28, 1876; agreement ratified by act of Congress approved Feb. 28, 1877, vol. 19, p. 254, and Executive orders, Aug. 9, 1879, and Mar. 20, 1884. Act of Congress Mar. 2, 1889, vol. 25, p. 888. President's proclamation of Feb. 10, 1890, vol. 26, p. 1554. (See act of Congress approved Feb. 10, 1896, vol. 29, p. 10.) Agreement made Mar. 1, 1898, ratified by act of Congress approved Mar. 3, 1899, vol. 30, p. 1362, ceding 120,000 acres to the United States. 151,856 acres allotted to 555 Indians. (See letter book 498, p. 336.)
Pine Ridge .....	Pine Ridge .....	Brulé, Northern Cheyenne, and Oglala Sioux.	233,155,200	4,930	Treaty of Apr. 29, 1868, vol. 15, p. 635, and Executive orders, Jan. 11, Mar. 16, and May 20, 1875, and Nov. 28, 1876; agreement ratified by act of Congress approved Feb. 28, 1877, vol. 19, p. 254, and Executive orders, Aug. 9, 1879, and Mar. 20, 1884. (Tract 32,000 acres, set apart by Executive order of Jan. 24, 1882, is situated in Nebraska.) Act of Congress Mar. 2, 1889, vol. 25, p. 888. President's proclamation of Feb. 10, 1890, vol. 26, p. 1554. (See act of Congress approved Feb. 10, 1896, vol. 29, p. 10.)
Rosebud.....	Rosebud.....	Loafer, Miniconjou, Northern Oglala, Two Kettle, Upper Brulé, and Wahzhazhe Sioux.	232,384,170	3,725½	Treaty of Apr. 29, 1868, vol. 15, p. 635, and Executive orders, Jan. 11, Mar. 16, and May 20, 1875, and Nov. 28, 1876; agreement ratified by act of Congress approved Feb. 28, 1877, vol. 19, p. 254, and Executive orders, Aug. 9, 1879, and Mar. 20, 1884. Act of Congress Mar. 2, 1889, vol. 25, p. 888. President's proclamation of Feb. 10, 1890, vol. 26, p. 1554. (See act of Congress approved Feb. 10, 1896, vol. 29, p. 10.) 843,989.95 acres allotted to 3,107 Sioux Indians on Rosebud Reservation (letter books 392 and 450, pp. 242 and 271). The residue, 2,384,170 acres, unallotted. Agreement made Mar. 10, 1898, ratified by act of Congress approved Mar. 3, 1899, vol. 30, p. 1364.

Yankton	Yankton	Yankton Sioux	8,719,985	13,6244	Treaty of Apr. 19, 1858, vol. 11, p. 744. 268,567.72 acres allotted to 2,649 Indians, and 1,252.89 acres reserved for agency, church, and school purposes. (See letter book 207, p. 1.) Agreement Dec. 31, 1892, ratified by act of Congress approved Aug. 15, 1894, vol. 28, p. 314. The residue opened to settlement. (See President's proclamation May 16, 1895, vol. 29, p. 865.)
Total					
UTAH.					
Uinta Valley	Uinta and Ouray	Goslute, Pavant, Uinta, Yampa, Grand River, Uncompahgre, and White River Ute	2,089,040	3,186	Executive orders, Oct. 3, 1861, and Sept. 1, 1887; acts of Congress approved May 5, 1864, vol. 13, p. 63, and May 24, 1888, vol. 25, p. 157.
Uncompahgre	do	Tabeguache Ute			Executive order, Jan. 5, 1882. (See act of Congress approved June 15, 1880, ratifying the agreement of Mar. 6, 1880, vol. 21, p. 199.) Acres reserved for 83 allottees, remainder of reservation restored to public domain, act of June 7, 1897, vol. 30, p. 62. (Letter book 403, p. 115.)
Total			2,089,040	3,186	
WASHINGTON.					
Chehalis	Puyallup (consolidated)	Chinook (Tsinuk), Clatsop, and Chehalis	4,471	4	Order of the Secretary of the Interior, July 8, 1864; Executive order, Oct. 1, 1886. The residue, 3,753.63 acres, restored to the public domain for Indian homestead entry.
Columbia	Colville	Chief Moses and his people	424,220	38	Executive orders, Apr. 19, 1879; Mar. 6, 1880, and Feb. 23, 1883. (See Indian appropriation act of July 4, 1884, vol. 23, p. 79.) Executive order, May 1, 1886.
Colville	do	Cœur d'Alène, Colville, Kallispel, Okinagan, Lake, Methow, Nespelinn, Fend d'Orelle, Sanpoll, and Spokane.	1,300,000	2,0314	Executive orders, Apr. 9 and July 2, 1872; act of Congress July 1, 1892, vol. 27, p. 62. (See acts of Congress approved Feb. 20, 1896, vol. 29, p. 9, and July 1, 1898, vol. 30, p. 598.) 50,900.30 acres in north half allotted to 648 Indians (see letter book 428, p. 100); remainder of north half, estimated at 1,449,268 acres, to be opened to settlement Oct. 10, 1900 (see proclamation of the President dated Apr. 10, 1900, 31 Stats., p. 1963). The residue, 1,300,000 acres (estimated), unallotted.
Hoh River	Neah Bay	Hoh	640	1	Executive order, Sept. 11, 1898.
Lummi	Tulalip	Dwamish, Etakmur, Lummi, Snohomish, Sukwamish, and Swiwamish.	41,884	3	Treaty of Point Elliott, Jan. 22, 1855, vol. 12, p. 927; Executive order, Nov. 22, 1873. The residue, 10,428 acres, allotted to 72 Indians.
Makah	Neah Bay	Makah and Quilleute	223,040	36	Treaty of Neah Bay, Jan. 31, 1855, vol. 12, p. 939; Executive orders, Oct. 26, 1872, Jan. 2 and Oct. 21, 1873.
Muckleshoot	Tulalip	Muckleshoot	43,367	5	Executive orders, Jan. 20, 1857, and Apr. 9, 1874.

<sup>4</sup> Surveyed.

<sup>3</sup> Partly surveyed.

<sup>2</sup> Outboundaries surveyed.

<sup>1</sup> Approximate.

## Schedule showing the names of Indian reservations in the United States, agencies, etc.—Continued.

Name of reservation.	Agency.	Name of the tribe occupying reservation.	Area in acres.	Square miles. <sup>1</sup>	Date of treaty, law, or other authority establishing reserve.
WASHINGTON—cont'd.					
Nisqualli	Puyallup (consolidated).	Muckleshoot, Nisqualli, Puyallup, Skwawk-snamish, Stalakoom, and five others.			Treaty of Medicine Creek, Dec. 26, 1854, vol. 10, p. 1132; Executive order, Jan. 20, 1857. Land all allotted, 4,718 acres, to 30 Indians.
Osette	Tulalip	Osette	640	1	Executive order, Apr. 12, 1893.
Port Madison		Dwamish, Etakmur, Lummi, Snohomish, Sukwamish, and Swiwamish.	22, 015	3	Treaty of Point Elliott, Jan. 22, 1855, vol. 12, p. 927; order of the Secretary of the Interior, Oct. 21, 1864, 5,289.48 acres allotted to 85 Indians; the residue, 2,015 acres, unallotted.
Puyallup	Puyallup (consolidated).	Muckleshoot, Nisqualli, Puyallup, Skwawk-snamish, Stalakoom, and five others.	3,599	1	Treaty of Medicine Creek, Dec. 22, 1854, vol. 10, p. 1132; Executive orders, Jan. 20, 1867, and Sept. 6, 1873, 17,463 acres allotted to 169 Indians; the residue, 599 acres, unallotted.
Quilente	Neah Bay	Quilente	3,837	1½	Executive order, Feb. 19, 1889.
Quinalt	Puyallup (consolidated).	Hoh, Quaitso, and Quinalt	3224, 000	350	Treaties of Olympia, July 1, 1855, and Jan 25, 1856, vol. 12, p. 971. Executive order, Nov. 4, 1873.
Shoalwater	do	Shoalwater and Chehalis	2,335	½	Executive order, Sept. 22, 1866.
Skokomish	do	Clallam, Skokomish, and Twana	2,276	½	Treaty of Point No Point, Jan. 26, 1855, vol. 12, p. 933; Executive order, Feb. 25, 1874, 4,774 acres allotted to 46 Indians; the residue, 276 acres, unallotted.
Snohomish or Tulalip	Tulalip	Dwamish, Etakmur, Lummi, Snohomish, Sukwamish, and Swiwamish.	28, 930	14	Treaty of Point Elliott, Jan. 22, 1855, vol. 12, p. 927; Executive order, Dec. 23, 1873, 13,560 acres allotted to 94 Indians; the residue, 8,930 acres, unallotted.
Spokane	Colville	Spokane	153, 600	240	Executive order, Jan. 18, 1881.
Squaxon Island (Kliahchemin)	Puyallup (consolidated).	Nisqualli, Puyallup, Skwawk-snamish, Stalakoom, and five others.			Treaty of Medicine Creek, Dec. 26, 1854, vol. 10, p. 1132; land all allotted, 1,494.15 acres, to 23 Indians.
Swinomish (Perry's Island).	Tulalip	Dwamish, Etakmur, Lummi, Snohomish, Sukwamish, and Swiwamish.	2, 170	2½	Treaty of Point Elliott, Jan. 22, 1855, vol. 12, p. 927; Executive order, Sept. 9, 1873, 5,460 acres allotted to 55 Indians; the residue, 1,710 acres, unallotted.
Yakima	Yakima	Klikitat, Palcos, Topnish, Wasco, and Yakima.	4,587, 010	917	Treaty of Walla Walla, June 9, 1855, vol. 12, p. 951; Executive order, Nov. 28, 1892. Agreement Jan. 8, 1894, ratified by act of Congress approved Aug. 15, 1894, vol. 28, p. 320, 211,972.48 acres allotted to 2,417 Indians, and 1,020.24 acres reserved for agency, church, and school purposes. (See letter books 354, p. 419, and 416, p. 268.) The residue, 587,009.08 acres, held in common.
Total			2, 333, 574	3, 646½	
WISCONSIN.					
Lac Court Orellles	La Pointe <sup>5</sup>	Lac Court Orellle Band of Chippewa of Lake Superior.	220, 096	31½	Treaty of Sept. 30, 1854, vol. 10, p. 1109; lands withdrawn by General Land Office, Nov. 22, 1860, Apr. 4, 1869. (See report by Secretary of the Interior,

Lac du Flambeau .....	do .....	Lac du Flambeau Band of Chippewa of Lake Superior.	\$ 33,666	524	Mar. 1, 1873.) Act of Congress approved May 29, 1872, vol. 17, p. 190. 49,040 acres allotted; the residue, 20,096 acres, unallotted.
La Pointe (Bad River) .....	do .....	La Pointe Band of Chippewa of Lake Superior.	\$ 83,816	131	Treaty of Sept. 30, 1854, vol. 10, p. 1109, lands selected by Indians. (See report of Superintendent Thompson, Nov. 14, 1863, and report to Secretary of the Interior, June 22, 1866.) Act of Congress approved May 29, 1872, vol. 17, p. 190. 36,248.01 acres allotted; the residue, 33,665.85 acres unallotted.
Red Cliff .....	do .....	La Pointe Band (Buffalo Chief) of Chippewa of Lake Superior.			Treaty of Sept. 30, 1854, vol. 10, p. 1109. 40,517.03 acres allotted; the residue, 83,816 acres, unallotted. (See letter to General Land Office, Sept. 17, 1853, letter book 381, p. 49.)
Menominee .....	Green Bay .....	Menominee.....	\$ 231,680	362	Treaty of Sept. 30, 1854, vol. 10, p. 1109; Executive order, Feb. 21, 1856. (See report of Superintendent Thompson, May 7, 1863. Lands withdrawn by General Land Office, May 8 and June 3, 1863.) 2,535.91 acres allotted to 35 Indians under treaty; of the residue, 11,566.90 acres were allotted to 109 Indians under joint resolution of Feb. 20, 1896, vol. 28, p. 970, and 40.10 acres were reserved for school purposes.
Oneida .....	do .....	Oneida .....			Treaties of Oct. 18, 1848, vol. 9, p. 982; of May 12, 1854, vol. 10, p. 1064, and Feb. 11, 1856, vol. 11, p. 679.
Stockbridge .....	Green Bay .....	Stockbridge and Munsee.....	\$ 11,803	184	Treaty of Feb. 3, 1838, vol. 7, p. 566. 65,402.13 acres allotted to 1,501 Indians. Remainder, 84.08 acres reserved for school purposes.
Total .....			381,061	5954	Treaties of Nov. 24, 1848, vol. 9, p. 955; Feb. 5, 1856, vol. 11, p. 663, and of Feb. 11, 1856, vol. 11, p. 679; act of Congress approved Feb. 6, 1871, vol. 16, p. 404. (For area, see act of Congress approved June 22, 1874, vol. 18, p. 174.)
Wind River .....	Shoshoni .....	Northern Arapaho and Eastern Band of Shoshoni.	\$ 1,754,960	2,742	Treaty of July 3, 1868, vol. 15, p. 673; acts of Congress approved June 22, 1874, vol. 18, p. 166, and Dec. 15, 1874, vol. 18, p. 291; Executive order, May 21, 1887. Agreement made Apr. 21, 1896, amended and accepted by act of June 7, 1896 (vol. 30, p. 93); amendment accepted by Indians July 10, 1897. (See 29020-97 and letter book 359, p. 468.)
Grand total.....			1,754,960 76,116,713	2,742 118,932	

<sup>1</sup> Approximate.

<sup>2</sup> Surveyed.

<sup>3</sup> Outboundaries surveyed.

<sup>4</sup> Partly surveyed.

<sup>6</sup> In Minnesota and Wisconsin.

WYOMING.

*Statistics as to Indian schools during*

School.	How supported.	Capacity.	
		Boarding.	Day.
ARIZONA.			
Colorado River Agency: Colorado River boarding.....	By Government.....	100	.....
Fort Mohave training.....	do.....	170	.....
Moqui (Hopi) Reservation:			
Moqui (Hopi) training.....	do.....	120	.....
Blue Canyon boarding.....	do.....	40	.....
Oraibi day.....	do.....		75
Polakakai day.....	do.....		35
Second Mesa day.....	do.....		102
Walapai (Hualapai) Reservation:			
Truxton Canyon boarding.....	do.....	a 130	.....
Havasupai boarding.....	do.....	46	.....
Hackberry day.....	do.....		44
Kingman day.....	do.....		33
Navaho Agency:			
Navaho boarding.....	do.....	180	.....
Little Water boarding.....	do.....	80	.....
Phoenix training.....	do.....	700	.....
Pima Agency:			
Pima boarding.....	do.....	250	.....
Gila Crossing day.....	do.....		40
Salt River day.....	do.....		44
San Xavier Mission day.....	By Catholic Church.....		125
St. John's Mission day.....	do.....		100
San Carlos Agency: San Carlos boarding.....	By Government.....	200	.....
Fort Apache Agency: Fort Apache boarding.....	do.....	65	.....
Tucson boarding.....	By Presbyterian Church.....	170	.....
Rice Station boarding.....	By Government.....	200	.....
CALIFORNIA.			
Fort Yuma: Yuma boarding.....	By Government.....	180	.....
Hupa Valley Agency: Hupa Valley boarding.....	do.....	163	.....
Mission Tule River (consolidated) Agency:			
Agua Caliente day.....	do.....		28
Capitan Grande day.....	do.....		30
Kawia (Coahuila) day.....	do.....		32
La Jolla day.....	do.....		26
Martinez day.....	do.....		28
Mesa Grande day.....	do.....		24
Pechanga day.....	do.....		32
Potrero day.....	do.....		28
Rincon day.....	do.....		25
Saboba day.....	do.....		32
Tule River day.....	do.....		34
Perris: Training.....	do.....	150	.....
Greenville: Training.....	do.....	100	.....
San Diego County: Public day, Anahuac district.....	By contract.....		.....
Big Pine day.....	By Government.....		30
Bishop day.....	do.....		60
Independence day.....	do.....		28
Manchester day.....	do.....		40
Potter Valley day.....	do.....		50
Ukiah day.....	do.....		24
Upper Lake day.....	do.....		30
Round Valley Agency: Round Valley boarding.....	do.....	125	.....
San Diego: Industrial boarding.....	By Catholic Church.....	150	.....
Banning: St. Boniface's boarding.....	do.....	150	.....
Hopland (Ukiah) day.....	do.....		30
Pinole day.....	do.....		40
St. Turibius boarding.....	do.....	20	.....
Fort Bidwell: Training.....	By Government.....	150	.....
COLORADO.			
Grand Junction: Training.....	By Government.....	170	.....
Fort Lewis: Training.....	do.....	300	.....
IDAHO.			
Fort Hall Agency: Fort Hall boarding.....	By Government.....	150	.....
Lemhi Agency: Lemhi boarding.....	do.....	36	.....
Fort Lapwal boarding.....	do.....	250	.....
Bannock County:			
Public day, district No. 1.....	By contract.....		.....
Public day, district No. 24.....	do.....		.....

a Counted at Hackberry day.

the fiscal year ended June 30, 1901.

Number of employees.				Enrollment.	Average attendance.		Number of months in session.	Cost to Government.	Cost per capita to Government, per annum.	Value of subsistence raised by school.	Cost to other parties.	Cost per capita to other parties, per annum.
Sex.		Race.			Boarding.	Day.						
Male.	Female.	Indian.	White.									
8	7	4	11	105	108	.....	12	\$15,608.03	\$151.53			
12	9	6	15	170	164	.....	12	23,659.62	144.27	\$1,030.00		
7	7	1	13	158	150	.....	10	20,180.76	134.54			
1	3	4	4	70	59	.....	10	5,826.33	98.75			
1	3	4	4	121	.....	85	10	2,932.09	34.50			
1	1	1	1	53	.....	41	10	1,858.51	45.33			
1	2	3	3	111	.....	104	10	3,935.88	37.85			
2	4	1	5	a64	.....	a62	3	1,915.13	30.89			
1	2	3	3	75	72	.....	10	4,109.11	57.07			
1	3	2	2	66	.....	62	7	3,251.73	52.45			
1	1	2	2	47	.....	43	10	2,672.12	62.14			
4	11	1	14	177	158	.....	10	19,833.54	125.53			
1	5	6	6	80	70	.....	10	7,695.32	109.93			
30	25	16	39	743	684	.....	12	92,077.52	134.61	2,335.00		
9	14	8	15	258	253	.....	10	30,230.53	119.49			
1	1	2	2	58	.....	32	10	984.00	30.75			
1	1	2	2	53	.....	46	10	936.00	20.35			
1	3	1	3	100	.....	84	9	.....	.....		\$940.00	\$11.19
1	1	1	1	83	.....	53	9	.....	.....		470.18	8.87
2	9	2	9	108	99	.....	10	14,178.00	143.21			
2	9	2	9	104	96	.....	10	13,963.74	145.46	548.53		
3	13	3	13	168	158	.....	9	.....	.....		19,724.97	124.84
10	10	6	14	223	191	.....	7	20,690.77	108.33	11.50		
10	11	8	13	156	128	.....	10	15,874.47	124.01			
7	14	10	11	191	143	.....	10	23,415.01	163.74	871.50		
1	1	1	1	22	.....	18	10	746.97	41.50			
1	1	2	2	14	.....	11	10	1,170.15	106.38			
1	1	2	2	18	.....	15	10	1,122.88	74.86			
1	1	2	2	26	.....	19	10	1,212.74	63.83			
1	1	2	2	26	.....	16	10	1,154.54	72.16			
2	1	1	1	17	.....	11	10	998.56	90.32			
2	2	2	2	31	.....	20	10	1,216.34	60.81			
2	1	1	1	23	.....	14	10	1,206.62	86.19			
2	1	1	1	28	.....	22	10	1,263.57	57.44			
1	1	2	2	25	.....	19	10	1,242.52	65.40			
1	1	2	2	30	.....	16	10	1,176.58	73.54			
9	9	6	12	223	204	.....	12	24,920.92	122.16	230.22		
3	5	1	7	78	58	.....	12	8,489.54	146.37	52.00		
1	1	1	1	7	.....	4+	8	131.84	40.00			
2	1	1	1	38	.....	23	10	766.00	33.30			
2	2	2	2	61	.....	38	10	1,453.15	38.24			
1	1	1	1	17	.....	13	10	781.06	60.08			
1	1	1	1	19	.....	9	10	600.00	66.67			
1	1	1	1	34	.....	29	10	720.00	24.83			
1	1	1	1	25	.....	16	10	600.00	37.50			
1	1	1	1	27	.....	14	10	600.00	42.85			
4	6	3	7	139	113	.....	10	14,043.40	124.28	84.64		
5	6	2	9	82	81	.....	10	.....	.....		7,236.00	89.33
4	9	2	11	139	125	.....	10	.....	.....		8,009.00	64.07
1	1	1	1	11	.....	8	10	.....	.....		165.00	20.63
1	1	1	1	16	.....	12	10	.....	.....		285.00	23.75
6	5	6	6	b13	10	.....	10	.....	.....		740.12	49.34
2	5	2	5	59	44	.....	10	7,373.33	167.58	697.46		
11	10	5	16	229	177	.....	12	28,818.91	162.82	2,165.30		
22	16	19	19	347	301	.....	12	41,753.85	138.72	509.65		
7	11	4	14	175	156	.....	10	22,442.07	143.86	1,728.00		
1	4	1	4	53	37	.....	10	5,500.39	148.66	283.13		
4	7	1	10	119	74	.....	9	12,330.64	166.63	140.00		
.....	.....	.....	.....	3	.....	2	9	53.99	40.00			
.....	.....	.....	.....	4	.....	3	8	89.82	40.00			

b And 7 day pupils.

*Statistics as to Indian schools during the*

School.	How supported.	Capacity.	
		Boarding.	Day.
INDIAN TERRITORY.			
Quapaw Agency: Seneca training .....	By Government .....	120	.....
IOWA.			
Sauk and Fox Agency: Sauk and Fox boarding .....	By Government .....	80	.....
KANSAS.			
Potawatomi and Great Nemaha Agency:			
Kickapoo boarding .....	By Government .....	60	.....
Potawatomi boarding .....	do .....	80	.....
Great Nemaha boarding .....	do .....	40	.....
Clerk for all these schools .....	do .....	.....	.....
Lawrence: Haskell Institute .....	do .....	700	.....
MICHIGAN.			
Baraga:			
Chippewa boarding .....	By Catholic Church .....	140	.....
Day .....	By Government and Catholic Church .....	.....	40
Bay Mills day .....	By Government .....	.....	50
Harbor Springs: Boarding .....	By Catholic Church .....	126	.....
Isabella County:			
Public day, district No. 1 .....	By contract .....	.....	.....
Public day, fractional district No. 1 .....	do .....	.....	.....
Lapeer County: Public day, district No. 9 .....	do .....	.....	.....
Leelanaw County: Public day, district No. 6 .....	.....	.....	.....
Mount Pleasant: Training .....	By Government .....	300	.....
MINNESOTA.			
White Earth Agency:			
White Earth boarding .....	By Government .....	134	.....
Pine Point boarding .....	do .....	75	.....
Wild Rice River boarding .....	do .....	65	.....
St. Benedict's orphan mission boarding .....	By Catholic Church .....	150	.....
Leech Lake Agency:			
Bena boarding .....	By Government .....	40	.....
Leech Lake boarding .....	do .....	60	.....
Cass Lake boarding .....	do .....	40	.....
Red Lake boarding .....	do .....	100	.....
Cross Lake boarding .....	do .....	40	.....
St. Mary's Mission boarding, Red Lake Reservation .....	By Catholic Church .....	100	.....
Birch Cooley day .....	By Government .....	.....	36
Morris: Boarding .....	do .....	150	.....
Pipestone: Training .....	do .....	150	.....
MONTANA.			
Fort Shaw: Training .....	By Government .....	300	.....
Blackfeet Agency:			
Blackfeet boarding .....	do .....	125	.....
Holy Family Mission boarding .....	By Catholic Church .....	150	.....
Crow Agency:			
Crow boarding .....	By Government .....	150	.....
St. Xavier's Mission boarding .....	By Catholic Church .....	150	.....
Flathead Agency:			
Flathead day .....	By Government .....	.....	35
Flathead boarding .....	do .....	.....	.....
St. Ignatius Mission boarding .....	By Catholic Church .....	350	.....
Fort Belknap Agency:			
Fort Belknap boarding .....	By Government .....	130	.....
St. Paul's boarding .....	By Catholic Church .....	250	.....
Fort Peck Agency:			
Fort Peck boarding .....	By Government .....	200	.....
Wolf Point Mission boarding and day .....	By Presbyterian Church .....	30	.....
Valley County: Public day, Poplar district .....	By State .....	.....	.....
Tongue River Agency:			
Tongue River day .....	By Government .....	.....	32
St. Labre's Mission boarding .....	By Catholic Church .....	65	.....
NEBRASKA.			
Omaha and Winnebago Agency: Omaha boarding .....	By Government .....	50	.....

a. Accounts not settled.

fiscal year ended June 30, 1901—Continued.

Number of employ- ees.				Enroll- ment.	Average at- tendance.		Number of months in session.	Cost to Government.	Cost per capita to Govern- ment, per annum.	Value of subsist- ence raised by school.	Cost to other parties.	Cost per capita to other parties, per annum.
Sex.		Race.			Boarding.	Day.						
Male.	Female.	Indian.	White.									
8	12	12	8	165	139	-----	10	\$16,878.35	\$121.42	\$668.09	-----	-----
6	4	1	9	25	20	-----	10	7,170.30	358.52	608.66	-----	-----
2	6	-----	8	73	68	-----	10	6,866.15	100.97	-----	-----	-----
4	9	6	7	109	92	-----	10	11,559.94	125.65	-----	-----	-----
1	6	1	6	41	31	-----	10	4,773.69	153.99	-----	-----	-----
1	1	1	-----	-----	-----	-----	-----	720.00	-----	-----	-----	-----
29	28	15	42	746	633	-----	12	87,430.26	138.12	5,476.38	-----	-----
-----	6	-----	6	27	24	-----	10	-----	-----	-----	\$5,100.00	\$212.50
-----	1	-----	1	42	-----	21	3	90.00	4.28	-----	-----	-----
-----	1	-----	1	40	-----	14	10	590.34	42.17	-----	-----	-----
4	8	-----	12	85	82	-----	10	-----	-----	-----	4,850.43	59.15
-----	-----	-----	-----	4	-----	1+	9	37.16	40.00	-----	-----	-----
-----	-----	-----	-----	12	-----	4-	10	93.16	40.00	-----	-----	-----
-----	-----	-----	-----	3	-----	2+	6	(a)	40.00	-----	-----	-----
-----	-----	-----	-----	41	-----	12	3	-----	-----	-----	-----	-----
11	12	7	16	291	200	-----	12	28,564.74	142.82	2,254.93	-----	-----
7	10	9	8	169	147	-----	10	19,872.73	135.18	91.55	-----	-----
2	8	6	4	74	58	-----	10	8,962.06	154.52	183.05	-----	-----
1	12	9	4	98	90	-----	10	12,197.94	135.53	192.75	-----	-----
3	9	-----	12	95	88	-----	10	-----	-----	-----	7,473.35	84.92
3	5	4	4	54	42	-----	6	6,182.49	147.20	-----	-----	-----
3	10	8	5	64	47	-----	9	8,408.43	178.90	30.50	-----	-----
2	5	4	3	39	26	-----	6	3,287.53	126.44	-----	-----	-----
7	10	10	7	93	83	-----	6	13,091.32	157.73	65.00	-----	-----
2	5	7	-----	44	31	-----	6	4,397.87	141.87	-----	-----	-----
3	6	-----	9	76	65	-----	10	-----	-----	-----	3,780.00	58.15
1	1	-----	2	32	-----	23	10	900.00	39.13	-----	-----	-----
6	12	10	8	176	152	-----	12	20,803.07	136.86	52.00	-----	-----
5	11	7	9	109	101	-----	12	13,759.92	136.24	2,492.78	-----	-----
13	17	7	23	340	302	-----	12	46,297.98	153.30	488.47	-----	-----
3	10	5	8	108	95	-----	10	13,272.82	139.71	132.30	-----	-----
5	7	-----	12	78	69	-----	10	-----	-----	-----	4,860.00	70.43
5	14	5	14	164	158	-----	10	21,792.59	137.93	-----	-----	-----
8	6	-----	14	56	50	-----	10	-----	-----	-----	5,000.00	100.00
2	2	1	3	19	-----	6	5	81.43	13.57	-----	7.50	-----
-----	-----	-----	-----	45	34	-----	5	2,614.98	76.91	-----	-----	-----
14	20	-----	34	163	143	-----	10	-----	-----	-----	18,000.00	125.87
7	7	6	8	124	110	-----	10	15,746.27	143.15	553.65	-----	-----
6	8	3	11	105	92	-----	10	-----	-----	-----	11,000.00	119.57
9	15	8	16	249	195	-----	10	23,314.83	119.56	-----	-----	-----
1	2	1	2	29	22	-----	4	-----	-----	-----	-----	-----
-----	-----	-----	-----	16	-----	10	10	-----	-----	-----	-----	-----
1	1	-----	2	39	-----	31	10	1,590.47	51.31	-----	-----	-----
2	4	2	4	66	53	-----	10	-----	-----	-----	9,750.00	183.96
3	8	2	9	70	57	-----	10	10,553.45	185.15	364.99	-----	-----



Statistics as to Indian schools during the

School.	How supported.	Capacity.	
		Boarding.	Day.
NEBRASKA—continued.			
Thurston County:			
Public day, district No. 1.....	By contract .....		
Public day, district No. 6.....	do .....		
Public day, district No. 14.....	do .....		
Public day, district No. 16.....	do .....		
Public day, district No. 17.....	do .....		
Public day, district No. 18.....	do .....		
Santee Agency:			
Santee boarding.....	By Government .....	80	
Hope boarding.....	do .....	55	
Ponca day.....	do .....		35
Santee normal training.....	By Congregational Church.....	125	
Knox County: Public day, district No. 36.....	By contract .....		
Genoa: Training.....	By Government .....	300	
NEVADA.			
Nevada: Training.....	By Government .....	60	
Carson: Training.....	do .....	200	
Walker River Reservation day.....	do .....		36
Western Shoshoni Agency: Western Shoshoni boarding.....	do .....	40	
Elko County:			
Public day, district No. 2.....	By contract .....		
Public day, district No. 6.....	do .....		
NEW MEXICO.			
Albuquerque: Training.....	By Government .....	300	
Mescalero Agency: Mescalero boarding.....	do .....	104	
Pueblo day schools under Albuquerque superintendent:			
Acoma.....	do .....		50
Isleta.....	do .....		50
Laguna.....	do .....		40
Paguate.....	do .....		30
Pescado.....	do .....		24
Paraje.....	do .....		20
San Felipe.....	do .....		70
Santa Ana.....	do .....		18
Seama Mission day.....	By Presbyterian Church.....		60
Zuni boarding.....	By Government .....	70	
Pueblo day schools under Santa Fe superintendent:			
Cochiti.....	do .....		30
Jemez.....	do .....		35
Nambe.....	do .....		29
Picuris.....	do .....		16
San Ildefonso.....	do .....		21
San Juan.....	do .....		32
Santa Clara.....	do .....		30
Santo Domingo.....	do .....		30
Sia.....	do .....		30
Taos.....	do .....		32
Tesuque.....	do .....		20
Supervising teacher and clerk for all these schools.....	do .....		
Santa Fe: Training.....	do .....	300	
Bernalillo: Boarding.....	By Catholic Church.....	125	
NORTH CAROLINA.			
Eastern Cherokee Agency: Cherokee boarding.....	By Government .....	155	
NORTH DAKOTA.			
Devils Lake Agency:			
Fort Totten boarding.....	By Government.....	350	
Turtle Mountain boarding.....	By Catholic Church.....	150	
Turtle Mountain day No. 1.....	By Government.....		
Turtle Mountain day No. 2.....	do .....		40
Turtle Mountain day No. 3.....	do .....		40
Fort Berthold Agency:			
Fort Berthold boarding.....	do .....	80	
No. 1 day.....	do .....		40
No. 2 day.....	do .....		50
No. 3 day.....	do .....		46
Mission home boarding.....	By Congregational Church.....	46	

a Not included in published total; reports received too late.

b And 9 day pupils.

fiscal year ended June 30, 1901—Continued.

Number of employees.				Enrollment.	Average attendance.		Number of months in session.	Cost to Government.	Cost per capita to Government, per annum.	Value of subsistence raised by school.	Cost to other parties.	Cost per capita to other parties, per annum.
Sex.		Race.			Boarding.	Day.						
Male.	Female.	Indian.	White.									
				20		12+	9	\$410.83	\$40.00			
				3		2	9	a 81.91	40.00			
				17		7	6	a 165.00	40.00			
				9		3	7	63.41	40.00			
				18		7	10	266.84	40.00			
				23		13	8	263.33	40.00			
3	11	8	6	120	108		10	13,196.80	122.19	\$208.60		
2	5	1	6	53	47		10	5,423.68	115.40	45.05		
1			1	26		18	10	1,016.07	56.45			
6	10	1	15	b 98	81	6	9				\$12,060.00	\$138.62
				17		10+	9	296.33	40.00			
14	16	9	21	283	248		12	37,219.95	150.08	673.50		
4	6	2	8	69	55		10	11,128.28	202.33			
12	10	3	19	250	192		12	28,922.98	150.64	174.35		
1	1		2	33		23	10	1,483.03	64.48			
3	5		8	61	55		10	8,631.18	156.93	225.05		
				2		2	10	a 69.01	40.00			
				2		2-	7	35.16	40.00			
18	16	14	20	336	315		12	42,781.41	135.81	789.70		
5	8	1	12	129	108		12	15,497.36	143.49	1,450.48		
	1		1	41		19	10	833.30	43.86			
	1		1	61		35	10	1,097.11	31.35			
	1		1	37		22	10	987.81	44.90			
	1		1	34		19	10	903.06	47.53			
	1		1	22		9	9	804.78	89.42			
	1		1	21		15	10	885.78	59.05			
2	1	1	2	73		53	10	1,421.01	26.81			
1	2		1	24		16	7	526.07	32.88			
2	3	2	3	46		33	9				1,000.00	30.30
				67	39		10	4,355.62	111.68			
	1		1	28		14	10	824.28	58.88			
	2		2	53		22	10	1,328.26	60.38			
	1		1	19		11	10	854.71	77.70			
	1		1	22		9	10	869.31	96.59			
	1		1	23		15	10	924.07	61.60			
1			1	33		25	10	836.09	33.44			
1			1	26		15	10	826.98	55.13			
	1		1	42		23	10	838.51	36.24			
	1		1	27		23	10	881.77	38.34			
1	1	1	1	73		37	10	1,109.11	29.98			
1	1		1	10		8	7	631.64	78.96			
			2					1,620.00				
14	15	11	18	346	316		12	48,156.54	152.39	526.10		
	8		8	79	73		12				6,500.00	89.04
10	10	8	12	182	167		12	19,009.69	113.83	641.57		
17	9	9	17	306	233		12	36,996.80	158.78	965.80		
1	9	3	7	141	110		10				10,083.27	91.67
1	1		2					c 532.50				
1	1	2		75		29	5	d 458.00	15.79			
1	1		2	56		24	5	d 458.00	19.08			
4	7	4	7	105	101		10	16,659.97	164.95			
1	1		2	24		18	10	1,322.25	73.46			
1	1		2	30		24	10	1,444.60	60.19	6.75		
1	1	1	1	32		27	10	1,400.97	51.89			
1	5	1	5	34	28		10	669.47	23.91		4,239.71	151.42

c No attendance on account of smallpox—destroyed by fire.

d These schools were closed half of the year on account of smallpox.

Statistics as to Indian schools during the

School.	How supported.	Capacity.	
		Boarding.	Day.
NORTH DAKOTA—continued.			
Standing Rock Agency:			
Standing Rock boarding.....	By Government.....	136	
Agricultural boarding.....	do.....	100	
Grand River boarding.....	do.....	80	
Cannon Ball day.....	do.....		40
Bullhead day.....	do.....		45
No. 1 day.....	do.....		30
No. 2 day.....	do.....		30
St. Elizabeth's Mission boarding.....	By Government and religious society.....	60	
Field service for these schools.....	By Government.....		
OKLAHOMA.			
Cheyenne and Arapaho Agency:			
Arapaho boarding.....	By Government.....	150	
Cheyenne boarding.....	do.....	140	
Cantonment boarding.....	do.....	120	
Red Moon boarding.....	do.....	76	
Mennonite Mission boarding.....	By Government and religious society.....	60	
Whirlwind day.....	By Government.....		20.
Seger Colony boarding.....	do.....	130	
Chilocco: Training.....	do.....	400	
Kiowa Agency:			
Riverside boarding.....	do.....	150	
Rainy Mountain boarding.....	do.....	102	
Fort Sill boarding.....	do.....	150	
Cache Creek boarding.....	By Government and religious society.....	50	
Mary Gregory Memorial boarding.....	do.....	60	
Methvin boarding.....	do.....	100	
St. Patrick's boarding.....	do.....	125	
Osage Agency:			
Kaw boarding.....	By Government.....	44	
Osage boarding.....	do.....	150	
St. John's boarding.....	By contract.....	150	
St. Louis boarding.....	do.....	125	
Ponca, Pawnee, Oto, and Oakland Agency:			
Pawnee boarding.....	By Government.....	130	
Ponca boarding.....	do.....	100	
Oto boarding.....	do.....	75	
Sac and Fox Agency:			
Absentee Shawnee boarding.....	do.....	60	
Sac and Fox boarding.....	do.....	120	
St. Mary's Academy.....	By Catholic Church.....	54	
St. Benedict's.....	do.....	40	
Blaine County: Public day, district No. 82.....	By contract.....		
OREGON.			
Grande Ronde Agency: Grande Ronde boarding.....	By Government.....	90	
Klamath Agency:			
Klamath boarding.....	do.....	110	
Yainax boarding.....	do.....	80	
Siletz Agency: Siletz boarding.....	do.....	100	
Umatilla Agency:			
Umatilla boarding.....	do.....	80	
Kate Drexel boarding.....	By Catholic Church.....	130	
Warm Springs Agency: Warm Springs boarding.....	By Government.....	150	
Chemawa: Salem training.....	do.....	500	
Coos County: Public day, district No. 60.....	By contract.....		
PENNSYLVANIA.			
Carlisle: Training.....	By Government.....	950	
SOUTH DAKOTA.			
Crow Creek Agency:			
Crow Creek boarding.....	By Government.....	140	
Grace boarding.....	do.....	41	
Immaculate Conception boarding.....	By Catholic Church.....	75	

<sup>a</sup> This includes all transportation of pupils and general repairs and improvements.

fiscal year ended June 30, 1901—Continued.

Number of employees.				Enrollment.	Average attendance.		Number of months in session.	Cost to Government.	Cost* per capita to Government, per annum.	Value of subsistence raised by school.	Cost to other parties.	Cost per capita to other parties, per annum.
Sex.		Race.			Boarding.	Day.						
Male.	Female.	Indian.	White.									
8	14	11	11	185	164	.....	10	\$25,483.68	\$155.39	\$238.10	.....	.....
4	9	4	9	154	149	.....	10	17,195.32	115.40	23.78	.....	.....
7	7	5	9	126	112	.....	10	17,392.89	155.29	.....	.....	.....
1	3	3	1	65	.....	55	10	2,771.14	50.38	.....	.....	.....
2	1	3	.....	30	.....	27	10	1,609.21	59.60	.....	.....	.....
2	1	2	1	24	.....	22	10	1,523.11	69.23	.....	.....	.....
1	2	3	.....	32	.....	25	10	1,629.36	65.17	.....	.....	.....
1	5	.....	6	66	58	.....	10	3,542.44	61.08	.....	\$3,000.00	\$51.72
.....	3	2	1	.....	.....	.....	.....	2,520.00	.....	.....	.....	.....
6	9	4	11	124	116	.....	10	17,753.47	153.05	334.59	.....	.....
8	11	7	12	141	134	.....	10	18,970.89	141.57	996.04	.....	.....
3	8	3	8	126	111	.....	10	11,305.29	101.84	67.84	.....	.....
2	6	2	6	55	51	.....	10	6,334.97	124.21	48.86	.....	.....
2	8	1	9	29	26	.....	10	1,571.71	60.45	.....	.....	.....
1	1	.....	2	21	.....	19	9	944.37	49.70	.....	.....	.....
6	9	5	10	132	121	.....	10	14,284.81	118.06	1,652.31	.....	.....
25	19	10	34	508	399	.....	12	47,647.47	119.42	15,177.67	.....	.....
8	12	7	13	168	157	.....	10	21,984.52	140.03	.....	.....	.....
4	9	3	10	111	102	.....	10	15,940.11	156.28	.....	.....	.....
10	12	8	14	171	167	.....	10	23,885.24	143.03	.....	.....	.....
4	4	.....	8	51	48	.....	9	1,328.11	27.67	.....	3,500.00	72.92
2	6	.....	8	30	22	.....	9	494.51	22.48	.....	6,231.48	283.24
3	7	.....	10	74	64	.....	9	1,784.88	27.89	.....	4,500.00	70.31
3	4	.....	7	85	77	.....	10	2,181.19	28.33	.....	3,340.00	43.38
2	6	2	6	51	47	.....	10	7,200.43	153.20	617.45	.....	.....
14	15	8	21	165	149	.....	10	28,464.31	191.03	220.85	.....	.....
3	8	.....	11	46	44	.....	10	5,283.12	120.07	.....	.....	.....
3	9	.....	12	68	65	.....	10	7,500.00	115.38	.....	.....	.....
4	14	5	13	144	135	.....	10	16,670.00	123.48	631.50	.....	.....
4	9	4	9	113	101	.....	10	12,684.65	125.59	432.71	.....	.....
4	9	4	9	94	93	.....	10	11,512.37	123.79	670.49	.....	.....
4	11	5	10	106	94	.....	10	12,624.78	134.31	173.98	.....	.....
3	10	6	7	109	89	.....	10	10,051.42	112.94	608.57	.....	.....
1	10	.....	11	49	35	.....	10	.....	.....	.....	3,346.07	95.60
4	.....	.....	4	27	22	.....	10	.....	.....	.....	702.00	31.91
.....	.....	.....	.....	3	.....	1	3	9.75	40.00	.....	.....	.....
3	5	2	6	93	84	.....	10	7,919.16	94.28	107.70	.....	.....
6	11	5	12	139	114	.....	10	19,230.23	168.69	1,052.88	.....	.....
7	6	4	9	105	88	.....	10	13,653.99	155.16	354.95	.....	.....
2	7	4	5	74	60	.....	10	7,656.52	127.61	8.00	.....	.....
1	12	6	7	109	85	.....	10	11,187.60	131.62	181.50	.....	.....
6	10	.....	16	69	54	.....	10	.....	.....	.....	7,000.00	129.62
6	8	6	8	111	94	.....	10	16,185.15	172.18	296.15	.....	.....
21	22	15	28	569	502	.....	12	61,244.31	122.00	1,960.60	.....	.....
.....	.....	.....	.....	7	.....	6	6	144.33	40.00	.....	.....	.....
32	63	15	70	1,040	970	.....	12	150,000.00	154.64	.....	145.00	.15
7	13	10	10	145	125	.....	10	18,242.12	145.94	.....	.....	.....
2	5	3	4	52	48	.....	10	7,316.82	152.43	337.90	.....	.....
6	7	1	12	58	54	.....	10	.....	.....	.....	5,947.24	110.13

*Statistics as to Indian schools during the*

School.	How supported.	Capacity.	
		Boarding.	Day.
SOUTH DAKOTA—continued.			
Cheyenne River Agency:			
Cheyenne River boarding .....	By Government .....	115	
St. John's boarding .....	By Government and religious society.	60	
Plum Creek boarding .....	do .....	10	
Oahe boarding .....	do .....	50	
No. 5 day .....	By Government .....		23
No. 7 day .....	do .....		24
No. 8 day .....	do .....		25
Field service for these schools .....	do .....		
Lower Brulé Agency: Lower Brulé boarding .....	do .....	140	
Pine Ridge Agency:			
Pine Ridge boarding .....	do .....	220	
Holy Rosary boarding .....	By Catholic Church .....	160	
No. 1 day .....	By Government .....		35
No. 2 day .....	do .....		35
No. 3 day .....	do .....		35
No. 4 day .....	do .....		35
No. 5 day .....	do .....		35
No. 6 day .....	do .....		35
No. 7 day .....	do .....		35
No. 8 day .....	do .....		35
No. 9 day .....	do .....		35
No. 10 day .....	do .....		35
No. 11 day .....	do .....		35
No. 12 day .....	do .....		35
No. 13 day .....	do .....		35
No. 14 day .....	do .....		35
No. 15 day .....	do .....		35
No. 16 day .....	do .....		35
No. 17 day .....	do .....		35
No. 18 day .....	do .....		35
No. 19 day .....	do .....		35
No. 20 day .....	do .....		35
No. 21 day .....	do .....		35
No. 22 day .....	do .....		35
No. 23 day .....	do .....		35
No. 24 day .....	do .....		35
No. 25 day .....	do .....		35
No. 26 day .....	do .....		35
No. 27 day .....	do .....		35
No. 28 day .....	do .....		35
No. 29 day .....	do .....		35
No. 30 day .....	do .....		35
No. 31 day .....	do .....		35
No. 32 day .....	do .....		35
Field service for these schools .....	do .....		
Rosebud Agency:			
Agency boarding .....	do .....	164	
St. Francis Mission boarding .....	By Catholic Church .....	230	
St. Mary's Mission boarding .....	By Government and religious society.	50	
Black Pipe day .....	By Government .....		25
Bull Creek day .....	do .....		30
Butte Creek day .....	do .....		29
Corn Creek day .....	do .....		23
Cut Meat Creek day .....	do .....		28
He Dog's Camp day .....	do .....		29
Ironwood Creek day .....	do .....		30
Little Crow's Camp day .....	do .....		28
Little White River day .....	do .....		23
Lower Cut Meat Creek day .....	do .....		28
Milk's Camp day .....	do .....		30
Oak Creek day .....	do .....		30
Pine Creek day .....	do .....		25
Red Leaf's Camp day .....	do .....		23
Ring Thunder Camp day .....	do .....		25
Spring Creek day .....	do .....		29
Upper Cut Meat Creek day .....	do .....		28
Upper Pine Creek day .....	do .....		27
White Thunder Creek day .....	do .....		27
Whirlwind Soldier's Camp day .....	do .....		31
Big White River day .....	do .....		30
Field service for these schools .....	do .....		

fiscal year ended June 30, 1901—Continued.

Number of employees.				Enrollment.	Average attendance.		Number of months in session.	Cost to Government.	Cost per capita to Government, per annum.	Value of subsistence raised by school.	Cost to other parties.	Cost per capita to other parties, per annum.
Sex.		Race.			Boarding.	Day.						
Male.	Female.	Indian.	White.									
5	11	5	11	167	149	10	\$19,414.24	\$130.30				
2	8	3	7	60	54	10	1,516.45	28.08		\$3,483.55	\$64.51	
1	1	2	2	10	9	9	231.91	25.77		1,300.00	144.44	
1	4	1	4	32	30	9	570.02	19.00		2,800.00	93.33	
1	1	2	2	22		10	1,056.98	58.72				
2	2	1	1	25		10	1,062.00	50.57				
2	2	1	1	32		8	1,008.87	38.80				
1	2	3	3				1,200.00					
5	12	8	9	112	103	10	19,919.74	193.40	\$180.12			
13	11	9	15	230	218	10	29,688.64	136.19	1,064.00			
8	8	16	16	156	149	10				18,500.00	124.16	
1	1	1	1	13		5	496.77	62.10				
1	1	2	2	23		10	1,302.98	76.64				
1	1	2	2	33		10	1,403.26	53.97				
1	1	2	2	27		6	1,154.42	46.18				
1	1	2	2	39		10	1,436.74	47.89				
1	1	2	2	37		10	1,522.60	56.39				
1	1	1	1	39		10	1,428.69	51.02				
1	1	2	2	19		10	1,078.80	63.46				
1	1	2	2	24		10	1,388.30	69.42				
1	1	2	2	32		19	1,562.27	62.49				
1	1	2	2	27		10	1,302.64	54.28				
1	1	2	2	18		10	1,035.83	79.69				
1	1	2	2	21		10	1,439.24	89.95				
1	1	2	2	22		10	1,274.07	70.78				
1	1	2	2	21		10	1,363.57	80.21				
2	2	1	1	27		10	1,474.46	64.11				
1	1	2	2	28		10	1,301.10	56.57				
1	1	2	2	29		9	1,242.94	51.79				
1	1	2	2	29		10	1,324.03	52.96				
1	1	1	1	18		10	1,241.74	95.52				
1	1	1	1	34		10	1,427.59	57.10				
2	2	2	2	24		10	1,160.32	72.52				
1	1	2	2	23		10	1,311.75	65.59				
1	1	2	2	24		10	1,335.95	74.22				
1	1	2	2	31		10	1,407.22	58.63				
1	1	2	2	31		8	1,275.91	49.07				
1	1	2	2	27		10	1,363.44	61.97				
1	1	2	2	29		10	1,278.66	58.12				
1	1	2	2	21		10	1,191.00	66.17				
1	1	2	2	18		10	1,237.63	88.40				
1	1	2	2	28		10	1,425.77	64.81				
1	1	2	2	28		10	1,352.41	64.40				
2							2,200.00					
12	12	7	17	223	210	10	35,825.20	170.60				
9	16	25	25	213	206	10				17,052.61	82.78	
2	9	5	6	55	50	10				4,862.00	23.60	
1	1	2	2	29		10	1,248.80	48.03				
1	1	2	2	32		10	1,296.80	44.72				
1	1	2	2	23		10	1,236.15	61.81				
1	1	2	2	32		10	1,233.85	44.07				
1	1	2	2	25		10	1,203.90	54.72				
1	1	2	2	31		9	1,287.55	47.69				
1	1	2	2	31		10	1,205.95	44.66				
1	1	2	2	18		10	1,220.75	71.81				
1	1	2	2	30		10	1,265.42	45.19				
1	1	2	2	26		10	1,283.85	53.49				
1	1	2	2	27		10	1,134.04	47.25				
1	1	2	2	32		10	1,268.28	50.73				
1	1	2	2	24		10	1,268.20	60.39				
1	1	2	2	30		9	1,238.70	47.64				
1	1	2	2	22		10	1,190.00	59.50				
1	1	2	2	38		10	1,270.10	42.34				
1	1	2	2	37		7	1,230.20	35.15				
1	1	2	2	19		10	1,222.00	76.38				
1	1	2	2	24		10	1,255.15	62.76				
1	1	2	2	25		10	1,198.56	52.11				
1	1	2	2	30		10	1,303.75	62.08				
2	7	3	6				6,400.00					

Statistics as to Indian schools during the

School.	How supported.	Capacity.	
		Boarding.	Day.
SOUTH DAKOTA—continued.			
Sisseton Agency: Sisseton Agency boarding .....	By Government .....	130	.....
Good Will Mission boarding .....	By Presbyterian Church .....	100	.....
Yankton Agency:			
Yankton boarding .....	By Government .....	150	.....
St. Paul's Mission boarding .....	By Government and religious society .....	50	.....
Flandreau: Training .....	By Government .....	350	.....
Pierre: Training .....	do .....	150	.....
Chamberlain: Training .....	do .....	100	.....
Rapid City: Training .....	do .....	100	.....
Stanley County: Public day, Independent district .....	By contract .....		.....
UTAH.			
Uinta and Ouray Agency:			
Uinta boarding .....	By Government .....	80	.....
Ouray boarding .....	do .....	90	.....
St. George: Southern Utah boarding .....	do .....	35	.....
VIRGINIA.			
Hampton: Normal and Agricultural Institute .....	By contract .....	150	.....
WASHINGTON.			
Colville Agency:			
Colville boarding .....	By Government .....	250	.....
Nespelem day .....	do .....		40
Colville Mission boarding .....	By Catholic Church .....	150	.....
Coeur d'Alene Reservation: De Smet Mission boarding .....	do .....	150	.....
Neah Bay Agency:			
Neah Bay day .....	By Government .....		56
Quileute day .....	do .....		60
Puyallup Consolidated Agency:			
Puyallup boarding .....	do .....	225	.....
Chehalis day .....	do .....		40
Quinalt day .....	do .....		30
Skokomish day .....	do .....		40
Jamestown day .....	do .....		30
Port Gamble day .....	do .....		26
St. George's boarding .....	By Catholic Church .....	90	.....
Tulalip Agency:			
Tulalip boarding .....	do .....	150	.....
Tulalip day .....	By Government .....		30
Lummi day .....	do .....		32
Swinomish day .....	do .....		60
Port Madison day .....	do .....		30
Yakima Agency: Yakima boarding .....	do .....	150	.....
WISCONSIN.			
Green Bay Agency:			
Green Bay boarding (Menominee) .....	By Government .....	160	.....
St. Joseph's boarding .....	By Catholic Church .....	170	.....
Stockbridge day .....	By Government .....		40
Oncida Reservation:			
Oncida boarding .....	do .....	200	.....
No. 1 day .....	do .....		32
La Pointe Agency:			
Bayfield boarding .....	By Catholic Church .....	50	.....
St. Mary's boarding, Bad River Reservation .....	do .....	80	.....
Lac du Flambeau boarding .....	By Government .....	150	.....
Vermilion Lake boarding .....	do .....	150	.....
Fond du Lac day .....	do .....		30
Grand Portage day .....	do .....		30
Lac Courte Oreille day No. 3 .....	do .....		47
Normantown day .....	do .....		42
Pahquayahwong day .....	do .....		37
Red Cliff day .....	do .....		50
Odanah day .....	do .....		93
Wittenberg: Boarding .....	do .....	100	.....
Tomah: Boarding .....	do .....	225	.....
Ashland County: Public day, Odanah district No. 1 .....	By contract .....		.....
WYOMING.			
Shoshoni Agency:			
Wind River boarding .....	By Government .....	180	.....
St. Stephen's boarding .....	By Catholic Church .....	125	.....
Shoshoni Mission boarding .....	By Episcopal Church .....	20	.....

fiscal year ended June 30, 1901—Continued.

Number of employees.				Enrollment.	Average attendance.		Number of months in session.	Cost to Government.	Cost per capita to Government, per annum.	Value of subsistence raised by school.	Cost to other parties.	Cost per capita to other parties, per annum.
Sex.		Race.			Boarding.	Day.						
Male.	Female.	Indian.	White.									
4	9	2	11	125	108	10						
4	9	1	12	66	54	9		\$15,706.11	\$145.43	\$620.55		
4	11	5	10	153	114	10		17,737.53	155.59	260.96		
2	7	1	8	49	43	10		664.18	15.45		4,341.43	100.96
12	22	10	24	383	339	12		48,623.64	143.43	1,150.35		
6	7	13		150	114	12		17,955.45	157.50	264.10		
6	7	4	9	118	109	12		16,279.93	149.36	1,402.03		
4	7	3	8	105	100	10		14,516.49	145.16	689.00		
				22		16	8	390.66	40.00			
3	6	3	6	73	49	10		10,163.39	207.42	47.91		
2	5		7	45	32	10		7,319.56	228.73	344.92		
1	2	1	2	38	20	9		1,936.34	96.82			
10	11		21	130	111	12		18,485.58	166.54		26,425.94	238.07
8	14	3	19	136	110	10		21,689.25	197.18	219.35		
1	1		2	49		26	10	1,211.93	46.61			
7	8		15	66	56	12					6,000.00	107.14
16	12		28	93	83	10					11,444.25	137.88
3		2	1	60		43	10	1,289.90	30.00			
1			1	59		31	10	756.20	24.39			
14	16	13	17	274	225	10		36,085.09	160.16	587.65		
1	1		2	26		15	10	922.74	61.52	205.25		
1	1		2	20		16	9	981.80	61.36			
1	1	1	1	29		11	10	1,030.85	93.71			
1	1		1	25		19	10	618.25	32.54			
1	1		2	21		12	10	925.20	77.10			
4	7		11	85	64	10					6,606.22	103.22
3	9	3	9	93	80	10					7,236.00	90.45
1			1	29		15	10	806.26	53.75			
1	1		2	42		20	10	1,440.63	72.03			
1	2	1	1	48		38	10	1,621.20	42.66			
1	1		2	41		29	8	1,359.03	46.86			
5	11	6	10	151	124	10		15,501.01	125.00	630.00		
7	12	13	6	160	138	10		17,732.68	128.50	1,178.95		
8	8		16	153	125	10					15,000.00	120.00
1	1		2	43		25	10	1,159.66	46.39			
6	14	12	8	221	195	10		22,861.94	117.24	565.20		
	1		1	41		19	10	615.00	32.36			
2	5		7	32	31	12					3,600.00	116.13
1	10		11	85	81	12					7,020.00	86.66
5	12	8	9	157	143	12		17,742.29	124.07	2,697.50		
6	6	2	10	161	114	12		18,459.64	161.93	213.20		
	1	1		44		23	9	672.65	29.25			
1	1		2	28		21	10	1,108.27	52.77			
	3		3	62		36	10	1,549.13	43.03			
1		1		17		9	10	669.63	74.39			
1	1		2	33		18	10	1,044.19	58.01			
	2		2	32		21	10	1,024.90	48.80			
	2		2	86		57	10	1,210.32	21.23			
4	8	4	8	114	103	10		13,326.56	129.38	553.89		
8	14	6	16	215	190	12		25,755.50	135.56	864.81		
				24		12	9	308.66	40.00			
7	7	3	11	162	136	10		23,042.07	169.43	811.83		
4	8		12	76	68	10					7,130.00	104.85
3	3	2	4	21	14	10					2,960.00	211.43



Statistics as to Indian schools during the fiscal year ended June 30, 1901—Continued.

## SUMMARY.

Capacity of boarding schools.....	22,832
Capacity of day schools.....	5,171
Number of employees in Government schools.....	<sup>1</sup> 2,208
Male.....	894
Female.....	1,314
Indian.....	679
White.....	1,529
Number of employees in mission schools.....	<sup>2</sup> 563
Male.....	199
Female.....	364
Indian.....	37
White.....	526
Enrollment of boarding schools.....	22,371
Enrollment of day schools.....	5,151
Average attendance of boarding schools.....	19,464
Average attendance of day schools.....	3,613
Cost of maintaining schools:	
To Government.....	\$2,515,223.99
To other parties.....	\$337,550.51
Value of subsistence raised by schools.....	\$70,797.47

## RECAPITULATION.

Kind of school.	Num-ber.	Capacity.	Enroll-ment.	Average attend-ance.	Number of em-ployees.	Cost to Govern-ment.
Government schools:						
Nonreservation boarding.....	25	7,315	7,928	6,917	<sup>3</sup> 704	\$976,379.89
Reservation boarding.....	88	10,196	10,782	9,316	1,223	1,311,585.82
Day.....	138	4,816	4,622	3,277	256	164,570.10
Field service.....					20	14,660.00
Total.....	251	22,327	23,332	19,510	<sup>4</sup> 2,203	2,467,195.81
Hampton.....	1	150	130	111	21	18,485.58
Mission schools:						
Boarding.....	47	5,171	3,531	3,120	533	27,337.99
Day.....	5	355	272	205	9	.....
Public.....	19	.....	257	131	.....	2,204.61
Aggregate.....	<sup>5</sup> 304	28,003	27,522	23,077	2,766	2,515,223.99

<sup>1</sup> Including 5 male, white, supervisors.

<sup>2</sup> Including employees at Hampton school.

<sup>3</sup> Including those receiving \$100 and more per annum.

<sup>4</sup> Not including 5 supervisors.

<sup>5</sup> Not including 19 public schools.





subsistence of Indians, and religious, vital, and criminal statistics.

Religious.				Marital.		Vital.		Criminal.									
Mis- sionar- ies.		Indian church members.	Amount con- tributed by re- ligious societies.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Whites killed by Indians.	Indian crim- inals pun- ished.			Whisky sellers prosecuted.	
Male.	Female.		For education.	For church work.					By Indians.	By whites.	Suicides.		By court of Indian of- fenses.	By civil courts.	By other methods.		
							2	16	17								
1			\$50	\$75	9	14	61	37							2	112	
1	1						1	140	69					8			
2		9			1					1							1
6	1,287	8	470	b 4,200	6	350	265						8	4			4
3	280	1	990		10	22	19							6			3
				1,600		6	13										2
						21	82		2	1	1			30			
1						20	64	82	1				220	1			6
							1	1									
	2	2	1	600	2	1	9	15					9	2			3
5		12			25				1				5				2
1	55	1	4	613	3	1	12	21								4	1

b Only partially reported.

Statistics relating to population, dress, intelligence, dwellings, and sub

Name of agency and tribe.	Population.	Civilization.								
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Per cent of subsistence obtained by—		
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits.	Hunting, fishing, and root gathering.	Government rations.
CALIFORNIA—continued.										
<i>Under school superintendent.</i>										
Yuma.....	655	625	30	220	240	a 100	90	10		
<i>Near Fort Bidwell School.</i>										
Paiute.....	200	400	300	125	500	60	90	10		
Pit River.....	500									
<i>Not under an agent.</i>										
Wichumni, Kawia, Pit River, and others.....	a 9,371									
COLORADO.										
• <i>Southern Ute Agency.</i>										
Capote, Moache, and Wiminuche Ute:										
Allotted.....	413	360	320	6	60	1	40	75		25
Unallotted.....	528									
FLORIDA.										
<i>Not under an agent.</i>										
Seminole.....	a 358									
IDAHO.										
<i>Fort Hall Agency.</i>										
Bannock and Shoshoni.....	1,408	525	883	280	410		175	20	2	28 50
<i>Not under an agent.</i>										
Band of Camas Jim, near Bliss, Idaho.....	b 35									
<i>Lemhi Agency.</i>										
Bannock.....	99	127	121	65	184	7	59	49	22	29
Sheepcater.....	98									
Shoshoni.....	301									
<i>Nez Percé Agency.</i>										
Nez Percé.....	1,567	275	1,292	250	650	31	475	35	2	63
INDIAN TERRITORY.										
<i>Quapaw Agency.</i>										
Eastern Shawnee.....	94	94		48	69		26	50		c 50
Miami.....	96	96		62	78		27	50		c 50
Modoc.....	49	49		18	28		21	35	15	c 50
Ottawa.....	166	166		131	146		41	50		c 50
Peoria.....	181	181		126	155		45	50		c 50
Quapaw.....	259	259		137	168		76	25		c 75
Seneca.....	345	345		180	220		77	50		e 50
Wyandot.....	342	342		248	272		84	60		c 40

a From United States Census for 1900.

b Taken from report of last year.

sistence of Indians, and religious, vital, and criminal statistics—Continued.

Religious.				Marital.		Vital.		Criminal.								
Mis- sion- aries.	Male.	Female.	Indian church members.	Amount con- tributed by re- ligious societies.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Indian crim- inals pun- ished.		Whisky sellers prosecuted.	
				For education.	For church work.					By Indians.	By whites.	Suicides.	Whites killed by Indians.	By court of Indian of- fenses.		By civil courts.
	1		10		\$120			40	24							
	1		10	1				20	74							
	2		4	2	\$1,443	1,792	6	5	51	71		4		12	1	1
								14	13					5	2	
	2	2	6750	7			10	3				1			7	10
1			1	1				6	5							
1			16	1				3	8							
1	1		8	1		25										
1	1		28	1												
			17					10	4							
1	3		44	1				14	6							
2	1		43	3				17	9							
2	1		64	4		500	1	8	5							

<sup>c</sup> Lease money.

<sup>d</sup> 45 per cent by lease.

<sup>e</sup> 40 per cent lease money.

Statistics relating to population, dress, intelligence, dwellings, and sub

Name of agency and tribe.	Population.	Civilization.								
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Per cent of subsistence obtained by—		
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits.	Hunting, fishing, and root gathering.	Government rations.
INDIAN TERRITORY—continued.										
<i>Union Agency.</i>										
Cherokee	31,000									
Freedmen	4,000									
Chickasaw	6,000									
Freedmen	5,500									
Choctaw	16,000									
Freedmen	4,250									
Creek	10,000									
Freedmen	5,000									
Seminole	2,757									
IOWA.										
<i>Sauk and Fox Agency.</i>										
Sauk and Fox of Mississippi	378	60	150	30	100	2	55	40	10	50
KANSAS.										
<i>Potawatomi and Great Nemaha Agency.</i>										
Iowa	214	214		115	214	1	56	55		a 45
Kickapoo	197	197		89	150	8	65	15		b 85
Kickapoo allottees dropped from annuity roll	58									
Munsee (or Christian) and Chippewa	c 92									
Potawatomi, Prairie Band	572	566	6	265	395	8	132	25		d 75
Sauk and Fox, of Missouri	78	78		46	66	1	38	25		e 75
MICHIGAN.										
<i>Under physician.</i>										
L'Anse and Vieux Désert Chippewa.	690	700		450	525	1	115	90	10	
<i>Not under an agent.</i>										
Scattered Chippewa and Ottawa	f 5,587									
Potawatomi of Huron	g 78									
MINNESOTA.										
<i>Under special disbursing agent.</i>										
Mdewakanton Sioux:										
Birch Cooley	150	150		90	75		29	90	5	5
Elsewhere	c 779									
<i>Leech Lake Agency.</i>										
Chippewa of Red Lake	1,401	1,401		210	225	2	152	47	40	3 10
Mississippi Chippewa, White Oak Point	628									
Pillager Chippewa:		1,400	580	300	400	8	200	20	65	5 10
Cass and Winibigoshish	456									
Leech Lake	896									

a 20 per cent lease money.  
b 65 per cent lease money.

c Taken from report of last year.  
d 50 per cent lease money.





Statistics relating to population, dress, intelligence, dwellings, and sub

Name of agency and tribe.	Population.	Civilization.							
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Per cent of subsistence obtained by—	
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits, Hunting, fishing, and root gathering.	Government rations.
MINNESOTA—continued..									
<i>White Earth Agency.</i>									
Fond du Lac Chippewa, removal..	96								
Mississippi Chippewa:									
Gull Lake.....	340								
Mille Lac, removals.....	336								
Mille Lac, nonremovals.....	903								
White Earth.....	1,556								
White Oak Point, removals.....	87	4,752		2,500	3,600		583	95	1 2 2
Pembina Chippewa.....	318								
Pillager Chippewa:									
Cass and Winibigoshish, removal.....	58								
Leech Lake, removal.....	306								
Ottertail.....	752								
MONTANA.									
<i>Blackfeet Agency.</i>									
Piegian.....	2,043	2,043		1,100	1,200		680	50	50
<i>Crow Agency.</i>									
Crow.....	1,911	700	1,211	325	425	18	268	50	25 25
<i>Flathead Agency.</i>									
Charlot's band of Flathead.....	157								
Confederated Flathead, Pend d'Oreille, Kutenai.....	1,310								
Kutenai from Idaho.....	41	850	788	600	1,000		a 700	70	10 20
Lower Kalispel.....	53								
Spokan.....	77								
<i>Fort Belknap Agency.</i>									
Assiniboin.....	709								
Grosventre.....	548	529	190	510	485	19	459	30	5 65
<i>Fort Peck Agency.</i>									
Assiniboin.....	620								
Yankton Sioux.....	1,182	1,802		719	750	23	673	35	65
<i>Tongue River Agency.</i>									
Northern Cheyenne.....	1,396	50	1,346	65	166		360		100
NEBRASKA.									
<i>Omaha and Winnebago Agency.</i>									
Omaha.....	1,203	1,075	128	450	475	20	377	35	b 65
Winnebago.....	1,131	980	151	450	550	13	150	20	c 80
<i>Santee Agency.</i>									
Ponca in Dakota.....	229	229		84	91		34	65	1 15 d 19
Santee Sioux.....	1,019	1,019		855	655		263	50	50
Santee Sioux of Flandreau.....	289	289		255	187		50	100	

a Taken from report of last year.

b 58 per cent lease money.

istence of Indians, and religious, vital, and criminal statistics—Continued.

Religious.		Marital.		Vital.		Criminal.											
Mis- sionar- ies.	Female.	Indian church members.	Church buildings.	Amount con- tributed by re- ligious societies.		Marrriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Whites killed by Indians.	Indian crim- inals pun- ished.			
				For education.	For church work.					By Indians.	By whites.	Suicides.		By court of Indian of- fenses.	By civil courts.	By other methods.	Whisky sellers prosecuted.
11	.....	a2,000	8	.....	.....	34	.....	145	93	.....	.....	.....	.....	2	.....	.....	
2	1	310	2	.....	.....	31	1	40	28	.....	.....	.....	.....	40	.....	.....	.....
2	.....	500	3	\$5,000	.....	10	7	54	84	.....	.....	.....	.....	2	23	7	.....
.....																	
3	.....	.....	3	20,000	.....	25	.....	87	70	1	.....	.....	.....	27	2	.....	.....
4	5	500	2	25,000	\$5,000	28	.....	31	49	.....	.....	.....	.....	5	2	.....	1
4	2	278	5	980	1,725	22	.....	69	20	.....	.....	.....	.....	60	.....	.....	1
1	.....	100	1	9,750	.....	2	.....	56	38	.....	.....	.....	.....	.....	.....	.....	.....
1	.....	52	2	.....	849	15	1	44	23	.....	.....	.....	.....	.....	18	.....	36
1	.....	18	1	.....	850	14	.....	29	57	.....	.....	1	.....	7	.....	.....	60
2	.....	46	.....	.....	.....	3	1	7	9	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	340	5	12,060	2,186	9	1	28	32	.....	.....	.....	.....	2	.....	.....	2
7	.....	.....	.....	.....	.....	.....	.....	11	6	.....	.....	.....	.....	.....	.....	.....	.....

c 75 per cent lease money.

d 9 per cent lease money.

Statistics relating to population, dress, intelligence, dwellings, and sub-

Name of agency and tribe.	Population.	Civilization.								
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Per cent of subsistence obtained by—		
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits.	Hunting, fishing, and root gathering.	Government rations.
<b>NEVADA.</b>										
<i>Nevada Agency, under school superintendent.</i>										
Paiute of Pyramid Lake Reservation .....	656	656		150	350		30	65	30	5
<i>Under Carson school superintendent.</i>										
Paiute of Walker River Reservation .....	413	413		75	413		15	80		20
<i>Western Shoshoni Agency, under school superintendent.</i>										
Paiute .....	223	446		72	172	5	48	50	25	25
Shoshoni .....	223									
<i>Not under an agent .....</i>										
<b>NEW MEXICO.</b>										
<i>Mescalero Agency, under school superintendent.</i>										
Mescalero Apache .....	466	466		200	210	3	94	90		10
<i>Jicarilla Agency.</i>										
Jicarilla Apache .....	813	125	688	55	55	8	290	75		25
<i>Under Albuquerque school superintendent.</i>										
<i>Pueblo at—</i>										
Acoma .....	650	1,202	1,034	317	208	23	858	100		
Casa Blanca .....	88									
Isleta .....	1,120									
Paraje .....	127									
Sandia .....	b 76									
San Felipe .....	550									
Santa Ana .....	b 228									
Zufii .....	1,541									
<i>Under Santa Fe school superintendent.</i>										
<i>Pueblo at—</i>										
Cochiti .....	300	221	702	331	301	3	609	96	4	
Jemez .....	450									
Nambe .....	100									
Picuris .....	125									
Santa Clara .....	325									
Santo Domingo .....	1,000									
San Ildefonso .....	250									
San Juan .....	425									
Sia .....	125									
Taos .....	425									
Tesuque .....	100									

<sup>a</sup> From United States Census for 1900.  
<sup>b</sup> Taken from report of last year.

*sistence of Indians, and religious, vital, and criminal statistics—Continued.*

Religious.					Marital.		Vital.		Criminal.								
Missionsaries.		Indian church members.	Church buildings.	Amount contributed by religious societies.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Whites killed by Indians.	Indian criminals punished.			Whisky sellers prosecuted.
Male.	Female.			For education.	For church work.					By Indians.	By whites.	Suicides.		By court of Indian offenses.	By civil courts.	By other methods.	
	1		1			3	1	20	18								3
								11	8								4
						2	2	8	16								
						8	1	6	22								
	1	1						41	44				2			17	
2	1	2,150	3		\$200	17		182	214						5	80	
10		1,242	11	\$6,500	460	43		208	154					1	2		

Statistics relating to population, dress, intelligence, dwellings, and sub

Name of agency and tribe.	Population.	Civilization.								
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Per cent of subsistence obtained by—		
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits.	Hunting, fishing, and root gathering.	Government rations.
<b>NEW YORK,</b>										
<i>New York Agency.</i>										
Allegany Reserve:										
Onondaga .....	82			700	900	53	55	100		
Seneca .....	964	1,046								
Cattaraugus Reserve:										
Cayuga .....	158			1,100	1,300	3	b 400	100		
Onondaga .....	34	1,447								
Seneca .....	1,255									
Oneida Reserve, Oneida.	144	144		140	140		21	100		
Onondaga Reserve:										
Oneida .....	120			300	b 450	1	123	100		
Onondaga .....	394	514								
St. Regis Reserve.	b 1,154	1,154		450	650		272	92	8	
Tonawanda Reserve:										
Cayuga .....	18									
Oneida .....	6			400	500	2	167	100		
Seneca .....	44	512								
Tonawanda .....	488									
Tuscarora Reserve:										
Onondaga .....	47			300	b 325		132	100		
Tuscarora .....	368	415								
<b>NORTH CAROLINA.</b>										
<i>Under school superintendent.</i>										
Eastern Cherokee .....	1,395	1,395		360	350	43	390	97	3	
<i>Not under an agent.</i>										
Catawba .....	m 60									
<b>NORTH DAKOTA.</b>										
<i>Devils Lake Agency.</i>										
Sisseton, Wahpeton, and Cuthead										
Sioux .....	1,031	1,031		100	100		240	70	5	25
Turtle Mountain Chippewa:										
Full-blood .....	237			1,350	1,500	20	417	65	10	25
Mixed-blood .....	2,227	2,414	50							
<i>Fort Berthold Agency.</i>										
Arikara .....	394	374	20	100	115	2	98	45	5	50
Grosventre .....	465	455	10	103	108	11	97	45	5	50
Mandan .....	247	240	7	73	84	6	77	45	5	50
<i>Standing Rock Agency.</i>										
Sioux (Yanktonai, Hunkpapa, and Blackfeet bands) .....	3,600	3,470	130	i 897	909		1,017	50		50
<b>OKLAHOMA.</b>										
<i>Cheyenne and Arapaho Agency.</i>										
Arapaho .....	913			750	1,150	16	198	15		
Cheyenne .....	1,945	j 781	1,140						10	k 75

a Also \$3,966 by State of New York.

b Taken from report of last year.

c \$11,260 by State of New York.

d Also \$1,393 by State of New York.

e \$1,714 by State of New York.

f \$1,152 by State of New York.

g \$704 by State of New York.

h Only partially reported.

sistence of Indians, and religious, vital, and criminal statistics—Continued.

Religious.				Marital.		Vital.		Criminal.									
Missions.		Indian church members.	Amount contributed by religious societies.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Whites killed by Indians.	Indian criminals punished.				
Male.	Female.		For education.	For church work.					By Indians.	By whites.	Suicides.		By court of Indian offenses.	By civil courts.	By other methods.	Whisky sellers prosecuted.	
2		200	3	a \$4,500	\$800		34	54									
3		345	4	(c)	925		9										26
1		20	2				37	49									
							6	22									
3		130	3	d 300	1,000												
2		20		(e)	650												
3		162	3	(f)	600												
							12	9									
2		286	2	(g)	500												
							6	10									
1		187	5			7	64	45									
3	8	485	6		3,040	7	1	44	58	1				25			
2		1,380	2		10,260	16		122	78	1				29	14		8
1		h 64	1		4,323	3	1	14	16								
	1	h 15	2		296	2	2	23	14					1			
	1	h 26			307	2	1	8	11								
16	21	1,672	20		3,838	16,639	33		111	152				98	1		2
20	7	l 34	8		2,500	9,409	33	5	109	135					3		1

i Last years' statistics included those who can read in their own language.

j Overestimated last year.

k 40 per cent lease money.

l Last years' statistics included all baptized persons.

m Live near Columbia, S. C., and are intermarried with Cherokee.

Statistics relating to population, dress, intelligence, dwellings, and sub

Name of agency and tribe.	Population.	Civilization.									
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Percent of subsistence obtained by—			
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits.	Hunting, fishing, and root gathering.	Government rations.	Cash annuity or lease money.
OKLAHOMA—continued.											
<i>Kiowa, etc., Agency.</i>											
Apache .....	161	898	1,565	868	1,115	75	801	10	10	80	
Comanche .....	1,409										
Kiowa .....	1,115										
Wichita and affiliated tribes .....	941										
<i>Under War Department.</i>											
Apache at Fort Sill .....	a 298	-----									
<i>Under special agent.</i>											
Big Jim's band of Absentee Shawnee .....	184	180	4	12	20	9	30	100	-----	-----	
Mexican Kickapoo .....	247	10	237	60	100	3	14	100	-----	-----	
<i>Not under an agent.</i>											
Potawatomi and Absentee Shawnee in Potawatomie Co. ....	100	-----									
<i>Osage Agency.</i>											
Kansa (Kaw) .....	218	142	26	96	119	5	47	25	-----	b 75	
Osage .....	1,788	1,000	788	1,406	1,509	8	424	10	-----	90	
<i>Ponca, Pawnee, and Oto Agency.</i>											
Oto and Missouri .....	366	330	36	200	300	25	65	5	-----	c 95	
Pawnee .....	629	500	185	385	365	5	93	20	-----	d 80	
Ponca .....	553	400	153	300	350	11	110	10	-----	e 90	
Tonkawa .....	55	40	15	17	40	4	18	-----	-----	f 100	
<i>Sauk and Fox Agency.</i>											
Absentee Shawnee .....	503	2,400	350	600	1,150	70	250	20	-----	g 80	
Citizen Potawatomi .....	1,686										
Iowa .....	88										
Sauk and Fox of Mississippi .....	473										
OREGON.											
<i>Grande Ronde Agency, under school superintendent.</i>											
Clackamas .....	65	392	-----	203	362	-----	90	90	-----	10	
Cow Creek .....	32										
Lakmiut .....	30										
Marys River .....	45										
Rogue River .....	53										
Santiam .....	27										
Umpqua .....	86										
Wapeto .....	20										
Yamhill .....	34										
<i>Klamath Agency.</i>											
Klamath .....	740	1,155	-----	527	730	6	211	67	5	13	h 15
Modoc .....	226										
Paute .....	107										
Pit River .....	82										

a Taken from report of last year.  
d 30 per cent lease money.

b 25 per cent is lease money.

c 15 per cent lease money.

sistence of Indians, and religious, vital, and criminal statistics—Continued.

Religious.						Marital.		Vital.		Criminal.							
Mis-sionaries.		Indian church members.		Amount contributed by religious societies.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Whites killed by Indians.	Indian criminals punished.			Whisky sellers prosecuted.
Male.	Female.	Church buildings	For education.	For church work.	By Indians.					By whites.	Suicides.	By court of Indian offenses.		By civil courts.	By other methods.		
7	10	448	19	\$17,571	\$9,848	11		163	312								6
1	1	1	1		920			6	6	1							5
					420	1		5	15								20
						2		9	8								30
1	1			400		19		25	32				18	4			4
1		70	1		143	13	1	27	45					3			1
1	1		1		500	29	1	30	42		1		47	2			
								2	6								
3	3	230	5	5,400	2,000	30	5	40	61		1				15		10
			1			7		4	15								1
1		350	2	29	1,061	16	3	36	43						61		4

e 77 per cent lease money.  
h Lease money

f 89 per cent lease money.

g 40 per cent lease money.





sistence of Indians, and religious, vital, and criminal statistics—Continued.

Religious.						Marital.		Vital.		Criminal.							
Mis-sionaries.		Indian church members.	Church buildings.	Amount contributed by religious societies.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Whites killed by Indians.	Indian criminals punished.			Whisky sellers prosecuted.
Male.	Female.			For education.	For church work.					By Indians.	By whites.	Suicides.		By court of Indian offenses.	By civil courts.	By other methods.	
3	.....	216	1	\$591	.....	2	11	22	15	.....	.....	.....	.....	12	1	.....	.....
8	13	450	2	7,000	\$1,200	6	.....	17	14	1	.....	.....	.....	60	22	.....	.....
2	1	133	3	.....	2,980	7	4	14	18	.....	.....	.....	.....	4	.....	.....	.....
20	5	1,149	19	6,375	3,712	28	1	82	110	2	.....	.....	.....	51	1	.....	.....
10	.....	200	7	5,947	450	9	.....	30	59	.....	.....	.....	.....	20	.....	.....	.....
2	.....	c 383	6	.....	.....	3	.....	20	26	d 1	.....	.....	.....	12	.....	.....	.....
11	3	600	22	18,500	8,070	46	.....	275	281	3	.....	1	.....	57	.....	.....	1
20	7	2,817	23	22,053	6,050	31	1	193	191	1	.....	1	.....	2	.....	.....	2
1	.....	e 1,104	8	12,810	200	.....	.....	50	40	.....	1	1	1	.....	.....	50	.....
8	.....	b 300	6	4,371	3,365	10	1	72	95	.....	.....	.....	.....	10	.....	.....	.....

d By police.

e 50 per cent lease money.

f 5 per cent lease money.

Statistics relating to population, dress, intelligence, dwellings, and sub

Name of agency and tribe.	Population.	Civilization.									
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Per cent of subsistence obtained by—			
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits.	Hunting, fishing, and root gathering.	Government rations.	Cash annuity or lease money.
<b>TEXAS.</b>											
<i>Not under an agent.</i>											
Alabama, Cushatta, and Muskogee.	a 470										
<b>UTAH.</b>											
<i>Uinta and Ouray Agency.</i>											
Uinta Ute.....	457										
Uncompahgre Ute.....	820	1,350	298	135	930	5	187	31	7	42	20
White River Ute.....	371										
<i>Under day school teacher at St. George.</i>											
Kaibab.....	105		105	20	c 233		1	75		c 25	
Shivwits.....	128	128									
Kaibab, at Cedar City.....	b 45										
Paiute, at Kanosh, Grass Valley, and Rabbit Valley.....	b 100										
<b>WASHINGTON.</b>											
<i>Colville Agency.</i>											
Cœur d'Alène.....	474	474		125	150		232	100			
Columbia (Moses's band).....	320	320		10	30		15	75	25		
Colville.....	296	296		45	60		85	85	15		
Kalispel.....	b 150										
Lake.....	307	307		70	90		75	90	5	5	
Lower Spokane.....	371	371		87	150		100	75	15	10	
Nez Percé (Joseph's band).....	126		126	10	15		10	25	25	50	
Okinagan.....	575	575		160	200		90	95	5		
Sanpoil and Nespelim.....	b 400										
Upper and Middle Spokane on Cœur d'Alène Reserve.....	98	98		30	40		42	90	10		
Upper and Middle Spokane on Spokane Reserve.....	184	184		30	40		60	75	20	5	
<i>Neah Bay Agency.</i>											
Hoh.....	66										
Makah.....	369	b 487	b 216	300	375	3	203	25	75		
Ozette.....	45										
Quileute.....	234										
<i>Puyallup Agency, under school superintendent.</i>											
Chehalis.....	156	156		95	140		29	100			
Georgetown.....	115										
Humtulp.....	19	324		110	251	8	105	98	2		
Quaitso.....	59										
Quinalet.....	131										
Nisqualli.....	107	107		35	90		30	100			
Puyallup.....	536	536		250	400		103	85		d 15	
Sklallam, at Jamestown.....	235	235					116	25	75		
Sklallam, at Port Gamble.....	82	82		38	69		18	90	10		
Skokomish.....	165	165		70	90		40	100			
Squaxon.....	118	118		61	90	3	32	25	75		

a From United States Census for 1900.

b Taken from report of last year.

sistence of Indians, and religious, vital, and criminal statistics—Continued.

Religious.				Marital.		Vital.		Criminal.							
Missions.		Indian church members.	Amount contributed by religious societies.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Indian criminals punished.			Whisky sellers prosecuted.
Male.	Female.		For education.	For church work.					By Indians.	By whites.	Suicides.	Whites killed by Indians.	By court of Indian offenses.	By civil courts.	
1	2			\$1,500	4	37	70	1		1					1
2														1	1
		250	3	\$14,905	11	15	17						21		
		55				20	8								
		185	1	6,000	7	6	8						10		
		140	1		12	16	20						15		
1		215	1	400	10	20	16						40		3
						5	6								
1		180	1			20	21								
		40				5	4								
1		75	2		7	6	7						5		
	1				12	2	20	12					13		
1					1	2	7								
			2		3	10	10						8		
2		225	2	7,866	8	2	4								
1		9	2			10	14								
		50	1				5								
1		45	1	800	5	4	8								
					6	3	5								

c Gifts of missionaries and others.

d Lease money.

Statistics relating to population, dress, intelligence, dwellings, and sub-

Name of agency and tribe.	Population.	Civilization.								
		Citizens' dress.		Indians who read.	Indians who use enough English for ordinary conversation.	Dwelling houses.		Per cent of subsistence obtained by—		
		Wholly.	In part.			Built for Indians during the year.	Occupied by Indians.	Indian labor in civilized pursuits.	Hunting, fishing, and root gathering.	Government rations.
WASHINGTON—continued.										
<i>Tulalip Agency, under school superintendent.</i>										
Lummi .....	340	340		150	290	1	80	80	20	
Muckleshoot .....	148	148		50	96		31	90	5	5
Port Madison .....	150	155	1	47	96	1	32	60	30	10
Crow .....	6									
Swinomish .....	313	313		97	257		57	88	12	
Tulalip .....	488	488		b 200	b 300		96	75	20	5
<i>Yakima Agency.</i>										
Yakima .....	2,311	800	1,500	600	800	12	180	90	10	
<i>Not under an agent.</i>										
Nooksak .....	a 200									
Wenatchi, near Wentachi River .....	a 166									
WISCONSIN.										
<i>Green Bay Agency.</i>										
Menominee .....	1,390	1,390		750	800	7	331	80		20
Stockbridge and Munsee .....	527	527		a 440	527	2	67	100		
<i>Under school superintendent.</i>										
Oneida .....	c 1,979	1,979		900	1,100		330	100		
<i>La Pointe Agency.</i>										
Chippewa at—										
Bad River .....	804	804		575	600	15	231	100		
Bois Fort, Minn .....	785	785		140	180	2	156	34	33	33
Fond du Lac .....	817	817		460	625	6	100	90	5	2 3
Grand Portage .....	341	341		200	250		65	50	25	25
Lac Courte Oreille .....	1,146	1,146		580	610	6	248	67	16	17
Lac du Flambeau .....	768	768		270	550		179	75	13	12
Red Cliff .....	234	234		190	205	3	70	80	20	
Rice Lake .....	189									
<i>Under school superintendent.</i>										
Winnebago .....	1,408									
WYOMING.										
<i>Shoshoni Agency.</i>										
Arapaho .....	822	730	92	198	294	8	102	12		75 d 13
Shoshoni (or Snake) .....	804	750	56	201	230	12	93	12		75 d 13
MISCELLANEOUS.										
Miami, in Indiana .....	e 243									
Old Town Indians, in Maine .....	a 410									

a Taken from report of last year.

b Overestimated in 1900.

c Last year's figures incorrect.

sistence of Indians, and religious, vital, and criminal statistics—Continued.

Religious.					Marital.		Vital.		Criminal.									
Missions-aries.		Indian church members.	Church buildings.	Amount con-tributed by re-ligioussocieties.		Marriages during the year.	Divorces during the year.	Births.	Deaths.	Indians killed during the year.			Whites killed by Indians.	Indian criminals punished.			Whisky sellers prosecuted.	
Male.	Female.			For education.	For church work.					By Indians.	By whites.	Suicides.		By court of Indian of-fenses.	By civil courts.	By other methods.		
1		a 300	1			2		17	13					8			1	
		115	1					7	6					12			1	
		30	1			1	1	6	13					10				
1		35	1			5		13	17					11			2	
1		244	1	\$7,776		3	1	24	25					39			2	
3	1	358	4			15				2		1		14	3		47	
1		858	3	15,000	\$1,800	17	1	28	36	1				3			5	
1		134	2		1,500	2	2	7	7									
3	2	750	4	400	4,100	9		56	54									
7	4	500	3	10,620	3,000	15		32	15							45	20	46
		25						42	65			1						
1		550	2			2		19	15							2		
1		157	1					12	8									
1		160	3			12		19	27							32		11
2		70	3			1		12	39	1						8		10
1		180	1	800	1,400	4		14	6							12		9
2		12	3	10,090	4,440	10		44	29					2				
						3		22	49									

d Lease money.

e From United States Census for 1900.

*Statistics relating to population, dress, intelligence, dwellings, and sub*

## SUMMARY.

Population, exclusive of Indians in Alaska .....	269,388
<i>Exclusive of Five Civilized Tribes.</i>	
Population.....	184,881
Indians who wear citizen's dress:	
Wholly.....	98,199
In part.....	32,846
Indians who can read.....	46,044
Indians who can use English enough for ordinary purposes.....	57,975
Dwelling houses occupied by Indians.....	26,574
Dwellings built for Indians during the year.....	1,033
Missionaries (not included under the head of "Teachers"):	
Male.....	284
Female.....	125
Church members, Indians (communicants) <i>b</i> .....	30,935
Church buildings.....	348
Contributed by State of New York for education.....	\$20,189

*b* Only partially reported.

*sistence of Indians, and religious, vital, and criminal statistics—Continued.*

## SUMMARY—Continued.

Contributed by religious societies and other parties:	
For education <i>b</i> .....	\$351,444
For church work and other purposes <i>b</i> .....	115,432
Formal marriages among Indians .....	987
Divorces granted Indians .....	109
Births <i>b</i> .....	4,449
Deaths <i>b</i> .....	4,719
Indians killed:	
By Indians .....	26
By whites .....	4
Suicides .....	15
Whites killed by Indians .....	1
Indian criminals punished:	
By courts of Indian offenses .....	1,121
By civil courts .....	270
By other methods .....	325
Whisky sellers prosecuted .....	456

*c* This includes \$53,769 not contained in foregoing tables, being amounts contributed to the following schools: Carlisle, Pa., \$145; Hampton, Va., \$18,663; Tucson, Ariz., \$19,725; and in California, Banning, \$8,000, and San Diego, \$7,236.



Statistics relating to cultivation of lands, crops raised, stock owned

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severalty.	Crops raised during year.					Butter made.
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	
			Acres under.	Made during the year.							
ARIZONA.											
<i>Colorado River Agency.</i>											
Mohave on reserve ..	500	500	200	150		Bush. * 600	Bush. 2,500	Bush. 52	Tons. 60		
Mohave and Chemehuevi at Fort Mohave.....	630		700			100	150	200			
<i>Fort Apache Agency.<sup>c</sup></i>											
White Mountain Apache .....	1,087	40	1,120	160			620	1,200	40	847	
<i>Under school superintendent.</i>											
Hopi (Moqui) and Navaho.....	1,930		1,000	500				18,000	1,050		
<i>Navaho Agency.</i>											
Navaho on reserve....	<sup>d</sup> 8,000					1,000	600	3,200		40	
<i>Pima Agency.</i>											
Maricopa, Papago, and Pima .....	6,000		15,000		20	25,000	417	36	25	100	
Papago, San Xavier Reserve .....	1,200	70	8,020	1,100	85	5,300	2,500	150	115	680	
<i>Under industrial teacher.</i>											
Havasupai .....	350	11	350	400		40		2,000	<sup>e</sup> 4,166	40	
Walapai .....	95	10	100	50				500	50		
<i>San Carlos Agency.</i>											
Apache and Mohave.	3,000	50	7,000	1,200		14,913	16,868	2,476	150	170	
CALIFORNIA.											
<i>Under farmer.</i>											
Digger .....	25	25	320	80				60	59	4	
<i>Hupa Valley Agency, under school superintendent.</i>											
Hupa and Lower Klamath.....	1,120	20	1,400	200	102	1,200	5,250	800	6,560	400	300
<i>Mission Tule River Agency.</i>											
Mission .....	1,200		8,000		325	(f)			(f)		
Tule River .....	125		260			(f)			(f)		

<sup>a</sup> Overestimated last year.

<sup>b</sup> By boats.

<sup>c</sup> Crops almost ruined by drought.

by Indians, and miscellaneous products of Indian labor.

Miscellaneous products of Indian labor.						Stock owned by Indians.					Roads.			
Lumber sawed.	Wood cut.	Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Made (miles).	Repaired (miles).	Days labor by Indians.
		Amount.	Earned by freighting.	To Govern-ment.	Otherwise.									
M ft.	Cords.	M lbs.												
.....	1,300	b 326	3,059	1,374	500	322	300	.....	.....	.....	350	.....	.....	.....
.....	1,000	b 156	780	2,100	1,000	160	.....	.....	.....	.....	1,000	.....	.....	.....
28	1,749	.....	.....	23,761	1,027	6,247	751	.....	.....	.....	.....	3½	3½	800
.....	500	163	2,004	7,782	5,000	4,712	1,325	.....	55,500	14,000	1,000	.....	25	90
118	80	320	2,218	4,000	55,000	38,260	6,900	.....	380,000	67,000	.....	12	20	120
.....	11,000	800	1,400	4,000	24,000	6,300	4,000	50	.....	.....	5,000	5	10	200
.....	2,000	.....	.....	161	23,470	465	300	.....	.....	.....	1,000	1	4	345
.....	20	65	353	120	1,500	412	.....	.....	.....	.....	.....	.....	10	100
.....	300	.....	300	500	2,000	1,237	.....	.....	.....	.....	12	.....	.....	.....
300	2,000	.....	.....	13,820	9,000	2,669	1,208	.....	.....	.....	100	5	30	500
.....	57	.....	.....	.....	129	6	.....	.....	.....	.....	30	.....	1	12
9	500	176	2,598	6,066	7,880	216	520	400	.....	.....	1,000	1	18	264
.....	150	.....	.....	.....	2,000	550	1,000	50	.....	100	500	.....	.....	.....
.....	50	.....	.....	.....	600	175	300	250	.....	100	300	.....	10	.....

<sup>d</sup> Taken from last year.      \* Also 1,500 bushels peaches and apricots.      <sup>f</sup> Crops not reported.

710 STATISTICS OF INDIAN LANDS, CROPS, STOCK, AND LABOR.

Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severally.	Crops raised during year.					Butter made.
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	
			Acres under.	Made during the year.							
CALIFORNIA—cont'd.											
Round Valley Agency, under school superintendent.											
Concow, Little Lake, Redwood, Nome-laki, Pit River, Wailaki, and Yuki.	Acres. 1,800	Acres. 100	Acres. 5,675	Rods. 1,500	199	Bush. 4,200	Bush. 3,500	Bush. 1,000	Bush. 6,500	Tons. 3,000	Lbs. 150
Under school superintendent.											
Yuma.....	60	10	100	.....	.....	100	100	100	50	.....	.....
Near Fort Bidwell School.											
Paiute and Pit River.					60						
COLORADO.											
Southern Ute Agency.											
Capote, Moache, and Wiminuche Ute....	800	200	4,000	1,600	97	3,200	8,675	125	235	425	.....
IDAHO.											
Fort Hall Agency.											
Bannock and Shoshoni.....	2,400	175	11,000	2,000	.....	8,000	4,000	250	4,980	5,000	300
Lemhi Agency.											
Bannock, Sheepeat-er, and Shoshoni...	1,002	169	1,707	936	.....	1,400	2,800	.....	8,775	647	.....
Nez Percé Agency.											
Nez Percé.....	12,900	500	60,000	6,000	300	25,000	10,500	100	<sup>b</sup> 2,100	8,500	.....
INDIAN TERRITORY.											
Quapaw Agency. <sup>c</sup>											
Eastern Shawnee....	<sup>d</sup> 180	6	4,373	280	24	375	.....	3,450	249	153	232
Miami.....	600	.....	2,560	.....	9	2,000	600	4,500	<sup>e</sup> 161	90	600
Modoc.....	<sup>f</sup> 480	.....	2,301	.....	18	600	.....	965	134	214	197
Ottawa.....	260	.....	1,860	.....	18	500	200	2,400	174	102	1,400
Peoria.....	600	.....	2,758	300	29	1,400	600	4,500	<sup>e</sup> 250	175	1,000
Quapaw.....	535	.....	2,000	200	43	600	200	4,000	170	200	250
Seneca.....	800	.....	3,200	400	53	7,944	1,100	4,160	400	147	1,085
Wyandot.....	865	.....	2,450	452	57	6,000	500	4,900	340	150	1,000
IOWA.											
Sauk and Fox Agency.											
Sauk and Fox of Mis-sissippi.....	800	15	<sup>f</sup> 3,000	200	.....	200	2,000	15,000	700	220	.....

<sup>a</sup> 11,000 feet marketed.  
<sup>b</sup> Also 2,500 bushels flax.

<sup>c</sup> Crops almost ruined by drought.  
<sup>d</sup> Other cultivated lands have been leased.

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.						Stock owned by Indians.						Roads.		
Lumber sawed.	Wood cut.	Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Made (miles).	Repaired (miles).	Days labor by Indians.
		Amount.	Earned by freighting.	To Government.	Otherwise.									
M. ft. 216	Cords. 1,200	M lbs. 160	1,600	1,265	4,000	520	2,300	100			1,500	2	6	650
	2,000			525	10,000	334	40				540			
	250				875	400								
	75			805		2,470	150		3,000	1,500	200			
	50			12,500	27,500	5,003	2,600	20			675	6		200
(*)	155	44	439	1,057	910	1,801					173	1	6	30
	150	50		160		7,007	3,000	300			2,000			100
	69				327	83	25	96			1,487			
5	165				2,300	110	200	215			1,715			
	177				645	56	36	96			777			
	160				1,200	77	75	96			1,804			
	200				8,300	161	200	300		2	3,200			
	300				4,692	260	200	400			3,006			
89	510				8,285	243	198	681		74	3,589			
	700				4,200	225	150	600		60	4,000			
	550				1,600	350	15	80			850			3

\* Also 300 bushels flax.

† Taken from report last year.

‡ Also 30,000 feet marketed.

Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severally.	Crops raised during year.					Butter made.
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	
			Acres under.	Made during the year.							
KANSAS.											
<i>Potawatomi and Great Nemaha Agency.</i>											
	<i>Acres.</i>	<i>Acres.</i>	<i>Acres.</i>	<i>Rods.</i>		<i>Bush.</i>	<i>Bush.</i>	<i>Bush.</i>	<i>Bush.</i>	<i>Tons.</i>	<i>Lbs.</i>
Iowa .....	1,000	50	11,000	160	42	5,500	1,200	5,000	235	100	300
Kickapoo .....	1,000	100	19,000	.....	40	.....	.....	5,000	250	100	250
Potawatomi, Prairie Band .....	4,500	200	38,500	1,000	130	.....	.....	.....	.....	1,500	2,250
Sauk and Fox of Missouri .....	300	.....	8,020	640	28	2,000	1,000	5,000	165	100	125
MICHIGAN.											
<i>Mackinac Agency, under physician.</i>											
L'Anse and Vieux Desert Chippewa .....	200	20	250	25	4	68	20	.....	169	30	.....
MINNESOTA.											
<i>Under special disbursing agent.</i>											
Mdewakanton Sioux at Birch Cooley .....	600	.....	.....	.....	24	3,500	2,500	2,500	<sup>b</sup> 845	130	.....
<i>Leech Lake Agency.</i>											
Chippewa of Red Lake .....	276	2	3,000	1,500	.....	.....	.....	4,000	15,300	1,000	.....
Mississippi, Chippewa, White Oak Point, Cass, and Winibigoshish and Leech Lake Pillager Chippewa .....	400	.....	400	.....	140	.....	.....	400	6,195	1,200	.....
<i>White Earth Agency.</i>											
Chippewa .....	6,025	325	46,000	5,310	512	<sup>c</sup> 45,000	<sup>c</sup> 21,000	<sup>c</sup> 653	<sup>c</sup> 4,997	16,000	26,120
MONTANA.											
<i>Blackfeet Agency.</i>											
Piegan .....	500	300	50,000	.....	1	200	1,000	.....	3,800	8,000	1,200
<i>Crow Agency. <sup>d</sup></i>											
Crow .....	4,200	200	26,600	12,800	119	15,000	15,000	500	2,650	2,00	.....
<i>Flathead Agency.</i>											
Charlot's band of Flathead, Confederated Flathead, Kutenai and Pend d'Oreille, Kutenai from Idaho, Lower Kalispel, and Spokane .....	14,000	1,500	37,000	6,000	.....	45,000	37,000	.....	15,000	12,000	5,000

<sup>a</sup> Crops almost ruined by drought. <sup>b</sup> Also 120 tons of sugar beets. <sup>c</sup> Taken from report last year.<sup>d</sup> Small crops owing to smallpox epidemic.

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.					Stock owned by Indians.						Roads.			
Lumber sawed.	Wood cut.	Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Made (miles).	Repaired (miles).	Days labor by Indians.
		Amount.	Earned by freighting.	To Govern-ment.	Otherwise.									
<i>M ft.</i>	<i>Cords</i>	<i>M lbs.</i>												
200	110			50	5,500	230	115	525		4	1,000		5	40
					3,500	290	55	325			1,500		5	10
	225			80	20,000	2,341	2,000	2,700	25	20	5,000	4	16	52
	20				5,000	450	300	500		7	850	2	5	16
	100				300	20	50				150			
	25				5,000	65	3	6			600		1	36
(*)	1,700	500	\$3,750	1,075	7,000	150	65	200			500	6		10
100	1,500	176	266	2,858	5,000	300	10	60			800	10	30	100
\$1,802	1,900	12	3,600	4,118	21,384	1,105	2,015	625	245	4	1,365	8	35	115
	450	492	877	17,695		17,006	18,600	70			1,000			
500	150	222	1,666	8,363	72,850	25,150	4,000	200			500			
300	1,500	70	700	1,200	10,000	16,000	20,000	1,500			7,000	6	50	400

\* 5,783,000 feet marketed.

† 36,391,000 feet marketed.

‡ 30,000,000 feet marketed.

Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severally.	Crops raised during year.					Butter made.
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	
			Acres under.	Made during the year.							
MONTANA—cont'd.											
<i>Fort Belknap Agency.</i>											
Assiniboin and Grosventre .....	Acres. 800	Acres. 135	12,600	Rods. 360	.....	Bush. 600	Bush. 900	Bush. 75	Bush. 5,025	Tons. 1,000	Lbs. ....
<i>Fort Peck Agency.</i>											
Assiniboin and Yankton Sioux .....	*1,750	410	10,000	.....	5	150	500	1,500	17,025	5,000	.....
<i>Tongue River Agency.</i>											
Northern Cheyenne..	918	7	16,586	.....	.....	.....	.....	500	300	300	.....
NEBRASKA.											
<i>Omaha and Winnebago Agency.</i>											
Omaha.....	16,000	200	5,500	2,500	300	20,000	7,000	50,000	<sup>b</sup> 2,800	3,000	2,000
Winnebago .....	5,500	50	7,000	200	180	5,000	700	15,000	2,300	500	300
<i>Santee Agency.</i>											
Ponca in Dakota.....	1,303	128	1,763	472	34	3,807	400	21,200	700	950	1,220
Santee Sioux.....	3,000	185	5,000	.....	120	3,700	6,490	60,000	4,000	2,000	500
Santee Sioux of Flandreau .....	<sup>a</sup> 1,255	.....	600	.....	50	6,000	8,700	6,000	300	400	.....
NEVADA											
<i>Nevada Agency, under school superintendent.</i>											
Palute of Pyramid Lake .....	200	12	1,020	40	.....	140	180	65	200	525	.....
<i>Under Carson school superintendent.</i>											
Palute at Walker River .....	1,400	.....	1,700	500	.....	1,000	400	25	585	650	.....
<i>Western Shoshoni Agency, under school superintendent</i>											
Palute and Shoshoni..	150	20	7,000	1,600	.....	500	700	.....	600	500	300
NEW MEXICO.											
<i>Mescalero Agency, under school superintendent.</i>											
Mescalero Apache ...	1,000	200	3,500	.....	94	100	1,562	357	408	20	.....
<i>Jicarilla Agency.</i>											
Jicarilla Apache .....	625	.....	15,000	2,500	256	150	300	75	50	150	.....

<sup>a</sup> Taken from report last year<sup>b</sup> Also 1,000 bushels flax.<sup>c</sup> 30,000 feet marketed.

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.						Stock owned by Indians.					Roads.			
Lumber sawed.	Wood cut.	Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Made (miles).	Repaired (miles).	Days labor by Indians.
		Amount.	Earned by freighting.	To Government.	Otherwise.									
<i>M ft.</i> 147	<i>Cords.</i> 160	<i>M lbs.</i> 690	\$1,038	23,174	500	4,500	3,900	225			1,860			
.....	240	2,044	2,300	1,898	9,000	2,004	5,300	15			1,000	7	18	100
.....	100	497	3,615	1,700	650	4,416	181				380		8	110
.....	114	39	74	468	22,000	1,530	900	2,500			8,000	20	10	160
298	100	55	164	384	3,000	932	300	800			7,000		5	80
.....	125	20	31	20	7,590	180	188	314			3,415		10	50
(°)	225	135	270	686	3,000	417	158	206		19	2,426			100
.....		29	10			100	10	30			2,350			
.....	280	71	212	1,275	2,000	532	165				200		4	44
.....	30			350	550	1,500	100				250		3	20
.....	400	186	2,784	3,420		2,500	200				200	5	5	75
* 50	200	299	599	1,200	7,800	1,080			6,000	1,000			20	100
.....					6,000	1,728	70		3,000	700	100	1	5	

° Many Indians rent their lands.

° Also 50,000 feet marketed.



Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severalty.	Crops raised during year.					Butter made.
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	
			Acres under.	Made during the year.							
NEW MEXICO—cont'd.											
<i>Under Albuquerque school superintendent.</i>											
Pueblo .....	Acres. 7,460	Acres. 5,230	685	Rods. 1,234	.....	Bush. 25,260	Bush. .....	Bush. 27,657	Bush. 4,479	Tons. 175	Lbs. .....
<i>Under Santa Fe school superintendent.</i>											
Pueblo .....	8,261	197	9,780	1,205	.....	31,038	300	30,710	3,596	.....	.....
NEW YORK.											
<i>New York Agency.*</i>											
Allegany Reserve: Onondaga and Seneca.....											
	5,625	.....	6,550	.....	.....	200	5,500	5,500	6,095	2,100	1,500
Cattaraugus Reserve: Cayuga, Onondaga, and Seneca .....											
	5,800	.....	6,900	.....	.....	2,100	9,200	4,700	5,935	15,000	3,100
Oneida Reserve: Oneida.....											
	365	.....	365	.....	15	10	50	240	575	65	.....
Onondaga Reserve: Oneida and Onon- daga .....											
	3,000	.....	5,500	.....	75	1,000	4,000	5,300	10,285	500	3,400
St. Regis Reserve: St. Regis .....											
	5,300	.....	5,300	.....	.....	750	6,500	4,800	2,410	600	.....
Tonawanda Reserve: Cayuga, Oneida, and Tonawanda .....											
	3,000	.....	4,000	.....	.....	3,500	3,880	2,500	3,655	350	1,500
Tuscarora Reserve: Onondaga and Tus- carora .....											
	5,500	.....	5,000	.....	.....	2,800	2,410	2,700	3,805	1,650	8,000
NORTH CAROLINA.											
<i>Under school superin- tendent.</i>											
Eastern Cherokee....	2,996	225	6,088	1,993	290	1,846	939	23,317	4,902	15	2,808
NORTH DAKOTA.											
<i>Devils Lake Agency.</i>											
Cuthead, Sisseton, and Wahpeton Sioux° .....											
	4,124	600	730	.....	252	.....	4	.....	(4)	400	.....
Turtle Mountain Chippewa .....											
	6,726	318	4,247	10,000	.....	44,616	83,975	.....	*34,350	6,000	.....
<i>Fort Berthold Agency.</i>											
Arikara .....	600	5	690	590	124	300	.....	500	1,210	4,000	.....
Grosventre.....	580	18	580	1,080	136	27	20	291	1,698	7,000	.....
Mandan .....	184	9	350	600	77	.....	585	706	1,497	4,500	60
<i>Standing Rock Agency.</i>											
Sioux (Yanktonai, Hunkpapa, and Blackfeet bands) ..	3,383	221	6,039	1,280	.....	845	11,160	20,391	39,624	21,478	2,737

\*Crops badly damaged. ° Also 167,731 bundles fodder. °Crops almost ruined by drought.

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.						Stock owned by Indians.						Roads.			
Lumber sawed.	Wood cut.		Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Made (miles).	Repaired (miles).	Days labor by Indians.
	M ft.	Cords.	Amount.	Earned by freighting.	To Govern-ment.	Otherwise.									
		49	14	64	5,438	4,371	2,683	367	110,829	5,987	1,995	8	83	1,500	
	1,946	119	666	400	6,920	6,070	879	304	100	210	1,588	3	26	890	
					5,500	263	635	530	35		4,100				
					6,500	323	1,330	620			8,300				
					2,750	12	5	28			900				
					8,810	540	320				2,000				
					1,500	370	655	425			16,500				
					8,000	140	335	530			2,150				
					16,600	203	325	250			3,250				
	400	107	160	2,337	1,939	97	691	948	320	14	6,164	4	10	1,050	
	2,000	50	66	553	4,500	782	120	40			1,500				
	10,000	252	252	537	90,000	1,271	785	201	56		4,733				
25	1,200	47	235	1,345	411	909	2,071	12			250		5	42	
30	1,500	77	386	4,169	901	667	2,850			2	123				
10	900	39	197	1,519	344	765	2,584				204		15	7	
	1,505	1,532	8,226	79,273	2,737	10,260	13,251	255	437		6,086	4	119	753	

<sup>4</sup>64 bushels flax.

<sup>•</sup>Also 16,523 bushels flax.

<sup>1</sup>Also 31,000 feet marketed.

Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severalty.	Crops raised during year.					
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	Butter made.
			Acres under.	Made during the year.							
<b>OKLAHOMA.</b>											
<i>Cheyenne and Arapaho Agency.</i> <sup>a</sup>											
Cheyenne and Arapaho .....	Acres. 3,278	Acres. 225	39,350	Rods. 17,159	350	Bush. 1,410	Bush. 901	Bush. 35,810	Bush. 1,966	Tons. 796	Lbs. ....
<i>Kiowa, etc., Agency.</i> <sup>c</sup>											
Apache, Caddo, Comanche, Kiowa, Wichita, and affiliated tribes .....	5,955	822	453,207	10,456	.....	962	.....	15,485	2,000	732	.....
<i>Under special agent.</i>											
Big Jim band, Absentee Shawnee.....	250	50	5,000	3,500	30	.....	.....	200	170	30	.....
Mexican Kickapoo .....	575	25	9,000	6,000	32	.....	.....	300	230	25	.....
<i>Osage Agency.</i>											
Kaw (Kansa) .....	1,176	.....	2,661	.....	.....	.....	.....	60,000	640	400	300
Osage .....	29,880	9,880	50,000	40,000	.....	100,000	20,000	20,000	11,660	18,000	15,000
<i>Ponca, Pawnee, and Oto Agency.</i>											
Oto and Missouri .....	350	60	7,500	.....	4	500	.....	2,000	925	200	.....
Pawnee .....	1,325	58	10,680	1,160	93	285	175	2,500	1,585	935	150
Ponca .....	1,060	.....	5,000	.....	60	1,750	275	7,375	155	279	.....
Tonkawa .....	40	.....	300	.....	*9	.....	.....	300	.....	30	.....
<i>Sauk and Fox Agency.</i>											
Absentee Shawnee, Citizen Potawatomi, Iowa, Sauk and Fox of Mississippi .....	43,000	.....	410,000	.....	4200	4500	41,000	414,000	41,100	42,500	.....
<i>Grande Ronde Agency, under school superintendent.</i>											
Clackamas, Cow Creek, Lakmiut, Marys River, Rogue River, Santiam, Umpqua, Wapeto, and Yam Hill .....	1,000	.....	2,000	150	90	1,000	2,200	.....	1,100	550	.....
<i>Klamath Agency.</i>											
Klamath, Modoc, Paiute, and Pit River .....	610	50	34,500	3,200	210	1,200	1,700	.....	600	10,500	1,100
<i>Siletz Agency.</i>											
Chetco, Joshua, Klamath, Mikonotuni, Rogue River, Shasta Costa, Sixes, and Yuchi .....	540	.....	2,480	800	112	.....	4,290	.....	7,000	547	1,520

<sup>a</sup> Last year's figures included lands leased to white men.

<sup>b</sup> Also 50,000 feet marketed.

<sup>c</sup> Farming neglected during opening of reservations.

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.				Stock owned by Indians.							Roads.				
Lumber sawed.	Wood cut.		Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Made (miles).	Repaired (miles).	Days labor by Indians.
	Amount.	Earned by freighting.	To Government.	Otherwise.											
<i>M ft.</i> ( <sup>b</sup> )	<i>Cords</i>	<i>M lbs.</i>			\$	\$									
	565	1,720	4,046	\$1,424	\$6,798	2,687	320	124				741	5	19	100
-----	1,265	401	1,150	15,317	30,000	15,403	17,144	1,931			66	3,004			
10	500				1,500	205		50				500	4	2	200
15	350				1,000	380		30				575	1	10	60
-----	100	47	94	346	6,000	394	386	463				800		25	60
-----	1,000				50,000	12,507	22,000	17,000	50	40		23,000	10	15	100
-----	56	37		130		502	100	150				150			
-----	325			1,025	2,700	910	74	125			1	1,000			
-----	300	120	180	415	3,860	407	5	20				400			
-----						50		9				250			
-----	175	50	100	650	1,200	1,175	1,000	2,000	100			5,000			
-----	300			2,500	4,000	273	584	200	70			1,000		4	128
-----	400	755	928	2,957	1,707	33,500	3,835	4,100	210			650		40	125
-----	200	500	141	620	1,000	4,000	232	323	160	380		710		26	270

<sup>a</sup> Taken from report of last year.

<sup>b</sup> Indians do very little farming.

Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severalty.	Crops raised during year.					
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	Butter made.
			Acres under.	Made during the year.							
OKLAHOMA—cont'd.											
<i>Umatilla Agency.</i>											
Cayuse, Umatilla, and Wallawalla....	Acres. 6,880	Acres. 80	Acres. 68,000	Rods. 400	152	Bush. 50,000	Bush. 10,000	Bush. 500	Bush. 12,700	Tons. 14,000	Lbs. 1,700
<i>Warm Springs Agency, under school superintendent.</i>											
Palute, Tenino, Warm Springs, and Wasco.	6,465	50	10,000	200	172	6,000	1,300	200	2,400	3,100	.....
SOUTH DAKOTA.											
<i>Cheyenne River Agency.<sup>b</sup></i>											
Blackfeet, Miniconjou, Sans Arcs, and Two-Kettle Sioux..	1,325	170	11,500	1,300	10	.....	.....	700	520	7,850	200
<i>Crow Creek Agency.</i>											
Lower Yanktonai Sioux .....	1,000	140	3,300	2,000	350	2,000	300	250	.....	1,200	.....
<i>Lower Brulé Agency.</i>											
Lower Brulé Sioux...	400	100	1,200	600	150	.....	.....	1,500	500	2,000	.....
<i>Pine Ridge Agency.</i>											
Oglala Sioux.....	1,687	117	153,000	12,750	.....	100	50	897	2,777	5,525	415
<i>Rosebud Agency.</i>											
Brulé, Loafer, Lower and Northern Brulé, Two Kettle, and Wazhazhe Sioux .....	2,115	510	11,750	2,440	840	350	300	17,050	1,763	16,000	520
<i>Sisseton Agency</i>											
Sisseton and Wahpeton Sioux .....	2,000	100	.....	427	.....	<sup>b</sup> 36,524	<sup>b</sup> 13,845	<sup>b</sup> 2,163	<sup>b</sup> 7,241	<sup>b</sup> 1,600	<sup>b</sup> 460
<i>Yankton Agency</i>											
Yankton .....	11,500	500	26,000	.....	560	6,500	3,800	75,000	4,310	10,000	.....
UTAH.											
<i>Uinta and Ouray Agency.</i>											
Uinta Ute at Uinta, White River Ute at Uinta, Uncompahgre Ute at Ouray, White River Ute at Ouray.....	4,130	180	16,140	720	50	1,800	16,000	150	1,026	3,600	2,000

<sup>a</sup> Last year's figures a mistake.<sup>b</sup> Taken from report of last year.

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.						Stock owned by Indians.						Roads.			
Lumber sawed.	Wood cut.		Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Roads.		
	Amount.	Earned by freighting.	To Government.	Otherwise.	Made (miles).	Repaired (miles).							Days labor by Indians.		
<i>M ft.</i>	<i>Cords.</i>	<i>M lbs.</i>													
.....	1,500	300	300	1,990	20,000	4,020	3,000	3,000	.....	.....	.....	10,000	4	10	12
28	320	204	2,217	6,000	1,500	5,503	1,600	200	.....	.....	.....	860	.....	40	400
.....	1,062	744	3,039	34,953	5,000	17,153	26,510	434	40	12	1,387	.....	.....	26	73
.....	200	272	681	2,215	800	2,650	600	.....	.....	.....	.....	.....	.....	15	300
.....	100	172	689	1,070	.....	1,302	1,200	5	.....	.....	.....	100	.....	.....	.....
° 65	1,919	3,246	9,451	63,505	102,061	17,444	19,582	56	17	1	5,110	49	194	2,725	
30	2,030	1,913	7,238	40,650	29,500	9,632	21,052	176	40	20	1,460	6	25	120	
.....	<sup>b</sup> 700	<sup>b</sup> 98	<sup>b</sup> 98	<sup>b</sup> 223	<sup>b</sup> 10,000	<sup>b</sup> 1,425	<sup>b</sup> 185	<sup>b</sup> 200	<sup>b</sup> 50	.....	<sup>b</sup> 4,125	.....	.....	.....	.....
.....	160	230	916	920	1,700	1,952	1,260	300	.....	.....	9,500	12	30	240	
224	600	100	2,001	6,745	3,500	14,122	3,200	90	4,000	90	1,000	.....	.....	5	50

° Also 59,000 feet marketed.

Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severalty.	Crops raised during year.					Butter made.
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	
			Acres under.	Made during the year.							
UTAH—continued.											
<i>Under day-school teacher at St. George.</i>											
Shivwits .....	Acres. 100	Acres. 10	100	Rods.		Bush. 100	Bush. 50			Tons. 20	
Kaibab.....	15		15								
WASHINGTON.											
<i>Colville Agency.</i>											
Cœur d'Alène.....	30,000		101,000			121,000	131,800		1,625	800	
Columbia (Moses's band).....	2,000		5,540			5,000	5,700		1,980	900	
Colville.....	4,000		4,800	10		9,200	7,600		1,492	1,500	
Lake.....	6,000	300	5,000	800	75	9,000	40,000		3,540	1,200	
Lower Spokane.....	2,500	160	4,350	700		3,000	3,575		2,420	900	
Nez Percé (Joseph's band).....	840	100	1,510	40		580	740		822	210	
Oknagan.....	6,000		7,300		110	7,300	27,400		6,850	1,140	
Upper and middle Spokane at Cœur d'Alène reserve.....	750	100	1,901	500		50,000	3,000		280	200	
Upper and Middle Spokane on Spokane reserve.....	800	120	800	110		1,100	1,240		2,550	240	
<i>Neah Bay Agency.</i>											
Hoh, Makah, Ozette, and Quileute.....	54	4	228	40					35	75	100
<i>Puyallup Agency, under school superintendent.</i>											
Chehalis.....	510		1,340	28	29	1,500	3,000		900	250	
Georgetown, Hump-tulip, Quaitso, and Quinalet.....	177	14	179	713	30		450		2,160	106	230
Nisqualli.....	250	20	1,360		30	200	650		5,150	150	300
Puyallup.....	1,578		2,850		155	200	5,000		26,400	1,200	3,000
Skallam, at James-town.....	116	71	150			710			1,295	59	
Skallam, at Port Gamble.....	4		10						40		
Skokomish.....	390		1,563		35		350		* 500	400	2,000
Squaxon.....	3		50	500			25		180	27	100
<i>Tulalip Agency.</i>											
Lummi.....	1,100	25	1,700	200	60	300	4,500		4,500	300	500
Muckleshoot.....	65	4	775	140		50	865		2,509	173	100
Port Madison.....	12	5	46	300	15				200	17	
Swinomish.....	610	10	620	75	46		15,000		335	150	
Tulalip.....	352	150	500	200	75		300		2,325	800	200
<i>Yakima Agency.</i>											
Yakima.....	18,000	1,200	32,000	1,500	450	110,000	41,000	2,000	15,750	30,000	

\* 3,000 bushels reported last year should have been 300.

† 1,853,000 feet marketed.

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.						Stock owned by Indians.					Roads.			
Lumber sawed.	Wood cut.	Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of.		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic towls.	Made (miles). <sup>c</sup>	Repaired (miles).	Days labor by Indians.
		Amount.	Earned by freighting.	To Govern-ment.	Otherwise.									
<i>M ft.</i>	<i>Cords.</i>	<i>M lbs.</i>												
	200					55					12			
160	700				30,000	2,700	1,460	1,040			2,500			
33		24	192		2,000	4,000	310				1,000			
					8,700	1,200	600	200			1,400			
					9,000	1,680	610				400			
	300	60	240	1,200	500	1,200	400				1,500			
11		60	480			800	95				360			
					11,700	2,670	2,100	900			1,400			
7					1,600	250	210				300			
					750	260	140	120			600			
	<sup>d</sup> 50					80	280				300		5	55
						95	40	10	75		1,225		4	42
	1,505	236	1,625	50	19,451	81	82				879		3	211½
	150				1,500	100	120		50		600			
	500				10,000	300	275	200	100		2,000		25	180
						27	3	48	5		397			26
							4		10		250			
	800			25		136	100	50	200		1,000		4	32
	150					16					20			
					5,000	200	350	825	1,200		2,500	1	2	120
	20	6	10		1,946	102	66	29	42		491		2	60
	200				1,200	20	100	60	50		150	1	5½	120
	200				5,000	150	130	25	200		550		7	160
(b)	500	29	36	60		252	350	500	<sup>e</sup> 600		1,000	10	15	200
	1,000	128	500	5,000	15,000	7,000	5,000	300			800	25	75	800

<sup>c</sup> Sheep reported last year have been sold.

<sup>d</sup> Taken from report of last year.



Statistics relating to cultivation of lands, crops raised, stock owned by

Name of agency and tribe.	Lands.				Families actually living upon and cultivating lands allotted in severalty.	Crops raised during year.					Butter made.
	Cultivated during the year by Indians.	Broken during the year by Indians.	Fence.			Wheat.	Oats, barley, and rye.	Corn.	Vegetables.	Hay.	
			Acres under.	Made during the year.							
<b>WISCONSIN.</b>											
<i>Green Bay Agency.</i>											
Menominee.....	2,875	10	4,950			2,000	15,500	5,190	11,100	1,450	1,300
Stockbridge and Munsee .....	550	38	570	300	28	670	3,000	3,400	2,999	100	400
<i>Under school superintendent.</i>											
Oneida.....	4,822	50	9,670	5,400	310	12,200	47,300	16,100	9,550	1,076	15,000
<i>La Pointe Agency.</i>											
Chippewa at—											
Bad River .....	800	50	7,000	150	145		1,000	200	6,250	175	
Bois Fort, Minn. ....	350		200	40	12			90	215	300	
Fond du Lac.....	530		530	200	35			500	2,600	250	500
Grand Portage .....	50	3	67	120	2				2,120	16	175
Lac Courte Oreille .....	1,000	80	3,600	450	200		2,500	750	1,600	1,000	500
Lac du Flambeau .....	317		1,000	400	100			500	5,000	150	
Red Cliff.....	410	32	1,600	1,300	66		1,200	200	7,491	300	1,600
<b>WYOMING.</b>											
<i>Shoshoni Agency.</i>											
Northern Arapaho .....	600		8,000	300	150	1,000	1,000		400	400	
Shoshoni.....	1,100	200	4,000	900	141	9,000	2,000		700	550	

\* Overestimated in 1900.

<sup>b</sup> 15,000,000 feet marketed.

<sup>c</sup> 34,434,000 feet marketed.

SUMMARY.

Cultivated during the year by Indians.....	acres..	355,261
Broken during the year by Indians.....	do.....	28,641
Land under fence.....	do.....	1,289,689
Fence built during the year.....	rods..	189,975
Families actually living upon and cultivating lands in severalty.....	.....	10,270
Crops raised during the year by Indians:		
Wheat.....	bushels..	935,870
Oats and barley.....	do.....	737,986
Corn.....	do.....	668,994
Vegetables.....	do.....	441,931
Flax.....	do.....	20,387
Hay.....	tons..	289,335
Miscellaneous products of Indian labor:		
Butter made.....	pounds..	118,554
Lumber sawed.....	feet..	5,716,000
Timber marketed.....	do.....	141,850,000
Wood cut.....	cords..	91,184

Indians, and miscellaneous products of Indian labor—Continued.

Miscellaneous products of Indian labor.						Stock owned by Indians.					Roads.			
Lumber sawed. <sup>a</sup>	Wood cut.	Freight transported by Indians with their own teams.		Value of products of Indian labor disposed of		Horses, mules, and burros.	Cattle.	Swine.	Sheep.	Goats.	Domestic fowls.	Made (miles).	Repaired (miles).	Days labor by Indians.
		Amount.	Earned by freighting.	To Govern-ment.	Otherwise.									
<i>M fl.</i> <sup>b</sup> 300	<i>Cords</i> 900	<i>M lbs.</i> 111	111	2,614	250	742	196	278	.....	.....	4,000	.....	4	239
.....	50	.....	.....	75	.....	85	70	88	1	.....	1,260	.....	2	28
.....	5,780	.....	.....	850	.....	650	536	204	80	.....	5,172	.....	20	200
(c)	500	.....	.....	70	1,200	260	200	100	.....	.....	500	.....	.....	.....
.....	500	.....	.....	.....	4,500	30	.....	.....	.....	.....	250	.....	.....	.....
.....	525	.....	.....	.....	1,500	40	100	60	.....	.....	2,000	.....	.....	.....
.....	170	72	130	30	1,655	3	10	.....	.....	.....	300	.....	15	60
(d)	2,000	.....	.....	.....	3,500	300	175	250	.....	.....	800	.....	31	1,020
(e)	1,150	.....	.....	975	3,000	140	30	.....	.....	.....	1,200	.....	.....	.....
(f)	1,500	71	1,250	30	1,200	43	55	.....	.....	.....	1,800	.....	3	2
.....	100	240	3,200	600	1,000	4,520	600	.....	.....	.....	100	} 11	12	732
.....	300	150	2,260	1,800	1,000	6,550	800	.....	.....	250				

<sup>a</sup>950,000 feet marketed.

<sup>b</sup>9,091,000 feet marketed.

<sup>c</sup>8,037,000 feet marketed.

SUMMARY.

Stock owned by Indians:	
Horses, mules, and burros	343,300
Cattle	253,819
Swine	50,365
Sheep	567,941
Goats	90,913
Domestic fowls	254,285
Freight transported by Indians with their own teams	pounds.. 21,857,000
Amount earned by such freighting	\$92,770
Value of products of Indian labor sold by Indians:	
To Government	\$436,307
Otherwise	\$1,049,185
Roads made by Indians	miles.. 264
Roads repaired by Indians	do.. 1,363
Days of labor expended by Indians on roads	18,168

List of employees under the Indian Bureau, as required by acts of March 8, 1892, and March 1, 1899.

EMPLOYED IN WASHINGTON JUNE 30, 1901.

[Under act of April 17, 1900.]

Name.	Position.	Salary.
Wm. A. Jones	Commissioner	\$4,000
A. C. Tonner	Assistant Commissioner	3,000
Samuel E. Slater	Financial clerk	2,000
Chas. F. Larrabee	Chief of division	2,000
Wm. B. Shaw, jr	Clerk, class 4	1,800
Josiah H. Dortch	do.	1,800
Lewis Y. Ellis	do.	1,800
Jos. B. Cox	Principal bookkeeper	1,800
Jas. F. Allen	Clerk, class 4	1,800
Orlando M. McPherson	do.	1,800
Gustav Friebus	Draftsman	1,600
Jno. A. Beckwith	Clerk, class 3	1,600
Mrs. Grace D. Andrews	do.	1,600
Thos. S. Ball	do.	1,600
Harmon M. Brush	do.	1,600
Wm. C. Van Hoy	do.	1,600
Chas. F. Calhoun	do.	1,600
Hamilton Dimick	do.	1,600
John R. Wise	do.	1,600
Milton I. Brittain	do.	1,600
Winfield S. Olive	do.	1,600
Jas. H. Bradford	do.	1,600
Alvin Barbour	do.	1,600
John H. Hinton	do.	1,600
Walter W. McConihe	do.	1,600
Walter M. Wooster	do.	1,600
Miss M. S. Cook	Stenographer	1,600
Jas. F. Denson	Draftsman	1,500
Albert O. Von Herbulis	Architect	1,500
Rufus F. Putnam	Stenographer	1,400
Chas. E. Postley	Clerk, class 2	1,400
Miss Susan A. Summy	do.	1,400
Miss Mary L. Robinson	do.	1,400
Jos. K. Bridge	do.	1,400
Edward B. Fox	do.	1,400
Mrs. Mary E. Cromwell	do.	1,400
Martin L. Bundy	do.	1,400
Mrs. Julia A. Henderson	do.	1,400
Frank Govern	do.	1,400
Henry B. Mattox	do.	1,400
Frank La Flesche	Clerk, class 1	1,200
Miss Harriette T. Galpin	do.	1,200
Chas. W. Hastings	do.	1,200
Miss Adele V. Smith	do.	1,200
Mrs. Mary L. McDannel	do.	1,200
Mrs. Carrie A. Hamill	do.	1,200
Miss Nannie Lowry	do.	1,200
Miss Virginia Coolidge	do.	1,200
Mrs. Maria J. Bishop	do.	1,200
Miss L. McLain	do.	1,200
Miss Mary Gennet	do.	1,200
Morton L. Venable	do.	1,200
Mrs. Jennie Brown	do.	1,200
Mrs. F. L. Goodale	do.	1,200
Wm. A. Marschalk, jr	do.	1,200
Jas. E. Rohrer	do.	1,200
Simon F. Fiester	do.	1,200
Hugh Pitzer	do.	1,200
Chas. H. Schooley	do.	1,200
Mrs. Kate F. Whitehead	do.	1,200
Mrs. Laura B. Holderby	do.	1,200
Harry W. Shipe	do.	1,200
Wm. Musser	do.	1,200
Elizabeth W. Chappell	do.	1,200
Bernard Drew	do.	1,000
Miss Fannie Cadel	do.	1,000
Mrs. Clara G. Hindmarsh	do.	1,000
Miss Rachel C. Brown	do.	1,000
Miss Mary Desha	do.	1,000
Miss Grace D. Lester	do.	1,000
Miss Elizabeth L. Gaither	do.	1,000
Thos. B. Wilson	do.	1,000
Miss Susan P. Keech	do.	1,000
Miss Bessie H. Cummins	Clerk	1,000
Miss Mary Hadger	do.	1,000
Miss Mary V. Kane	do.	1,000
W. Sidney Easter	do.	1,000

*List of employees under the Indian Bureau, etc.—Continued.*

Name.	Position.	Salary.
Homer Smith.....	Clerk.....	\$1,000
Daniel S. Masterson.....	Stenographer to superintendent Indian schools.....	1,000
Geo. H. Benjamin.....	Clerk to superintendent Indian schools.....	1,000
Wm. R. Houtz.....	Copyist.....	900
Clyde L. Pittman.....	do.....	900
Geo. R. Wimberly.....	do.....	900
Walter B. Fry.....	do.....	900
David S. Morse.....	do.....	900
Miss May Satterly.....	do.....	900
Miss Eunice K. Warner.....	do.....	900
Mrs. Kate F. Butler.....	do.....	900
Trezevant Williams.....	do.....	900
Robert P. Capps.....	do.....	900
Mrs. Lillie McCoy.....	do.....	900
Richard O. Lewis.....	do.....	900
Auguste Allaire.....	do.....	900
Miss Emma J. Campbell.....	do.....	900
Arthur W. Brown.....	do.....	900
Clair R. Hillyer.....	do.....	900
Jas. B. Hoyl.....	do.....	900
Willis J. Smith.....	Messenger.....	840
Mrs. Kate S. Hooper.....	do.....	840
Eugene Daly.....	Assistant messenger.....	720
Asbury Neal.....	do.....	720
John S. Miller.....	Laborer.....	660
Henry M. Smith.....	do.....	660
Robert C. Gulley.....	Messenger boy.....	360
Mrs. Elizabeth Carter.....	Charwoman.....	240
Miss Savilla Dorsey.....	do.....	240

## [Employed under act of May 31, 1900.]

Allotments:		
Robert F. Thompson.....	Clerk, class 4.....	\$1,800
Geo. A. Ward.....	Clerk, class 3.....	1,600
James S. Dougall.....	Clerk, class 2.....	1,400
Jos. L. Dodge.....	do.....	1,400
Miss Margaret R. Hodgkins.....	do.....	1,400
Chas. E. Behle.....	do.....	1,400
Chas. F. Hauke.....	do.....	1,400
Wm. H. Gibbs.....	Clerk, class 1.....	1,200
Anna Gilbert.....	Clerk.....	900
Deprivations:		
Thos. K. Kinnard.....	Clerk, class 1.....	1,200
Jos. J. Printup.....	do.....	1,200
Samuel D. Caldwell.....	do.....	1,200
Ray D. Lillie.....	Clerk.....	1,000
Irrigation:		
Chas. G. Porterfield.....	do.....	1,000

## [Employed under act of March 3, 1901.]

Commission to the Five Civilized Tribes:		
Alexander Boxwell.....	Clerk.....	\$1,600
Edgar B. Henderson.....	do.....	1,600
Louis M. Ballister.....	Stenographer.....	1,000
Wayne F. Cowan.....	do.....	1,000
Francis H. C. Evans.....	do.....	1,000

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Albuquerque School, N. Mex.</i>						Act May 31, 1900 (31 Stats., 221).
Ralph P. Collins	Superintendent	\$1,700	M.	W.	Apr. 1, 1886	
Frank W. Wood	Physician	1,000	M.	W.	Nov. 15, 1900	
William J. Oliver	Clerk	1,000	M.	W.	Mar. 26, 1897	
Anna B. Bush	do	720	F.	W.	Mar. 2, 1900	
Edwin Schanandore	Disciplinarian	800	M.	I.	Sept. 1, 1890	
Severo Lente	Assistant disciplinarian	240	M.	I.	July 1, 1897	
James W. Travis	Principal teacher	900	M.	W.	Sept. 25, 1895	
Lizzie A. Richards	Teacher	720	F.	W.	Jan. 25, 1898	
Louisa Wallace	do	660	F.	W.	Jan. 20, 1891	
Emma V. Haines	do	660	F.	W.	Nov. 27, 1894	
Ethel E. Gregg	do	600	F.	W.	Nov. 19, 1897	
Nannie A. Cook	Assistant teacher	540	F.	W.	June 25, 1894	
Jerdina Faber	do	480	F.	I.	Sept. 1, 1900	
Florence E. Noland	Kindergartner	600	F.	W.	Aug. 26, 1892	
Estelle G. Lawry	Matron	720	F.	W.	Feb. 1, 1885	
Etta M. Clinton	Assistant matron	540	F.	W.	Sept. 1, 1891	
Ethel Dennison	do	500	F.	W.	Jan. 12, 1900	
Maggie E. Seldomridge	Seamstress	600	F.	W.	Sept. 5, 1894	
Lena Gutierrez Lawrence	Assistant seamstress	400	F.	I.	July 1, 1897	
Julia B. Dorris	Laundress	500	F.	I.	Dec. 16, 1896	
Elizabeth Young	Cook	600	F.	I.	Jan. 16, 1899	
Celestina Martinez	Assistant cook	120	F.	I.	Sept. 1, 1900	
Lucia Vijil	do	120	F.	I.	April 1, 1901	
Randall Calkins	Farmer and blacksmith	720	M.	W.	Sept. 19, 1894	
Wm. A. Seldomridge	Carpenter	720	M.	W.	Aug. 14, 1893	
Samuel Lawrence	Tailor	600	M.	I.	Feb. 24, 1898	
Louis Quintana	Shoemaker	480	M.	I.	Oct. 4, 1897	
Ramon Johnson	Harness maker	480	M.	I.	Sept. 1, 1894	
Harry Montoya	Laborer	480	M.	I.	July 1, 1900	
Joseph Abner	Engineer	400	M.	I.	Aug. 26, 1899	
Adell Norman	Nurse	720	F.	W.	Aug. 27, 1900	
Lou E. Curtis	Baker	480	F.	W.	Dec. 10, 1896	
William A. Lee	Industrial teacher	600	M.	W.	Sept. 5, 1900	
<i>Zuni School, N. Mex.</i>						Act May 31, 1900 (31 Stats., 221).
Margaret L. Alberty	Assistant teacher	540	F.	I.	Nov. 8, 1898	
Julia De Cora	Assistant matron	480	F.	I.	May 5, 1900	
D. D. Graham	Farmer	720	M.	W.	June 16, 1899	
George V. Goshorn	Principal teacher	720	M.	W.	Nov. 19, 1894	
Louise B. Warner	Matron	500	F.	W.	Sept. 27, 1900	
DAY SCHOOLS.						
Acoma:						
Mabel Egeler	Teacher	p. m. 72	F.	W.	Dec. 1, 1899	
Isleta:						
Anna M. Turner	do	p. m. 72	F.	W.	Feb. 18, 1890	
Laguna:						
Louise H. Pilcher	do	p. m. 72	F.	W.	Sept. 2, 1895	
Pescado:						
Hattie C. Allen	do	p. m. 72	F.	W.	Mar. 9, 1900	
Pahuate:						
Kate W. Cannon	do	p. m. 72	F.	W.	Sept. 16, 1889	
Paraje:						
Fannie J. Dennis	do	p. m. 72	F.	W.	Jan. 3, 1898	
San Felipe:						
George B. Haggett	do	p. m. 72	M.	W.	Sept. 1, 1899	
Isabelle B. Haggett	Housekeeper	p. m. 30	F.	W.	Sept. 1, 1895	
Harvey Townsend	Assistant teacher	p. m. 20	M.	I.	Dec. 4, 1900	
Santa Ana:						
James Hovey	Teacher	p. m. 72	M.	W.	Feb. 1, 1897	
<i>Blackfeet Agency School, Mont.</i>						Act June 10, 1896 (29 Stats., 354).
W. H. Matson	Superintendent	1,200	M.	W.	Sept. 1, 1890	
M. C. Matson	Teacher	660	F.	W.	do	
Maggie Hank	do	600	F.	W.	Sept. 16, 1891	
Alice Aubrey	Assistant cook	360	F.	I.	Oct. 1, 1899	
Maggie O'Keefe	Matron	600	F.	W.	Mar. 1, 1895	
Anna C. Gooder	Assistant matron	500	F.	W.	Nov. 13, 1900	
Ethel J. Clark	Seamstress	500	F.	W.	Dec. 1, 1899	
Catherine Kennedy	Cook	480	F.	W.	May 10, 1901	
Agnes Clark	Assistant seamstress	180	F.	I.	Mar. 9, 1901	
John W. Shafer	Industrial teacher	600	M.	W.	Apr. 5, 1901	
Ida Gertrude Bamber	Laundress	480	F.	W.	Apr. 9, 1901	
Owen Heavy Breast	Night watchman	300	M.	I.	May 15, 1901	
Rosa Heavy Breast	Assistant laundress	180	F.	I.	Aug. 1, 1901	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Carlisle School, Pa.</i>						Act May 31, 1900 (31 Stats., 221).
R. H. Pratt	Superintendent	\$1,000	M.	W.	Sept. 6, 1879	
A. J. Standing	Assistant superintendent.	1,500	M.	W.	Apr. 1, 1871	
W. B. Beitzel	Clerk	1,200	M.	W.	Dec. 16, 1892	
Fannie I. Peter	do	720	F.	W.	Aug. 29, 1893	
W. H. Miller	Treasurer students' fund	720	M.	W.	May 1, 1900	
W. Grant Thompson	Disciplinarian	1,200	M.	W.	Sept. 15, 1892	
O. H. Bakeless	Principal teacher	1,400	M.	W.	June 13, 1893	
Kate S. Bowersox	Normal teacher	720	F.	W.	Nov. 1, 1893	
Emma A. Cutter	Senior teacher	840	F.	W.	Dec. 3, 1879	
Jessie W. Cook	Teacher	720	F.	W.	May 10, 1892	
Mariette Wood	do	720	F.	W.	Sept. 13, 1881	
Florence M. Carter	do	660	F.	W.	Oct. 1, 1882	
Fannie G. Paull	do	660	F.	W.	Aug. 21, 1888	
Jessie L. McIntire	do	600	F.	W.	Jan. 17, 1898	
Sadie E. Newcomer	do	600	F.	W.	Jan. 1, 1899	
Clara L. Smith	do	600	F.	W.	Jan. 9, 1898	
Margaret Roberts	do	600	F.	W.	Apr. 11, 1898	
Agnes May Robbins	do	540	F.	W.	Mar. 14, 1900	
Lida Jones	do	540	F.	W.	Mar. 16, 1900	
Josephine R. Walter	do	540	F.	W.	Dec. 17, 1897	
Elizabeth E. Forster	Drawing teacher	660	F.	W.	Oct. 23, 1896	
Anne H. Stewart	Sloid teacher	600	F.	W.	May 22, 1900	
Jeannette L. Sensenev	Music teacher	600	F.	W.	Jan. 2, 1897	
August Kensler	Storekeeper	780	M.	W.	Aug. 1, 1892	
Annie M. Morton	Assistant clerk	360	F.	I.	Nov. 4, 1897	
Lida B. Given	Matron	800	F.	W.	July 1, 1899	
Prudence Miles	Assistant matron	720	F.	W.	Oct. 1, 1894	
M. S. Barr	Nurse	720	F.	W.	Mar. 1, 1893	
A. S. Ely	Outing agent	1,000	F.	W.	Jan. 1, 1880	
M. Burgess	Superintendent printing.	1,000	F.	W.	Oct. 1, 1873	
James R. Wheelock	Assistant printer	600	M.	I.	July 1, 1897	
Bertha Canfield	Seamstress	800	F.	W.	Nov. 14, 1895	
Lizzie C. Jacobs	Assistant seamstress	360	F.	W.	May 1, 1888	
E. Corbett	do	300	F.	W.	July 1, 1886	
Mary E. Lininger	do	300	F.	W.	July 1, 1891	
Susan Zeamer	do	300	F.	W.	Nov. 1, 1893	
Beckie L. Goodyear	do	300	F.	W.	June 16, 1899	
Ella G. Hill	Laundry manager	600	F.	W.	Sept. 1, 1894	
Lizzie James	Assistant laundress	300	F.	W.	June 16, 1899	
Jennie Wolf	do	300	F.	W.	do	
Ella Albert	do	300	F.	W.	July 28, 1899	
Etta S. Fortney	do	300	F.	W.	do	
Leo Van Der Mey	Cook	600	M.	W.	Oct. 18, 1900	
Sine Marie Van Der Mey	Assistant cook	300	F.	W.	do	
Sara Pierre	Hospital cook	240	F.	I.	Sept. 15, 1899	
Anna F. Bennett	Assistant cook	180	F.	W.	July 1, 1900	
Benj. F. Bennett	Farmer	720	M.	W.	Apr. 1, 1890	
Oliver Harlan	Assistant farmer	600	M.	W.	Feb. 15, 1887	
H. Gardner	Carpenter	900	M.	W.	Dec. 1, 1887	
W. H. Morrett	Shoemaker	660	M.	W.	Sept. 12, 1887	
Paul A. Walter	Tailor	720	M.	W.	Sept. 16, 1893	
Phil Norman	Painter	500	M.	W.	July 1, 1881	
O. T. Harris	Blacksmith	800	M.	W.	Feb. 2, 1880	
Harry F. Weber	Engineer	720	M.	W.	July 1, 1893	
Joseph N. Jordan	Fireman	480	M.	N.	May 1, 1894	
Ed. W. Harkness	Tinner	600	M.	W.	Feb. 1, 1895	
George Foulk	Teamster	420	M.	N.	Apr. 1, 1882	
Geo. E. Snyder	Laborer	420	M.	W.	Jan. 22, 1900	
Mattie A. Harn	do	300	F.	W.	June 26, 1899	
Dora M. Peters	do	300	F.	W.	July 1, 1899	
Nellie V. Robertson	Clerk	660	F.	W.	July 1, 1896	
Dora S. Dutton	Teacher	600	F.	W.	Sept. 25, 1897	
S. J. Nori	Assistant clerk	660	M.	I.	Sept. 6, 1900	
Annie B. Moore	Music teacher	600	F.	W.	Sept. 1, 1900	
Minnie L. Ferree	Domestic-science teacher.	600	F.	W.	Sept. 26, 1900	
Pearl McArthur	Assistant matron	600	F.	W.	Apr. 22, 1893	
Ed. A. Lau	Carriage maker	720	M.	W.	Sept. 1, 1900	
Laura Jackson	Girls' manager	800	F.	W.	Sept. 16, 1900	
W. Lewis Haldy	Assistant disciplinarian	600	M.	W.	Sept. 12, 1900	
M. I. Zeigler	Harness maker	600	M.	W.	Jan. 25, 1901	
D. E. Miller	Assistant clerk	360	M.	W.	Sept. 1, 1900	
Kittie Odell	Teacher	540	F.	W.	Feb. 14, 1901	
Malcolm W. Odell	do	600	M.	W.	Sept. 9, 1899	
Ephraim Lease	Laborer	600	M.	W.	Sept. 1, 1900	
Effie Moul	Assistant matron	420	F.	W.	Feb. 14, 1901	
Wm. B. Gray	Dairyman	420	M.	W.	July 1, 1895	
Geo. E. Hollenbaugh	Laborer	360	M.	W.	Nov. 12, 1900	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Carlisle School, Pa.—</i>						
Continued.						
Eugene Warren.....	Assistant disciplinarian	\$120	M.	I.	Nov. 1, 1900	
Rosa B. Brown.....	Assistant matron.....	600	F.	I.	Aug. 1, 1892	
S. W. Thompson.....	Outing agent.....	800	M.	W.	Jan. 1, 1901	
Edith McHarg Steele.....	Librarian.....	360	F.	W.	.....do.....	
Wm. G. Snyder.....	Laborer.....	480	M.	W.	Jan. 25, 1901	
Joseph Ruiz.....	Assistant disciplinarian	120	M.	I.	Apr. 1, 1901	
<i>Carson School, Nev.</i>						
Act May 31, 1900 (31 Stats., 221).						
James K. Allen.....	Superintendent.....	1,500	M.	W.	Jan. 1, 1886	
Thomas S. Ansley.....	Clerk.....	1,000	M.	W.	Oct. 7, 1894	
Simeon L. Lee.....	Physician.....	500	M.	W.	Feb. 1, 1891	
Mabel P. Hayward.....	Teacher.....	600	F.	W.	Nov. 1, 1899	
Flora V. West.....	Kindergartner.....	600	F.	W.	Mar. 4, 1897	
Frederick W. Pearson.....	Shoe and harness maker	600	M.	W.	Sept. 4, 1900	
John Switch.....	Engineer.....	180	M.	I.	May 2, 1899	
Matilda Wind.....	Matron.....	600	F.	I.	Jan. 12, 1890	
Joseph Wind.....	Industrial teacher.....	600	M.	I.	Dec. 12, 1894	
Charles F. Mogle.....	Tailor.....	600	M.	W.	Jan. 18, 1894	
Mary Mogle.....	Laundress.....	480	F.	W.	Apr. 10, 1896	
Maggie M. Carroll.....	Cook.....	540	F.	W.	Feb. 24, 1899	
Belle E. Van Voris.....	Teacher.....	720	F.	W.	Dec. 7, 1894	
William R. Carroll.....	Carpenter.....	660	M.	W.	Nov. 16, 1897	
John E. Jones.....	Clerk.....	600	M.	W.	Sept. 12, 1898	
Donald Smith.....	Blacksmith.....	600	M.	W.	Oct. 23, 1900	
Marguerita M. Vornholz.....	Seamstress.....	540	F.	W.	Nov. 10, 1900	
Augustus D. Allen.....	Farmer.....	600	M.	W.	Feb. 19, 1901	
Emma L. Dickinson.....	Assistant matron.....	500	F.	W.	Mar. 3, 1901	
Maggie Ramshaw.....	Assistant cook.....	360	F.	I.	May 16, 1901	
Alberta C. Crow.....	Teacher.....	540	F.	W.	May 26, 1901	
McKinley Powell.....	Night watchman.....	120	M.	I.	June 1, 1901	
DAY SCHOOLS.						
<i>Walker River:</i>						
William O. Butler.....	Teacher.....	p.m. 72	M.	W.	Oct. 27, 1900	
Sarah A. Ellison.....	Housekeeper.....	p.m. 30	F.	W.	Jan. 27, 1901	
<i>Bishop:</i>						
Minnie C. Barrows.....	Teacher.....	p.m. 72	F.	W.	Mar. 14, 1894	
<i>Independence:</i>						
Bertha S. Wilkins.....	.....do.....	p.m. 72	F.	W.	Sept. 1, 1893	
<i>Big Pine:</i>						
Margaret A. Peter.....	.....do.....	p.m. 72	F.	W.	.....do.....	
<i>Chamberlain School, S. Dak.</i>						
Act May 31, 1900 (31 Stats., 221).						
John Flinn.....	Superintendent.....	1,200	M.	W.	Feb. 15, 1894	
Lizzie S. Robinson.....	Clerk.....	720	F.	W.	Mar. 24, 1900	
Ben Brave.....	Industrial teacher.....	540	M.	I.	Apr. 1, 1897	
Annie D. Flinn.....	Matron.....	600	F.	W.	Feb. 19, 1894	
Katherine Ellis.....	Assistant matron.....	360	F.	I.	Aug. 1, 1898	
Elizabeth V. Kirksey.....	Seamstress.....	500	F.	W.	Aug. 1, 1895	
Mary Mashek.....	Cook.....	400	F.	W.	Sept. 22, 1898	
Augustus Breuninger.....	Shoe and harness maker	560	M.	I.	Sept. 1, 1898	
Edrick Archangeau.....	Night watchman.....	240	M.	I.	Dec. 9, 1898	
Franklin D. Pierce.....	Carpenter and blacksmith.	720	M.	W.	Nov. 23, 1900	
Mary Shaw.....	Principal teacher.....	720	F.	W.	Dec. 27, 1894	
Florence Nichols.....	Laundress.....	400	F.	W.	Feb. 1, 1901	
Florence Horner.....	Teacher.....	660	F.	W.	Apr. 25, 1895	
<i>Cherokee School, N. C.</i>						
Act May 31, 1900 (31 Stats., 221).						
Henry W. Spray.....	Superintendent.....	1,300	M.	W.	June 1, 1897	
James Blythe.....	Clerk.....	720	M.	I.	Aug. 25, 1897	
M. E. Best.....	Principal teacher.....	720	F.	W.	Nov. 20, 1893	
Belle B. Casey.....	Teacher.....	660	F.	W.	Nov. 5, 1897	
Arthur W. Freeman.....	Industrial teacher.....	600	M.	W.	Nov. 5, 1900	
Anna M. Spray.....	Matron.....	600	F.	W.	July 1, 1898	
Anna E. George.....	Seamstress.....	500	F.	I.	Sept. 9, 1899	
John W. Lambert.....	Baker.....	480	M.	I.	Sept. 1, 1899	
Bessie Boring.....	Cook.....	480	F.	W.	Dec. 3, 1898	
Samuel L. Monteith.....	Carpenter.....	600	M.	W.	Apr. 1, 1900	
Wesley Standingdeer.....	Night watchman.....	240	M.	I.	July 29, 1898	
George L. Wolfe.....	Gardener.....	300	M.	I.	Feb. 1, 1900	
John S. R. Hammett.....	Teacher.....	600	M.	W.	Oct. 31, 1899	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Cherokee School, N. C.—</i>						
Continued.						
John O. Stanch	Shoemaker	\$600	M.	W.	Dec. 16, 1900	
Stacy Wahhannaeta	Laundress	480	F.	I.	July 20, 1896	
Joseph G. Bulloch	Physician	1,000	M.	W.	Aug. 1, 1895	
Annie Crow	Assistant seamstress	120	F.	I.	Oct. 1, 1900	
Olive Larch	Assistant laundress	120	F.	I.	Oct. 22, 1900	
Lucy A. Luttrell	Assistant matron	500	F.	W.	Apr. 17, 1901	
Nola Sounooke	Assistant cook	120	F.	I.	June 16, 1901	
<i>Cheyenne and Arapaho Agency.</i>						
CHEYENNE SCHOOL.						
Thomas M. Jones	Superintendent	1,200	M.	W.	July 1, 1894	
George R. Westfall	Physician	1,200	M.	W.	July 1, 1888	
Nora Crum	Teacher	660	F.	W.	Oct. 28, 1899	
Anna B. Bowman	do	600	F.	W.	Feb. 4, 1893	
Norton M. Barnes	Industrial teacher	600	M.	W.	Dec. 19, 1898	
Mary C. Jones	Matron	660	F.	W.	May 2, 1894	
Dulcie Garrett	Assistant matron	500	F.	W.	Mar. 19, 1895	
Jennie Brown	Laundress	400	F.	W.	Oct. 1, 1899	
Mary L. Barnes	Baker	400	F.	W.	Sept. 6, 1894	
Lucy Keown	Cook	400	F.	W.	July 1, 1898	
Allen S. Quick	Farmer	600	M.	W.	Apr. 2, 1895	
Colonel Horn	Assistant farmer	200	M.	I.	Oct. 1, 1899	
Frank Robitaille	Dairyman	600	M.	I.	Nov. 3, 1899	
Elva E. Goodner	Kindergartner	600	F.	W.	Apr. 2, 1900	
Mattie Bald Eagle	Assistant laundress	150	F.	I.	Jan. 1, 1901	
Mark Warpath	Teamster and laborer	120	M.	I.	do	
Maud Horn	Assistant seamstress	150	F.	I.	July 1, 1899	
Annie C. Jones	Seamstress	400	F.	W.	Mar. 17, 1901	
Archie Crotzer	Night watchman	150	M.	I.	Apr. 24, 1901	
ARAPAHO SCHOOL.						
William B. Dew	Superintendent	1,200	M.	W.	Apr. 4, 1896	
Nellie M. Miller	Teacher	660	F.	W.	Apr. 8, 1898	
Edna Eaglefeather	Assistant teacher	480	F.	I.	Mar. 1, 1899	
Amalia Schurle	Kindergartner	600	F.	W.	Sept. 22, 1899	
Eva M. Harris	Seamstress	420	F.	W.	Feb. 2, 1899	
Lillian Cunningham	Laundress	420	F.	W.	June 16, 1899	
William Drummond	Farmer	600	M.	W.	Sept. 1, 1894	
Henry C. Lowdermilk	Engineer and carpenter	900	M.	W.	Dec. 1, 1893	
Mittie I. Taylor	Baker	400	F.	W.	Feb. 26, 1900	
Elizabeth F. Pease	Assistant matron	420	F.	W.	Nov. 1, 1885	
Nerva N. Palmer	Cook	400	F.	W.	Dec. 1, 1899	
Charles Duclou	Industrial teacher	600	M.	W.	Feb. 2, 1901	
Lizzie McCormick	Matron	600	F.	W.	May 18, 1898	
Charles Dushane	Night watchman	240	M.	I.	Apr. 12, 1901	
John Couteau	Assistant farmer	200	M.	I.	May 29, 1901	
Lenna B. Phillips	Assistant	200	F.	I.	Nov. 28, 1898	
CANTONMENT SCHOOL.						
Horace E. Wilson	Superintendent	1,000	M.	W.	Mar. 12, 1890	
Myrtle Maddox	Cook	400	F.	W.	June 21, 1896	
Tama M. Wilson	Teacher	600	F.	W.	Mar. 12, 1890	
Artie Bailey	Seamstress	400	F.	W.	June 16, 1899	
Helen C. Sheahan	Kindergartner	600	F.	W.	Mar. 17, 1899	
Paul Goodbear	Farmer	200	M.	I.	Oct. 10, 1893	
Peter P. Ratzlaff	Industrial teacher	600	M.	W.	Jan. 1, 1901	
Emma Bosch	Laundress	400	F.	W.	Jan. 9, 1893	
Josephine Connelly	Matron	500	F.	I.	Jan. 1, 1901	
Amelia E. Clark	Teacher	540	F.	I.	Oct. 1, 1901	
Lillie Sherman	Assistant matron	300	F.	W.	May 12, 1901	
RED MOON SCHOOL.						
John Whitwell	Superintendent	900	M.	W.	Sept. 25, 1897	
Eva M. Eisiminger	Teacher	540	F.	W.	Dec. 6, 1899	
Samantha Daugherty	Matron	400	F.	W.	Sept. 1, 1894	
Winifred A. Dunn	Cook	300	F.	W.	June 16, 1899	
George W. Daugherty	Farmer	600	M.	W.	Jan. 13, 1894	
William Hansell	Night watchman	180	M.	I.	May 3, 1899	
Cora A. Faber	Laundress	240	F.	I.	Sept. 1, 1890	
Cornelia Williams	Seamstress	300	F.	W.	do	

Act May 31, 1900  
(31 Stats., 221).



Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Cheyenne and Arapaho Agency—Continued.</i>						
WHIRLWIND DAY SCHOOL.						
Quilligan Ruckman.....	Teacher.....	p.m. \$60	M.	W.	Apr. 25, 1901	
Almira E. Ruckman.....	Housekeeper.....	p.m. 30	F.	W.	do	
<i>Cheyenne River Agency.</i>						
CHEYENNE RIVER SCHOOL.						
John A. Oakland.....	Superintendent.....	1,000	M.	W.	Sept. 19, 1892	
Ella H. Gilmore.....	Teacher.....	660	F.	W.	Jan. 1, 1894	
Mary H. Baird.....	do.....	600	F.	W.	Nov. 6, 1897	
Flora Baird.....	Kindergartner.....	600	F.	W.	Sept. 21, 1899	
Frank J. Gehringer.....	Industrial teacher.....	600	M.	W.	June 1, 1894	
Frances A. Veitch.....	Seamstress.....	500	F.	W.	Mar. 7, 1900	
Morton D. Colgrove.....	Farmer.....	600	M.	W.	Jan. 15, 1900	
Ellen Hill.....	Matron.....	600	F.	W.	Dec. 10, 1898	
Nellie Barada.....	Assistant matron.....	450	F.	I.	Aug. 15, 1896	
Amanda Colgrove.....	Laundress.....	300	F.	W.	June 13, 1900	
Mary Yardley.....	Assistant laundress.....	120	F.	I.	Mar. 13, 1899	
Ruth Red Star.....	Assistant seamstress.....	180	F.	I.	Sept. 10, 1897	
Anna McDermott.....	Cook.....	480	F.	W.	May 6, 1899	
Charlie Warner.....	Assistant.....	120	M.	I.	May 17, 1901	
CHEYENNE RIVER DAY SCHOOLS.						
John F. Carson.....	Teacher.....	p.m. 60	M.	W.	Apr. 15, 1891	
Bird L. Carson.....	Housekeeper.....	p.m. 30	F.	W.	Oct. 1, 1895	
Marcia Deviny.....	Teacher.....	p.m. 60	F.	W.	Sept. 20, 1891	
Alice M. Daly.....	Seamstress.....	p.m. 30	F.	W.	Sept. 1, 1899	
Lillie M. Williams.....	Teacher.....	p.m. 60	F.	I.	Sept. 1, 1900	
Henrietta P. Chase.....	Seamstress.....	p.m. 30	F.	W.	Feb. 26, 1900	
FIELD SERVICE.						
Allie M. Robinson.....	Female indus. teacher..	600	F.	W.	Nov. 5, 1895	
Mollie Sechler.....	do.....	600	F.	W.	Jan. 1, 1896	
Gaylord Worstell.....	Physician.....	1,000	M.	W.	Sept. 9, 1899	
<i>Chilocco School, Okla.</i>						
C. W. Goodman.....	Superintendent.....	1,800	M.	W.	Nov. 17, 1893	
W. N. Sickels.....	Clerk.....	1,000	M.	W.	Jan. 20, 1898	
Vinnie R. Underwood.....	Assistant clerk.....	720	F.	W.	Oct. 15, 1894	
J. S. Perkins.....	Physician.....	1,000	M.	W.	Dec. 22, 1893	
William H. Blish.....	Principal teacher.....	1,000	M.	W.	Dec. 18, 1897	
Abbie W. Scott.....	Teacher.....	720	F.	W.	Sept. 1, 1890	
Joseph W. Evans.....	do.....	660	M.	W.	Dec. 9, 1898	
Mattie E. Head.....	do.....	600	F.	W.	Nov. 14, 1893	
Wm. E. Freeland.....	do.....	540	M.	W.	Jan. 14, 1900	
Lizzie V. Davis.....	Matron.....	720	F.	W.	May 1, 1894	
Delia C. Cook.....	Stewardess.....	500	F.	W.	Apr. 18, 1893	
Clara M. Gardner.....	Nurse.....	600	F.	W.	June 23, 1894	
Margaret Nessel.....	Cook.....	500	F.	W.	Nov. 7, 1897	
Rose Roberts.....	Assistant cook.....	300	F.	I.	Aug. 23, 1899	
George Cotton.....	Farmer.....	840	M.	W.	Apr. 25, 1899	
Charles S. Davis.....	Gardener.....	600	M.	W.	Apr. 19, 1900	
Henry Crofoot.....	Nurseryman.....	600	M.	W.	Nov. 22, 1899	
Edgar Garrett.....	Painter.....	600	M.	W.	Jan. 15, 1900	
Charles Rothfus.....	Mason.....	720	M.	W.	June 30, 1899	
W. A. Scothorn.....	Engineer.....	1,000	M.	W.	Aug. 1, 1893	
Thomas F. Percival.....	Carpenter.....	720	M.	W.	July 18, 1900	
Chalmers A. Peairs.....	Industrial teacher.....	720	M.	W.	Mar. 8, 1900	
John M. Beckett.....	Baker.....	500	M.	W.	May 29, 1899	
Fannie Winnie.....	Assistant matron.....	300	F.	I.	July 1, 1900	
B. N. O. Walker.....	Teacher.....	600	M.	I.	Sept. 1, 1891	
Minnie Richards.....	Music teacher.....	600	F.	W.	May 1, 1899	
C. D. Records.....	Blacksmith.....	600	M.	W.	Jan. 8, 1901	
Harry H. Ainsworth.....	Laborer.....	480	M.	W.	Sept. 13, 1900	
Frank Rezny.....	Herder and butcher.....	540	M.	W.	Feb. 9, 1899	
Mary E. Howe.....	Assistant laundress.....	180	F.	I.	Oct. 4, 1900	
Anna Kitchell.....	Assistant cook.....	180	F.	I.	Aug. 1, 1900	
Rose Dougherty.....	Teacher.....	600	F.	I.	Nov. 6, 1897	
						Act Mar. 2, 1889 (25 Stats., 895).
						Act May 31, 1900 (31 Stats., 221).

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Chillico School, Okla.—</i>						
<i>Continued.</i>						
August Menke.....	Shoehand harness maker	\$600	M.	W.	Nov. 17, 1900	
Daisy Rice.....	Assistant seamstress	400	F.	I.	Nov. 1, 1900	
Margaret L. Phillips.....	Assistant matron	500	F.	W.	Sept. 13, 1900	
Lizzie Francis.....	do	400	F.	W.	Jan. 25, 1901	
William Perry.....	Assistant engineer	360	M.	I.	Jan. 29, 1901	
Jerry B. Farris.....	do	180	M.	I.	Jan. 31, 1901	
Lee C. Kennedy.....	do	180	M.	I.	Feb. 19, 1901	
James A. Cook.....	Laborer	300	M.	W.	Apr. 7, 1901	
John W. Monsey.....	Tailor	600	M.	W.	Apr. 15, 1901	
Rush Roberts.....	Assistant	180	M.	I.	Oct. 1, 1899	
Adaline O'Brian Evans.....	Seamstress	540	F.	W.	Nov. 17, 1898	
G. A. Huffman.....	Laundress	500	M.	W.	June 1, 1901	
<i>Colorado River Agency</i>						
<i>School, Ariz.</i>						
						Act May 31, 1900 (31 Stats., 221).
Frederick Rapson.....	Principal teacher	840	M.	W.	Oct. 5, 1899	
Minnie Y. Neel.....	Matron	720	F.	W.	Sept. 1, 1892	
Lyda Little.....	Assistant matron	600	F.	W.	Jan. 20, 1899	
Sigrid A. Larson.....	Laundress	600	F.	W.	Jan. 30, 1899	
Ray Eaton.....	Assistant cook	150	M.	I.	Apr. 1, 1900	
Phil Honadick.....	Engineer	120	M.	I.	July 1, 1898	
Cora Wells Rapson.....	Teacher	660	F.	W.	Oct. 1, 1899	
Cora B. Dobbs.....	Seamstress	600	F.	W.	Nov. 3, 1900	
Joseph F. Singleton.....	Carpenter	720	M.	W.	Dec. 7, 1900	
Emma D. McNichols.....	Cook	600	F.	W.	Mar. 15, 1901	
Emma Simms.....	Assistant seamstress	150	F.	I.	Apr. 20, 1901	
Charles H. Messenger.....	Industrial teacher	720	M.	W.	Oct. 10, 1900	
<i>Colville Agency, Wash</i>						
						Act May 31, 1900 (31 Stats., 221).
<i>COLVILLE SCHOOL (FORT</i>						
<i>SPOKANE).</i>						
Frank F. Avery.....	Superintendent	1,200	M.	W.	Sept. 22, 1890	
Mary H. McKee.....	Physician	1,000	F.	W.	Jan. 22, 1891	
Sarah C. Ream.....	Teacher	720	F.	W.	Nov. 2, 1897	
Nora Holmes.....	do	600	F.	W.	Feb. 1, 1892	
Volney Wiggins.....	Baker	500	M.	W.	Nov. 7, 1897	
Thomas McCrosson.....	Farmer	600	M.	W.	Dec. 7, 1899	
Charles M. Gilman.....	Engineer	800	M.	W.	Nov. 15, 1893	
Thorwald A. Jensen.....	Industrial teacher	600	M.	W.	July 30, 1900	
Ella Wiggins.....	Laundress	500	F.	W.	Oct. 6, 1900	
Maria Denner.....	Matron	600	F.	W.	Dec. 1, 1893	
Laura E. Edmundson.....	Kindergartner	600	F.	W.	Jan. 6, 1901	
Elizabeth Ramsay.....	Assistant matron	480	F.	W.	Nov. 1, 1893	
Mary E. Reynolds.....	Assistant seamstress	300	F.	I.	Jan. 1, 1901	
Agnes Barbee.....	do	540	F.	W.	Mar. 14, 1901	
Lizzie Gotwals.....	Cook	500	F.	W.	Nov. 11, 1895	
Jackson Harr.....	Carpenter	660	M.	W.	Sept. 25, 1899	
<i>NESPILEM DAY SCHOOL.</i>						
Barnett Stillwell.....	Teacher	p.m.72	M.	W.	Nov. 5, 1894	
Demia Stillwell.....	Housekeeper	p.m.30	F.	W.	Sept. 27, 1897	
<i>Crow Agency School,</i>						
<i>Mont.</i>						
						Act May 31, 1900 (31 Stats., 221).
Leslie Watson.....	Superintendent	1,200	M.	W.	Feb. 3, 1891	
Lucy C. Palmer.....	Principal teacher	660	F.	W.	Nov. 24, 1893	
Lettie E. Foley.....	Kindergartner	600	F.	W.	Nov. 20, 1896	
Huldith Watson.....	Matron	600	F.	W.	Feb. 1, 1891	
Sarah M. Cotton.....	Assistant matron	500	F.	W.	Apr. 26, 1895	
Maggie Farrell.....	Seamstress	500	F.	W.	Nov. 21, 1894	
Anna Gray.....	Assistant seamstress	300	F.	W.	Apr. 21, 1895	
Sarah I. Sampson.....	Laundress	480	F.	W.	Jan. 2, 1900	
Belle Harbor.....	Baker	450	F.	W.	May 29, 1900	
Emily E. Bell.....	Cook	500	F.	W.	Oct. 6, 1897	
Mark Wolfe.....	Farmer	600	M.	I.	Oct. 24, 1898	
Maggie Standing.....	Teacher	600	F.	W.	Oct. 16, 1890	
Janette Woodruff.....	Assistant matron	480	F.	W.	Oct. 1, 1900	
Frances B. Gray.....	Assistant cook	180	F.	W.	Dec. 15, 1900	
Olive S. Rising.....	Teacher	600	F.	W.	Dec. 26, 1895	
Richard Cummins.....	Industrial teacher	600	M.	I.	Apr. 18, 1901	
Mary Morgan.....	Teacher	540	F.	W.	Jan. 16, 1893	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Crow Creek Agency, S. Dak.</i>						Act Mar. 2, 1889 (25 Stats., 895).
CROW CREEK SCHOOL.						
George L. Pigg	Superintendent	\$1,200	M.	W.	June 13, 1891	
Allie B. Busby	Teacher	660	F.	W.	Sept. 20, 1890	
Hattie E. Pigg	Kindergartner	600	F.	W.	Sept. 1, 1894	
Charles S. Bennett	Industrial teacher	600	M.	W.	July 15, 1900	
M. E. Blanchard	Matron	600	F.	W.	July 1, 1887	
Agnes B. Young	Assistant matron	500	F.	W.	May 1, 1900	
Nora A. Buzzard	Seamstress	500	F.	W.	Dec. 17, 1894	
Mary Crow Man	Assistant seamstress	180	F.	I.	Sept. 1, 1897	
Hannah Lonergan	Laundress	480	F.	W.	Sept. 10, 1888	
Carrie Yarosh	Cook	480	F.	W.	Dec. 5, 1898	
Hazel M. Crow	Assistant cook	120	F.	I.	Jan. 1, 1900	
Henry St. Pierre	Farmer	480	M.	I.	July 1, 1898	
Luke B. Bear	Assistant	240	M.	I.	do	
Joseph Short Bear	do	240	M.	I.	July 1, 1900	
Mrs. Frank Black	Assistant laundress	120	F.	I.	Sept. 1, 1900	
Mabel White Ghost	Assistant cook	120	F.	I.	do	
Annie Hand	Assistant seamstress	180	F.	I.	Nov. 26, 1900	
Ella M. Powless	Assistant teacher	480	F.	I.	Sept. 10, 1897	
Jessie S. Rowen	Teacher	600	F.	W.	Jan. 15, 1901	
Ruth Long	Assistant laundress	120	F.	I.	April 1, 1901	
GRACE SCHOOL.						
Augusta S. Hultman	Superintendent	840	F.	W.	Sept. 19, 1895	
Bridget Casey	Matron	500	F.	W.	July 1, 1897	
Anna Henrietta Opdahl	Cook	400	F.	W.	July 31, 1899	
Rosa Carpenter	Seamstress	400	F.	I.	Oct. 1, 1900	
Alfred Coe	Teacher	500	M.	I.	Jan. 1, 1901	
Peter Caron	Industrial teacher	480	M.	I.	June 9, 1901	
CROW CREEK HOSPITAL.						
Mary R. Hall	Nurse	600	F.	W.	Nov. 14, 1894	
Emma A. Opdahl	Housekeeper	400	F.	W.	Sept. 2, 1898	
CROW CREEK FIELD SERVICE.						
Mary G. Sherwood	Female indus. teacher	600	F.	W.	Dec. 11, 1900	
<i>Devil's Lake Day Schools, N. Dak.</i>						Act May 31, 1900 (31 Stats., 221).
No. 2:						
Roderick Marion	Teacher	p.m.72	M.	I.	Feb. 18, 1901	
Eliza Marion	Housekeeper	p.m.30	F.	I.	do	
No. 3:						
Wm. J. Snowden	Teacher	p.m.72	M.	W.	Oct. 6, 1899	
Edna M. Snowden	Housekeeper	p.m.30	F.	W.	do	
<i>Riggs Institute (Flan-dreau School), S. Dak.</i>						Act May 31, 1900 (31 Stats., 221).
Charles F. Pierce	Superintendent	1,800	M.	W.	Sept. 11, 1887	
William A. Harris	Clerk	900	M.	W.	Dec. 7, 1896	
Louise Cavalier	Principal teacher	840	F.	W.	Apr. 8, 1883	
Mattie Jones	Teacher	660	F.	W.	Jan. 4, 1893	
Audrey C. Schach	do	600	F.	W.	Nov. 8, 1895	
Marie A. Schach	Matron	660	F.	W.	Dec. 24, 1894	
Aner E. Voy	Assistant matron	500	F.	W.	Sept. 1, 1894	
Maggie Brunson	do	480	F.	I.	July 1, 1898	
Julia A. Walter	Nurse	600	F.	W.	Nov. 8, 1894	
Mary A. Atchison	Seamstress	500	F.	W.	Mar. 4, 1890	
Jennie Le Fevre	Assistant seamstress	300	F.	I.	July 1, 1900	
Bebie Mead	Laundress	500	F.	W.	Feb. 11, 1893	
Winnie Tyler	Baker	500	F.	W.	Oct. 1, 1891	
Jennie Nugent	Cook	500	F.	W.	Mar. 2, 1893	
Sam H. Allen	Assistant farmer	400	M.	I.	July 1, 1898	
Ole B. Olson	Carpenter	600	M.	W.	July 8, 1899	
Ethwold D. Selby	Engineer	840	M.	W.	Oct. 6, 1899	
Marie L. Purcell	Assistant matron	500	F.	W.	Apr. 1, 1899	
Robert A. Voy	Farmer	720	M.	W.	July 21, 1894	
Elenora J. Zellers	Teacher	540	F.	W.	Sept. 1, 1894	
Joseph James	Tailor	600	M.	I.	Sept. 22, 1900	
Andrew Elm	Indian assistant	480	M.	I.	Sept. 1, 1900	
William H. Ledeboer	Industrial teacher	600	M.	I.	Aug. 4, 1900	
Elizabeth Skenandore	Assistant cook	300	F.	I.	Dec. 1, 1900	
Louis W. Nelson	Assistant engineer	480	M.	W.	Nov. 30, 1900	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Riggs Institute (Flan-dreau School), S. Dak.—Continued.</i>						
Mary Fennell.....	Teacher.....	\$600	F.	W.	Sept. 5, 1895	
Alice K. McIntosh.....	Assistant teacher.....	480	F.	I.	Sept. 1, 1900	
Madaline Cummins.....	Hospital cook.....	500	F.	I.	July 1, 1895	
John L. Spratt.....	Shoe and harness maker.....	600	M.	I.	Feb. 8, 1901	
Lucy M. Vance.....	Assistant matron.....	480	F.	W.	Jan. 2, 1901	
Henry W. Beckner.....	Laborer.....	480	M.	W.	Mar. 24, 1901	
Marian E. Smith.....	Music teacher.....	600	F.	W.	June 25, 1901	
<i>Flathead Agency School, Mont.</i>						
						Act May 31, 1900 (31 Stats., 221).
Charles F. Werner.....	Principal teacher.....	720	M.	W.	Nov. 30, 1899	
Oliver Gebeau.....	Industrial teacher.....	600	M.	I.	Feb. 18, 1901	
Sarah J. Werner.....	Matron and seamstress.....	540	F.	W.	Jan. 1, 1893	
Ada Rice.....	Cook and laundress.....	500	F.	W.	May 2, 1895	
<i>Fort Apache Agency School, Ariz.</i>						
						Act May 31, 1900 (31 Stats., 221).
Ella L. Patterson.....	Superintendent.....	1,000	F.	W.	Aug. 1, 1880	
Jean C. Laughlin.....	Kindergartner.....	660	F.	W.	Oct. 5, 1898	
Samuel D. Woolsey.....	Industrial teacher.....	720	M.	W.	Nov. 25, 1895	
Rachel McGhie.....	Matron.....	660	F.	W.	Feb. 29, 1892	
Mary J. Moody.....	Assistant matron.....	500	F.	W.	Jan. 22, 1899	
Cynthia Frakes.....	Laundress.....	540	F.	W.	Oct. 1, 1888	
Rebecca Cline.....	Cook.....	540	F.	W.	Aug. 22, 1892	
Kate Lister.....	Teacher.....	660	F.	W.	Apr. 1, 1890	
Alice B. Hill.....	Assistant cook.....	300	F.	I.	July 1, 1897	
Susie Henni.....	Assistant seamstress.....	300	F.	I.	Jan. 15, 1899	
Jessie Ranson.....	Seamstress.....	540	F.	W.	Nov. 27, 1900	
<i>Fort Belknap Agency School, Mont.</i>						
						Act June 10, 1896 (29 Stats., 350).
Frank Kyselka.....	Superintendent.....	1,200	M.	W.	Sept. 1, 1893	
Mary M. Dodge.....	Teacher.....	600	F.	I.	Sept. 1, 1897	
Julia A. Matvick.....	Cook.....	480	F.	W.	Aug. 27, 1898	
Alpheus D. Dodge.....	Shoe and harness maker.....	600	M.	I.	Aug. 26, 1897	
Thomas F. Maher.....	Engineer and superin-tendent irrigation.....	720	M.	W.	Dec. 7, 1895	
James B. Pond.....	Shoemaker's apprentice.....	180	M.	I.	Oct. 1, 1900	
Julia E. Cooley.....	Matron.....	600	F.	W.	Jan. 8, 1900	
Harriet H. Kyselka.....	Teacher.....	600	F.	I.	Aug. 7, 1896	
Margaret W. McKay.....	Laundress.....	480	F.	I.	Jan. 28, 1901	
Susie Baker.....	Assistant cook.....	300	F.	I.	Feb. 16, 1901	
Martha A. Freeland.....	Assistant matron.....	500	F.	W.	Feb. 26, 1901	
John H. Hauschildt.....	Industrial teacher.....	600	M.	W.	Apr. 13, 1901	
Kate Robinson.....	Seamstress.....	500	F.	W.	do	
<i>Fort Berthold Agency, N. Dak.</i>						
						Act Mar. 3, 1891 (26 Stats., 1032).
FORT BERTHOLD SCHOOL.						
Byron E. White.....	Superintendent.....	1,000	M.	W.	Nov. 11, 1891	
Ellen L. Kendall.....	Teacher.....	660	F.	W.	Sept. 25, 1895	
Helen Primeau.....	do.....	540	F.	I.	Apr. 14, 1900	
Olive B. White.....	Matron.....	600	F.	W.	Sept. 26, 1892	
Mollie Wolfseye.....	Assistant matron.....	360	F.	I.	Mar. 30, 1900	
Hattie A. Warner.....	Seamstress.....	500	F.	W.	Jan. 8, 1900	
Ida M. Hood.....	Laundress.....	480	F.	W.	May 28, 1900	
Lizzie H. Robinson.....	Cook.....	480	F.	W.	May 3, 1900	
Edgar B. May.....	Engineer.....	720	M.	W.	Jan. 2, 1900	
John B. Gough.....	Night watchman.....	240	M.	I.	Oct. 2, 1900	
Chauncey Y. Robe.....	Industrial teacher.....	660	M.	I.	Apr. 1, 1895	
DAY SCHOOLS.						
No. 1:						
Michael F. Minehan.....	Teacher.....	p. m. 60	M.	W.	Feb. 12, 1895	
Annie Minehan.....	Housekeeper.....	p. m. 40	F.	W.	Feb. 21, 1895	
No. 2:						
Clarence A. Shultis.....	Teacher.....	p. m. 60	M.	W.	Mar. 10, 1900	
Delia G. Shultis.....	Housekeeper.....	p. m. 40	F.	W.	do	
No. 3:						
Chas. W. Hoffman.....	Teacher.....	p. m. 60	M.	I.	Sept. 1, 1896	
Carolette S. Hoff-man.....	Housekeeper.....	p. m. 40	F.	W.	do	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Fort Bidwell School, Cal.</i>						Act May 31, 1900 (31 Stats., 221).
Horton H. Miller.....	Industrial teacher.....	\$1,000	M.	W.	Dec. 16, 1893	
Martha R. Hanks.....	Matron.....	500	F.	W.	Sept. 1, 1893	
Bettie Miller.....	Seamstress.....	500	F.	W.	May 4, 1894	
Harriet M. Chapman.....	Cook.....	500	F.	I.	Dec. 21, 1897	
Mabelle S. Chapman.....	Laundress.....	240	F.	I.	Sept. 1, 1900	
George Kafader.....	Farmer and carpenter.....	600	M.	W.	Mar. 12, 1901	
Nellie Baty.....	Teacher.....	600	F.	W.	May 1, 1901	
<i>Fort Hall Agency School, Idaho.</i>						Act Feb. 16, 1869 (15 Stats., 676); Act May 31, 1900 (31 Stats., 221).
Hosea Locke.....	Superintendent.....	1,200	M.	W.	Nov. 1, 1882	
William L. Shawk.....	Physician.....	1,000	M.	W.	July 2, 1898	
Mary C. Ramsey.....	Principal teacher.....	660	F.	W.	Oct. 1, 1894	
Ida L. Palmer.....	Kindergartner.....	600	F.	W.	Sept. 24, 1897	
Robert D. Shutt.....	Industrial teacher.....	600	M.	W.	Dec. 19, 1892	
Lizzie S. Shutt.....	Matron.....	660	F.	W.	Oct. 12, 1895	
Nellie M. Noyes.....	Assistant matron.....	500	F.	W.	Dec. 24, 1896	
Lucinda G. Davids.....	do.....	480	F.	I.	Apr. 1, 1897	
Emily C. Shawk.....	Seamstress.....	500	F.	W.	Oct. 9, 1899	
Dorcas J. Harvey.....	Laundress.....	480	F.	W.	Nov. 23, 1895	
Ida Stewart.....	Cook.....	480	F.	W.	Sept. 1, 1900	
Charles E. Stewart.....	Farmer.....	800	M.	W.	Mar. 20, 1895	
Levi Levering.....	Teacher.....	600	M.	I.	Feb. 20, 1895	
Frank L. Curtis.....	Shoe and harness maker.....	600	M.	W.	Sept. 19, 1900	
Cora M. Bassett.....	Teacher.....	540	F.	W.	Mar. 11, 1901	
Lottie George.....	Assistant seamstress.....	300	F.	I.	Apr. 1, 1901	
Thomas Cosgrove.....	Night watchman.....	360	M.	I.	do.....	
Gertrude I. Harper.....	Nurse.....	600	F.	N.	May 5, 1901	
<i>Fort Lapwai School, Idaho.</i>						Act May 31, 1900 (31 Stats., 221).
William H. Smith.....	Superintendent.....	1,300	M.	W.	May 24, 1893	
James H. Fairly.....	Clerk and physician.....	1,000	M.	W.	July 1, 1899	
Henrietta R. Smith.....	Teacher.....	660	F.	W.	Oct. 28, 1889	
Jeremiah T. Osborn.....	Industrial teacher.....	600	M.	W.	Sept. 21, 1899	
Eugenia Fairly.....	Matron.....	600	F.	W.	Aug. 26, 1899	
Mary E. Garr.....	Laundress.....	420	F.	W.	Aug. 23, 1899	
Hubert Crow.....	Farmer.....	600	M.	W.	June 16, 1899	
Alice E. Summons.....	Seamstress.....	500	F.	W.	Oct. 1, 1900	
Emma C. Troutman.....	Assistant matron.....	480	F.	W.	Mar. 1, 1901	
Rosalind Armstrong.....	Cook.....	420	F.	W.	Dec. 2, 1900	
Daisy Dixon.....	Teacher.....	600	F.	W.	Mar. 25, 1901	
<i>Fort Lewis School, Colo.</i>						Act May 31, 1900 (31 Stats. 221.)
Thomas H. Breen.....	Superintendent.....	1,700	M.	W.	Nov. 1, 1883	
J. G. Lillibridge.....	Clerk.....	1,000	M.	W.	Nov. 20, 1893	
Rose K. Watson.....	Principal teacher.....	900	F.	W.	July 1, 1887	
Daisy C. Laird.....	Kindergartner.....	600	F.	W.	Sept. 19, 1899	
Mary McDonald.....	Nurse.....	600	F.	W.	Oct. 1, 1892	
Kate McDonald.....	Seamstress.....	540	F.	W.	Sept. 29, 1892	
Charles Suttle.....	Baker.....	500	M.	I.	Aug. 1, 1896	
Thomas Hunt.....	Assistant farmer.....	120	M.	I.	July 1, 1900	
Simon Redbird.....	Carpenter.....	720	M.	I.	July 1, 1894	
Martin Hoeker.....	Shoe and harness maker.....	600	M.	W.	Apr. 11, 1899	
Merihilda Roman.....	Assistant shoe and harness maker.....	180	M.	I.	Sept. 1, 1897	
Albert Swazo.....	Assistant blacksmith.....	120	M.	I.	July 1, 1900	
Henry Ketosh.....	Engineer.....	720	M.	I.	Sept. 17, 1890	
James A. Smith.....	Farmer.....	600	M.	I.	Aug. 18, 1898	
John R. Hughes.....	Blacksmith.....	720	M.	W.	May 21, 1898	
Albert M. Wigglesworth.....	Physician.....	1,000	M.	W.	Nov. 23, 1900	
Robert de Sans Puer.....	Night watchman.....	300	M.	I.	July 1, 1898	
Martha R. Clarke.....	Teacher.....	660	F.	W.	May 11, 1895	
Oscar Litzeon.....	Assistant engineer.....	120	M.	I.	Oct. 1, 1900	
Jennie F. Breen.....	Matron.....	720	F.	W.	June 1, 1894	
Ada B. Miller.....	Nurse.....	600	F.	W.	May 1, 1894	
Louise McDermott.....	Teacher.....	720	F.	W.	Jan. 29, 1896	
Orville Elliott.....	Disciplinarian.....	840	M.	W.	Oct. 27, 1899	
Helena K. Werner.....	Teacher.....	600	F.	W.	Oct. 30, 1899	
Ursula S. Thompson.....	Cook.....	500	F.	W.	Jan. 11, 1901	
Kate Williams.....	Assistant cook.....	120	F.	I.	do.....	
William Hackendorf.....	Teacher.....	600	M.	W.	Jan. 28, 1901	
Edna M. Wright.....	do.....	540	F.	W.	Jan. 1, 1901	
Elizabeth Powell.....	Assistant matron.....	500	F.	I.	Jan. 1, 1899	

*Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.*

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Fort Lewis School, Colo.—Continued.</i>						
Ethel Smith.....	Assistant matron.....	\$240	F.	I.	Nov. 1, 1899	
Beneranda Montoya ..	Laundress.....	500	F.	I.	Apr. 1, 1898	
Rose Spinner.....	Assistant laundress ..	120	F.	I.	Apr. 1, 1901	
Allen Jadode.....	Assistant disciplinarian.	300	M.	I.	Jan. 1, 1901	
Minnie A. Kennedy.....	Assistant matron.....	500	F.	W.	Dec. 7, 1892	
Coe I. Crawford.....	Assistant carpenter.....	120	M.	I.	Apr. 1, 1901	
Bryan McKinley.....	Tailor.....	600	M.	I.	June 1, 1900	
Jay Duncan.....	Assistant tailor.....	120	M.	I.	Apr. 1, 1901	
<i>Fort Mohave School, Ariz.</i>						
						Act May 31, 1900 (31 Stats., 221).
John J. McKoin.....	Superintendent.....	1,500	M.	W.	Feb. 16, 1892	
Maude A. Eason.....	Clerk.....	900	F.	W.	Apr. 4, 1896	
Hugh K. Wind.....	Disciplinarian.....	600	M.	I.	Oct. 1, 1898	
Mary M. Donica.....	Teacher.....	600	F.	W.	Feb. 1, 1896	
Grace R. Pilcher.....	Kindergartner.....	600	F.	W.	Sept. 18, 1897	
Sidney C. Botkin.....	Matron.....	660	F.	W.	Feb. 6, 1895	
Nancy M. Compton.....	Baker.....	500	F.	W.	Sept. 4, 1898	
Elmer E. Compton.....	Farmer.....	720	M.	W.	Nov. 22, 1898	
Waldo Obob.....	Assistant farmer.....	144	M.	I.	Sept. 1, 1899	
Jack Chowanna.....	do.....	144	M.	I.	July 1, 1898	
Olean.....	Night watchman.....	180	M.	I.	July 1, 1900	
Jack Irving.....	Assistant engineer.....	144	M.	I.	July 1, 1898	
Edwin J. Berringer.....	Principal teacher.....	720	M.	W.	Sept. 25, 1897	
Flora A. Gardiner.....	Assistant matron.....	500	F.	W.	Dec. 20, 1898	
Wm. L. Gardiner.....	Industrial teacher.....	600	M.	W.	Sept. 20, 1900	
Vinnie V. Van Valkenburgh.	Cook.....	500	F.	W.	Dec. 17, 1900	
Mollie S. Baker.....	Seamstress.....	600	F.	W.	Dec. 20, 1900	
Thomas H. Whetstone.....	Teacher.....	660	M.	W.	Feb. 26, 1901	
Charles Harris.....	Physician.....	1,000	M.	I.	Mar. 11, 1901	
Earl P. Burt.....	Engineer.....	720	M.	W.	May 5, 1901	
Mabel McKoin.....	Laundress.....	480	F.	W.	do.....	
<i>Fort Peck Agency School, Mont.</i>						
						Act May 31, 1900 (31 Stats., 221).
Wilbert E. Meagley ..	Superintendent.....	1,200	M.	W.	Oct. 16, 1895	
Kittie A. Meagley.....	Teacher.....	660	F.	W.	June 22, 1897	
Lucy Gordon.....	do.....	600	F.	I.	Feb. 9, 1896	
Mary J. Hand.....	do.....	540	F.	W.	Nov. 19, 1894	
Mary A. Tillisch.....	Kindergartner.....	600	F.	W.	Sept. 14, 1899	
Harriet A. Spofford.....	Matron.....	660	F.	W.	Oct. 1, 1892	
Hattie J. Hickson.....	Assistant matron.....	500	F.	W.	Oct. 14, 1895	
Sarah Flynn.....	do.....	300	F.	I.	Aug. 1, 1898	
Adele M. Daniels.....	Nurse.....	500	F.	W.	Apr. 1, 1896	
Lillian E. Pallas.....	Laundress.....	500	F.	W.	Dec. 1, 1894	
Caroline La Roque.....	Assistant cook.....	300	F.	I.	Sept. 1, 1899	
D. H. Boyer.....	Carpenter.....	720	M.	W.	Dec. 1, 1894	
James O. Doran.....	Shoe and harness maker	600	M.	W.	Feb. 19, 1900	
Harry Cain.....	Laborer.....	500	M.	I.	July 5, 1899	
Mary A. Boyer.....	Cook.....	500	F.	W.	Sept. 9, 1900	
Martha Sears.....	Assistant matron.....	180	F.	I.	Oct. 11, 1900	
Paul Haynes.....	Industrial teacher.....	600	M.	I.	July 5, 1899	
Esther Erbes.....	Seamstress.....	500	F.	W.	Oct. 3, 1895	
Matilda Culbertson.....	Assistant seamstress.....	180	F.	I.	Feb. 16, 1901	
Timothy J. Sullivan.....	Tailor.....	600	M.	W.	Mar. 25, 1901	
Harvey E. Phillips.....	Disciplinarian.....	600	M.	W.	Apr. 13, 1901	
Isaac Blount.....	Laborer.....	400	M.	I.	July 1, 1899	
George H. Werner.....	Baker.....	500	M.	W.	Apr. 5, 1901	
Fannie Good Left.....	Assistant laundress.....	180	F.	I.	May 1, 1901	
William Whitright.....	do.....	180	M.	I.	June 1, 1901	
<i>Fort Shaw School, Mont.</i>						
						Act May 31, 1900 (31 Stats., 221).
F. C. Campbell.....	Superintendent.....	1,700	M.	W.	Sept. 1, 1890	
M. J. Pleas.....	Clerk.....	900	F.	W.	Apr. 2, 1890	
Sarah M. Patterson.....	Music teacher.....	600	F.	W.	Dec. 14, 1894	
Leo J. Grove.....	Manual training teacher.	840	M.	W.	Oct. 1, 1899	
Ella Campbell.....	Assistant matron.....	500	F.	W.	Feb. 17, 1893	
Lillie B. Crawford.....	do.....	500	F.	W.	Oct. 8, 1898	
Mary Johnson.....	do.....	300	F.	I.	July 1, 1900	
Josephine Langley.....	Assistant laundress.....	300	F.	I.	Jan. 1, 1896	
Etta De Leeuw.....	Cook.....	540	F.	W.	Oct. 7, 1897	
Eugene L. Parker.....	Farmer.....	660	M.	W.	Oct. 28, 1898	
William N. Merrill.....	Carpenter.....	600	M.	W.	Oct. 12, 1897	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Fort Shaw School, Mont.—</i>						
<i>Continued.</i>						
William J. Peters .....	Tailor .....	\$600	M.	W.	Jan. 1, 1900	
Louis Goings .....	Shoe and harness maker .....	600	M.	I.	May 6, 1895	
George B. Johnson .....	Blacksmith .....	780	M.	W.	Oct. 1, 1875	
Joseph E. Mountford .....	Gardener .....	600	M.	W.	Oct. 3, 1895	
Harvey Liephart .....	Baker .....	500	M.	W.	Dec. 19, 1899	
J. Thomas Hall .....	Teacher .....	720	M.	W.	Oct. 23, 1899	
Sarah E. Kierstead .....	Nurse .....	600	F.	W.	Nov. 17, 1900	
Hattie A. Grove .....	Assistant teacher .....	540	F.	W.	Apr. 9, 1900	
Sadie F. Malley .....	Teacher .....	660	F.	W.	Jan. 15, 1899	
Emily G. Cheu .....	do .....	540	F.	I.	Sept. 4, 1897	
Victor Brockie .....	Night watchman .....	300	M.	I.	Mar. 20, 1901	
Jennie M. Patterson .....	Assistant cook .....	400	F.	W.	Mar. 25, 1901	
Clara D. Holt .....	Seamstress .....	600	F.	W.	May 7, 1900	
Anna Daly .....	Laundress .....	500	F.	W.	Oct. 1, 1899	
W. E. Thackrey .....	Disciplinarian .....	720	M.	W.	Dec. 6, 1899	
Belle Roberts .....	Principal teacher .....	840	F.	W.	Apr. 6, 1890	
Ross M. Hall .....	Teacher .....	600	F.	W.	May 20, 1901	
George O. Keck .....	Physician .....	1,000	M.	W.	June 18, 1901	
Alice O. Johnson .....	Matron .....	720	F.	W.	June 14, 1901	
<i>Fort Totten School, N. Dak.</i>						
Act May 31, 190 (31 Stats., 221)						
Wm. F. Canfield .....	Superintendent .....	1,600	M.	W.	June 8, 1890	
Frank W. Blake .....	Clerk .....	900	M.	W.	Oct. 16, 1890	
Alfred M. Venne .....	Disciplinarian .....	600	M.	I.	Jan. 1, 1899	
Mamie B. Pigg .....	Teacher .....	600	F.	W.	Jan. 26, 1899	
Cornelia Stroh .....	Matron .....	660	F.	W.	July 9, 1895	
Alma Bean .....	Assistant matron .....	500	F.	I.	Feb. 1, 1896	
Frances Robinson .....	do .....	500	F.	W.	Apr. 1, 1896	
James W. Blackwell .....	Baker .....	500	M.	W.	Jan. 1, 1893	
Sarah R. Ryder .....	Cook .....	500	F.	W.	June 13, 1900	
Michael Goulet .....	Assistant farmer .....	300	M.	I.	July 1, 1899	
Joseph Lipskey .....	Carpenter .....	600	M.	W.	Dec. 30, 1899	
John I. Kregness .....	Tailor .....	660	M.	W.	Sept. 26, 1897	
William Walker .....	Shoe and harness maker .....	720	M.	W.	Dec. 15, 1898	
Oliver L. Twist .....	Engineer .....	720	M.	W.	Feb. 15, 1900	
Moses Godon .....	Assistant clerk and storekeeper .....	360	M.	W.	Apr. 1, 1900	
Oliver C. Edwards .....	Principal teacher .....	720	M.	W.	Oct. 19, 1898	
Minnehaha Thomas .....	Kindergartner .....	600	F.	W.	Sept. 20, 1900	
Finley King .....	Assistant .....	120	M.	I.	Jan. 1, 1901	
Joseph Sauve .....	do .....	180	M.	I.	Feb. 1, 1901	
John Ducept .....	do .....	120	M.	I.	May 1, 1901	
Frank Newton .....	do .....	120	M.	I.	May 4, 1901	
Annie Sweetcorn .....	Seamstress .....	500	F.	I.	do .....	
Edward L. Swartzlander .....	Teacher .....	600	M.	W.	Jan 1, 1901	
Emily Winquest .....	Laundress .....	500	F.	W.	Apr. 9, 1901	
Edith W. Weed .....	Assistant cook .....	300	F.	W.	June 1, 1901	
Richard Fallon .....	Farmer .....	720	M.	W.	June 13, 1901	
GREY NUN'S SCHOOL.						
Margaret Jane Page .....	Principal teacher .....	600	F.	W.	Oct. 27, 1890	
Mary A. Hart .....	Assistant teacher .....	500	F.	W.	do .....	
Margaret Cleary .....	do .....	480	F.	W.	do .....	
Mathilda Thuot .....	Matron .....	500	F.	W.	Sept. 1, 1895	
Hannah P. Coughlan .....	Assistant matron .....	400	F.	W.	Feb. 20, 1900	
Mary Bender .....	Cook .....	400	F.	W.	Aug. 4, 1892	
Alodia Arseneault .....	Seamstress .....	400	F.	W.	Oct. 1, 1889	
Mary Rose Renaud .....	Laundress .....	480	F.	W.	July 1, 1889	
Joseph Ritchott .....	Asst. industrial teacher .....	240	M.	I.	May 19, 1900	
<i>Fort Yuma School, Ariz.</i>						
Act May 31, 1900 (31 Stats., 221).						
John S. Spear .....	Superintendent .....	1,300	M.	W.	Jan. 11, 1894	
Lena Ranson .....	Teacher .....	600	F.	W.	Sept. 5, 1900	
Margaret Walsh .....	do .....	540	F.	W.	Apr. 1, 1900	
Alma Willis .....	Matron .....	600	F.	W.	Apr. 1, 1892	
Ada B. Millican .....	Assistant matron .....	500	F.	W.	Oct. 10, 1899	
Margaret J. Beal .....	Seamstress .....	500	F.	W.	Apr. 1, 1900	
Patrick Escalanti .....	Baker .....	240	M.	I.	Sept. 1, 1896	
Amanda Moore .....	Cook .....	600	F.	N.	Sept. 2, 1900	
Joseph Tanam .....	Laborer .....	400	M.	I.	Sept. 1, 1898	
James Jeager .....	Assistant .....	120	M.	I.	July 1, 1895	
Alice R. Hicks .....	Laundress .....	500	F.	W.	May 22, 1897	
Joel W. Tyndall .....	Clerk .....	600	M.	I.	Mar. 17, 1897	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Fort Yuma School, Ariz.—Continued.</i>						
Lizzie M. Tyndall	Assistant laundress	\$240	F.	I.	Dec. 11, 1900	
Steward K. Baker	Shoe and harness maker	720	M.	W.	Feb. 9, 1901	
William Wilson	Assistant	120	M.	I.	Mar. 1, 1901	
Philip Matenya	Assistant cook	120	M.	I.	Feb. 1, 1901	
Frank L. Sullivan	Carpenter	720	M.	W.	Apr. 13, 1901	
George M. Butterfield	Principal teacher	720	M.	W.	Oct. 14, 1893	
P. E. Carr	Industrial teacher	720	M.	W.	Dec. 7, 1896	
<i>Genoa School, Nebr</i>						
						Act May 31, 1900 (31 Stats., 221).
W. H. Winslow	Superintendent	1,700	M.	W.	Jan. 1, 1901	
James W. Plake	Clerk	1,000	M.	I.	Feb. 17, 1898	
Robert Van Wert	Assistant clerk	180	M.	I.	July 1, 1900	
W. E. Thackrey	Disciplinarian	900	M.	W.	Dec. 6, 1899	
Elsbeth L. Fisher	Principal teacher	840	F.	W.	Sept. 1, 1880	
Anna D. Burr	Teacher	720	F.	W.	Nov. 1, 1891	
Ruth Cooper	do	660	F.	W.	Jan. 1, 1894	
Jennie D. Vance	Assistant teacher	540	F.	W.	Oct. 2, 1895	
Jerdie Dawson	do	480	F.	I.	Jan. 1, 1898	
Bertha Quigg	Assistant matron	500	F.	W.	Apr. 3, 1893	
Cynthia Thurston	Nurse	500	F.	W.	Dec. 11, 1893	
Mary J. Young	Seamstress	540	F.	W.	Apr. 9, 1880	
Nancy Renville	Baker	180	F.	I.	July 1, 1899	
Emma A. Seaman	Cook	540	F.	W.	July 1, 1890	
Joseph Pearse	Carpenter	720	M.	W.	Mar. 15, 1900	
N. S. Nelson	Tailor	720	M.	W.	June 20, 1895	
Jesse McCallum	Shoe and harness maker	720	M.	W.	Dec. 21, 1893	
Bernard J. Miller	Engineer and electrician.	1,000	M.	W.	Mar. 29, 1899	
Frank L. Richards	Laborer	500	M.	W.	Oct. 1, 1894	
Peter LeClair	Painter	180	M.	I.	Feb. 25, 1901	
Bertha I. Pursley	Assistant matron	500	F.	W.	Jan. 16, 1901	
Susan E. McKeon	Teacher	600	F.	W.	Sept. 26, 1895	
Jennie E. Houser	Assistant cook	500	F.	W.	June 11, 1898	
<i>Grande Ronde School, Oreg.</i>						
						Act May 31, 1900 (31 Stats., 221).
Andrew Kershaw	Superintendent	1,000	M.	W.	Apr. 1, 1884	
Cora B. Egeler	Principal teacher	660	F.	W.	Sept. 12, 1895	
Luther Parker	Teacher	600	M.	W.	Apr. 23, 1900	
Eugenie M. Edwards	Matron	600	F.	W.	Apr. 1, 1892	
La Rose Quenel	Assistant cook	360	F.	I.	Jan. 1, 1896	
Maurice E. Peairs	Industrial teacher	600	M.	W.	Aug. 29, 1900	
Alice C. Peairs	Seamstress	480	F.	W.	June 10, 1899	
Helen M. Miller	Cook	480	F.	W.	Jan. 5, 1898	
<i>Grand Junction School, Colo.</i>						
						Act May 31, 1900 (31 Stats., 221).
Thomas G. Lemmon	Superintendent	1,500	M.	W.	Jan. 28, 1890	
E. O. Hall	Clerk	720	M.	W.	Sept. 11, 1899	
Heman R. Bull	Physician	450	M.	W.	July 2, 1889	
Manie B. Cone	Principal teacher	720	F.	W.	Mar. 20, 1895	
Emma L. Kaufman	Teacher	660	F.	W.	Nov. 12, 1898	
Lilly Complainville	do	600	F.	I.	Sept. 2, 1898	
Oliver C. Keller	Industrial teacher	600	M.	W.	Nov. 26, 1899	
Kate Richardson	Seamstress	540	F.	I.	Oct. 7, 1888	
Chas. Bond	Night watchman	300	M.	I.	Feb. 23, 1899	
Mary H. White	Matron	660	F.	W.	Feb. 13, 1894	
Nicola Yaumi	Sho and harness maker	600	F.	W.	Oct. 18, 1900	
Jennie Jenkins	Nurse	600	F.	W.	Feb. 17, 1901	
Louisa E. Gates	Laundress	480	F.	N.	Nov. 16, 1900	
Howato Gashhoineawa	Assistant	120	M.	I.	Feb. 1, 1901	
Ardelle B. McQuesten	Assistant matron	500	F.	W.	Dec. 1, 1899	
Belle Steele	Teacher	540	F.	W.	Nov. 20, 1899	
Josie Boyles	Cook	500	M.	W.	Dec. 1, 1894	
Wm. L. Hastie	Carpenter	660	M.	W.	Apr. 1, 1901	
G. A. Warning	Farmer	720	M.	W.	June 4, 1901	
<i>Green Bay Agency School, Wis.</i>						
						Act June 30, 1890 (26 Stats., 127).
Walter J. Wicks	Superintendent	1,200	M.	W.	Aug. 1, 1895	
Bertha J. Dryer	Principal teacher	720	F.	W.	Apr. 1, 1893	
Mildred B. Collins	Teacher	660	F.	W.	Oct. 18, 1890	



Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Green Bay Agency School, Wis.—Cont'd.</i>						
Margaret W. Peticolas	Matron	\$660	F.	W.	Apr. 15, 1896	
Augusta Schweers	Assistant matron	500	F.	W.	Sept. 1, 1894	
Algerina Jordan	Laundress	450	F.	I.	Feb. 9, 1893	
Elizabeth Morgan	Assistant laundress	200	F.	I.	June 6, 1899	
Johnson E. Adams	Carpenter	600	M.	I.	Feb. 18, 1899	
Charles A. Green	Engineer	300	M.	W.	Oct. 9, 1899	
Gabriel Tucker	Assistant engineer	180	M.	I.	Oct. 19, 1899	
Ellen B. Riley	Kindergartner	600	F.	W.	Sept. 14, 1896	
Mary J. McKeon	Seamstress	500	F.	W.	Oct. 11, 1900	
Maud McMillin	Assistant cook	300	F.	I.	.....do.....	
John Waukechon	Teamster	400	M.	W.	July 1, 1895	
Ida L. Himle	Cook	500	F.	I.	Dec. 6, 1900	
Ida La Motte	Assistant seamstress	300	F.	I.	Jan. 1, 1901	
May Lutsey	Assistant matron	200	F.	I.	.....do.....	
Joel B. Archiquette	Industrial teacher	600	M.	I.	May 3, 1901	
STOCKBRIDGE DAY SCHOOL.						
Act May 31, 1900 (31 Stats., 221).						
Charles H. Koonz	Teacher	p. m. 60	M.	W.	Sept. 20, 1897	
Eva Koonz	Housekeeper	p. m. 30	F.	W.	.....do.....	
Act. Feb. 6, 1871 (16 Stats., 401).						
<i>Greenville School, Cal.</i>						
Act May 31, 1900 (31 Stats., 221).						
Charles E. Schell	Superintendent	1,000	M.	W.	Sept. 1, 1895	
Emma H. Paine	Teacher	540	F.	W.	July 1, 1898	
Millicent A. Pope	Kindergartner	600	F.	W.	Sept. 13, 1897	
Charles M. Trubody	Industrial teacher	600	M.	W.	Oct. 17, 1895	
Emma L. Trubody	Seamstress	480	F.	W.	Nov. 1, 1895	
Mary Jake	Laundress	240	F.	I.	Nov. 9, 1896	
Chin Foy	Cook	360	M.	C.	July 1, 1900	
Ida A. Schell	Matron	540	F.	W.	Sept. 1, 1895	
<i>Haskell Institute, Lawrence, Kans.</i>						
Act May 31, 1900 (31 Stats., 221).						
Hervey B. Peairs	Superintendent	2,000	M.	W.	Feb. 21, 1887	
Cyrus R. Dixon	Assistant superintendent and physician.	1,500	M.	W.	Oct. 1, 1890	
John W. Alder	Clerk	1,200	M.	W.	Mar. 1, 1879	
Charles C. Seewir	Assistant clerk	720	M.	W.	Sept. 11, 1894	
George Shawnee	do	600	M.	I.	Sept. 1, 1897	
U. S. G. Plank	Disciplinarian	900	M.	W.	Oct. 26, 1897	
William Balmer	Assistant disciplinarian	480	M.	I.	July 1, 1899	
Frances C. Wenrich	Normal teacher	840	F.	W.	Apr. 15, 1895	
Clarence E. Birch	Teacher business dept.	840	M.	W.	Dec. 2, 1899	
Elizabeth Hellowell	Teacher	660	F.	W.	Mar. 1, 1894	
Lovilla L. Mack	do	720	F.	W.	Sept. 1, 1890	
Emma H. Foster	do	600	F.	W.	Sept. 1, 1891	
Anna B. Kemp	do	600	F.	W.	Nov. 16, 1897	
Ada Brewer	do	600	F.	W.	Mar. 2, 1897	
Stella Robbins	Music teacher	660	F.	W.	Nov. 1, 1894	
John Zuebert	Manual training teacher.	900	M.	W.	June 4, 1898	
Kate E. Hunt	Matron	720	F.	W.	Oct. 9, 1895	
Pocahontas Howlett	Assistant matron	600	F.	W.	May 28, 1897	
Annie Beaulieu	do	600	F.	I.	Sept. 1, 1896	
Emily L. Johnson	Housekeeper	600	F.	W.	July 9, 1887	
Artie Smith	Assistant matron	300	F.	I.	Sept. 6, 1898	
Alice J. Doerfus	Stewardess	540	F.	W.	July 25, 1895	
Rachel L. Seely	Nurse	660	F.	W.	Apr. 19, 1889	
Gara Meredith	Seamstress	600	F.	I.	July 1, 1900	
Eva Anderson	Laundress	540	F.	W.	July 1, 1888	
May Herron	Assistant laundress	300	F.	I.	Sept. 12, 1898	
Nicholas J. Bishop	Baker	500	M.	W.	Feb. 18, 1899	
Mattie Rion	Cook	600	F.	W.	Feb. 8, 1900	
Ella F. Cooper	Hospital cook	480	F.	W.	Sept. 17, 1894	
Amos B. Duff	Superintendent of industries.	900	M.	W.	Sept. 1, 1892	
Richard O. Hoyt	Farmer	840	M.	W.	Sept. 1, 1898	
Henry Hunzicker	Shoemaker	600	M.	W.	July 3, 1899	
Helen W. Ball	Printer	720	F.	W.	Sept. 1, 1889	
John W. Newhouse	Engineer	900	M.	W.	June 10, 1899	
Ed. S. Meairs	Assistant engineer	600	M.	W.	Feb. 27, 1900	
Ernest Robitaille	Night watchman	480	M.	I.	July 1, 1900	
Donald MacArthur	Gardener	600	M.	W.	Mar. 28, 1898	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Haskell Institute, Lawrence, Kans.—Cont'd.</i>						
Emily E. Robitaille	Assistant teacher	\$540	F.	I.	June 1, 1894	
Mary St. Pierre	do	240	F.	I.	Sept. 1, 1900	
Irene Campbell	do	240	F.	I.	do	
William M. Peterson	Principal teacher	1,200	M.	W.	Oct. 21, 1896	
Alexina F. Griffith	Kindergartner	720	F.	W.	Sept. 27, 1898	
Christian Kaufman	Wagon maker	600	M.	W.	Oct. 8, 1900	
Wesley R. Langley	Blacksmith	600	M.	W.	Jan. 5, 1900	
Netta Allison	Seamstress	600	F.	W.	Apr. 3, 1901	
Lydia H. Birkholz	Assistant matron	500	F.	W.	Dec. 21, 1900	
Nicholas Cusic	Assistant carpenter	300	M.	I.	Dec. 17, 1900	
David Cocklin	Harness maker	600	M.	W.	Jan. 19, 1901	
Baron DeK. Sampsell	Carpenter	600	M.	W.	Jan. 1, 1900	
William A. Opperman	Painter	720	M.	W.	Nov. 1, 1894	
William H. Lowe	Tailor	720	M.	W.	Apr. 11, 1899	
Joseph A. Neely	Mason	720	M.	W.	June 16, 1899	
Francis E. Katner	Asst. principal teacher	800	F.	W.	Oct. 17, 1899	
Pearl Mayes	Assistant printer	240	F.	I.	July 1, 1899	
Naomi Dawson	Assistant clerk	180	F.	I.	Sept. 1, 1899	
Peter Navarre	Assistant teacher	120	M.	I.	Apr. 1, 1899	
John Prickett	Teacher	540	M.	I.	June 1, 1899	
<i>Hayward School, Hayward, Wis.</i>						
George Shafer	Superintendent	1,300	M.	W.	Apr. 24, 1901	Act May 31, 1900. (31 Stats., 221.)
<i>Hoopa Valley School, Hoopa, Cal.</i>						
Act May 31, 1900. (31 Stats., 221.)						
William B. Freer	Superintendent	1,400	M.	W.	Sept. 28, 1895	
Jesse E. Tyler	Principal teacher	660	M.	W.	Sept. 13, 1898	
Emma R. Hillis	Kindergartner	600	F.	W.	Nov. 28, 1898	
John P. Cochran	Industrial teacher	720	M.	W.	Jan. 1, 1896	
Francis Colgrove	Asst. industrial teacher	300	M.	I.	Jan. 28, 1900	
Matilda Kruger	Seamstress	540	F.	I.	July 1, 1900	
Sara L. Kennedy	Assistant seamstress	240	F.	I.	Apr. 1, 1900	
Jane Spinks	Cook	500	F.	W.	Jan. 21, 1893	
Albert C. Simpson	Carpenter	600	M.	W.	July 26, 1900	
Anna H. Ridenour	Matron	600	F.	W.	Feb. 5, 1897	
Laura E. Smiley	Assistant matron	500	F.	W.	May 1, 1895	
Lou Fulton	Laundress	500	F.	I.	Oct. 1, 1898	
Martha Owl	Assistant cook	240	F.	I.	Nov. 19, 1900	
Perry Tsamanwa	Shoe and harness maker	300	M.	I.	Dec. 7, 1898	
Jerry Black	Night watchman	240	F.	W.	Jan. 1, 1900	
Frances E. McLean	Assistant matron	300	F.	I.	May 4, 1901	
Mary H. Manning	Teacher	600	F.	W.	Sept. 26, 1896	
Anna G. Engle	do	540	F.	W.	Jan. 6, 1898	
Lida Williams	Baker	900	F.	W.	Mar. 25, 1901	
Carrie Cornelius	Nurse	600	F.	I.	Sept. 1, 1898	
Josie Campbell	Assistant laundress	300	F.	I.	May 15, 1901	
<i>Kiowa Agency, Okla.</i>						
Act May 31, 1900. (31 Stats., 221.)						
FORT SILL SCHOOL.						
Julian W. Haddon	Superintendent	1,200	M.	W.	Aug. 17, 1886	
Ferdinand Shoemaker	Physician	1,000	M.	W.	July 29, 1896	
Lafayette R. Holland	Principal teacher	660	M.	W.	Apr. 14, 1899	
Anna Gardner	Assistant teacher	540	F.	W.	Dec. 6, 1899	
Blanche A. Williams	Kindergartner	600	F.	W.	Oct. 12, 1896	
William M. Holland	Industrial teacher	720	M.	W.	Aug. 1, 1893	
Mary E. Holsinger	Matron	600	F.	W.	June 8, 1895	
Anna M. Mendenhall	Assistant matron	500	F.	W.	Sept. 5, 1895	
Anna M. Walters	Seamstress	500	F.	W.	July 1, 1893	
Kate Dagnett	Baker	480	F.	I.	Nov. 15, 1897	
William H. Jones	Laborer	480	M.	W.	Aug. 11, 1900	
Belle Carson	Cook	500	F.	W.	Mar. 18, 1875	
Adelia L. Strong	Teacher	600	F.	I.	Jan. 9, 1899	
Belle Kenoyer	Assistant seamstress	240	F.	I.	Apr. 16, 1898	
Caroline Cole	Assistant matron	480	F.	W.	Oct. 20, 1898	
Lula Pahdi	Assistant seamstress	180	F.	I.	Dec. 5, 1900	
Charlie Pratt	Helper	150	M.	I.	Dec. 1, 1900	
Cecelia Feeney	Laundress	480	F.	W.	Dec. 22, 1900	
Clay J. Brown	Shoe and harness maker	180	M.	I.	Jan. 1, 1901	
Charles Estee	Assistant cook	240	M.	I.	Jan. 17, 1899	
Lot Eyelash	Helper	150	M.	I.	Jan. 1, 1899	
Reuben Tabby to sa vit.	Assistant laundress	180	M.	I.	June 1, 1901	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Kiowa Agency, Okla.</i>						
Continued.						
RAINY MOUNTAIN SCHOOL.						
Cora M. Dunn	Superintendent	\$1,000	F.	W.	Oct. 1, 1888	
Henry R. Wheeler	Physician	900	M.	W.	Oct. 25, 1898	
Jessie Mattoon	Kindergartner	600	F.	W.	Nov. 8, 1896	
Alfred M. Dunn	Industrial teacher	600	F.	W.	Oct. 1, 1888	
Julia Cannon	Matron	500	M.	W.	Dec. 15, 1896	
Jennie L. McLaughlin	Assistant matron	480	F.	W.	May 1, 1897	
Florence E. Merrihew	Seamstress	500	F.	W.	Oct. 6, 1897	
Elizabeth Cotter	Laundress	480	F.	W.	Sept. 1, 1883	
Isoaphene A. Summers	Baker	360	F.	I.	Sept. 19, 1899	
Sophie E. Picard	Cook	480	F.	W.	Oct. 26, 1898	
James A. Simmons	Laborer	480	M.	W.	Nov. 26, 1900	
Morgan Kazhe	Indian assistant	250	M.	I.	Jan. 1, 1896	
Robert J. H. De Loach	Teacher	660	M.	W.	Apr. 8, 1901	
RIVERSIDE SCHOOL.						
Frank A. Thackery	Superintendent	1,200	M.	W.	Jan. 6, 1891	
John A. Buntin	Industrial teacher	720	M.	W.	Aug. 1, 1893	
Nannie E. Sheddian	Matron	600	F.	W.	Sept. 1, 1882	
Louise D. Peake	Assistant matron	480	F.	W.	Apr. 4, 1900	
Mary E. Canby	Seamstress	500	F.	W.	Oct. 1, 1892	
Winnie Hendrix	Laundress	480	F.	I.	Sept. 1, 1894	
Samuel E. Canby	Baker	480	M.	W.	June 16, 1899	
John R. Porterfield	Farmer	600	M.	W.	Feb. 6, 1890	
Doc. L. Tharp	Laborer	400	M.	W.	July 1, 1900	
Libbie C. Stanley	Teacher	600	F.	W.	Jan. 1, 1891	
Bessie N. Thackery	Kindergartner	600	F.	W.	Sept. 1, 1900	
Maggie Tharp	Cook	500	F.	W.	Dec. 15, 1900	
Dora M. Keyes	Assistant cook	240	F.	I.	Sept. 1, 1900	
Sarah J. Porterfield	Assistant matron	500	F.	W.	Feb. 6, 1890	
Pauline Spy Buck	Assistant seamstress	240	F.	I.	Oct. 1, 1900	
Eloise A. Carroll	Assistant teacher	540	F.	W.	Oct. 8, 1900	
William M. Hazlett	Disciplinarian and night watchman	480	M.	I.	Apr. 25, 1901	
Ella Burton	Principal teacher	720	M.	I.	Sept. 22, 1891	
Edward Stokely	Assistant laundress	180	F.	W.	Feb. 1, 1901	
Grayson Parton	Assistant	120	M.	I.	Apr. 1, 1901	
<i>Klamath Agency, Oreg.</i>						
KLAMATH SCHOOL.						
Anna C. Egan	Superintendent	1,000	F.	W.	Sept. 1, 1888	
Robert C. Spink	Clerk	720	M.	W.	Apr. 7, 1896	
Luetta Rummel	Principal teacher	720	F.	W.	Dec. 15, 1896	
Allie L. Butler	Teacher	600	F.	W.	Sept. 1, 1893	
Mary A. Baasen	Assistant teacher	540	F.	W.	Nov. 23, 1898	
Susie E. Sconce	Matron	660	F.	W.	Oct. 17, 1897	
Mamie Robinson	Assistant matron	500	F.	W.	Apr. 1, 1895	
Agnes C. Norman	Cook	500	F.	W.	Aug. 1, 1900	
Myles Sharkey	Shoe and harness maker	600	M.	W.	Sept. 1, 1889	
Jasper B. C. Taylor	Farmer	600	M.	W.	Feb. 1, 1895	
George N. Quinn	Carpenter	720	M.	W.	July 29, 1891	
Bessie Chilouquin	Assistant	120	F.	I.	Oct. 23, 1900	
Lavina Mann	Laundress	500	F.	I.	Oct. 1, 1898	
John H. Harrison	Industrial teacher	600	M.	W.	Apr. 5, 1901	
Clara Captain	Assistant	120	F.	I.	Apr. 1, 1901	
Virgil Wilson	Night watchman	120	M.	I.	Apr. 15, 1901	
Emily Staiger	Seamstress	500	F.	W.	Apr. 4, 1889	
YAINAX SCHOOL.						
Jacob C. Levensgood	Superintendent	1,000	M.	W.	Oct. 13, 1898	
W. S. Johnson	Physician	1,000	M.	W.	Feb. 13, 1895	
Charles A. Dean	Principal teacher	720	M.	W.	Dec. 16, 1895	
Maria J. Dean	Matron	600	F.	W.	Sept. 1, 1897	
Caleb W. Cherrington	Carpenter	600	M.	W.	Sept. 18, 1891	
Nellie L. Purvis	Seamstress	500	F.	W.	Oct. 8, 1900	
Hiram Villard	Night watchman	200	M.	I.	Jan. 1, 1901	
Calla J. Westfall	Assistant matron	500	F.	W.	May 13, 1901	
Lulu Ashcraft	Teacher	600	F.	W.	Dec. 1, 1890	
Seldon K. Ogle	Farmer	600	M.	W.	Mar. 14, 1901	
John F. Brown	Industrial teacher	600	M.	I.	Apr. 4, 1901	
Bessie Faithful	Laundress	500	F.	I.	May 13, 1901	
Annie Copperfield	Cook	300	F.	I.	May 3, 1901	

Act May 31, 1900  
(31 Stats., 221).

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>La Pointe Agency, Wis.</i>						Act May 31, 1900 (31 Stats., 221).
LAC DU FLAMBEAU SCHOOL.						
Reuben Perry	Superintendent	\$1,200	M.	W.	Feb. 3, 1894	
Ada Zimmerman	Principal teacher	660	F.	W.	Nov. 24, 1894	
Flora L. Whitmore	Kindergartner	600	F.	W.	Jan. 20, 1898	
William Mattison	Industrial teacher	300	M.	I.	Jan. 1, 1900	
Mary A. Paquette	Matron	600	F.	I.	Mar. 14, 1896	
Delia Randell	Nurse	600	F.	I.	Jan. 1, 1899	
Kate Eastman	Seamstress	540	F.	W.	Aug. 28, 1895	
Lena Nevitt	Laundress	360	F.	I.	Sept. 1, 1899	
Agnes Rummel	Cook	400	F.	W.	Sept. 15, 1897	
Peter Paquette	Farmer	720	M.	I.	July 18, 1895	
Silas E. Crandall	Carpenter	600	F.	W.	Sept. 15, 1893	
Mary E. Perry	Teacher	600	F.	W.	May 23, 1894	
Gertrude F. Flint	Assistant matron	360	F.	I.	Oct. 1, 1900	
Cynthia E. Webster	Assistant teacher	540	F.	I.	Aug. 27, 1898	
Eugene E. Grieshammer	Blacksmith	600	M.	W.	Apr. 2, 1901	
Celicia Metoxen	Assistant cook	300	F.	I.	Apr. 23, 1901	
DAY SCHOOLS.						
Fond du Lac:						
Josephine B. Von Fielden.	Teacher	p.m. 60	F.	I.	Sept. 23, 1896	
Grand Portage:						
Walter B. Phillips.	do	p.m. 60	M.	W.	Sept. 1, 1900	
Hannah M. Phillips	Housekeeper	p.m. 30	F.	W.	do	
Lac Court D'Oreilles:						
Sr. Hugolina Fisch-enich.	Teacher	p.m. 60	F.	W.	Apr. 1, 1898	
Sr. Florentia Pehura	Assistant teacher	p.m. 45	F.	W.	do	
Sr. Euphrasia Kasper.	Housekeeper	p.m. 30	F.	W.	do	
Normantown:						
William Denomie.	Teacher	p.m. 60	M.	I.	Feb. 18, 1895	
Odanah:						
Macaria Murphy.	do	p.m. 60	F.	W.	Nov. 1, 1897	
Clarissima Walsh	Assistant teacher	p.m. 48	F.	W.	do	
Pahquayahwong:						
Charles K. Dunster.	Teacher	p.m. 60	M.	W.	Sept. 1, 1892	
Janett Dunster.	Housekeeper	p.m. 30	F.	W.	do	
Red Cliff:						
Seraphica Reinick.	Teacher	p.m. 60	F.	W.	Sept. 1, 1896	
Victoria Steidl.	Housekeeper	p.m. 30	F.	W.	do	
<i>Leech Lake Agency, Minn.</i>						Act Jan. 14, 1889 (25 Stats., 642); act May 31, 1900 (31 Stats., 221).
LEECH LAKE SCHOOL.						
George L. Williams	Superintendent	1,000	M.	W.	Sept. 24, 1896	
Katherine M. Silverheels.	Assistant matron	300	F.	I.	Sept. 1, 1900	
Ellen King	Laundress	360	F.	I.	Feb. 1, 1898	
Lizzie A. Williams	Matron	500	F.	W.	June 13, 1900	
Katherine Earlougher	Teacher	600	F.	W.	Apr. 7, 1899	
Matie A. Cobb	Kindergartner	600	F.	W.	Oct. 2, 1900	
Mary La Page	Seamstress	480	F.	I.	Sept. 17, 1900	
Stella Cress	Cook	480	F.	W.	Jan. 1, 1894	
Hugh James	Industrial teacher	540	M.	I.	Mar. 1, 1901	
Henry M. Restorff	Laborer	400	M.	W.	Feb. 12, 1901	
RED LAKE SCHOOL.						
Oscar H. Lipps	Superintendent	1,000	M.	W.	Feb. 1, 1898	
A. Alvin Bear	Teacher	600	M.	W.	Feb. 16, 1899	
Mary C. Brunette	Assistant seamstress	300	F.	I.	July 1, 1900	
Gertrude Olson	Laundress	400	F.	W.	July 10, 1900	
Anna Davis	Assistant laundress	240	F.	I.	Jan. 28, 1898	
Jane Saice	Cook	480	F.	I.	Nov. 15, 1900	
Charles E. Davis	Carpenter	600	M.	W.	July 1, 1900	
Grace Wright	Kindergartner	600	F.	W.	Feb. 18, 1899	
Grace Raper	Seamstress	500	F.	W.	Sept. 4, 1900	
Julia M. Funk	Matron	500	F.	I.	Sept. 20, 1899	
John Lego	Farmer	400	M.	I.	Nov. 15, 1900	
Clara Baker	Assistant cook	240	F.	I.	Mar. 2, 1901	
William Bellanger	School clerk	600	M.	I.	1895	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Leech Lake Agency, Minn.—Continued.</i>						
RED LAKE SCHOOL—continued.						
Pauline Colby.....	Female industrial teacher.	\$500	F.	W.	Nov. 16, 1900	
Alfred W. Stedman ....	Industrial teacher.....	540	M.	W.	Apr. 1, 1901	
Mary L. Stedman .....	Assistant matron .....	300	F.	W.	.....do.....	
CROSS LAKE SCHOOL.						
John Morrison .....	Principal teacher .....	720	M.	I.	Feb. 1, 1896	
Margaret Nason .....	Teacher .....	540	F.	I.	Oct. 1, 1900	
Edith E. Morrison .....	Matron .....	400	F.	I.	Apr. 1, 1897	
Josette Lawrence .....	Cook .....	300	F.	I.	Oct. 1, 1900	
Susan Sayers.....	Laundress .....	300	F.	I.	Jan. 7, 1901	
Charles W. Morrison .....	Industrial teacher.....	500	M.	I.	Jan. 19, 1901	
Emma C. Morrison.....	Seamstress .....	300	F.	I.	.....do.....	
CASS LAKE SCHOOLS.						
E. C. Scovel.....	Principal teacher ...	720	M.	W.	Oct. 4, 1894	
Mary B. Clayton .....	Teacher .....	540	F.	W.	Mar. 10, 1896	
Mary C. Scovel.....	Matron .....	400	F.	W.	Oct. 4, 1894	
Lucy McCabe .....	Seamstress .....	300	F.	I.	Sept. 24, 1900	
Jannie McBurnie .....	Cook .....	300	F.	I.	July 1, 1893	
Julia Pemberton.....	Laundress .....	300	F.	I.	Apr. 5, 1901	
Ralph C. Fraser.....	Industrial teacher.....	500	M.	W.	June 1, 1901	
BENA BOARDING SCHOOL.						
Henry W. Warren.....	Principal teacher .....	720	M.	I.	Jan. 1, 1895	
Helena B. Warren .....	Teacher .....	540	F.	W.	Oct. 2, 1894	
Clara R. Fairbanks .....	Matron .....	400	F.	I.	July 31, 1896	
Lizzie Bonga .....	Laundress .....	300	F.	I.	Jan. 24, 1901	
William A. Fairbanks .....	Laborer .....	500	M.	I.	Jan. 31, 1901	
Susan Bonga .....	Cook .....	300	F.	I.	Feb. 21, 1901	
Olive A. Tourtilotte.....	Seamstress.....	300	F.	I.	Jan. 23, 1899	
<i>Lemhi Agency School, Idaho.</i>						
John F. Mackey .....	Teacher .....	660	M.	W.	Sept. 3, 1895	Act May 31, 1900 (31 Stats., 221).
Jennie Grouse .....	Assistant seamstress....	120	F.	I.	July 1, 1900	
Evalyn Mackey .....	Matron and seamstress....	480	F.	W.	Sept. 3, 1895	
Henry M. Virtue.....	Industrial teacher.....	600	M.	W.	Oct. 3, 1900	
Lizzie Moore .....	Cook and laundress.....	480	F.	W.	Nov. 24, 1900	
Minnie Burton.....	Assistant seamstress....	300	F.	I.	Apr. 16, 1901	
<i>Lower Brule Agency School, S. Dak.</i>						
James R. Meskemons ..	Superintendent .....	1,000	M.	W.	Oct. 28, 1899	Act Mar. 2, 1899 (25 Stats., 895).
Clara D. True .....	Principal teacher .....	720	F.	W.	June 9, 1898	
Mary F. Elder .....	Kindergartner .....	600	F.	W.	Sept. 1, 1895	
Emma J. Pierson .....	Matron .....	600	F.	W.	Feb. 12, 1894	
Harriet Quillian .....	Nurse .....	600	F.	W.	Nov. 11, 1898	
Millie A. Manore .....	Seamstress .....	500	F.	I.	Nov. 7, 1898	
Kate P. Hair.....	Assistant laundress.....	120	F.	I.	July 18, 1895	
Minnie May .....	Cook .....	480	F.	W.	Jan. 19, 1895	
John Gilland .....	Assistant .....	240	M.	I.	Mar. 19, 1898	
Anna Parmeter .....	Laundress .....	480	F.	W.	Dec. 2, 1898	
Eva La Roche .....	Assistant seamstress.....	120	F.	I.	Sept. 1, 1900	
Leon De Shenquette....	Industrial teacher.....	600	M.	I.	Aug. 1, 1899	
Reuben Estes .....	Farmer .....	480	M.	I.	July 1, 1893	
Sophie Gilland .....	Assistant matron .....	300	F.	I.	Aug. 10, 1898	
Henry D. Hawk .....	Night watchman.....	240	M.	I.	Dec. 14, 1900	
Margaret A. Bingham....	Teacher .....	600	F.	W.	May 19, 1894	
Gertrude Jackson.....	Assistant cook.....	120	F.	I.	Apr. 1, 1901	
FIELD SERVICE.						
Effie J. Cooper.....	Female industrial teacher.	600	F.	W.	July 1, 1895	
<i>Mackinac Agency, Mich.</i>						
DAY SCHOOLS.						
Bay Mills:						
Rose A. Kinzie.....	Teacher .....	p.m. 60	F.	W.	Mar. 21, 1901	Act May 31, 1900 (31 Stats., 221).

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Mescalero School, Mescalero, N. Mex.</i>						Act May 31, 1900 (31 Stats., 221).
Walter McM. Luttrell ..	Superintendent .....	\$1,600	M.	W.	Aug. 13, 1895	
William Bristow .....	Clerk .....	900	M.	W.	Oct. 4, 1899	
Mary Matthews .....	Principal teacher .....	840	F.	W.	Oct. 22, 1895	
Amelia B. Thomas .....	Kindergartner .....	600	F.	W.	Nov. 25, 1899	
Robert Brown .....	Industrial teacher .....	720	M.	W.	Apr. 1, 1898	
Mary J. Bristow .....	Laundress .....	480	F.	W.	July 10, 1900	
Ida M. Farnam .....	Cook .....	500	F.	W.	Dec. 1, 1899	
John W. Scarr .....	Carpenter .....	660	M.	W.	Apr. 15, 1900	
Mattie J. Forrester .....	Matron .....	660	F.	W.	Mar. 29, 1900	
Maggie P. Smith .....	Seamstress .....	500	F.	W.	Mar. 11, 1897	
Elsie C. Bushee .....	Teacher .....	600	F.	W.	Nov. 10, 1890	
Mae Mitts .....	Assistant matron .....	500	F.	W.	July 1, 1899	
Charles E. Hensley .....	Blacksmith .....	600	M.	W.	Nov. 16, 1900	
<i>Mission Agency, Cal.</i>						Act May 31, 1900 (31 Stats., 221).
DAY SCHOOLS.						
Aqua Caliente:						
J. H. Babbitt .....	Teacher .....	p.m. 72	F.	W.	Sept. 1, 1890	
Cohuilla:						
Stephen Waggoner .....	.....do .....	p.m. 72	M.	W.	Dec. 18, 1893	
C. J. Waggoner .....	Housekeeper .....	p.m. 30	F.	W.	Sept. 1, 1894	
Capitan Grande.						
Leonidas Swain .....	Teacher .....	p.m. 72	M.	W.	Nov. 25, 1898	
Minnie E. Swain .....	Housekeeper .....	p.m. 30	F.	W.	Nov. 5, 1898	
Martinez:						
Charles J. Goodrich .....	Teacher .....	p.m. 72	M.	W.	Sept. 26, 1900	
Effie J. Goodrich .....	Housekeeper .....	p.m. 30	F.	W.	Oct. 15, 1900	
Mesa Grande:						
Mary C. B. Watkins .....	Teacher .....	p.m. 72	F.	W.	Sept. 1, 1893	
Rosalie Nejo .....	Housekeeper .....	p.m. 30	F.	W.	Sept. 1, 1900	
Pichanga:						
Belle Dean .....	Teacher .....	p.m. 72	F.	W.	Sept. 1, 1895	
George Dean .....	Housekeeper .....	p.m. 30	M.	W.	Oct. 22, 1898	
Potrero:						
Sarah E. Gilman .....	Teacher .....	p.m. 72	F.	W.	Nov. 12, 1888	
Victoria Miguel .....	Housekeeper .....	p.m. 30	F.	I.	Apr. 12, 1897	
Rincon:						
Ora M. Salmons .....	Teacher .....	p.m. 72	F.	W.	Jan. 1, 1886	
Terricina Calac .....	Housekeeper .....	p.m. 30	F.	I.	Sept. 1, 1899	
Saboba:						
Edwin Minor .....	Teacher .....	p.m. 72	M.	W.	Mar. 27, 1897	
Belle M. Minor .....	Housekeeper .....	p.m. 30	F.	W.	.....do .....	
Tule River:						
Nelson Carr .....	Teacher .....	p.m. 72	M.	W.	Oct. 6, 1896	
Anna M. Carr .....	Housekeeper .....	p.m. 30	F.	W.	Mar. 17, 1897	
La Jolla:						
Will H. Stanley .....	Teacher .....	p.m. 72	M.	W.	Oct. 12, 1900	
May Stanley .....	Housekeeper .....	p.m. 30	F.	W.	.....do .....	
<i>Moqui (Hopi) Training School, Ariz.</i>						Act May 31, 1900 (31 Stats., 221).
Charles E. Burton .....	Superintendent .....	1,400	M.	W.	Apr. 24, 1895	
Eli J. Bost .....	Clerk .....	720	M.	W.	Dec. 20, 1898	
Edward G. Murtaugh .....	Physician .....	1,000	M.	W.	June 1, 1900	
Adaliza De Vee .....	Teacher .....	600	F.	W.	Oct. 27, 1899	
Jennie H. Benefiel .....	Laundress .....	540	F.	W.	Sept. 28, 1899	
J. L. Dandridge .....	Cook .....	540	M.	N.	Mar. 1, 1895	
W. H. H. Benefiel .....	Farmer .....	840	M.	W.	Feb. 1, 1898	
Laura A. Dandridge .....	Matron .....	660	F.	N.	Aug. 1, 1892	
W. W. Ewing .....	Principal teacher .....	720	M.	W.	Apr. 8, 1893	
Amelia F. Quinones .....	Seamstress .....	540	F.	M.	Sept. 22, 1900	
Jack Tobin .....	General mechanic .....	720	M.	W.	Nov. 1, 1900	
Charles W. Heigham .....	Teacher .....	660	M.	W.	Nov. 15, 1900	
Arthur B. Commons .....	Industrial teacher .....	720	M.	W.	Sept. 14, 1899	
Bertha Commons .....	Assistant matron .....	500	F.	W.	Aug. 6, 1891	
DAY SCHOOLS.						
Second Mesa:						
Frank D. Voorhies .....	Teacher .....	p.m. 84	M.	W.	Sept. 18, 1895	
Flora M. Watkins .....	Housekeeper .....	p.m. 30	F.	W.	June 1, 1901	
L. R. Voorhies .....	Assistant teacher .....	p.m. 54	F.	W.	Sept. 18, 1895	
Luis Roseberry .....	Cook and laundress .....	p.m. 30	F.	W.	Oct. 1, 1900	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Moqui (Hopi) Training School, Ariz.—C't'd.</i>						
DAY SCHOOLS—C't'd.						
Oraibi:						
Herman Kampmeier.	Teacher .....	p.m. \$72	M.	W.	Nov. 3, 1897	
Pasquala Anderson	Assistant teacher .....	p.m. 40	F.	I.	Jan. 22, 1901	
Venesia E. Kampmeier.	Housekeeper .....	p.m. 30	F.	W.	Nov. 15, 1899	
Martha Beall .....	Cook and laundress .....	p.m. 30	F.	W.	Apr. 1, 1901	
Polacca:						
Richard J. Barnes.	Teacher .....	p.m. 72	M.	W.	Oct. 19, 1900	
Louise Barnes.....	Housekeeper .....	p.m. 30	F.	W.	Nov. 15, 1900	
Blue Canyon:						
Milton J. Needham	Principal teacher .....	720	M.	W.	Sept. 4, 1892	
Cirilla E. Needham	Matron .....	500	F.	W.	Sept. 3, 1892	
Minnie G. Braithwaite.	Assistant teacher.....	540	F.	W.	Mar. 1, 1901	
Mildred C. Wear...	Laundress and cook....	300	F.	W.	.....do.....	
<i>Morris School, Morris, Minn.</i>						
						Act May 31, 1900 (31 Stats., 221).
W. H. Johnson.....	Superintendent .....	1,500	M.	W.	Oct. 1, 1892	
Carrie O. Rode.....	Principal teacher .....	660	F.	W.	Oct. 3, 1899	
James P. Sherman.....	Teacher .....	600	M.	W.	Feb. 5, 1900	
Emma Johnson.....	Matron .....	600	F.	W.	Sept. 6, 1893	
Lenna M. Mead.....	Kindergartner .....	600	F.	W.	Apr. 19, 1897	
Sadie Warren.....	Seamstress .....	400	F.	I.	Sept. 3, 1900	
Angeline Morgan.....	Assistant cook .....	100	F.	I.	Nov. 5, 1900	
Alice McCarty.....	Assistant matron .....	300	F.	I.	Dec. 12, 1900	
David M. Logan.....	Industrial teacher.....	600	M.	W.	Feb. 6, 1893	
Charles Parkhurst.....	Shoe and harnessmaker	300	M.	I.	Mar. 4, 1901	
George W. Cyphers.....	Carpenter .....	600	M.	W.	Dec. 2, 1900	
Florence A. Walton.....	Assistant matron .....	480	F.	I.	Nov. 1, 1895	
Florence Wade.....	Baker .....	300	F.	I.	Mar. 9, 1901	
Minnie Campbell.....	Cook .....	400	F.	I.	June 4, 1901	
<i>Mount Pleasant School, Mount Pleasant, Mich.</i>						
						Act May 31, 1900 (31 Stats., 221)
Eugene C. Nardin.....	Superintendent .....	1,700	M.	W.	Mar. 14, 1894	
Fred W. Parsons.....	Clerk .....	840	M.	W.	Aug. 1, 1898	
Lydia E. Kaup.....	Principal teacher .....	720	F.	W.	Jan. 21, 1894	
Anna R. Frey.....	Teacher .....	660	F.	W.	Nov. 29, 1895	
Helena Campbell.....	do .....	600	F.	W.	Feb. 1, 1895	
Susie McDougall.....	do .....	540	F.	I.	Aug. 1, 1895	
Charles E. McDonald.....	Industrial teacher.....	600	M.	W.	Dec. 6, 1899	
Roma F. Ewbank.....	Matron .....	660	F.	W.	Sept. 14, 1899	
Elizabeth L. Craig.....	Assistant matron.....	500	F.	W.	July 6, 1895	
Sarah A. Wyman.....	Assistant seamstress.....	300	F.	I.	Sept. 9, 1896	
Agnes Quinn.....	Laundress .....	500	F.	W.	Feb. 14, 1893	
Josephine Ayling.....	Cook .....	500	F.	W.	Jan. 2, 1893	
Henry J. Werner.....	Farmer .....	720	M.	W.	Oct. 25, 1897	
Samuel Gruett.....	Assistant farmer.....	420	M.	I.	Sept. 15, 1899	
Charles Slater.....	Carpenter .....	600	M.	W.	Dec. 19, 1892	
James C. Freeman.....	Engineer .....	900	M.	W.	Nov. 1, 1897	
Engelbrikt Erickson.....	Tailor .....	600	M.	W.	Mar. 14, 1901	
Oscar Warden.....	Night watchman.....	300	M.	I.	July 1, 1894	
Jennie Waishkey.....	Assistant cook .....	300	F.	I.	Oct. 1, 1900	
James Swamp.....	Assistant engineer.....	480	M.	I.	Sept. 1, 1898	
Ellen F. Burden.....	Kindergartner .....	600	F.	W.	Jan. 12, 1901	
Carrie E. Wicks.....	Seamstress .....	540	F.	W.	Jan. 10, 1901	
Sarah A. Williams.....	Baker .....	200	F.	I.	Mar. 8, 1899	
<i>Navaho Agency Schools, N. Mex.</i>						
						Act May 31, 1900 (31 Stats., 221).
NAVAHO.						
Charles H. Lamar.....	Superintendent .....	1,200	M.	W.	Oct. 31, 1894	
Oscar M. Waddell.....	Disciplinarian.....	720	M.	W.	Oct. 27, 1900	
Lulu M. Lamar.....	Principal teacher .....	660	F.	W.	June 9, 1894	
Sallie H. Snow.....	Teacher .....	600	F.	W.	Oct. 7, 1899	
Sarah Jane Porter.....	do .....	540	F.	W.	Jan. 15, 1901	
Blanche T. Thomas.....	Kindergartner .....	600	F.	W.	Oct. 7, 1896	
Mary E. Keough.....	Matron .....	600	F.	W.	Apr. 16, 1894	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Navaho Agency Schools, N. Mex.—Continued.</i>						
NAVAHO—continued.						
Maggie Keough.....	Seamstress.....	\$540	F.	W.	Dec. 10, 1894	
Mary A. Conrad.....	Laundress.....	540	F.	W.	Dec. 8, 1899	
Martha Whelan.....	Trained nurse.....	720	F.	W.	Jan. 4, 1899	
Marion W. De Loss.....	Assistant matron.....	540	F.	W.	Oct. 31, 1898	
Rosa M. Roberts.....	Assistant cook.....	500	F.	W.	May 10, 1901	
Nannie B. Sayles.....	Cook.....	540	F.	W.	May 5, 1901	
P. H. Sayles.....	Industrial teacher.....	600	M.	W.	.....do.....	
Charity.....	Assistant laundress.....	240	F.	I.	May 28, 1901	
LITTLE WATER.						
Emma De Vore.....	Principal teacher.....	720	F.	W.	Apr. 20, 1898	
June Haskell.....	Matron.....	500	F.	W.	Feb. 1, 1895	
Sarah A. Munger.....	Laundress.....	480	F.	W.	Sept. 17, 1900	
Mrs. M. Bruno.....	Cook.....	480	F.	W.	Oct. 1, 1900	
Verda Clapham.....	Teacher.....	480	F.	W.	Dec. 15, 1900	
Francis M. Setzer.....	Industrial teacher.....	600	M.	W.	June 1, 1895	
<i>Neah Bay Day Schools</i> .....						
NEAH BAY.						
W. H. Winship.....	Teacher.....	p.m. 72	M.	W.	Oct. 1, 1895	
Chestoqua Peterson.....	Assistant teacher.....	p.m. 40	M.	I.	Nov. 15, 1899	
Ollie Williams.....	Assistant.....	p.m. 10	M.	I.	Apr. 1, 1901	
QUILEUTE.						
A. W. Smith.....	Teacher.....	p.m. 72	M.	W.	July 1, 1884	
<i>Nevada Agency School, Nev.</i> .....						
Act May 31, 1900 (31 Stats., 221).						
Fred B. Spriggs.....	Superintendent.....	1,500	M.	W.	Mar. 28, 1896	
Mabel Benedict.....	Teacher.....	660	F.	W.	Feb. 7, 1895	
Thomas J. Jackson.....	do.....	540	M.	W.	May 25, 1899	
R. A. Maris.....	Matron.....	540	F.	W.	July 14, 1894	
Ida Lowry.....	Laundress.....	360	F.	I.	Oct. 1, 1899	
Sarah Holbrook.....	Assistant laundress.....	180	F.	I.	.....do.....	
James A. McDonald.....	Engineer.....	720	M.	W.	May 24, 1900	
C. Alice Carr.....	Cook.....	500	F.	W.	Jan. 10, 1901	
Ann E. Burkhart.....	Seamstress.....	480	F.	W.	Feb. 6, 1896	
<i>Omaha School, Nebr.</i> .....						
Act May 31, 1900 (31 Stats., 221).						
Russell Ratliff.....	Superintendent.....	1,000	M.	W.	Feb. 28, 1898	
Laura H. Ratliff.....	Teacher.....	600	F.	W.	June 3, 1898	
Eva Anderson.....	Kindergartner.....	600	F.	W.	Sept. 30, 1895	
John Lemieux.....	Industrial teacher.....	360	M.	I.	June 26, 1899	
Lottie G. Rasch.....	Laundress.....	420	F.	W.	Nov. 25, 1886	
William M. Speir.....	Farmer.....	600	M.	W.	Mar. 13, 1896	
Josie Holsworth.....	Matron.....	500	F.	W.	Dec. 1, 1892	
Emma Landgraf.....	Seamstress.....	420	F.	W.	Feb. 3, 1901	
Lucy A. Guthrie.....	Assistant matron.....	400	F.	I.	Apr. 1, 1897	
Gertrude Heitgen.....	Cook.....	420	F.	W.	May 2, 1901	
Jessie V. Shearer.....	School clerk.....	900	F.	W.	Feb. 16, 1899	
<i>Oneida School, Oneida, Wis.</i> .....						
Act May 31, 1900 (31 Stats., 221).						
Joseph C. Hart.....	Superintendent.....	1,500	M.	W.	Apr. 7, 1893	
Lucy P. Hart.....	Teacher.....	660	F.	W.	Nov. 7, 1887	
Alice Cornelius.....	do.....	600	F.	I.	Jan. 17, 1898	
Mary M. Shirk.....	Kindergartner.....	600	F.	W.	Mar. 20, 1895	
Moses E. King.....	Industrial teacher.....	600	M.	I.	Dec. 1, 1896	
Bertha A. Macy.....	Matron.....	660	F.	W.	Jan. 10, 1899	
Hattie Metoxen.....	Assistant matron.....	500	F.	I.	May 1, 1896	
Lavinia Cornelius.....	Nurse.....	480	F.	I.	Sept. 1, 1899	
Florence Bonfant.....	Seamstress.....	480	F.	W.	Apr. 1, 1897	
Emma F. Smith.....	Cook.....	480	F.	W.	Oct. 4, 1895	
Clarence A. Perry.....	Farmer.....	600	M.	W.	Sept. 23, 1899	
Cora E. Walker.....	Teacher.....	540	F.	W.	Sept. 11, 1900	
Phoebe Stevens.....	Assistant cook.....	240	F.	I.	Apr. 1, 1895	
Lizzie Lookaround.....	Assistant matron.....	300	F.	I.	Sept. 1, 1898	



Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Oneida School, Oneida, Wis.—Continued.</i>						
Rhoda H. Wheelock ...	Assistant seamstress....	\$240	F.	I.	Sept. 1, 1898	
Milo O. Casebere .....	Engineer .....	720	M.	W.	Jan. 27, 1901	
Catherine A. Hoefflein .....	Laundress .....	400	F.	W.	Feb. 1, 1901	
Joseph A. Williams.....	Clerk .....	840	M.	W.	May 6, 1901	
Louisa Smith .....	Assistant laundress.....	240	F.	I.	Jan. 1, 1901	
Charles D. Wheelock.....	Night watchman .....	360	M.	I.	Apr. 23, 1901	
ONEIDA DAY, NO. 1.						
Mary E. Bonifant .....	Teacher .....	p.m. 60	F.	W.	Sept. 4, 1894	
<i>Osage Agency Schools, Okla.</i>						
OSAGE.						
J. L. Baker .....	Superintendent .....	1,400	M.	W.	Oct. 5, 1888	
Edson Watson .....	Principal teacher .....	720	M.	W.	Oct. 5, 1895	
Mary B. Clay .....	Music teacher .....	600	F.	W.	Dec. 7, 1893	
Ross C. Preston .....	Industrial teacher .....	600	M.	W.	Dec. 12, 1899	
Mary R. Bean .....	Matron .....	660	F.	W.	June 9, 1894	
Anna Hauck .....	Assistant matron .....	500	F.	W.	July 1, 1899	
Jennie Gray .....	do .....	400	F.	W.	Aug. 1, 1892	
Rose Duverney .....	do .....	400	F.	I.	Oct. 9, 1899	
Marietta Hayes .....	Seamstress .....	540	F.	W.	Sept. 1, 1893	
Laura Mahin .....	Assistant seamstress....	400	F.	W.	Mar. 28, 1896	
Edith Dodson .....	Laundress .....	500	F.	I.	Dec. 3, 1896	
Leonard Thomas.....	Baker .....	360	M.	I.	Mar. 1, 1895	
Lizzie Pike .....	Cook .....	500	F.	W.	Sept. 1, 1890	
Mary McQuain .....	Assistant cook .....	400	F.	W.	Mar. 2, 1899	
Ida Luppy .....	do .....	400	F.	W.	Aug. 1, 1892	
Elmer Wheeler .....	Shoe and harnessmaker	360	M.	I.	Feb. 1, 1898	
Arthur D. Walter .....	Laborer .....	480	M.	W.	Mar. 10, 1899	
George W. Haus .....	Farmer .....	720	M.	I.	Oct. 5, 1892	
Annie Sheridan .....	Teacher .....	660	F.	W.	Aug. 2, 1895	
Nell Leonard .....	Kindergartner .....	600	F.	W.	Sept. 19, 1894	
Wilson Kirk .....	Assistant engineer .....	240	M.	I.	Sept. 1, 1898	
Mary E. Fallon .....	Nurse .....	600	F.	W.	Dec. 15, 1900	
Delia Hicks .....	Teacher .....	540	F.	I.	May 1, 1893	
Elmer E. Dustin .....	Assistant engineer .....	600	M.	W.	Feb. 4, 1901	
Anna Couture .....	Assistant laundress .....	240	F.	I.	Mar. 1, 1901	
Lewellyn-J. Stratton .....	Carpenter .....	840	M.	W.	Jan. 17, 1898	
Julia Shaw .....	Assistant laundress .....	240	F.	I.	Apr. 1, 1897	
Eva J. Preston .....	Teacher .....	600	F.	I.	Oct. 1, 1891	
Samuel Rothgeb.....	Engineer .....	900	M.	W.	May 1, 1901	
KAW (KANSA).						
Act May 31, 1900 (31 Stats., 221).						
Elmira R. Grearson....	Principal teacher .....	720	F.	W.	Nov. 6, 1892	
Mack Johnson .....	Industrial teacher .....	480	M.	I.	July 1, 1888	
Allie C. Robinson .....	Matron .....	500	F.	W.	Feb. 21, 1894	
Laura M. Keller .....	Seamstress .....	400	F.	W.	Aug. 28, 1900	
Helen Smith .....	Laundress .....	400	F.	W.	Feb. 7, 1900	
John W. Gastin .....	Farmer .....	600	M.	I.	June 20, 1900	
Ellen A. James .....	Assistant teacher .....	540	F.	I.	Aug. 1, 1893	
Harriet J. Henry .....	Cook .....	400	F.	W.	June 3, 1901	
<i>Perris School, Perris, Cal.</i>						
Act May 31, 1900 (31 Stats., 221).						
Harwood Hall .....	Superintendent .....	1,500	M.	W.	Jan. 1, 1886	
C. Edward Kant .....	Clerk .....	840	M.	W.	Sept. 14, 1895	
Clara D. Allen .....	Principal teacher .....	840	F.	W.	Oct. 1, 1888	
Frank Farnham .....	Teacher .....	600	M.	W.	Dec. 13, 1898	
Blanche McArthur .....	do .....	600	F.	W.	Dec. 13, 1893	
H. E. Mitchell .....	Industrial teacher .....	600	M.	I.	Oct. 1, 1899	
Fannie D. Hall .....	Matron .....	720	F.	W.	Oct. 1, 1891	
Juliano Amago .....	Assistant matron.....	480	F.	I.	July 1, 1897	
Daisy D. Kant .....	Nurse .....	660	F.	W.	July 1, 1895	
Olive Ford .....	Seamstress .....	540	F.	W.	Sept. 1, 1894	
Laura M. Armstrong .....	Laundress .....	500	F.	W.	Sept. 23, 1899	
Lydia Long .....	Cook .....	600	F.	W.	Jan. 14, 1886	
Fred Long .....	Farmer .....	720	M.	I.	Feb. 1, 1887	
John Pugh .....	Shoe and harnessmaker	360	M.	I.	Sept. 18, 1899	
W. R. Preston .....	Engineer .....	600	M.	W.	Jan. 8, 1900	
Anna Morongo .....	Assistant .....	180	F.	I.	Aug. 10, 1900	
Myrtle Freeland .....	Teacher .....	600	F.	W.	Nov. 1, 1900	
Daniel Magee .....	Assistant .....	100	M.	I.	Jan. 14, 1901	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Phoenix School, Ariz.</i>						Act May 31, 1900 (31 Stats., 221).
S. M. McCowan	Superintendent	\$2,000	M.	W.	Oct. 1, 1889	
Anna S. Luckenbach	Clerk	720	F.	W.	Aug. 13, 1889	
Burton B. Custer	Disciplinarian	900	M.	W.	Nov. 5, 1890	
Andrew Rendon	Assistant disciplinarian	540	M.	I.	Dec. 16, 1898	
Flora E. Harvey	Principal teacher	1,200	F.	W.	Oct. 1, 1891	
Arthur L. Higgins	Commercial teacher	840	M.	W.	Sept. 12, 1898	
Ora B. Bryant	Teacher	900	F.	W.	Mar. 5, 1894	
Mary Riley	do	720	F.	W.	Oct. 18, 1894	
Addie Beaver	do	660	F.	I.	Sept. 1, 1897	
Henrietta L. Dessez	do	660	F.	W.	Sept. 28, 1895	
Freddie A. Hough	do	800	F.	W.	May 1, 1890	
Emma F. Paxton	do	720	F.	W.	Jan. 11, 1899	
Sarah W. Alexander	do	840	F.	W.	Sept. 1, 1892	
Mary V. Rice	Kindergartener	600	F.	W.	Oct. 1, 1898	
James Devine	Industrial teacher	720	M.	W.	Oct. 22, 1894	
Emma A. McCowan	Matron	840	F.	W.	July 1, 1890	
Katherine D. Orr	Assistant matron	660	F.	W.	Aug. 1, 1891	
Katie E. Custer	do	540	F.	W.	May 30, 1892	
Emma Monroe	do	540	F.	W.	July 1, 1891	
Eliza Mathews	Housekeeper	500	F.	W.	May 15, 1887	
Clara S. Cutler	Nurse	720	F.	W.	May 13, 1894	
Kate C. Perry	Seamstress	600	F.	W.	May 22, 1899	
Edith Olson	Assistant seamstress	500	F.	W.	July 1, 1891	
Lizzie M. Higgins	Laundress	540	F.	W.	Mar. 1, 1899	
Calvin Emerson	Baker	500	M.	I.	Oct. 25, 1898	
Emma E. Olson	Cook	600	F.	W.	Aug. 22, 1900	
Minnie M. Meskimons	Assistant cook	600	F.	W.	Feb. 3, 1900	
Albert G. Matthews	Farmer	750	M.	W.	May 15, 1887	
Ernest J. Olson	Carpenter	800	M.	W.	June 22, 1898	
Louis L. Hagen	Tailor	660	M.	W.	Dec. 5, 1899	
Charles E. Orr	Shot and harnessmaker	660	M.	W.	July 1, 1891	
Roy A. Perry	Engineer	900	M.	W.	Oct. 25, 1897	
Alfred W. Skinner	Wagonmaker	660	M.	W.	Sept. 10, 1900	
Luther E. Hoffman	Printer	600	M.	W.	Nov. 7, 1900	
Thomas Acquinas	Assistant engineer	100	M.	I.	July 1, 1900	
Patricio Lugo	do	100	M.	I.	do	
Mariano Silvas	Assistant blacksmith	100	M.	I.	May 1, 1900	
Nellie Valenzuela	Assistant laundress	240	F.	I.	Sept. 1, 1900	
Alice R. Boone	Teacher	660	F.	I.	Aug. 29, 1899	
Frank Coddington	Blacksmith	660	M.	W.	Feb. 27, 1900	
Andreas Moya	Assistant blacksmith	100	M.	W.	Aug. 1, 1899	
Sarah A. Rice	Assistant clerk	600	F.	I.	Sept. 1, 1896	
Ralph Chaplin	Dairyman	660	M.	W.	Nov. 8, 1900	
Nettie Horne	Assistant laundress	240	F.	I.	Dec. 1, 1900	
Nellie Plake	Assistant teacher	540	F.	I.	Aug. 1, 1899	
James B. Alexander	Assistant superintendent and clerk	1,500	M.	W.	Sept. 9, 1893	
Hostine Tsui	Assistant farmer	100	M.	I.	Feb. 1, 1901	
Moses Friedman	Sloyd teacher	840	M.	W.	Apr. 8, 1901	
Frank Golsh	Assistant farmer	100	M.	I.	May 1, 1901	
C. A. Bickford	Gardener	660	M.	W.	do	
Jake C. Morgan	Laborer	500	M.	I.	Sept. 1, 1900	
Otwell Doolittle	Assistant engineer	100	M.	I.	June 1, 1901	
Henry E. Smith	do	100	M.	I.	do	
<i>Pierre School, Pierre, S. Dak.</i>						Act May 31, 1900 (31 Stats., 221).
Wilson H. Cox	Superintendent	1,500	M.	W.	Aug. 1, 1891	
Raymond Walter	Clerk	720	M.	W.	Nov. 23, 1899	
Minnie E. Hoover	Teacher	540	F.	W.	Oct. 14, 1899	
Ervin L. Babcock	Industrial teacher	600	M.	W.	July 1, 1900	
Jennie R. Walbridge	Assistant matron	480	F.	W.	June 14, 1897	
Alvena Muhmel	Cook	500	F.	W.	July 1, 1900	
George W. Bandy	Engineer	720	M.	W.	Mar. 17, 1900	
Lena S. King	Laundress	400	F.	W.	Aug. 29, 1900	
Luella L. Meeker	Seamstress	450	F.	W.	Sept. 30, 1900	
Lizzie M. Bassett	Matron	600	F.	W.	May 12, 1897	
Lucy W. Cox	Teacher	600	F.	W.	Nov. 1, 1891	
William Adams	Laborer	400	M.	W.	Nov. 21, 1900	
Charles L. Glessner	Farmer	600	M.	W.	Mar. 21, 1901	
<i>Pima Agency School, Ariz.</i>						Act May 31, 1900 (31 Stats., 221).
Duncan D. McArthur	Superintendent	1,200	M.	W.	Apr. 6, 1895	
Ella R. Gracey	Teacher	720	F.	W.	Sept. 2, 1895	
Nora H. Hearst	do	660	F.	W.	Mar. 5, 1894	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Pima Agency School, Ariz.—Continued.</i>						
Leander J. Sailors.....	Teacher.....	\$600	M.	W.	Apr. 24, 1900	
Rebecca P. McArthur.....	Matron.....	660	F.	W.	May 1, 1900	
Agnes Thomas.....	Assistant matron.....	500	F.	W.	May 18, 1900	
Mary E. Dennis.....	Seamstress.....	600	F.	W.	Oct. 1, 1893	
Lillie Roberts.....	Assistant seamstress.....	600	F.	I.	Oct. 1, 1898	
Nellie J. Wellington.....	Assistant laundress.....	240	F.	I.	June 1, 1899	
Florida H. Haynes.....	Cook.....	500	F.	W.	July 4, 1899	
Emily Porter.....	Assistant cook.....	240	F.	I.	Apr. 28, 1900	
Ephraim P. Higgins.....	Carpenter.....	800	M.	W.	July 1, 1900	
Peleg G. Kinney.....	Blacksmith.....	720	M.	W.	June 3, 1899	
Carl Smart.....	Night watchman.....	180	M.	I.	Nov. 1, 1894	
Juan Enos.....	Laborer.....	400	M.	I.	July 1, 1893	
Adam Gaston.....	.....	240	M.	I.	Jan. 1, 1896	
Lepolle Juan.....	Assistant.....	140	F.	I.	Aug. 23, 1900	
Kate V. Kinney.....	Teacher.....	600	F.	W.	Apr. 2, 1899	
Earl A. Whitman.....	Asst. industrial teacher.....	500	M.	I.	Sept. 15, 1900	
Maggie A. Landers.....	Laundress.....	500	F.	W.	Dec. 17, 1900	
Lucy E. Morris.....	Nurse.....	600	F.	W.	Nov. 7, 1900	
Josiah B. Vaughan.....	Industrial teacher.....	720	M.	W.	Apr. 18, 1895	
DAY SCHOOLS.						
Gila Crossing:						
Hugh Patton.....	Teacher.....	p.m.72	M.	I.	Aug. 1, 1894	
Lettie Patton.....	Housekeeper.....	p.m.30	F.	I.	Sept. 15, 1900	
Salt River:						
Lewis D. Nelson.....	Teacher.....	p.m.60	M.	I.	Oct. 1, 1895	
Mary J. Nelson.....	Housekeeper.....	p.m.30	F.	I.	Sept. 1, 1897	
<i>Pine Ridge Agency, S. Dak.</i>						
PINE RIDGE SCHOOL.						
John B. Brown.....	Superintendent.....	1,200	M.	W.	June 2, 1894	
M. A. Harrington.....	Teacher.....	600	F.	W.	Dec. 10, 1895	
Phoebe E. Leaming.....	Seamstress.....	500	F.	W.	Feb. 1, 1899	
Walter A. Piatt.....	Baker.....	500	M.	W.	Feb. 4, 1898	
Malk W. Brun.....	Farmer.....	600	M.	W.	Apr. 1, 1894	
Edgar O. Knight.....	Shoe and harness maker.....	600	M.	W.	Feb. 10, 1898	
Paul H. E. Molzahn.....	Engineer.....	900	M.	W.	June 16, 1899	
Fred A. Foote.....	Assistant engineer.....	540	M.	W.	July 1, 1900	
Frank L. Hubbard.....	Indian assistant.....	600	M.	I.	Sept. 1, 1899	
Olive R. Linn.....	Assistant matron.....	480	F.	W.	Sept. 1, 1894	
William C. Garrett.....	Teacher.....	660	M.	W.	July 1, 1889	
Julia E. Garrett.....	Cook.....	480	F.	W.	Apr. 1, 1895	
Etta Knickerbocker.....	Matron.....	600	F.	W.	Mar. 1, 1892	
George Bent.....	Assistant teacher.....	540	M.	I.	Sept. 1, 1899	
Andrew Knife.....	Laborer.....	400	M.	I.	Aug. 1, 1892	
Sophia Condelario.....	Assistant seamstress.....	360	F.	I.	Sept. 1, 1897	
Addie Butler.....	Assistant matron.....	360	F.	I.	Oct. 1, 1897	
Isabell Young.....	do.....	240	F.	I.	Dec. 1, 1894	
Emma B. Hubbard.....	Laundress.....	480	F.	W.	July 1, 1895	
Wellington Salt.....	Principal teacher.....	720	M.	W.	Sept. 1, 1890	
Spencer Smith.....	Assistant farmer.....	300	M.	I.	Apr. 20, 1901	
Lucy Condelario.....	Assistant cook.....	240	F.	I.	Apr. 27, 1901	
Mattie Robertson.....	Assistant laundress.....	240	F.	I.	May 11, 1901	
Mabel M. Gould.....	Kindergartner.....	600	F.	W.	Nov. 12, 1897	
DAY SCHOOLS.						
Julius Silberstein.....	Physician.....	1,000	M.	W.	Dec. 1, 1891	
James J. Duncan.....	Day school inspector.....	1,200	M.	W.	Nov. 29, 1894	
No. 2:						
Albert L. Barnum.....	Teacher.....	600	M.	W.	Oct. 8, 1900	
May Barnum.....	Housekeeper.....	300	F.	W.	do.....	
No. 3:						
E. W. Truitt.....	Teacher.....	600	M.	W.	Nov. 5, 1893	
Mary E. Truitt.....	Housekeeper.....	300	F.	W.	Feb. 10, 1894	
No. 4:						
Grenville F. Allen.....	Teacher.....	600	M.	W.	Feb. 4, 1898	
Ada W. Allen.....	Housekeeper.....	300	F.	W.	do.....	
No. 5:						
S. A. M. Young.....	Teacher.....	600	M.	W.	Feb. 22, 1900	
Ennie Young.....	Housekeeper.....	300	F.	W.	do.....	
No. 6:						
Orville J. Green.....	Teacher.....	600	M.	W.	Oct. 8, 1894	
Evaline D. Green.....	Housekeeper.....	300	F.	W.	Sept. 1, 1899	

Act Mar. 2, 1899  
(25 Stats., 895).

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Pine Ridge Agency, S. Dak.—Continued.</i>						
DAY SCHOOLS—cont'd.						
No. 7:						
E. M. Keith .....	Teacher .....	\$600	M.	W.	Sept. 1, 1884	
Maggie G. Keith ...	Housekeeper .....	300	F.	I.	Sept. 1, 1891	
No. 8:						
Jeff D. Day .....	Teacher .....	600	M.	W.	Mar. 1, 1893	
Etta A. Day .....	Housekeeper .....	300	F.	W.	Sept. 1, 1895	
No. 9:						
H. A. Mossman .....	Teacher .....	600	M.	W.	Dec. 8, 1893	
Nellie Mossman ...	Housekeeper .....	300	F.	W.	Sept. 12, 1895	
No. 10:						
A. bert H. Kneale ...	Teacher .....	600	M.	W.	Sept. 22, 1899	
Edith F. Kneale ...	Housekeeper .....	300	F.	W.	.....do .....	
No. 11:						
Chas. H. Park .....	Teacher .....	600	M.	W.	Sept. 22, 1897	
Rose Park .....	Housekeeper .....	300	F.	W.	.....do .....	
No. 12:						
Paph Julian .....	Teacher .....	600	M.	W.	Apr. 26, 1900	
Feliciana Julian ...	Housekeeper .....	300	F.	W.	Sept. 5, 1900	
No. 13:						
Leroy A. McGee ...	Teacher .....	600	M.	W.	Sept. 18, 1899	
Laura B. McGee ...	Housekeeper .....	300	F.	W.	.....do .....	
No. 14:						
Ashworth Heys ...	Teacher .....	600	M.	W.	Dec. 27, 1894	
Mary E. Heys .....	Housekeeper .....	300	F.	W.	Nov. 23, 1898	
No. 15:						
W. M. Robertson ...	Teacher .....	600	M.	I.	Oct. 1, 1884	
A. A. Robertson ...	Housekeeper .....	300	F.	I.	Oct. 1, 1885	
No. 16:						
Emma W. Gleason ...	Teacher .....	600	F.	W.	Sept. 1, 1892	
Alice Garcia .....	Housekeeper .....	300	F.	W.	Apr. 1, 1895	
No. 17:						
Samuel W. Pugh ...	Teacher .....	600	M.	W.	Oct. 26, 1893	
Elizabeth Pugh ...	Housekeeper .....	300	F.	W.	Sept. 1, 1898	
No. 18:						
Elmore Little Chief	Teacher .....	600	M.	I.	Sept. 1, 1898	
Martha Little Chief	Housekeeper .....	300	F.	I.	May 4, 1895	
No. 19:						
J. B. Freeland .....	Teacher .....	600	M.	W.	Feb. 18, 1895	
A. M. Freeland .....	Housekeeper .....	300	F.	W.	Mar. 1, 1895	
No. 20:						
Horace J. Jennerson	Teacher .....	600	M.	W.	Sept. 22, 1896	
Mary R. Jennerson .	Housekeeper .....	300	F.	W.	.....do .....	
No. 21:						
Wm. H. Barten ...	Teacher .....	600	M.	W.	Oct. 24, 1893	
Angelique Barten ...	Housekeeper .....	300	F.	I.	July 1, 1900	
No. 22:						
Mattie E. Ward .....	Teacher .....	600	F.	I.	Sept. 4, 1895	
Lizzie A. Bullard ...	Housekeeper .....	300	F.	I.	Sept. 16, 1896	
No. 23:						
Ralph P. Stanion ...	Teacher .....	600	M.	W.	Feb. 12, 1898	
M. Lillian Stanion .	Housekeeper .....	300	F.	W.	Jan. 11, 1899	
No. 24:						
Louis L. Meeker ...	Teacher .....	600	M.	W.	Jan. 10, 1894	
Laura A. Meeker ...	Housekeeper .....	300	F.	W.	Sept. 1, 1894	
No. 25:						
William J. Davis ...	Teacher .....	600	M.	W.	Sept. 6, 1898	
M. B. Davis .....	Housekeeper .....	300	F.	W.	.....do .....	
No. 26:						
John F. Wasmund .	Teacher .....	600	M.	W.	Apr. 8, 1901	
Grace Wasmund ...	Housekeeper .....	300	F.	W.	.....do .....	
No. 27:						
J. W. Lewis .....	Teacher .....	600	M.	I.	May 6, 1897	
Ida Lewis .....	Housekeeper .....	300	F.	I.	Sept. 1, 1894	
No. 28:						
William A. Root ...	Teacher .....	600	M.	W.	Oct. 6, 1898	
Josephine T. Root ..	Housekeeper .....	300	F.	W.	May 12, 1899	
No. 29:						
Edward Truman ...	Teacher .....	600	M.	W.	Oct. 28, 1898	
Emma L. Truman ...	Housekeeper .....	300	F.	W.	.....do .....	
No. 30:						
J. H. Holland .....	Teacher .....	600	M.	W.	Apr. 15, 1898	
Frances M. Holland .	Housekeeper .....	300	F.	W.	.....do .....	
No. 31:						
Claude C. Covey ...	Teacher .....	600	M.	W.	Feb. 27, 1900	
Myrtle V. Covey ...	Housekeeper .....	300	F.	W.	.....do .....	
No. 32:						
Guy R. Morey .....	Teacher .....	600	M.	W.	May 20, 1901	
Nellie S. Morey ...	Housekeeper .....	300	F.	W.	.....do .....	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Pipestone School, Pipestone, Minn.</i>						Act May 31, 1900 (31 Stats., 221).
De Witt S. Harris.....	Superintendent.....	\$1, 500	M.	W.	Oct. 24, 1892	
Sylvia A. Kneeland.....	Principal teacher.....	660	F.	W.	Mar. 20, 1893	
C. K. Peck.....	Industrial teacher.....	660	M.	W.	July 15, 1895	
E. E. Ely.....	Matron.....	600	F.	W.	May 14, 1894	
Flora Roy.....	Assistant matron.....	360	F.	I.	July 11, 1899	
Alice Cook.....	Seamstress.....	420	F.	W.	Nov. 4, 1894	
Gertrude Bonser.....	Cook.....	400	F.	I.	Nov. 1, 1895	
Hattie Lindsey.....	Assistant cook.....	120	F.	I.	Oct. 1, 1899	
Mitchell Wabwasking.....	Tailor.....	300	M.	I.	Sept. 26, 1898	
Grace Bonser.....	Laundress.....	420	F.	I.	Sept. 1, 1899	
Nellie Libby.....	Assistant laundress.....	180	F.	I.	Aug. 15, 1900	
Carrie M. Darnell.....	Teacher.....	600	F.	W.	Feb. 1, 1891	
Arthur C. Beaulieu.....	Fireman.....	120	M.	I.	Sept. 17, 1900	
Clara C. McAdam.....	Teacher.....	540	F.	W.	May 1, 1888	
Victoria Roy Ross.....	Assistant seamstress.....	180	F.	I.	Jan. 1, 1901	
Oscar E. Olson.....	Farmer.....	500	M.	W.	Mar. 30, 1901	
BIRCH COOLEY DAY SCHOOL.						
Robert H. C. Hinman ..	Teacher.....	p.m.60	M.	W.	Feb. 8, 1892	
Jessie H. Hinman.....	Housekeeper.....	p.m.30	F.	W.	Sept. 1, 1900	
<i>Ponca, Pawnee, and Otoe Agency, Okla.</i>						Act May 31, 1900 (31 Stats., 221).
PONCA SCHOOL.						
Gasper Edwards.....	Superintendent.....	1, 000	M.	W.	Sept. 19, 1898	
Dora N. Odekir.....	Teacher.....	660	F.	W.	Sept. 1, 1890	
Helen M. Colville.....	Kindergartner.....	600	F.	W.	Nov. 7, 1897	
Henry F. Furry.....	Industrial teacher.....	720	M.	W.	Oct. 16, 1891	
Minnie Dunlap.....	Seamstress.....	500	F.	W.	Mar. 11, 1895	
Susie Crowe.....	Assistant seamstress.....	180	F.	I.	Jan. 18, 1900	
Ann W. Hammack.....	Laundress.....	400	F.	W.	Oct. 23, 1894	
Rose Chapman.....	Assistant laundress.....	180	F.	I.	Apr. 3, 1900	
Lizzie A. Motzkus.....	Cook.....	400	F.	W.	Sept. 1, 1900	
Simon Ketosh.....	Farmer.....	600	M.	I.	July 1, 1900	
Belle Furry.....	Matron.....	600	F.	I.	Sept. 13, 1897	
Josie Roubideaux.....	Assistant matron.....	400	F.	I.	Oct. 1, 1895	
Albert F. Sausser.....	Baker.....	400	M.	W.	Feb. 11, 1901	
PAWNEE TRAINING SCHOOL.						
						Treaty Sept. 24, 1857 (11 Stats., 729). Act May 31, 1900 (31 Stats., 221).
George I. Harvey.....	Superintendent.....	1, 500	M.	W.	Apr. 7, 1900	
Sallie B. Neal.....	Teacher.....	660	F.	W.	Dec. 19, 1893	
Julia E. Hyde.....	do.....	600	F.	W.	Feb. 2, 1900	
Effie W. Parker.....	Kindergartner.....	600	F.	W.	Dec. 14, 1899	
Robert C. Jones.....	Industrial teacher.....	720	M.	W.	Jan. 1, 1896	
Anna M. Caffrey.....	Assistant matron.....	400	F.	W.	June 16, 1899	
Ida E. Rischard.....	Baker.....	400	F.	W.	Sept. 14, 1899	
Frank W. Long.....	Farmer.....	720	M.	I.	Jan. 1, 1897	
Nicholas Rischard.....	Shoe and harness maker.....	600	F.	W.	Dec. 17, 1898	
Ida Miller.....	Assistant matron.....	400	F.	I.	Apr. 1, 1897	
Phebe Howell.....	do.....	240	F.	I.	Oct. 14, 1898	
Minnie Bays.....	Laundress.....	400	F.	W.	Jan. 12, 1900	
Jennie M. Stone.....	Cook.....	400	F.	I.	Apr. 1, 1901	
Addie Wise.....	Assistant laundress.....	180	F.	W.	Apr. 19, 1901	
Fannie Hageman.....	Matron.....	600	F.	W.	Jan. 1, 1893	
Joseph A. Saunooke.....	Assistant industrial teacher.....	240	M.	I.	May 8, 1901	
Myrtle Poole.....	Seamstress.....	540	F.	I.	Feb. 12, 1896	
OTO SCHOOL.						
						Act Mar. 3, 1881 (21 Stats., 381).
H. H. Johnson.....	Superintendent.....	1, 000	M.	W.	Mar. 25, 1896	
Albert C. Ferguson.....	Industrial teacher.....	720	M.	W.	Feb. 1, 1893	
Olive Lambert.....	Matron.....	500	F.	W.	Apr. 17, 1894	
Julia Ogee.....	Assistant matron.....	400	F.	I.	Sept. 2, 1896	
Bitha I. Canfield.....	Seamstress.....	500	F.	W.	Feb. 16, 1895	
Birdie Recoir.....	Assistant laundress.....	180	F.	I.	Sept. 14, 1898	
David L. Maxwell.....	Farmer.....	600	M.	W.	Jan. 13, 1900	
Carrie T. Stevens.....	Laundress.....	400	F.	W.	Mar. 1, 1900	
William E. Alexander.....	Baker.....	360	M.	W.	June 7, 1898	
Dora Alexander.....	Cook.....	400	F.	W.	Apr. 28, 1900	
Margaret Glover.....	Teacher.....	600	F.	W.	Nov. 5, 1900	
Maggie Ferguson.....	Assistant seamstress.....	180	F.	I.	Apr. 1, 1901	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Potawatomi and Great Nemaha Agency, Kans.</i>						Act May 31, 1900 (31 Stats., 221).
POTAWATOMI SCHOOL.						
James Staley.....	Superintendent.....	\$900	M.	W.	Dec. 8, 1893	
James McAdams.....	Industrial teacher.....	500	M.	I.	Dec. 1, 1897	
Susan Gibbs.....	Assistant seamstress.....	120	F.	I.	Apr. 1, 1900	
Anna Lasley.....	Assistant laundress.....	120	F.	I.	Sept. 1, 1899	
Donald R. Osborne.....	Teacher.....	600	M.	W.	Oct. 3, 1894	
Berta D. Staley.....	Matron.....	500	F.	W.	Jan. 7, 1893	
Sarah E. Sample.....	Assistant teacher.....	540	F.	W.	Jan. 20, 1901	
Orra G. Hesse.....	Seamstress.....	500	F.	W.	Jan. 26, 1901	
Cora A. Truax.....	Laundress.....	420	F.	W.	Mar. 5, 1901	
Charles W. Ruckman.....	Farmer.....	600	M.	W.	Apr. 3, 1901	
Arrilda Perry.....	Cook.....	420	F.	W.	May 5, 1901	
Julia Waubonsee.....	Assistant cook.....	120	F.	I.	May 9, 1901	
Susie E. Hines.....	School clerk.....	720	F.	I.	Nov. 5, 1898	
GREAT NEMAHA SCHOOL.						
Thamar Richey.....	Superintendent.....	720	F.	W.	Nov. 28, 1892	
Mary L. Beates.....	Teacher.....	540	F.	W.	Oct. 11, 1897	
Adda Nicholson.....	Matron.....	400	F.	W.	July 1, 1889	
Minnie H. Finley.....	Seamstress.....	300	F.	I.	Aug. 1, 1899	
Emma Nicholson.....	Laundress.....	300	F.	W.	June 13, 1900	
James B. Welch.....	Industrial teacher.....	480	M.	I.	Aug. 4, 1900	
Henrietta Caskey.....	Cook.....	300	F.	W.	Apr. 1, 1901	
KICKAPOO SCHOOL.						
Robert Larimer.....	Superintendent.....	840	M.	W.	Sept. 1, 1891	
Sarah H. Chapin.....	Matron.....	500	F.	W.	Nov. 12, 1895	
Annie M. Schaffer.....	Seamstress.....	360	F.	W.	Aug. 29, 1892	
Mina Thornton.....	Laundress.....	360	F.	W.	June 16, 1899	
Sarah D. Hall.....	Cook.....	360	F.	W.	do.....	
Charles L. Atwater.....	Laborer.....	480	M.	W.	Mar. 13, 1899	
Elsie O. Ewing.....	Assistant teacher.....	480	F.	W.	Oct. 19, 1900	
Alta L. Handley.....	Teacher.....	540	F.	W.	Nov. 1, 1900	
<i>Puyallup School, Tacoma, Wash.</i>						Act May 31, 1900 (31 Stats., 221).
Frank Terry.....	Superintendent.....	1,500	M.	W.	May 14, 1892	
Henry J. Phillips.....	Assistant superintendent.....	1,200	M.	W.	Feb. 21, 1890	
Claude H. Kinnear.....	Physician.....	1,000	M.	W.	Oct. 13, 1893	
Laura E. Terry.....	Teacher.....	660	F.	W.	Feb. 6, 1893	
Ida McQuesten.....	do.....	660	F.	W.	Dec. 5, 1898	
Mary R. Pollock.....	Kindergartner.....	600	F.	W.	Nov. 14, 1892	
Charles D. Webster.....	Manual training teacher.....	840	M.	W.	Sept. 4, 1900	
Sarah C. Coy.....	Matron.....	660	F.	W.	Nov. 3, 1897	
Alice E. Lane.....	Assistant matron.....	400	F.	I.	Dec. 29, 1897	
Annie Lewis.....	Assistant seamstress.....	240	F.	I.	Sept. 26, 1898	
Minnie Sherwood.....	Baker.....	400	F.	I.	Feb. 20, 1899	
Maud Wooten.....	Assistant cook.....	240	F.	I.	Feb. 25, 1900	
Louis Preuss.....	Farmer.....	600	M.	W.	Apr. 1, 1895	
Frederick Freeman.....	Tailor.....	600	M.	I.	July 1, 1896	
George L. Nutley.....	Shoe and harness maker.....	600	M.	W.	May 29, 1898	
John Le Maister.....	Night watchman.....	240	M.	I.	Sept. 1, 1899	
Annie I. Winston.....	Assistant matron.....	500	F.	W.	Dec. 1, 1899	
Ellen McDonald.....	Assistant laundress.....	180	F.	I.	July 28, 1900	
Anna M. Sherrard.....	Nurse.....	600	F.	W.	Sept. 4, 1900	
Mary Marshall.....	Teacher.....	600	F.	W.	Sept. 1, 1894	
Orison E. Bean.....	Engineer.....	600	M.	W.	June 4, 1899	
Wm. H. Embree.....	Carpenter.....	600	M.	W.	Sept. 16, 1900	
William F. Peddicord.....	Laundress.....	420	M.	W.	Oct. 9, 1900	
Sara O'Here.....	Cook.....	500	F.	W.	Sept. 14, 1897	
Barbara M. Hoffer.....	Teacher.....	540	F.	W.	Apr. 19, 1901	
E. W. Taylor.....	Disciplinarian.....	600	F.	W.	May 2, 1901	
Annie F. Van Inwegen.....	Seamstress.....	500	F.	W.	Aug. 27, 1895	
Robert Barton.....	Blacksmith.....	600	M.	W.	June 11, 1901	
Edna Peddicord.....	Assistant matron.....	480	F.	W.	Apr. 3, 1900	
DAY SCHOOLS.						
Chehalis:						
David U. Betts.....	Teacher.....	600	M.	W.	May 6, 1893	
Emma G. Betts.....	Housekeeper.....	300	F.	W.	Jan. 3, 1893	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Puyallup School, Tacoma, Wash.—Cont'd.</i>						
DAY SCHOOLS—cont'd.						
Jamestown:						
John E. Malone	Teacher	\$600	M.	W.	Apr. 1, 1890	
Port Gamble:						
Albert Clawson	Teacher	600	M.	W.	Apr. 1, 1896	
Sarah E. Clawson	Housekeeper	300	F.	W.	Mar. 7, 1897	
Quinaliet:						
Thomas J. Hunt	Teacher	600	M.	W.	Oct. 7, 1899	
Nellie F. Hunt	Housekeeper	300	F.	W.	do	
Skokomish:						
J. E. Youngblood	Teacher	600	M.	W.	Aug. 15, 1893	
Minnie Youngblood	Housekeeper	300	F.	I.	Apr. 1, 1892	
<i>Quapaw Agency, Okla.</i>						
SENECA SCHOOL.						
Edgar A. Allen	Superintendent	1,500	M.	W.	Jan. 1, 1893	
Fannie R. Scales	Principal teacher	660	F.	W.	Sept. 12, 1894	
Benjamin F. Egnew	Industrial teacher	600	M.	W.	Mar. 1, 1895	
Lydia F. Spencer	Assistant matron	300	F.	I.	Aug. 16, 1899	
Mary B. Jennison	Assistant seamstress	180	F.	I.	Aug. 26, 1900	
Margaret E. Dunham	Laundress	420	F.	W.	June 13, 1900	
Matilda Nichols	Assistant laundress	180	F.	I.	Oct. 1, 1899	
Clarence C. Lickiss	Baker	400	M.	W.	Aug. 1, 1900	
James Spicer	Assistant farmer	240	M.	I.	Mar. 23, 1900	
Cora Beaver	Assistant matron	300	F.	I.	Aug. 15, 1900	
May Albright	Teacher	600	F.	W.	Jan. 10, 1900	
Ida J. Allen	do	600	F.	I.	Sept. 12, 1887	
Myrtle Long	Assistant cook	180	F.	I.	Oct. 16, 1900	
Nannie Dawson	Matron	600	F.	W.	Dec. 7, 1900	
Hattie Winney	Seamstress	450	F.	I.	Mar. 1, 1899	
Charles R. Scott	Carpenter	600	M.	W.	Sept. 6, 1900	
Ira Jones	Assistant farmer	240	M.	I.	Mar. 17, 1900	
<i>Rapid City School, Rapid City, S. Dak.</i>						
Sam B. Davis	Superintendent	1,200	M.	W.	Jan. 1, 1896	
Florence Davis	Principal teacher	660	F.	I.	Sept. 1, 1894	
Frank J. Filkins	Industrial teacher	600	M.	W.	Oct. 1, 1894	
E. O. Stilwell	Matron	600	F.	W.	Sept. 1, 1895	
Jane Johnson	Seamstress	500	F.	W.	July 1, 1884	
George W. Hill	Fireman	500	M.	I.	Nov. 14, 1895	
Rilla A. Pettis	Teacher	600	F.	W.	Oct. 2, 1900	
Amelia D. McMichael	Assistant matron	480	F.	W.	Oct. 25, 1900	
Amanda J. Filkins	Laundress	500	F.	W.	Dec. 18, 1900	
Ben Smith	Laborer	480	M.	I.	Jan. 17, 1901	
Anna E. Ladgin	Cook	500	F.	W.	Apr. 1, 1901	
<i>Rosebud School, S. Dak.</i>						
John B. Tripp	Superintendent	1,200	M.	W.	Oct. 14, 1891	
Mattie L. Adams	Principal teacher	720	F.	W.	Dec. 2, 1893	
Louise H. Klein	Trained nurse	720	F.	W.	July 1, 1899	
Mary Zielian	Seamstress	500	F.	W.	Oct. 14, 1898	
Ella E. Branchaud	Baker	480	F.	W.	Feb. 17, 1899	
Theodore Branchaud	Farmer	600	M.	I.	Nov. 1, 1894	
James Williamson	Carpenter	600	M.	W.	Sept. 11, 1899	
Harold Zielian	Assistant engineer	500	M.	W.	Oct. 25, 1899	
Ama L. Fitch	Teacher	540	F.	W.	July 24, 1897	
Nellie High Hawk	Assistant cook	240	F.	I.	Sept. 19, 1900	
Emelina H. Tripp	Matron	600	F.	W.	Oct. 8, 1900	
Stella S. Bullard	Assistant matron	480	F.	W.	Oct. 15, 1900	
Rose E. Floyd	Laundress	480	F.	W.	Dec. 7, 1895	
Samuel La Point	Assistant teacher	500	M.	I.	Dec. 11, 1900	
William H. Ross	Disciplinarian	720	M.	W.	Nov. 14, 1900	
Henry Stranger Horse	Assistant	240	M.	I.	Nov. 13, 1900	
Maude L. Van Wagenen	Kindergartner	600	F.	W.	Dec. 29, 1900	
Mitchel Robideau	Assistant laundress	240	M.	I.	Jan. 2, 1901	
Lloyd E. Carruthers	Engineer and electrician	1,000	M.	W.	Jan. 20, 1901	
Della F. Botsford	Teacher	600	F.	W.	Jan. 23, 1901	
Tina Armstrong	Cook	480	F.	W.	Jan. 24, 1901	
Edith M. Smith	Assistant matron	400	F.	I.	Feb. 12, 1901	
Amos Randall	Blacksmith	600	M.	W.	June 3, 1901	

Act May 31, 1900  
(31 Stats., 221).

Act May 31, 1900  
(31 Stats., 221).

Act Mar. 2, 1889  
(25 Stats., 895).

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Rosebud School, S. Dak.—Continued.</i>						
FIELD SERVICE.						
J. Franklin House .....	Day school inspector ...	\$1,200	M.	W.	Apr. 15, 1893	
Susan Bettelyoun .....	Female industrial teacher.	600	F.	I.	Feb. 14, 1899	
Julia Raymus .....	do .....	600	F.	I.	May 1, 1899	
Jennie Mullen .....	do .....	600	F.	I.	Sept. 1, 1897	
Hattie F. Eaton .....	do .....	600	F.	W.	Sept. 25, 1890	
Katie E. Bennett .....	do .....	600	F.	W.	Dec. 1, 1893	
Malvina McCorkle .....	do .....	600	F.	W.	Aug. 2, 1900	
Hermine Cournoyer .....	do .....	600	F.	I.	Nov. 1, 1895	
Walter Q. G. Tucker .....	Physician .....	1,000	M.	W.	Jan. 5, 1899	
ROSEBUD DAY SCHOOLS.						
Iron Wood Creek:						
Samuel J. Saindon .....	Teacher .....	p.m. 60	M.	W.	Mar. 5, 1899	
Nellie N. Saindon .....	Housekeeper .....	p.m. 30	F.	W.	Sept. 1, 1899	
Upper Cut Meat Creek:						
Eugene E. Kidney .....	Teacher .....	p.m. 60	M.	W.	Oct. 1, 1897	
Charlotte A. Kidney .....	Housekeeper .....	p.m. 30	F.	W.	do .....	
Cut Meat Creek:						
Anna L. Cave .....	Teacher .....	p. m. 60	F.	W.	Apr. 1, 1901	
Harry W. Cave .....	Housekeeper .....	p. m. 30	M.	W.	do .....	
Little White River:						
J. M. Corbin .....	Teacher .....	p. m. 60	M.	W.	Apr. 24, 1891	
Martha A. Corbin .....	Housekeeper .....	p. m. 30	F.	W.	Sept. 21, 1891	
He Dog's Camp:						
Arthur E. McFatridge .....	Teacher .....	p. m. 60	M.	W.	Feb. 7, 1898	
Clara McFatridge .....	Housekeeper .....	p. m. 30	F.	W.	do .....	
Milks' Camp:						
Henry W. Fielder .....	Teacher .....	p. m. 60	M.	I.	Dec. 14, 1900	
Clara B. Fielder .....	Housekeeper .....	p. m. 30	F.	I.	do .....	
Spring Creek:						
Z. A. Parker .....	Teacher .....	p. m. 60	F.	W.	Feb. 1, 1888	
William M. Parker .....	Housekeeper .....	p. m. 30	M.	W.	Feb. 14, 1891	
Red Leaf's Camp:						
Krauth H. Cressman .....	Teacher .....	p. m. 60	M.	W.	May 29, 1893	
Jane E. Cressman .....	Housekeeper .....	p. m. 30	F.	W.	Sept. 1, 1900	
Black Pipe Creek:						
John W. Clendenning .....	Teacher .....	p. m. 60	M.	W.	Mar. 3, 1900	
Leota R. Clendenning .....	Housekeeper .....	p. m. 30	F.	W.	do .....	
Corn Creek:						
Jesse B. Mortsolf .....	Teacher .....	p. m. 60	M.	W.	Sept. 19, 1899	
Grace Mortsolf .....	Housekeeper .....	p. m. 30	F.	W.	do .....	
Lower Cut Meat Creek:						
Carey V. Thorn .....	Teacher .....	p. m. 60	M.	W.	Sept. 16, 1899	
E. Belle Thorn .....	Housekeeper .....	p. m. 30	F.	W.	do .....	
Upper Pine Creek:						
William P. Taber .....	Teacher .....	p. m. 60	M.	W.	July 25, 1893	
Flora A. Taber .....	Housekeeper .....	p. m. 30	F.	W.	Jan. 5, 1900	
Pine Creek:						
Henry J. Barnes .....	Teacher .....	p. m. 60	M.	W.	Sept. 18, 1895	
Susie A. Barnes .....	Housekeeper .....	p. m. 30	F.	W.	do .....	
Ring Thunder Camp:						
Olof G. Olson .....	Teacher .....	p. m. 60	M.	W.	Sept. 11, 1898	
Julia L. Olson .....	Housekeeper .....	p. m. 30	F.	W.	do .....	
White Thunder Creek:						
Adelbert W. Leech .....	Teacher .....	p. m. 60	M.	W.	Oct. 21, 1900	
Mary B. Leech .....	Housekeeper .....	p. m. 30	F.	W.	Nov. 17, 1900	
Butte Creek:						
Edward F. Paddock .....	Teacher .....	p. m. 60	M.	W.	July 1, 1893	
H. E. Paddock .....	Housekeeper .....	p. m. 30	F.	W.	Nov. 7, 1897	
Little Crows' Camp:						
George G. Davis .....	Teacher .....	p. m. 60	M.	W.	Mar. 14, 1893	
Cora Davis .....	Housekeeper .....	p. m. 30	F.	W.	Sept. 1, 1896	
Whirlwind Soldiers' Camp:						
Edward C. Tayloe .....	Teacher .....	p. m. 60	M.	W.	Feb. 6, 1894	
Maud R. Tayloe .....	Housekeeper .....	p. m. 30	F.	W.	Apr. 1, 1894	
Oak Creek:						
Jennie Duncan .....	Teacher .....	p. m. 60	F.	W.	July 19, 1895	
Harry B. Duncan .....	Housekeeper .....	p. m. 30	M.	W.	Jan. 1, 1901	



Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Rosebud School, S. Dak.—</i>						
Continued.						
<b>ROSEBUD DAY SCHOOLS—</b>						
Continued.						
White River:						
J. W. Hendren .....	Teacher .....	p. m. \$30	M.	W.	Sept. 20, 1894	
Isadore Hendren...	Housekeeper .....	p. m. 60	F.	W.	Apr. 1, 1898	
Bull Creek:						
Harry B. Norman .....	Teacher .....	p. m. 60	M.	W.	Oct. 1, 1899	
Effie F. Norman .....	Housekeeper .....	p. m. 30	F.	W.	.....do .....	
<i>Round Valley School,</i>						
<i>Covelo, Cal.</i>						
						Act May 31, 1900 (31 Stats., 221).
Harry F. Liston .....	Superintendent .....	1,200	M.	W.	Sept. 20, 1889	
Florence Liston .....	Matron .....	540	F.	W.	Sept. 15, 1894	
Rosa Tillotson .....	Assistant matron .....	240	F.	I.	May 14, 1899	
Joseph Rose .....	Night watchman .....	240	M.	W.	July 1, 1900	
Bessie M. Sherman .....	Seamstress .....	500	F.	W.	Oct. 11, 1900	
Nancy Reeves .....	Laundress .....	480	F.	I.	Dec. 1, 1900	
Laura B. Norton .....	Teacher .....	540	F.	W.	Mar. 4, 1901	
Annie I. Garber .....	Principal teacher .....	600	F.	W.	.....do .....	
Edward Greene .....	Industrial teacher .....	600	M.	W.	May 1, 1901	
Maggie Dorman .....	Cook .....	480	F.	I.	May 13, 1901	
<i>Sac and Fox School,</i>						
<i>Toledo, Iowa.</i>						
						Act May 31, 1900 (31 Stats., 221).
George W. Nellis .....	Superintendent .....	1,000	M.	W.	Mar. 14, 1891	
Laura B. Cottrell .....	Teacher .....	600	F.	W.	Apr. 7, 1894	
George H. Tibbetts .....	Industrial teacher .....	600	M.	W.	June 16, 1899	
Martha A. Tibbetts .....	Laundress .....	450	F.	W.	June 20, 1899	
Samuel L. Archibald .....	Cook .....	450	M.	W.	Oct. 2, 1900	
Emma Showan .....	Indian assistant .....	240	F.	I.	Jan. 1, 1899	
<i>Sac and Fox Agency,</i>						
<i>Okl.</i>						
SAC AND FOX SCHOOL.						
						Treaty Oct. 11, 1842 (7 Stats., 596); act May 31, 1900 (31 Stats., 221).
Horace J. Johnson .....	Superintendent .....	1,000	M.	W.	May 2, 1893	
Mary Johnson .....	Principal teacher .....	600	F.	W.	Apr. 14, 1897	
Gem Vaughan .....	Kindergartner .....	600	F.	W.	Sept. 16, 1889	
Marie Degering .....	Seamstress .....	450	F.	W.	Oct. 30, 1900	
James W. Wilson .....	Industrial teacher .....	600	M.	W.	Oct. 1, 1900	
Florence P. Monroe .....	Matron .....	500	F.	W.	Nov. 1, 1895	
Laura Froneberger .....	Assistant matron .....	400	F.	I.	Sept. 1, 1900	
Charles H. Casper .....	Assistant cook .....	240	M.	I.	Jan. 31, 1901	
Leona P. Casper .....	Cook .....	400	F.	W.	May 10, 1901	
Allison R. Betz .....	Farmer .....	600	M.	I.	May 18, 1898	
Minnie Lawrence .....	Laundress .....	300	F.	I.	Mar. 15, 1901	
Ella Sneed .....	Assistant laundress .....	240	F.	W.	June 6, 1901	
ABSENTEE SHAWNEE SCHOOL.						
						Act May 31, 1900 (31 Stats., 221).
Mary C. Williams .....	Superintendent .....	1,000	F.	W.	Sept. 5, 1891	
Emma Kane .....	Principal teacher .....	660	F.	W.	Sept. 5, 1895	
Emma Loomis .....	Teacher .....	540	F.	W.	Nov. 5, 1897	
Ottilla Kessel .....	Kindergartner .....	600	F.	W.	Feb. 12, 1895	
Edith Reid .....	Matron .....	600	F.	W.	Mar. 4, 1896	
Parmelia Massengill .....	Assistant matron .....	300	F.	I.	Mar. 15, 1897	
Ethel Gillilan .....	Seamstress .....	450	F.	W.	June 17, 1899	
Eunice Rice .....	Assistant seamstress .....	180	F.	I.	Sept. 1, 1898	
Lucy Elephant .....	Assistant cook .....	240	F.	I.	Nov. 1, 1900	
Nancy Kennedy .....	Laundress .....	360	F.	W.	Apr. 1, 1893	
Lizzie Chisholm .....	Assistant laundress .....	240	F.	I.	Jan. 1, 1901	
Louis Tyner .....	Industrial teacher .....	600	M.	I.	Apr. 2, 1901	
James Alford .....	Farmer .....	450	M.	I.	.....do .....	
Lizzie Coker .....	Cook .....	400	F.	I.	.....do .....	
John Sampson .....	Assistant farmer .....	180	M.	I.	.....do .....	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Salem School, Chemawa, Oreg.</i>						Act May 31, 1900 (31 Stats., 221).
T. W. Potter	Superintendent	\$1,800	M.	W.	Mar. 15, 1884	
W. P. Campbell	Assistant superintendent and clerk.	1,200	M.	W.	Sept. 1, 1881	
Leon A. Wooden	Assistant clerk	600	M.	W.	Jan. 15, 1896	
E. S. Clark	Physician	1,200	M.	W.	Apr. 1, 1892	
David E. Brewer	Disciplinarian	900	M.	I.	Oct. 1, 1883	
Sarah C. Cloutier	Teacher	660	F.	W.	Oct. 4, 1894	
Etta M. French	do	660	F.	W.	Mar. 1, 1892	
Frances Bowman	do	660	F.	W.	Mar. 11, 1897	
Margaret Miller	do	660	F.	W.	Sept. 6, 1895	
Nellie J. Campbell	do	600	F.	W.	Sept. 1, 1881	
Agnese J. Lockhart	do	600	F.	W.	July 1, 1885	
Johnson Williams	Assistant teacher	540	M.	I.	Apr. 1, 1900	
Mellie E. Dohsie	Music teacher	600	F.	W.	Jan. 1, 1890	
William Hunt	Industrial teacher	600	M.	I.	July 1, 1899	
Mary E. Theisz	Matron	720	F.	W.	June 1, 1894	
Elizabeth T. Adair	Assistant matron	600	F.	W.	Nov. 4, 1889	
Lottie A. Pattie	do	480	F.	I.	Feb. 1, 1893	
Eusebia L. Clark	Nurse	600	F.	W.	Nov. 26, 1898	
Dollie Laufman	Seamstress	540	F.	W.	Sept. 27, 1893	
Agnese Bagnell	Assistant seamstress	240	F.	I.	May 1, 1898	
Katie L. Brewer	Laundress	500	F.	I.	Oct. 22, 1883	
L. C. Henderson	Baker	540	M.	W.	Nov. 27, 1897	
S. M. Childers	Farmer	800	M.	W.	Jan. 1, 1895	
Anton F. Overman	Tailor	660	M.	W.	Dec. 1, 1899	
Harvey L. Scott	Blacksmith	660	M.	W.	Nov. 7, 1899	
Samuel D. Becker	Engineer	900	M.	W.	Dec. 25, 1899	
Henry W. Stoudermeyer.	Laborer	400	M.	W.	Oct. 1, 1899	
James Mitchell	Assistant engineer	600	M.	W.	Nov. 12, 1900	
Mary A. Reason	Principal teacher	1,000	F.	W.	Apr. 5, 1892	
George S. Hilb	Wagon maker and painter.	600	M.	W.	May 13, 1896	
Robert Depoe	Assistant teacher	540	M.	I.	May 25, 1897	
Maggie Mitchell	Assistant laundress	120	F.	I.	Jan. 28, 1901	
Joseph Teabo	Assistant disciplinarian	120	M.	I.	Jan. 30, 1901	
Charles H. Woods	Carpenter	660	M.	W.	Feb. 23, 1901	
Adolph Farrow	Shoe and harness maker	660	M.	I.	Dec. 15, 1900	
Arthur Bensell	Assistant shoe and harness maker.	120	M.	I.	Sept. 16, 1899	
Carrie Becker	Assistant matron	500	F.	W.	Oct. 12, 1895	
Marion R. Decker	Assistant engineer	120	M.	I.	Mar. 12, 1901	
Arthur H. Williams	Cook	600	M.	W.	Apr. 1, 1901	
Mary Hilb	Housekeeper	480	F.	W.	Aug. 31, 1898	
Thomas Young	Assistant farmer	120	M.	I.	Apr. 1, 1901	
Marie Seamans	Teacher	600	F.	W.	May 8, 1901	
Maggie Johns	Assistant cook	120	F.	I.	Apr. 22, 1901	
<i>San Carlos Agency, Ariz.</i>						Act May 31, 1900 (31 Stats., 221).
SAN CARLOS SCHOOL.						
Charles L. Davis	Superintendent	1,000	M.	W.	Sept. 1, 1894	
Anna B. Gould	Teacher	660	F.	W.	Jan. 8, 1889	
Jennie L. Burton	Kindergartner	600	F.	W.	Nov. 1, 1899	
Clarence A. Churchill	Industrial teacher	600	M.	W.	May 14, 1893	
Drusilla Churchill	Matron	600	F.	W.	Dec. 25, 1895	
Charlotte Schulz	Assistant matron	480	F.	W.	Jan. 20, 1899	
Kate M. Campbell	Seamstress	500	F.	W.	Feb. 18, 1899	
Myron Sippi	Indian assistant	300	M.	I.	Aug. 18, 1896	
May E. Newkirk	Cook	500	F.	W.	Dec. 24, 1898	
Naomi Kohten Sippi	Laundress	500	F.	I.	Mar. 11, 1898	
Herbert Tullsen	Teacher	540	M.	W.	Dec. 11, 1900	
RICE STATION SCHOOL.						Act May 31, 1900 (31 Stats., 221).
Robert A. Cochran	Superintendent	1,400	M.	W.	Jan. 1, 1895	
Alice Kingcade	Teacher	720	F.	W.	Aug. 15, 1893	
Emma D. Johnson	do	660	F.	I.	Sept. 1, 1897	
Ruth H. Irwin	Kindergartner	600	F.	W.	Sept. 1, 1900	
Elsie B. Cochran	Matron	660	F.	W.	Jan. 1, 1895	
Carrie M. Hamlin	Assistant matron	500	F.	I.	Nov. 16, 1898	
Adaline Crane	Seamstress	540	F.	W.	Nov. 17, 1900	
Theresa C. Furlong	Laundress	540	F.	W.	Oct. 23, 1900	
Alice C. McNabney	Cook	540	F.	W.	Sept. 1, 1900	
Alice M. Mahseel	Assistant cook	360	F.	I.	Oct. 29, 1900	
Herbert A. Gordon	Engineer	800	M.	W.	Aug. 30, 1900	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>San Carlos Agency, Ariz.—Continued.</i>						
RICE STATION SCHOOL—continued.						
James W. Balmer .....	Clerk .....	\$720	M.	W.	Sept. 12, 1899	
Guilford B. Davis .....	Industrial teacher .....	720	M.	W.	Sept. 13, 1900	
Helen Kogay .....	Assistant .....	120	F.	I.	Dec. 1, 1900	
Wilhelmina Brandherm .....	Assistant matron .....	480	F.	W.	Mar. 1, 1901	
John D. Bale .....	Carpenter .....	720	M.	W.	Feb. 1, 1901	
James Furlong .....	Farmer .....	720	M.	W.	May 1, 1893	
Minnie Schiffbauer .....	Teacher .....	600	F.	I.	Sept. 1, 1896	
William B. Compton .....	Baker .....	480	M.	W.	May 6, 1901	
<i>Santa Fe School, Santa Fe, N. Mex.</i>						
Act May 31, 1900 (31 Stats., 221).						
C. J. Crandall .....	Superintendent .....	1,700	M.	W.	Apr. 1, 1892	
Francis J. McCormack .....	Clerk .....	1,000	M.	W.	Oct. 10, 1895	
Hugh Sousea .....	Disciplinarian .....	720	M.	I.	Mar. 17, 1898	
Stephen B. Weeks .....	Principal teacher .....	900	M.	W.	Dec. 1, 1899	
Gertrude Ferris .....	Teacher .....	720	F.	W.	Jan. 1, 1898	
Mary E. Dawes .....	do .....	660	F.	W.	Sept. 1, 1895	
Robert J. Jackson .....	do .....	600	F.	I.	June 10, 1896	
Ada C. McCormack .....	do .....	480	F.	W.	Sept. 15, 1894	
Margaret E. Laird .....	Kindergartner .....	600	F.	W.	Aug. 1, 1895	
W. T. Shelton .....	Industrial teacher .....	720	M.	W.	July 23, 1894	
Belle R. Zimmerman .....	Matron .....	720	F.	W.	Nov. 24, 1893	
Hattie A. Shelton .....	Assistant matron .....	600	F.	W.	Jan. 3, 1895	
May Throssell .....	do .....	300	F.	I.	Jan. 1, 1900	
Sara Jeffries .....	Nurse .....	600	F.	W.	July 18, 1896	
Dora Gurule .....	Seamstress .....	500	F.	W.	Jan. 11, 1895	
Severiano Tafoya .....	Baker .....	480	M.	I.	Sept. 1, 1899	
Douglas Holt .....	Tailor .....	600	M.	I.	Feb. 8, 1899	
S. N. Beal .....	Shoe and harness maker .....	600	M.	W.	July 1, 1895	
J. G. Borrego .....	Blacksmith .....	600	M.	W.	Jan. 24, 1899	
Harry Throssell .....	Night watchman .....	480	M.	I.	Sept. 1, 1898	
Elmer G. Crittenden .....	Carpenter .....	720	M.	W.	May 6, 1900	
Lillian B. Adams .....	Cook .....	500	F.	W.	Sept. 5, 1899	
Anna Kowuni .....	Assistant matron .....	360	F.	I.	Oct. 12, 1898	
Myrtle J. Smith .....	Assistant seamstress .....	400	F.	I.	Jan. 8, 1898	
Alice Sheffield .....	Assistant laundress .....	180	F.	I.	Sept. 9, 1900	
Giles L. Marsh, jr. ....	Teacher .....	540	M.	W.	Apr. 16, 1901	
Loua Graves .....	Laundress .....	500	F.	W.	Apr. 30, 1901	
Era N. Lamberson .....	Engineer .....	600	M.	W.	May 20, 1901	
SANTA FE DAY SCHOOLS.						
Cochiti:						
Lillian E. Johnson .....	Teacher .....	p.m. 72	F.	W.	Nov. 18, 1895	
Jemez:						
Emma Dawson .....	do .....	p.m. 72	F.	W.	Nov. 13, 1891	
Elizabeth S. Gooden .....	Housekeeper .....	p.m. 30	F.	W.	Sept. 18, 1900	
Nambe:						
Lizzie M. Lampson .....	Teacher .....	p.m. 72	F.	W.	Sept. 8, 1892	
Taos:						
Alice G. Dwire .....	do .....	p.m. 72	F.	W.	Dec. 5, 1890	
Lorenzo Martinez .....	Housekeeper .....	p.m. 30	M.	I.	Sept. 1, 1900	
Picuris:						
Starr Hayes .....	Teacher .....	p.m. 72	F.	W.	Dec. 4, 1894	
San Ildefonso:						
Esther B. Hoyt .....	do .....	p.m. 72	F.	W.	Sept. 12, 1895	
San Juan:						
Felipe Valdez .....	do .....	p.m. 72	M.	W.	Dec. 10, 1896	
Santa Clara:						
W. C. B. Biddle .....	do .....	p.m. 72	M.	W.	Oct. 1, 1894	
Santo Domingo:						
Flora F. Cushman .....	do .....	p.m. 72	F.	W.	Dec. 6, 1893	
Tesuque:						
Belle Steele .....	do .....	p.m. 72	F.	W.	Nov. 20, 1899	
Zia:						
Annie M. Sayre .....	do .....	p.m. 72	F.	W.	Sept. 16, 1891	
Field service:						
Mary E. Dissette .....	Supervising teacher .....	900	F.	W.	Nov. 1, 1896	
Thomas W. Voetter .....	Assistant clerk .....	720	M.	W.	Jan. 25, 1901	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.	
<i>Santee Agency, Nebr.</i>							
SANTEE SCHOOL.							
Joseph F. Estes	Superintendent	\$900	M.	I.	Apr. 3, 1901	Act Mar. 2, 1889 (25 Stats., 895).	
Laura Howe	Teacher	600	F.	W.	Jan. 29, 1898		
Jesse White	Industrial teacher	540	M.	I.	July 1, 1900		
Blanche M. Lyon	Matron	500	F.	W.	Sept. 1, 1898		
Clara Cash	Assistant seamstress	120	F.	I.	Sept. 1, 1900		
Daniel Graham	Laborer	400	M.	I.	Nov. 20, 1899		
Kate Jones	Laundress	400	F.	W.	Mar. 5, 1901		
Susan E. Holderman	Cook	420	F.	W.	Oct. 1, 1900		
Rebecca Ross	Assistant cook	120	F.	I.	do		
Nellie Woodbury	Assistant matron	300	F.	I.	Nov. 1, 1900		
Julia Crow	Assistant laundress	120	F.	I.	do		
Mary C. Burton	Kindergartner	600	F.	W.	Dec. 10, 1900		
Nora Yarnall	Seamstress	450	F.	W.	Apr. 12, 1901		
May E. Knox	Assistant teacher	540	F.	W.	Sept. 29, 1899		
HOPE SCHOOL.							
Morton E. Bradford	Superintendent	900	M.	W.	Mar. 12, 1894	Act May 31, 1900 (31 Stats., 221).	
Josephine Hilton	Teacher	540	F.	W.	Sept. 1, 1895		
Henrietta Jones	Cook	300	F.	W.	Sept. 3, 1895		
C. F. Miller	Teamster and laborer	480	M.	W.	Jan. 21, 1898		
Fannie Bradford	Matron	500	F.	W.	Apr. 3, 1894		
Ella Brinker	Seamstress	420	F.	W.	Nov. 1, 1893		
Emma McBride	Laundress	300	F.	I.	Apr. 1, 1901		
PONCA DAY SCHOOL.							
Matthew R. Derig	Teacher	p.m. 60	M.	W.	Jan. 20, 1898	Act May 31, 1900 (31 Stats., 221).	
<i>Seger Colony School, Okla.</i>							
John H. Seger	Superintendent	1,200	M.	W.	Jan. 1, 1873	Act May 31, 1900 (31 Stats., 221).	
S. K. Wauchope	Clerk	900	M.	W.	Aug. 2, 1894		
E. E. Palmer	Teacher	600	M.	W.	Sept. 12, 1894		
Sallie Woolf Bryce	Assistant matron	400	F.	W.	Nov. 17, 1892		
Bertie Aspley	Seamstress	420	F.	W.	Aug. 16, 1895		
Jodie A. Saunders	Cook	400	F.	W.	Mar. 27, 1900		
J. G. Dixon	Carpenter	660	M.	W.	Aug. 1, 1895		
William D. Bryce	Industrial teacher	600	M.	W.	Apr. 12, 1896		
Emma V. Robinson	Matron	600	F.	W.	Mar. 11, 1893		
Watan	Assistant farmer	240	M.	I.	Oct. 1, 1900		
Julia Long	Laundress	360	F.	I.	Oct. 27, 1900		
Lula L. Medicine	Assistant baker	180	F.	I.	Jan. 18, 1901		
Alice Inkanish	Assistant matron	180	F.	I.	Aug. 16, 1900		
Rebecca Witt	Baker	180	F.	I.	Apr. 8, 1901		
Elizabeth DeLesdernier	Kindergartner	600	F.	W.	Apr. 15, 1901		
<i>Shebits School, St. George, Utah.</i>							
Laura B. Work	Superintendent	840	F.	W.	Mar. 12, 1898		Act May 31, 1900 (31 Stats., 221).
Joe Paglin o wan amp.	Assistant	150	M.	I.	Oct. 1, 1900		
<i>Shoshoni Agency School, Wyo.</i>							
George W. Myers	Superintendent	1,400	M.	W.	Dec. 1, 1892	Act May 31, 1900 (31 Stats., 221).	
Frank A. Virtue	Principal teacher	720	M.	W.	Dec. 1, 1895		
Mae S. Glase	Teacher	600	F.	W.	Mar. 24, 1900		
August F. Duclos	Manual training teacher	720	M.	W.	Sept. 1, 1894		
Clare Jessup	Matron	600	F.	W.	Jan. 1, 1890		
Emma E. Duclos	Assistant matron	500	F.	W.	May 1, 1895		
Maude M. C. Orr	Seamstress	540	F.	W.	Oct. 1, 1899		
Julia Wheelock	Laundress	500	F.	I.	July 1, 1900		
Fred Leonard	Baker	480	M.	I.	Jan. 1, 1898		
Charles L. Otto	Carpenter	600	M.	W.	June 25, 1900		
W. W. Cochran	Engineer	900	M.	W.	Feb. 21, 1899		
Henrietta Hadden	Kindergartner	600	F.	W.	Sept. 15, 1900		
Alice A. Otto	Cook	540	F.	I.	Apr. 1, 1901		
John F. Johnson	Assistant engineer	360	M.	I.	do		

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Siletz Agency School, Oreg.</i>						Act May 31, 1900 (31 Stats., 221).
Jeannette M. Buckles..	Teacher .....	\$480	F.	I.	May 1, 1899	
Elizabeth M. Dyer.....	Nurse.....	500	F.	W.	Oct. 6, 1899	
Harriet Brown.....	Laundress.....	300	F.	I.	Oct. 2, 1900	
Mary Kruger.....	Matron.....	500	F.	I.	May 4, 1895	
Gertrude E. Bates.....	Seamstress.....	400	F.	W.	Nov. 26, 1900	
Kitty Stanton.....	Cook.....	400	F.	W.	Dec. 15, 1900	
Omar Bates.....	Industrial teacher.....	540	M.	W.	July 26, 1895	
Tirzah Trask.....	Assistant matron.....	360	F.	I.	Mar. 14, 1901	
<i>Sisseton Agency School, S. Dak.</i>						Act Mar. 3, 1891 (28 Stats., 321).
E. T. McArthur.....	Superintendent.....	1,500	M.	W.	Sept. 1, 1891	
Gussie Stocker.....	Teacher.....	660	F.	W.	May 19, 1893	
Nancy V. Talmage.....	Kindergartner.....	600	F.	W.	Apr. 1, 1898	
Henrietta Baker.....	Matron.....	600	F.	W.	Oct. 5, 1888	
Lillie M. Sheel.....	Seamstress.....	450	F.	W.	May 29, 1900	
Clara L. Stuve.....	Laundress.....	360	F.	W.	Mar. 22, 1900	
Lucy I. Conger.....	Assistant teacher.....	480	F.	I.	Oct. 1, 1899	
Capitola C. Butterfield.....	Assistant matron.....	500	F.	W.	Oct. 23, 1893	
John H. Bailly.....	Industrial teacher.....	600	M.	I.	Dec. 26, 1897	
Edwin F. Banning.....	Shoehand harness maker.....	500	M.	W.	Dec. 17, 1900	
Andrew J. Montgomery.....	Clerk.....	900	M.	W.	Nov. 9, 1898	
Edward Brown.....	Night watchman.....	400	M.	I.	June 1, 1901	
Lucy M. Pullin.....	Cook.....	480	F.	N.	June 11, 1901	
<i>Standing Rock Agency, N. Dak.</i>						Act Mar. 2, 1899 (25 Stats., 895).
STANDING ROCK SCHOOL.						
Ewald C. Witzleben.....	Superintendent.....	1,000	M.	W.	Nov. 17, 1886	
Agnes V. Witzleben.....	Teacher.....	540	F.	W.	Mar. 1, 1884	
Joseph J. Huse.....	Industrial teacher.....	600	M.	W.	Jan. 1, 1892	
Walburga Huse.....	Hospital nurse.....	480	F.	W.	July 1, 1891	
Petronilla Uhing.....	Seamstress.....	480	F.	W.	Aug. 1, 1891	
Mary Muff.....	Laundress.....	480	F.	W.	Oct. 1, 1895	
Bertha Weber.....	Baker.....	480	F.	W.	June 16, 1899	
Mary Huber.....	Cook.....	480	F.	W.	Oct. 20, 1899	
William R. Bower.....	Carpenter and engineer.....	720	M.	W.	Apr. 25, 1899	
Margaret Marpiyasapa.....	Assistant.....	240	F.	I.	Sept. 1, 1896	
Henry G. Allanson.....	Principal teacher.....	720	M.	I.	Apr. 1, 1897	
Seraphine E. Ecker.....	Matron.....	600	F.	W.	Sept. 1, 1891	
Rosalia A. Doppler.....	Assistant matron.....	360	F.	W.	July 1, 1886	
Wilda Hancock.....	Teacher.....	600	F.	W.	Dec. 7, 1900	
Annie Gates.....	Assistant hospital nurse.....	240	F.	I.	Sept. 4, 1899	
Mary Bullhead.....	Assistant.....	240	F.	I.	Jan. 25, 1901	
Elvina Quinlan.....	Hospital cook.....	360	F.	I.	Jan. 1, 1898	
George Matokokipapi.....	Assistant industrial teacher.....	300	M.	I.	Sept. 5, 1899	
Basil Two Bears.....	Night watchman.....	360	M.	I.	Sept. 1, 1900	
Paul Walker.....	Assistant.....	120	M.	I.	May 18, 1901	
Josie Goodiron.....	do.....	120	F.	I.	May 27, 1901	
Samuel M. Trevellick.....	School clerk.....	720	M.	W.	Apr. 7, 1900	
AGRICULTURAL SCHOOL.						
Martin Kenel.....	Superintendent.....	1,000	M.	W.	Nov. 1, 1884	
Rhabana Stoup.....	Principal teacher.....	720	F.	W.	Sept. 1, 1883	
Bridget McColligan.....	Teacher.....	600	F.	W.	Sept. 1, 1893	
Felix Hoheisel.....	Industrial teacher.....	600	M.	W.	Apr. 1, 1890	
Placidia Schaefer.....	Matron.....	600	F.	W.	July 1, 1883	
Josephine Landrie.....	Assistant matron.....	360	F.	I.	Oct. 1, 1895	
Cecilia Camenzind.....	Seamstress.....	480	F.	W.	Sept. 1, 1887	
Therese Markle.....	Laundress.....	480	F.	W.	July 1, 1884	
Mary H. Holenstein.....	Cook.....	480	F.	W.	Oct. 1, 1894	
Adolf Kabusreiter.....	Carpenter.....	600	M.	W.	Nov. 7, 1900	
Angelica Hodgkiss.....	Assistant.....	240	F.	I.	Jan. 1, 1901	
Elizabeth Littlehorse.....	do.....	180	F.	I.	do.....	
Vital Bearface.....	Night watchman.....	300	M.	I.	Apr. 25, 1901	
GRAND RIVER SCHOOL.						
Hugh M. Noble.....	Superintendent.....	1,000	M.	W.	June 12, 1894	
Henry Obershaw.....	Industrial teacher.....	600	M.	I.	Dec. 1, 1895	
Ella Spurgeon.....	Matron.....	600	F.	W.	Aug. 1, 1892	
Ida E. Taggart.....	Seamstress.....	480	F.	W.	Apr. 8, 1899	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Standing Rock Agency, N. Dak.—Continued.</i>						
GRAND RIVER SCHOOL—continued.						
Anna Bruns.....	Laundress.....	\$480	F.	W.	Oct. 27, 1899	
Celia A. Grimes.....	Cook.....	480	F.	W.	Feb. 23, 1900	
John M. Green.....	Carpenter.....	600	M.	I.	Mar. 1, 1899	
Imelda Swiftcloud.....	Assistant.....	180	F.	I.	Sept. 1, 1896	
Lillian Malaby.....	Assistant matron.....	540	F.	W.	Sept. 1, 1893	
Christina H. Ironeye.....	Indian assistant.....	240	F.	I.	Apr. 1, 1901	
Charles Lookingback.....	Night watchman.....	300	M.	I.	do	
Joachim M. Dankwardt.....	Principal teacher.....	720	M.	W.	Oct. 1, 1899	
Agnes M. Doig.....	Teacher.....	600	F.	W.	Jan. 14, 1901	
Hubert W. Dudley.....	Physician.....	1,000	M.	W.	June 1, 1901	
DAY SCHOOLS.						
No. 1:						
James L. Hazard.....	Teacher.....	p.m. 60	M.	W.	Jan. 22, 1894	
Matilda One Horn.....	Housekeeper.....	p.m. 30	F.	I.	Dec. 17, 1900	
Eugene Hoksilasapa.....	Janitor.....	p.m. 18	M.	I.	Sept. 18, 1896	
No. 2:						
Agnes B. Rudy.....	Teacher.....	p.m. 60	F.	I.	Sept. 1, 1896	
Mary Gayton.....	Housekeeper.....	p.m. 30	F.	I.	Sept. 1, 1899	
Luke Isnawakawa.....	Janitor.....	p.m. 18	M.	I.	Feb. 17, 1893	
CANNON BALL DAY SCHOOL.						
Agnes G. Fredette.....	Teacher.....	p.m. 72	F.	I.	Mar. 16, 1891	
Nellie M. Brown.....	Assistant teacher.....	p.m. 48	F.	W.	Apr. 18, 1901	
Katie Menz.....	Housekeeper.....	p.m. 30	F.	I.	July 1, 1897	
Claude Kill Spotted.....	Janitor.....	p.m. 18	M.	I.	Oct. 15, 1900	
BULLHEAD.						
Robert P. Higheagle.....	Teacher.....	p.m. 60	M.	I.	Aug. 1, 1895	
Louisa Higheagle.....	Housekeeper.....	p.m. 30	F.	I.	Sept. 16, 1899	
William Two Furs.....	Janitor.....	p.m. 18	M.	I.	Mar. 1, 1901	
FIELD SERVICE.						
Marie L. Van Solen.....	Female industrial teacher.	600	F.	I.	Sept. 1, 1885	
Marie L. McLaughlin.....	do.....	600	F.	I.	July 1, 1872	
Hermine Cournoyer.....	do.....	600	F.	I.	Nov. 1, 1895	
Ruth E. Laughlin.....	do.....	600	F.	W.	Nov. 20, 1897	
<i>Tomah School, Tomah, Wis.</i>						Act May 31, 1900 (31 Stats., 221).
Lindley M. Compton.....	Superintendent.....	1,500	M.	W.	Mar. 11, 1890	
Thomas A. W. Jones.....	Clerk.....	800	M.	W.	Dec. 19, 1895	
May D. Church.....	Principal teacher.....	660	F.	W.	Nov. 4, 1891	
Sue O. Smith.....	Teacher.....	600	F.	W.	Apr. 19, 1893	
Edward J. Peacore.....	Industrial teacher.....	600	M.	I.	Oct. 1, 1896	
Mina L. Spradling.....	Matron.....	660	F.	W.	Nov. 15, 1890	
Kate McEvoy.....	Assistant matron.....	480	F.	W.	July 1, 1895	
Jessie E. Emery.....	Cook.....	500	F.	W.	July 1, 1893	
Patrick McEvoy.....	Farmer.....	600	M.	W.	July 11, 1895	
George E. Horner.....	Carpenter.....	600	M.	W.	July 1, 1893	
Charles B. Ward.....	Gardener.....	600	M.	W.	Sept. 18, 1893	
Lucy N. Jones.....	Assistant matron.....	300	F.	I.	Sept. 1, 1896	
Elva N. Compton.....	Teacher.....	540	F.	W.	Mar. 1, 1893	
Elizabeth Lane.....	Assistant matron.....	400	F.	W.	June 7, 1897	
Media C. Spradling.....	Assistant cook.....	300	F.	I.	Feb. 9, 1901	
Martin D. Archiquette.....	Disciplinarian.....	600	M.	I.	Mar. 1, 1897	
Lavilla M. Horner.....	Seamstress.....	540	F.	W.	Oct. 24, 1898	
Flora Lewis.....	Laundress.....	480	F.	I.	July 1, 1900	
Jennie M. Devlin.....	Baker.....	400	F.	W.	May 13, 1901	
Maude Peacore.....	Assistant laundress.....	240	F.	I.	May 21, 1901	
Grace Talbot.....	Kindergartner.....	600	F.	W.	June 1, 1901	
<i>Tongue River Day School, Tongue River Agency, Mont.</i>						
Act May 31, 1900 (31 Stats., 221).						
William C. Kohlenberg.....	Teacher.....	p.m. 66	M.	W.	June 8, 1894	
Mary H. Kohlenberg.....	Cook.....	p.m. 40	F.	W.	Jan. 7, 1895	

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.	
<i>Tulalip Agency, Wash.</i>							
DAY SCHOOLS.							
<i>Tulalip:</i>							
J. W. George	Teacher	p.m. \$72	M.	W.	May 13, 1901	Act May 31, 1900 (31 Stats., 221).	
<i>Swinomish:</i>							
Liza S. Whitaker	do	p.m. 72	F.	W.	Dec. 1, 1894		
Margaret Knight	Housekeeper	p.m. 30	F.	I.	July 1, 1897		
<i>Lummi:</i>							
George A. Bremner	Teacher	p.m. 72	M.	W.	Feb. 12, 1898		
Rose Bremner	Housekeeper	p.m. 30	F.	W.	Oct. 1, 1898		
<i>Port Madison:</i>							
Allen A. Bartow	Teacher	p.m. 72	M.	W.	Oct. 1, 1900		
Louise A. Bartow	Housekeeper	p.m. 30	F.	W.	do		
<i>Uintah and Ouray Agency, Utah.</i>							
UINTAH SCHOOL.							
Earnest O. Hughes	Superintendent	1,000	M.	W.	Feb. 16, 1894	Treaty Oct. 7, 1863 (13 Stats., 673); act May 31, 1900 (31 Stats., 221).	
James W. Reynolds	Teacher	660	M.	W.	May 24, 1900		
Sarah Garvin	Matron	500	F.	W.	May 12, 1900		
Rhoda A. Compton	Cook	500	F.	W.	Oct. 11, 1899		
Dellas W. Connor	Industrial teacher	600	M.	W.	Sept. 1, 1900		
Ida G. McAllister	Seamstress	500	F.	W.	Oct. 10, 1900		
Alberta C. Mudd	Laundress	500	F.	W.	Oct. 12, 1900		
Martha A. Brokaw	Assistant matron	500	F.	W.	Dec. 28, 1900		
Linna E. Diegel	Teacher	540	F.	W.	Feb. 24, 1901		
OURAY SCHOOL.							
John M. Commons	Superintendent	900	M.	W.	Apr. 14, 1895		
Ivah H. Babcock	Matron	500	F.	W.	Aug. 14, 1899		
Lotta C. Higley	Laundress	480	F.	W.	May 9, 1900		
William Elsenpeter	Industrial teacher	600	M.	W.	Sept. 11, 1900		
Jennie M. Wells	Seamstress	500	F.	W.	Oct. 15, 1900		
Norah Christenson	Cook	500	F.	W.	Apr. 10, 1901		
<i>Umatilla Agency School, Oreg.</i>							
Act May 31, 1900 (31 Stats., 221).							
Mollie V. Gaither	Superintendent	1,000	F.	W.	Sept. 1, 1886		
Hattie M. McDowell	Teacher	660	F.	W.	Aug. 12, 1895		
Joanna R. Speer	Matron	500	F.	W.	Apr. 6, 1900		
Lavara Purdy	Seamstress	480	F.	I.	Sept. 5, 1898		
Susie Warner	Assistant laundress	180	F.	I.	Nov. 26, 1898		
Leota Hoch	Cook	400	F.	W.	Sept. 5, 1900		
Stella R. Sutherland	Assistant seamstress	180	F.	I.	Sept. 3, 1900		
Cecilia La Chapelle	Assistant matron	300	F.	I.	Oct. 22, 1900		
Emma La Chapelle	Assistant cook	180	F.	I.	Oct. 22, 1900		
Charles Switzler	Assistant	120	M.	I.	Nov. 9, 1900		
Cora M. Combs	Laundress	400	F.	W.	Nov. 26, 1900		
Pearl T. Whiteside	Kindergartner	600	F.	W.	Jan. 19, 1901		
John J. Wickham	Industrial teacher	600	M.	W.	Sept. 9, 1899		
<i>Vermillion Lake School, Tower, Minn.</i>							
Act May 31, 1900 (31 Stats., 221).							
Oliver H. Gates	Superintendent	1,200	M.	W.	May 3, 1892		
Marion E. Kidder	Teacher	600	F.	W.	Sept. 1, 1899		
Robert Filewood	Engineer	720	M.	W.	July 25, 1900		
Sabatis	Assistant	180	M.	I.	May 1, 1900		
Amasa W. Moses	Principal teacher	660	M.	W.	Feb. 19, 1895		
Emma L. Moses	Seamstress	500	F.	W.	do		
Nettie Everett	Laundress	360	F.	W.	Mar. 5, 1901		
E. E. Gates	Cook	480	F.	W.	Apr. 10, 1901		
Elsie E. Dickson	Matron	600	F.	W.	Nov. 3, 1894		
Clara I. Patten	Assistant matron	500	F.	W.	Apr. 28, 1901		
William F. King	Laborer	480	M.	W.	Apr. 30, 1901		
Michael Culkin	do	600	M.	W.	June 10, 1901		
<i>Warm Springs School, Warm Springs Agency, Oreg.</i>							
Act May 31, 1900 (31 Stats., 221).							
James E. Kirk	Superintendent	1,400	M.	W.	Sept. 26, 1893		
William H. Bishop	Clerk	900	M.	W.	May 10, 1899		
Eva Wentworth	Principal teacher	660	F.	W.	Jan. 8, 1898		

Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Warm Springs School, Warm Springs Agency, Oreg.—Continued.</i>						
Mary Moores.....	Teacher.....	\$600	F.	W.	June 3, 1899	
Sarah Stalter.....	Kindergartner.....	600	F.	W.	Sept. 19, 1899	
Ella Briggs.....	Matron.....	600	F.	W.	Aug. 1, 1892	
Rebecca A. Hascal.....	Seamstress.....	480	F.	W.	Apr. 1, 1898	
Daisy Hayes.....	Laundress.....	480	F.	I.	Jan. 31, 1898	
James Hayes.....	Night watchman.....	300	M.	I.	Sept. 4, 1899	
Minervia Deviney.....	Cook.....	500	F.	W.	Sept. 1, 1900	
Ernest Oshkosh.....	Industrial teacher.....	600	M.	I.	Sept. 26, 1900	
Clarence Butler.....	Electrician.....	720	M.	I.	Jan. 1, 1901	
Jerry Holliquilla.....	Farmer.....	600	M.	I.	May 3, 1900	
Lillie Oshkosk.....	Assistant matron.....	480	F.	I.	Aug. 1, 1895	
<i>Western Shoshone School, Whiterock, Nev.</i>						
Act May 31, 1900 (31 Stats., 221).						
Calvin Asbury.....	Superintendent.....	1,400	M.	W.	Dec. 16, 1892	
James R. Wight.....	Industrial teacher.....	660	M.	W.	Mar. 1, 1894	
Florence Pohl.....	Laundress.....	420	F.	W.	Feb. 21, 1900	
Henrietta Mitchell.....	Cook.....	420	F.	W.	July 1, 1880	
Edgar P. Grinstead.....	Principal teacher.....	720	M.	W.	Oct. 5, 1899	
Sadie A. Woolsey.....	Seamstress.....	420	F.	W.	Sept. 1, 1893	
Martha D. Kaufman.....	Assistant teacher.....	480	F.	W.	Oct. 25, 1900	
Anna S. Dyson.....	Matron.....	500	F.	W.	Oct. 12, 1892	
<i>White Earth School, White Earth Agency, Minn.</i>						
Act Jan. 14, 1889 (25 Stats., 642).						
Charles L. Davis.....	Superintendent.....	1,200	M.	W.	Nov. 17, 1892	
Mary Jackson.....	Teacher.....	600	F.	W.	July 1, 1889	
Willie E. Bell.....	Kindergartner.....	600	F.	W.	Feb. 10, 1900	
Lydia E. Davis.....	Matron.....	600	F.	W.	Nov. 27, 1894	
Lizzie Van Volkenburg.....	Assistant matron.....	500	F.	I.	Oct. 21, 1895	
May R. Campbell.....	Seamstress.....	480	F.	I.	Sept. 27, 1897	
Mary A. McMartin.....	Cook.....	480	F.	I.	Jan. 29, 1900	
Nancy Beaupre.....	Assistant cook.....	240	F.	I.	July 1, 1899	
Samuel F. Hoover.....	Engineer.....	800	M.	W.	Apr. 12, 1900	
Stephen Caswell.....	Night watchman.....	300	M.	I.	Sept. 8, 1899	
Robert Henry.....	Assistant.....	180	M.	I.	Dec. 27, 1899	
Lizzie V. Fairbanks.....	do.....	120	F.	I.	Jan. 1, 1899	
Carrie McArthur.....	Laundress.....	420	F.	I.	Oct. 3, 1899	
William H. Johnson.....	Shoemaker.....	300	M.	I.	Oct. 27, 1900	
Otto Scherzer.....	Carpenter.....	600	M.	W.	Dec. 18, 1903	
Ruth Clayton.....	Teacher.....	660	F.	W.	Feb. 12, 1898	
Eugene D. Mossman.....	Disciplinarian.....	720	M.	W.	Nov. 4, 1898	
PINE POINT SCHOOL, WHITE EARTH AGENCY.						
Herbert J. Curtis.....	Superintendent.....	960	M.	W.	Sept. 5, 1895	
Otis O. Benson.....	Physician.....	900	M.	W.	May 11, 1899	
Benjamin De Cory.....	Industrial teacher.....	400	M.	I.	Dec. 16, 1899	
Minnie S. Benson.....	Matron.....	540	F.	W.	Feb. 16, 1900	
Minnie Braker.....	Assistant matron.....	120	F.	I.	Mar. 16, 1900	
Marguerite J. Fairbanks.....	Seamstress.....	420	F.	I.	Apr. 1, 1900	
Catherine Harvey.....	Assistant teacher.....	540	F.	W.	Oct. 17, 1900	
Josephine Beaulieu.....	Cook.....	400	F.	I.	Sept. 1, 1898	
Josephine Parker.....	Laundress.....	360	F.	I.	Jan. 24, 1901	
Lillie P. Curtis.....	Teacher.....	600	F.	W.	May 8, 1901	
WILD RICE RIVER.						
Viola Cook.....	Superintendent.....	960	F.	W.	Sept. 1, 1889	
Carrie A. Walker.....	Teacher.....	600	F.	W.	June 9, 1894	
Carrie E. Ellis.....	Matron.....	600	F.	W.	June 12, 1891	
Maggie Beaulieu.....	Assistant matron.....	300	F.	I.	Jan. 1, 1899	
Clara Ducette.....	Seamstress.....	480	F.	I.	May 18, 1897	
Daisy McIntosh.....	Assistant seamstress.....	120	F.	I.	Oct. 17, 1898	
Melinda Porter.....	Cook.....	400	F.	I.	Mar. 10, 1899	
Lillian M. Harrison.....	Assistant teacher.....	540	F.	W.	Dec. 19, 1900	
Hattie Briedel.....	Laundress.....	360	F.	I.	Sept. 1, 1900	
Eugene Lambert.....	Industrial teacher.....	400	M.	I.	Apr. 1, 1898	
Sophia Bolcoper.....	Assistant cook.....	240	F.	I.	Jan. 1, 1901	
Frances McGillis.....	Assistant laundress.....	120	F.	I.	Apr. 15, 1901	
George H. Beaulieu.....	Night watchman.....	300	M.	I.	June 14, 1901	



Employed in the Indian school service June 30, 1901, under the provisions of the act approved May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Sex.	Race.	Date of original appointment.	Item of appropriation.
<i>Wittenberg School, Wittenberg, Wis.</i>						Act May 31, 1900 (31 Stats., 221).
Axel Jacobson.....	Superintendent.....	1,200	M.	W.	Aug. 24, 1895	
Alice Johnson.....	Teacher.....	600	F.	W.	Oct. 28, 1895	
Oline Lysne.....	do.....	600	F.	W.	Sept. 1, 1895	
Anna Jacobson.....	Matron.....	600	F.	W.	Aug. 24, 1895	
Nancy Smith.....	Baker.....	300	F.	I.	Aug. 14, 1896	
Barbara Overen.....	Cook.....	480	F.	W.	Aug. 24, 1895	
Hildus Rolfson.....	Farmer.....	540	M.	W.	Sept. 1, 1895	
Ida F. Clayton.....	Assistant matron.....	360	F.	W.	Feb. 12, 1898	
Sarah House.....	Laundress.....	360	F.	I.	Oct. 6, 1897	
Mamie Noble.....	Seamstress.....	360	F.	W.	Jan. 12, 1901	
Frank L. Floyd.....	Carpenter.....	600	M.	W.	Sept. 17, 1900	
<i>Yakima School, Yakima Agency, Wash.</i>						Act May 31, 1900 (31 Stats., 221).
Charles D. Rakestraw.....	Superintendent.....	1,200	F.	W.	Feb. 8, 1894	
Maggie Kishbaugh.....	Teacher.....	660	F.	W.	Oct. 9, 1891	
Bessie F. Ball.....	Kindergartner.....	600	F.	W.	Nov. 2, 1898	
James A. Oates.....	Industrial teacher.....	600	M.	W.	Jan. 29, 1900	
Maggie Mackay.....	Matron.....	600	F.	W.	Apr. 10, 1894	
Margaret J. Gutelius.....	Seamstress.....	500	F.	W.	Dec. 23, 1893	
Mary E. Hughes.....	Laundress.....	500	F.	W.	Aug. 31, 1898	
Anna Steinman.....	Cook.....	500	F.	W.	Aug. 13, 1898	
James S. Anglea.....	Carpenter.....	600	M.	W.	Sept. 10, 1893	
Thomas H. Smith.....	Gardener.....	500	M.	W.	Aug. 20, 1898	
Tolliver Winnier.....	Night watchman.....	240	M.	I.	Nov. 15, 1900	
Rose Eneas.....	Assistant seamstress.....	120	F.	I.	Dec. 3, 1900	
Anna Arquett.....	Assistant laundress.....	120	F.	I.	Jan. 20, 1901	
Mary Alexis.....	Assistant cook.....	120	F.	I.	Feb. 9, 1901	
Kate Henderson.....	Teacher.....	600	F.	I.	Mar. 16, 1896	
Daisie M. Keller.....	Assistant matron.....	480	F.	W.	Mar. 4, 1901	
<i>Yankton School, Yankton Agency, S. Dak.</i>						Act May 31, 1900 (31 Stats., 221).
Bert R. Betz.....	Superintendent.....	1,000	M.	W.	Sept. 3, 1895	
Julia V. Clarke.....	Teacher.....	660	F.	W.	Aug. 1, 1888	
Gertrude Steele.....	Kindergartner.....	600	F.	W.	Oct. 6, 1898	
Joseph H. Hurley.....	Industrial teacher.....	600	M.	W.	Sept. 17, 1896	
Josie T. Hurley.....	Assistant matron.....	500	F.	W.	Nov. 13, 1898	
Ella Adams.....	Seamstress.....	500	F.	W.	Sept. 18, 1899	
Sophia Barbier.....	Cook.....	480	F.	I.	Oct. 11, 1895	
Sarah Claymore.....	Assistant cook.....	240	F.	I.	Apr. 1, 1900	
Ida Ellis.....	Indian assistant.....	120	F.	I.	Jan. 30, 1900	
Phoebe A. Thomas.....	Matron.....	600	F.	W.	Sept. 22, 1898	
Mary H. Mitchell.....	Teacher.....	660	F.	W.	June 15, 1894	
Matilda E. Roethler.....	Laundress.....	500	F.	W.	Sept. 8, 1900	
Julia Hope.....	Indian assistant.....	120	F.	I.	Apr. 18, 1901	
Knut Langland.....	Farmer.....	600	M.	W.	May 27, 1901	
James Irving.....	Night watchman.....	300	M.	N.	June 3, 1901	
<i>Independent day schools</i>						Act May 31, 1900 (31 Stats., 221).
Manchester, Cal.: Ella S. Brown.....	Teacher.....	p.m. 60	F.	W.	Jan. 15, 1894	
Potter Valley, Cal.: Mattie L. Chamberlain.....	do.....	p.m. 72	F.	W.	Feb. 22, 1893	
Upper Lake, Cal.: Fidella G. Woodcock.....	do.....	p.m. 60	F.	W.	Jan. 1, 1899	
Ukiah, Cal.: Frances Alice Swasey.....	do.....	p.m. 60	F.	W.	Oct. 1, 1896	

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES.			INDIAN AGENCIES— Continued.		
<i>Blackfeet, Mont.<sup>a</sup></i>			<i>Cheyenne and Arapaho, Okla.—Cont'd.</i>		
WHITES.			INDIANS—continued.		
James H. Monteath....	Agent .....	\$1, 800	Sam. Long .....	Blacksmith and butcher.	\$480
O. G. Van Senden .....	Clerk .....	1, 200	Casper Edson .....	Teamster .....	360
George S. Martin .....	Physician .....	1, 200	John Wilson .....	Blacksmith .....	300
George Cumming .....	Issue clerk .....	900	Waldo Reed .....	Carpenter .....	300
Joseph T. Glenn .....	Carpenter .....	800	Kias Red Wolf .....	Blacksmith .....	300
John V. Raush .....	Blacksmith .....	800	John Otterby .....	Farmer .....	240
Charles E. Farrell .....	Carpenter .....	800	Thomas Otterby .....	Asst. farmer .....	240
Hermann Ammann .....	Harness maker .....	800	Frank Smeezey .....	Teamster .....	240
James R. Jensen .....	Farmer .....	800	Nibs .....	Asst. farmer .....	240
INDIANS.			Thomas C. Bear Robe .....	Teamster .....	240
Joseph P. Spanish .....	Herder .....	720	Joseph Williams .....	Blacksmith .....	300
Fred. Girard .....	Assistant farmer .....	600	Clifford Gebol .....	do .....	300
Joe Trombly .....	Herder .....	480	Herbert Walker .....	Assistant farmer .....	240
Joe Brown .....	Butcher .....	480	Amick Tall Bear .....	Teamster .....	240
Garrett White .....	Herder .....	480	Frank Hamilton .....	Assistant farmer .....	240
George Horn .....	Farmer .....	360	Fieldy Smeezey .....	do .....	240
Frank Veille .....	Assistant farmer .....	360	Chase Harrington .....	do .....	240
Nick Green .....	Stableman .....	300	John D. Miles .....	do .....	240
First One Russell .....	Asst. carpenter .....	240	Harry Star .....	Asst. butcher .....	200
John Ground .....	Asst. mechanic .....	240	James R. Hutchinson .....	Butcher .....	200
Stabs Down .....	Laborer .....	240	Alfrich Heap of Birds .....	do .....	200
August Hunsberger .....	do .....	240	Joseph Calling Thunder .....	Asst. butcher .....	200
John Hunsberger .....	Asst. mechanic .....	240	der.		
Alfred Trombley .....	do .....	240	Alexander Yellow Man .....	do .....	200
George Prairie Chicken .....	Laborer .....	240	Alfred Brown .....	do .....	200
Edgar Double Runner .....	do .....	240	Allen Hill .....	do .....	200
George Pablo .....	Interpreter .....	150	Perry Reynolds .....	do .....	200
Wolf Tail .....	Judge .....	p. m. 8	John Faber .....	Addl. farmer .....	p. m. 50
Little Plum .....	do .....	p. m. 8	Henry North .....	do .....	p. m. 50
White Calf .....	do .....	p. m. 8	Ebenezer Kingsley .....	do .....	p. m. 50
INDIAN POLICE.			Raymond Dawson .....	do .....	p. m. 50
Medicine Owl .....	Captain .....	p. m. 15	INDIAN POLICE.		
White Quiver .....	First lieutenant .....	p. m. 15	Reuben N. Martarm .....	Captain .....	p. m. 15
Frank Rider .....	Private .....	p. m. 10	Henry Sage .....	1st lieutenant .....	p. m. 15
Home Gun .....	do .....	p. m. 10	Henry S. Bull .....	Private .....	p. m. 10
Alex. Marceau .....	do .....	p. m. 10	Hudson Hawkan .....	do .....	p. m. 10
John Black Bear .....	do .....	p. m. 10	Goose .....	do .....	p. m. 10
Frank Munroe .....	do .....	p. m. 10	Curious Horn .....	do .....	p. m. 10
Little Young Man .....	do .....	p. m. 10	Black Lodge .....	do .....	p. m. 10
Buffalo Body .....	do .....	p. m. 10	Little Snake .....	do .....	p. m. 10
<i>Cheyenne and Arapaho, Okla.</i>			White Skunk .....	do .....	p. m. 10
WHITES.			Hail .....	do .....	p. m. 10
Maj. G. W. H. Stouch .....	Agent .....	1, 800	Tall Red Bird .....	do .....	p. m. 10
A. W. Hurley .....	Clerk .....	1, 200	Antelope Skin .....	do .....	p. m. 10
O. S. Rice .....	Assistant clerk .....	1, 000	James A. Hutchinson .....	do .....	p. m. 10
Fred Winterfair .....	Leasing clerk .....	1, 000	Neotha Seger .....	do .....	p. m. 10
H. C. Cusey .....	Farmer .....	900	Sweetwater .....	do .....	p. m. 10
K. F. Smith .....	Blacksmith .....	800	Edmund Mixed Hair .....	do .....	p. m. 10
Philip W. Putt .....	Carpenter .....	800	Wolf Chief .....	do .....	p. m. 10
Mrs. Mary E. Lyons .....	Field matron .....	720	<i>Cheyenne River, S. Dak. (b)</i>		
Miss Mary McCormick .....	do .....	600	WHITES.		
Jesse F. Witcher .....	Addl. farmer .....	p. m. 60	Ira A. Hatch .....	Agent .....	1, 700
J. L. Avant .....	do .....	p. m. 60	John F. Giegoldt .....	Clerk .....	1, 200
John M. Tyler .....	do .....	p. m. 60	John F. Turner .....	Physician .....	1, 200
Joseph E. Maxwell .....	do .....	p. m. 60	Ernest J. Warner .....	Financial clerk .....	1, 000
R. S. Druly .....	do .....	p. m. 60	Frank W. Lyon .....	Asst. farmer .....	780
INDIANS.			Edward J. Zimmer .....	General me- chanic.	780
Robert Burns .....	Storekeeper .....	900	Mrs. Helen M. Lyon .....	Hospital nurse .....	600
John W. Block .....	Issue clerk .....	600	Robret L. Carlin .....	Stableman .....	480
Win M. Blake .....	Assistant clerk .....	600	John F. Comstock .....	Addl. farmer .....	p. m. 60
Dick Tyler .....	Stockman .....	480			

<sup>a</sup> Also agreement of May 1, 1888.

<sup>b</sup> Also treaty of April 29, 1868, and agreement of February 28, 1877.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES— Continued.			INDIAN AGENCIES— Continued.		
<i>Cheyenne River, S. Dak.—Cont'd.</i>			<i>Colville, Wash.<sup>a</sup></i>		
INDIANS.			WHITES.		
Frank S. Shively .....	Issue clerk .....	\$900	Albert M. Anderson .....	Agent .....	\$1, 500
Barney Le Beau .....	Blacksmith .....	780	James A. Gogarty .....	Clerk .....	1, 200
Norman W. Robertson .....	Asst. clerk .....	600	Edward H. Latham .....	Physician .....	1, 000
Felix Benoist .....	Supt. of work, acting interpr.	540	Alexander M. Polk .....	do .....	1, 000
Alexander La Plant .....	Butcher .....	500	Charles J. Finnegan .....	do .....	1, 000
Barney Traversie .....	Farmer .....	500	Charles M. Hinman .....	Blacksmith .....	720
John Gareau .....	Harness maker .....	480	George F. Steele .....	Carpenter .....	720
Harry A. Kingman .....	Hospital laborer .....	360	Charles O. Worley .....	Engineer .....	720
Wounds the Enemy .....	Wheelwright .....	360	John F. O'Neill .....	Farmer .....	720
William Sheppard .....	do .....	360	Isaiah H. Osborne .....	Sawyer and miller .....	720
Oscar Hawk .....	Carpenter .....	360	Charles W. Patten .....	do .....	720
Swift Dog .....	Blacksmith .....	300	Wilson R. Baldridge .....	Assistant clerk .....	600
George Nichols .....	Asst. carpenter .....	250	Henry M. Steele .....	Addl. farmer .....	p. m. 60
William H. Jones .....	Stableman .....	240	INDIANS.		
Allen West .....	Laborer .....	240	Joseph Ferguson .....	Blacksmith .....	800
Hall Pretty Weasel .....	do .....	240	John Hilburn .....	do .....	720
Miss Clara Road .....	Asst. hospital nurse .....	240	Tomeo .....	Laborer .....	300
Miss Agnes E. Jones .....	do .....	240	John Morrell .....	Addl. farmer .....	p. m. 60
Albert Madison .....	Physician's asst. .....	180	Lot Whist le poson .....	Judge .....	p. m. 8
Adam Swift Horse .....	Asst. carpenter .....	180	Barnaby .....	do .....	p. m. 8
Giles Tapetola .....	Asst. farmer .....	180	INDIAN POLICE.		
Mike Martin .....	Messenger .....	150	Jim Andrews .....	Captain .....	p. m. 15
Miss Cecilia Two Lances .....	Laborer .....	120	Alex Is qua la schute .....	Lieutenant .....	p. m. 15
Henry Hodgkiss .....	Judge .....	p. m. 10	Charlie Quaplican .....	Private .....	p. m. 10
Yellow Hawk .....	do .....	p. m. 10	Jim Sock em tickem .....	do .....	p. m. 10
Abraham No Heart .....	do .....	p. m. 10	Sam Boyd .....	do .....	p. m. 10
INDIAN POLICE.			Jerome .....	do .....	p. m. 10
Joshua Scares the Hawk .....	Captain .....	p. m. 15	Pierre Sock em te ken .....	do .....	p. m. 10
Moses Straight Head .....	1st lieutenant .....	p. m. 15	Chas. Puck Man Stie la .....	do .....	p. m. 10
John Make it Long .....	Private .....	p. m. 10	James Bernard .....	do .....	p. m. 10
Moses Spotted Eagle .....	do .....	p. m. 10	Peter Martin .....	do .....	p. m. 10
George Eagle .....	do .....	p. m. 10	<i>Crow, Mont.<sup>b</sup></i>		
Joseph Warrior .....	do .....	p. m. 10	WHITES.		
Joseph Gray Spotted Drop at a Distance .....	do .....	p. m. 10	John E. Edwards .....	Agent .....	1, 800
Left Handed Bear .....	do .....	p. m. 10	Glenn F. Mattoon .....	Clerk .....	1, 200
John Papin .....	do .....	p. m. 10	Alfred P. Meriwether .....	Physician .....	1, 200
John Crow .....	do .....	p. m. 10	John Lewis .....	Supt. of irriga- tion .....	1, 200
Thomas White Horse .....	do .....	p. m. 10	Fred E. Miller .....	Asst. clerk .....	900
Baptiste Spotted Rabbit .....	do .....	p. m. 10	H. Ross .....	Miller .....	800
<i>Colorado River, Ariz.</i>			A. A. Campbell .....	Farmer in charge .....	800
WHITES.			James P. Van Hoose .....	Farmer .....	800
Charles S. McNichols .....	Agent .....	1, 500	Carson Conn. .....	Carpenter .....	720
Robert L. Morgan .....	Clerk .....	1, 000	Paul J. Smith .....	Asst. clerk .....	720
Felix S. Martin .....	Physician .....	1, 000	H. M. Roth .....	Blacksmith .....	720
Hiram Smith .....	Gen. mechanic .....	720	Carl Jensen .....	do .....	720
Louis W. Sinclair .....	Addl. farmer .....	p. m. 60	Frederick E. Hilton .....	Engineer .....	720
INDIANS.			John Henman .....	Addl. farmer .....	p. m. 55
Edgar Fays .....	Engineer .....	240	INDIANS.		
Charlie Nelse .....	Butcher .....	160	Carl Leider .....	Herder .....	800
Chu vi a co mo ho na .....	Herder .....	120	M. Two Belly .....	Asst. blacksmith .....	300
Eddie Harris .....	Interpreter .....	150	T. Laforge .....	Laborer .....	300
Wach ke row .....	Teamster .....	120	Mint .....	Harness maker .....	300
Man it aba .....	Addl. farmer .....	p. m. 25	Takes Himself .....	Laborer .....	240
INDIAN POLICE.			Richard Pickett .....	do .....	240
Pete Nelse .....	Captain .....	p. m. 15	Thomas A. Laforge .....	do .....	240
No pa .....	Private .....	p. m. 10	George Hill .....	do .....	240
Moses .....	do .....	p. m. 10	On Top of the House .....	do .....	240
Joe Myers .....	do .....	p. m. 10	Pretty Buffalo .....	do .....	240
			J. Woodtick .....	Apprentice .....	180
			Smokey .....	Asst. farmer .....	180
			John Wesley .....	do .....	180

<sup>a</sup>Also agreement of July 4, 1884.

<sup>b</sup>Also treaties of May 7, 1868, and June 12, 1880.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES—Continued.			INDIAN AGENCIES—Continued.		
<i>Crow, Mont.</i> —Cont'd.			<i>Devils Lake, N. Dak.</i> —Continued.		
INDIANS—continued.			INDIANS.		
Steals on Camp.....	Assistant farmer	\$180	Joseph Mead.....	Blacksmith.....	\$420
Takes Two.....	do.....	180	Robert Kiciwaukau.	Carpenter.....	360
George Thomas.....	Apprentice.....	180	Charles White.....	Teamster.....	360
Bull Robe.....	do.....	180	Edmund R. Roberts..	Interpreter.....	150
Scolds.....	do.....	180	Ignatius Court.....	do.....	150
Eli Black Hawk.....	Assistant herder	p. m. 45	St. Matthew Jerome..	Addl. farmer...	p. m. 30
Richard Wallace.....	do.....	p. m. 45	John Straight.....	do.....	p. m. 30
INDIAN POLICE.			INDIAN POLICE.		
Big Medicine.....	Captain.....	p. m. 15	Pagunta.....	do.....	p. m. 30
Fire Bear.....	Lieutenant.....	p. m. 15	Simon Court.....	do.....	p. m. 30
Sharp Nose.....	Private.....	p. m. 10	Oyekokipapi.....	do.....	p. m. 10
Josh Buffalo.....	do.....	p. m. 10	Joseph Albert.....	do.....	p. m. 10
Bear Claw.....	do.....	p. m. 10	George Brown.....	do.....	p. m. 10
Blanket Bull.....	do.....	p. m. 10	Gina.....	do.....	p. m. 10
White Arm.....	do.....	p. m. 10	Tawacinhehomani...	Judge.....	p. m. 8
Scolds the Bear.....	do.....	p. m. 10	Tiyowaste.....	do.....	p. m. 8
<i>Crow Creek, S. Dak.</i> *			Joseph Azure.....		
WHITES.			John Baptist Belgard.		
Harry D. Chamberlain.	Agent.....	1,600	Ka ke ne wash.....	do.....	p. m. 8
Henry J. Schoenthal.	Clerk.....	1,200	Martin Blueshield...	do.....	p. m. 8
William Fuller.....	Carpenter.....	780	INDIAN POLICE.		
William Kadletz.....	Blacksmith.....	780	Wakauhotanina.....	Captain.....	p. m. 15
John Van Patter.....	Farmer.....	780	Louis Gourman.....	do.....	p. m. 15
Peter C. Burns.....	Stableman.....	420	Oyesna.....	Private.....	p. m. 10
INDIANS.			Eyaupahamini.....		
Charles A. Eastman...	Physician.....	1,200	Hewajin.....	do.....	p. m. 10
Thomas W. Tuttle.....	Issue clerk.....	800	Francis Montriel.....	do.....	p. m. 10
William Walker.....	Asst. blacksmith	360	Alex. Gaurneau.....	do.....	p. m. 10
Frank Pamain.....	Butcher.....	360	Matohakikta.....	do.....	p. m. 10
Rufus Day.....	Assistant miller	360	Antoine Belgarde.....	do.....	p. m. 10
Half Day.....	Asst. carpenter.	360	Antoine Wilkie.....	do.....	p. m. 10
Charles McBride.....	Herder.....	360	Michael Wiyakamaza.	do.....	p. m. 10
Poor Chicken.....	Wheelwright.....	240	Patrice Delorme.....	do.....	p. m. 10
Maurice Head.....	Laborer.....	240	<i>Flathead, Mont.</i>		
Isaac Yellow Teeth..	Tinner.....	240	WHITES.		
John Charing Hawk..	Asst. carpenter.	240	William H. Smead...	Agent.....	1,500
Frank Black.....	Carpenter's ap...	180	Robert J. Holland...	Clerk.....	1,200
Anthony Last Bear...	Blacksmith's ap	180	George S. Leshler...	Physician.....	1,200
James Fire Cloud.....	Interpreter.....	150	Robert Watson.....	Sawyer and	1,000
Wood Piler.....	Asst. butcher.....	120	Charles Gardiner.....	mill.	
Tongue.....	do.....	120		General mc-	800
Yellow Hair.....	do.....	120		chanic.....	
Edward P. H. Ashley.	Addl. farmer...	p. m. 30	John Haney.....	Farmer.....	720
Mark Wells.....	do.....	p. m. 30	Archie McLeod.....	Carpenter.....	720
Joe Grease.....	Judge.....	p. m. 8	George W. Shelledy..	Engineer.....	720
Daniel Fire Cloud...	do.....	p. m. 8	Joseph Jones.....	Addl. farmer...	p. m. 60
Touched.....	do.....	p. m. 8	INDIANS.		
INDIAN POLICE.			INDIAN POLICE.		
James Black.....	Lieutenant.....	p. m. 15	Dan McLeod.....	Blacksmith.....	600
Whipper.....	Private.....	p. m. 10	Richard McLeod...	Teamster.....	240
Thomas White.....	do.....	p. m. 10	Michael Revais.....	Interpreter.....	150
Call Him.....	do.....	p. m. 10	Loisson.....	Judge.....	p. m. 10
Little Elk.....	do.....	p. m. 10	Joseph Standing Bear	do.....	p. m. 10
D. K. How.....	do.....	p. m. 10	Baptiste Ka ka shee..	do.....	p. m. 10
<i>Devils Lake, N. Dak.</i>			INDIAN POLICE.		
WHITES.			INDIAN POLICE.		
Fred O. Getchell.....	Agent.....	1,200	Albert Vinson.....	Captain.....	p. m. 15
Fredk. Rabbinnovitz.	Clerk.....	1,000	Isador Laderoute...	Private.....	p. m. 10
Charles H. Kernott...	Physician.....	1,000	Joseph Little Stone.	do.....	p. m. 10
E. W. Bremer.....	Addl. farmer...	p. m. 65	A. Barnaby.....	do.....	p. m. 10
V. A. Brown.....	do.....	p. m. 60	Eusta.....	do.....	p. m. 10
			Arthur Larabie.....	do.....	p. m. 10
			Pierre.....	do.....	p. m. 10

\* Also treaty of April 29, 1868, and agreement of February 28, 1877.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES— Continued.			INDIAN AGENCIES— Continued.		
<i>Fort Apache, Ariz.</i>			<i>Fort Belknap, Mont.— Continued.</i>		
WHITES.			INDIAN POLICE.		
A. A. Armstrong .....	Agent .....	\$1,500	Tall Youth .....	Captain .....	p. m. \$15
Chas. W. Rastall .....	Clerk .....	1,000	Captured Again .....	Lieutenant .....	p. m. 15
Russell D. Holt .....	Physician .....	1,100	Returning Hunter .....	Private .....	p. m. 10
William H. Grayard .....	Wheelwright .....	720	Head Dress .....	do .....	p. m. 10
John D. Bull .....	Carpenter .....	720	Boy Chief .....	do .....	p. m. 10
William H. Kay .....	Addl. farmer .....	p. m. 60	Shining Breast .....	do .....	p. m. 10
Charles Savage .....	do .....	p. m. 60	Walking Bull .....	do .....	p. m. 10
Albert B. Reagan .....	do .....	p. m. 60	Thomas Thinker .....	do .....	p. m. 10
INDIANS.			<i>Fort Berthold, N. Dak.<sup>b</sup></i>		
Charles Dagenett .....	Issue clerk .....	840	WHITES.		
Gray Oliver .....	Herder .....	200	Thos. Richards .....	Agent .....	1,500
Charles Bounes .....	Laborer .....	200	Walter Lee .....	Clerk .....	1,200
George Pope .....	do .....	200	Adoniram I. Morris .....	Physician .....	1,200
Thomas Friday .....	Asst. sawyer .....	200	Thomas W. Flannery .....	Blacksmith .....	780
Charles Nah ah .....	Asst. wheelwright .....	200	Hugh McLaughlin .....	Engineer .....	780
Elch Spay ay .....	Asst. blacksmith .....	200	Burr M. Sloan .....	Carpenter .....	780
Lambert I. Stone .....	Assistant miller .....	200	INDIANS.		
Klish klo ay .....	Laborer .....	200	Samuel Newman .....	Assistant clerk .....	900
Laban Looojim .....	Interpreter .....	150	Thomas Smith .....	Farmer .....	780
INDIAN POLICE.			Russel B. Harrison .....	do .....	750
Go klish .....	Lieutenant .....	p. m. 15	Miss Annie R. Dawson .....	Field matron .....	600
Tosca .....	do .....	p. m. 15	Charles Burr .....	Assistant farmer .....	540
To go yah .....	Private .....	p. m. 10	Mrs. Mary W. Howard .....	Field matron .....	360
Ta chu ay .....	do .....	p. m. 10	Little Sioux .....	Harness maker .....	360
Es keen la ha .....	do .....	p. m. 10	Edward G. Bird .....	Assistant farmer .....	300
Benjamin Toozhay .....	do .....	p. m. 10	James Eagle .....	Apprentice .....	240
Doslaya .....	do .....	p. m. 10	Louis Sheepish .....	do .....	240
James Ames .....	do .....	p. m. 10	Ralph Wells .....	do .....	240
Carter Johnson .....	do .....	p. m. 10	Fred Fox .....	do .....	240
John Bourke .....	do .....	p. m. 10	White Wolf .....	Laborer .....	240
William Crocker .....	do .....	p. m. 10	George Wilde .....	Apprentice .....	240
<i>Fort Belknap, Mont.<sup>a</sup></i>			Sitting Bear .....	Judge .....	p. m. 8
WHITES.			Black Eagle .....	do .....	p. m. 8
M. L. Bridgman .....	Agent .....	1,500	Wolf Chief .....	do .....	p. m. 8
James C. Fitzpatrick .....	Clerk .....	1,200	INDIAN POLICE.		
Henry E. Goodrich .....	Physician .....	1,200	Hollis Montclair .....	Captain .....	p. m. 15
William H. Granger .....	Engineer, sawyer, and general mechanic.	900	Little Soldier .....	Private .....	p. m. 10
William J. Allen .....	Farmer .....	800	Crow Bull .....	do .....	p. m. 10
John M. Johnson .....	Issue clerk .....	800	James Hunts Along .....	do .....	p. m. 10
Charles W. Phelps .....	Blacksmith .....	800	Blue Stone .....	do .....	p. m. 10
James N. Sample .....	Assistant farmer .....	720	Floyd Bear .....	do .....	p. m. 10
John S. Stevenson .....	Addl. farmer .....	p. m. 60	Jack Rabbit .....	do .....	p. m. 10
INDIANS.			<i>Fort Hall, Idaho.<sup>c</sup></i>		
Standing Bear .....	Teamster .....	480	WHITES.		
Paul Plumage .....	Butcher .....	400	A. F. Caldwell .....	Agent .....	1,500
The Mouse .....	Herder .....	360	Homer J. Bibb .....	Clerk .....	1,200
Has the Eagle .....	do .....	360	T. M. Bridges .....	Physician .....	1,200
David Longfox .....	Asst. butcher .....	300	P. J. Johnson .....	Blacksmith .....	800
Steven Bradley .....	Asst. mechanic .....	240	H. W. Evans .....	Farmer .....	720
Shooting Down .....	Mail carrier .....	240	Abram B. Arnold .....	Carpenter .....	720
Enemy Boy .....	Laborer .....	240	Charles J. Mayers .....	Addl. farmer .....	p. m. 60
Edward Blackbird .....	Asst. mechanic .....	240	INDIANS.		
George B. Breath .....	Laborer .....	240	Edward Lavatta .....	Farmer .....	720
Powder Face .....	do .....	240	William W. Blakeslee .....	Issue clerk .....	720
Fred Skinner .....	do .....	240	Joseph Rainey .....	Butcher .....	720
Walter Old Thunder .....	Apprentice .....	180	Philip Lavatta .....	Farmer .....	720
Paul Bighead .....	do .....	180	Harry Hutchinson .....	Apprentice .....	300
August Moccasin .....	Interpreter .....	150	William Boss .....	Laborer .....	180
Many Coos .....	Judge .....	p. m. 8	Frank Weldon .....	do .....	180
Skunk .....	do .....	p. m. 8	Billy George .....	Judge .....	p. m. 10
George Bustler .....	do .....	p. m. 8	Pat L. Thyee .....	do .....	p. m. 10
			Jim Ballard .....	do .....	p. m. 10

<sup>a</sup> Also agreement of May 1, 1898.

<sup>b</sup> Also agreement ratified March 3, 1891.

<sup>c</sup> Also treaty of July 3, 1868.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES— Continued.			INDIAN AGENCIES— Continued.		
<i>Fort Hall, Idaho— Continued.</i>			<i>Greenbay, Wis.</i>		
INDIAN POLICE.			WHITES.		
Jake Meeks.....	Captain.....	p. m. \$15	Dewey H. George.....	Agent.....	\$1,800
Fred Larose.....	Lieutenant.....	p. m. 15	J. E. Loftus.....	Clerk.....	1,000
Sam Mosho.....	Private.....	p. m. 10	William H. Cantwell.....	Physician.....	1,100
Henry J. Yupe.....	do.....	p. m. 10	Patrick E. Doyle.....	Supt. of logging.....	1,800
Albert Facehorse.....	do.....	p. m. 10	Albert S. Larson.....	Assistant clerk.....	1,000
Tom Edmo.....	do.....	p. m. 10	Otis F. Badger.....	Miller and sawyer.....	1,000
J. D. Yandell.....	do.....	p. m. 10	John F. Lane.....	Farmer.....	900
Teditch Coley.....	do.....	p. m. 10	Theodor Eul.....	do.....	800
<i>Fort Peck, Mont.*</i>			August Weber.....	Blacksmith.....	720
WHITES.			Miss Augusta Meemau.....	Hospital matron.....	450
C. R. A. Scobey.....	Agent.....	1,800	Miss Catharine Cullen.....	Hospital nurse.....	400
Arthur O. Davis.....	Clerk.....	1,200	Miss Mary Meagher.....	do.....	300
J. L. Atkinson.....	Physician.....	1,200	INDIANS.		
C. B. Lohmiller.....	Assistant clerk.....	1,000	James H. Tourtillot.....	Issue clerk.....	800
Joseph Pipal.....	Blacksmith.....	720	Charles Wicheest.....	Engineer.....	500
J. P. Larson.....	Carpenter.....	720	John Shopwaseka.....	Wagon maker.....	500
R. J. Maurer.....	Assistant farmer.....	720	Louis Deckam.....	Asst. wagon maker.....	450
George W. Irons.....	Engineer.....	720	John Blacksmith.....	Blacksmith.....	450
John Mohrherr.....	Blacksmith.....	720	Mitchell Waukan.....	Asst. farmer.....	400
William Sibbitts.....	Butcher.....	600	Augustus C. Grignon.....	Teamster.....	400
M. A. Daniels.....	Hosp. steward.....	600	Louis Gauthier.....	Asst. miller.....	360
Robert C. Newton.....	Herder.....	600	Louis Sheshequin.....	Laborer.....	360
George K. Winn.....	Stableman.....	480	Frank Red Cloud.....	Asst. wagon maker.....	360
INDIANS.			Antone Shawanomita.....	do.....	360
Dan Mitchell.....	Farmer.....	600	Mose Shawanopenesa.....	do.....	360
Dan Martin.....	do.....	400	Miss Elizabeth Martin.....	Hospital cook.....	300
Peter Dupree, jr.....	Herder.....	300	Jerome Lookaround.....	Blacksmith's apprentice.....	300
John E. Brugueir.....	do.....	300	Fred Crow.....	Engineer's apprentice.....	240
Charles Gibbs.....	do.....	300	Frank Smith.....	Hospital fireman.....	200
Shoots the Moon.....	Laborer.....	180	John Satterlee.....	Interpreter.....	150
Julian Smith.....	Asst. mechanic.....	240	Neopet.....	Judge.....	p. m. 10
George Connors.....	do.....	240	John Perote.....	do.....	p. m. 10
Jacob Davis.....	Assistant farmer.....	180	Steve Askkenet.....	do.....	p. m. 10
Quiney Adams.....	do.....	180	INDIAN POLICE.		
Bunn Armstrong.....	do.....	180	Joseph F. Gauthier.....	Private.....	p. m. 10
Philip Alvares.....	Interpreter.....	150	Joseph Lafrombois.....	do.....	p. m. 10
Cloud Bird.....	do.....	150	Peter Pamonicutt.....	do.....	p. m. 10
Black Dog.....	Blacksmith's apprentice.....	120	<i>Hoopa Valley, Cal.</i>		
Black Duck.....	Judge.....	p. m. 8	WHITES.		
The Man.....	do.....	p. m. 8	Frederick Snyder.....	Clerk.....	900
Joseph Culbertson.....	do.....	p. m. 8	John S. Lindley.....	Physician.....	1,000
INDIAN POLICE.			Thomas J. Williams.....	Blacksmith.....	720
Muskrat.....	Captain.....	p. m. 15	Miss May Ferrote.....	Field matron.....	720
Duck.....	do.....	p. m. 15	Major P. Dutton.....	Carpenter.....	720
Circle Eagle.....	Private.....	p. m. 10	William A. Widrig.....	Miller and sawyer.....	720
Thomas Handcock.....	do.....	p. m. 10	INDIANS.		
Bad Temper.....	do.....	p. m. 10	August Lucier.....	Farmer.....	240
Henry Shields.....	do.....	p. m. 10	Jack Davis.....	do.....	240
Thundering Bear.....	do.....	p. m. 10	Tommy Marshall.....	Addl. farmer.....	240
Jos. Culbertson.....	do.....	p. m. 10	Wm. Kentuck, jr.....	do.....	120
William Brugeier.....	do.....	p. m. 10	Benjamin Lack.....	Judge.....	p. m. 8
Isaac Cox.....	do.....	p. m. 10	William Quimby.....	do.....	p. m. 8
<i>Grandronde, Oreg.</i>			John Socktish.....	do.....	p. m. 8
INDIANS.			INDIAN POLICE.		
James Winslow.....	Blacksmith.....	500	Freddie Pedro.....	Private.....	p. m. 10
Levi Taylor.....	Sawyer.....	500	* Also treaty of May 1, 1888.		
Alfred Lachance.....	Apprentice.....	130			
Daniel Robinson.....	do.....	130			
Joseph Michelle.....	Addl. farmer.....	130			

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES— Continued.			INDIAN AGENCIES— Continued.		
<i>Jicarilla, N. Mex.</i>			<i>Kiowa, Okla.—Cont'd.</i>		
WHITE.			INDIAN POLICE.		
N. S. Walpole .....	Agent .....	\$1,500	Bert Arco .....	Captain .....	p. m. \$15
John L. Gaylord .....	Clerk .....	1,000	Chas. Ohettoint .....	Lieutenant .....	p. m. 15
Robert Ewell .....	Farmer .....	720	Hah to go .....	Private .....	p. m. 10
William A. Kibbe .....	Blacksmith and wheelwright.	720	Mi he co by .....	do .....	p. m. 10
INDIANS.			Quote ko ke ah .....	do .....	p. m. 10
John Mills .....	Asst. farmer .....	720	Pueblo .....	do .....	p. m. 10
Agapito Baltizar .....	Teamster .....	360	Frank Bosin .....	do .....	p. m. 10
De Jesus Campo .....	Herder .....	200	Tsa lote .....	do .....	p. m. 10
Eddie Morea .....	do .....	200	Coffee .....	do .....	p. m. 10
Albert Garcea .....	Interpreter .....	150	Charles Chisholm .....	do .....	p. m. 10
Christine Vicenti .....	Apprentice .....	120	Chale tsen .....	do .....	p. m. 10
James A. Garfield .....	Judge .....	p. m. 8	Sam Parton .....	do .....	p. m. 10
Elote .....	do .....	p. m. 8	Nah no .....	do .....	p. m. 10
Augustine Vigil .....	do .....	p. m. 8	<i>Klamath, Oreg.</i>		
INDIAN POLICE.			WHITES.		
Antonio Vigil .....	Captain .....	p. m. 15	O. C. Applegate .....	Agent .....	1,200
Maxwell Sauchez .....	Private .....	p. m. 10	Will W. Nickerson .....	Financial clerk .....	840
Lucas Garfield .....	do .....	p. m. 10	Stacy Hemenway .....	Physician .....	1,000
Pedro Phone .....	do .....	p. m. 10	Harry E. Mann .....	Blacksmith .....	720
Jose V. La Cruz .....	do .....	p. m. 10	George W. Loosley .....	Stockman .....	p. m. 65
Pefanio Vigil .....	do .....	p. m. 10	Arthur T. Langell .....	Addl. farmer .....	p. m. 60
<i>Kiowa, Okla. *</i>			INDIANS.		
WHITES.			Shakespeare Hicks .....	Asst. sawyer .....	180
Col. Jas. F. Randlett .....	Agent .....	1,800	Jesse Kirk .....	Stockman .....	p. m. 40
James A. Carroll .....	Clerk .....	1,200	Harrison Brown .....	Judge .....	p. m. 8
Charles R. Hume .....	Physician .....	1,200	Robert Wilson .....	do .....	p. m. 8
John P. Blackmon .....	Assistant clerk .....	1,200	Levi Walker .....	do .....	p. m. 8
Charles L. Ellis .....	Stenographer and forward- ing clerk.	900	David Drummer .....	do .....	p. m. 8
Frederic S. Barbour .....	Financial clerk .....	900	INDIAN POLICE.		
Fred Schlegel .....	Blacksmith .....	840	Joseph Kirk .....	Captain .....	p. m. 15
Hiram P. Pruner .....	Carpenter .....	840	Elmer Hill .....	Private .....	p. m. 10
Miles Norton .....	Assistant clerk .....	840	Joseph Godowa .....	do .....	p. m. 10
James H. Dunlop .....	Carpenter .....	840	Abraham Charlie .....	do .....	p. m. 10
Homer W. Dunbar .....	Issue clerk .....	800	Eugene Isaacs .....	do .....	p. m. 10
Miss Lauretta E. Ballew .....	Field matron .....	720	Ike Taylor .....	do .....	p. m. 10
Smith T. Hestand .....	Blacksmith .....	720	Robert Hood .....	do .....	p. m. 10
Frank B. Farwell .....	Farmer .....	600	<i>La Pointe, Wis.</i>		
John W. Ijams .....	do .....	600	WHITES.		
Porter H. Sisney .....	do .....	600	S. W. Campbell .....	Agent .....	1,800
John W. Pullin .....	Stableman .....	420	Roland G. Rodman, jr .....	Clerk .....	1,200
Edward Clark .....	do .....	300	George S. Davidson .....	Physician .....	1,500
Fred L. Benson .....	Addl. farmer .....	p. m. 60	Harry H. Beaser .....	Assistant clerk .....	720
William Phillips .....	do .....	p. m. 50	Henry C. Jones .....	Financial clerk .....	720
INDIANS.			Dalore King .....	Blacksmith .....	660
Mrs. Laura D. Pedrick .....	Field matron .....	720	Nathaniel D. Rodman .....	Addl. farmer .....	p. m. 65
Otto Wells .....	Farmer .....	600	John W. Morgan .....	do .....	p. m. 65
George Washington .....	Asst. blacksmith .....	360	Roger Patterson .....	do .....	p. m. 65
Joel Cotter .....	Blacksmith .....	360	William C. McRae .....	do .....	p. m. 60
Henry Inkanish .....	Harness maker .....	360	William S. Wright .....	do .....	p. m. 65
Harry Ware .....	Butcher .....	360	INDIANS.		
Jacob Jones .....	Blacksmith .....	360	Antoine Buffalo .....	Addl. farmer .....	p. m. 60
Jessie Mahseet .....	Herder .....	300	Stephen Gheen .....	do .....	p. m. 60
Howard White Wolf .....	Asst. farmer .....	240	INDIAN POLICE.		
Oscar Ahpetone .....	do .....	240	Louis Corbine .....	Private .....	p. m. 10
Francis Corbett .....	Asst. blacksmith .....	240	Ah nah kah me ke nung .....	do .....	p. m. 10
James Inkanish .....	Asst. farmer .....	240	Charles Makosow .....	do .....	p. m. 10
Burgess Hunt .....	Asst. carpenter .....	180	Frank Cadatte .....	do .....	p. m. 10
Frank Everett .....	Interpreter .....	150	William Gordon .....	do .....	p. m. 10
White Brack .....	Judge .....	p. m. 10	Frank La Duc .....	do .....	p. m. 10
Frank Moctah .....	do .....	p. m. 10	William Baker .....	do .....	p. m. 10
Ah pe ah tone .....	do .....	p. m. 10			

\* Also treaty of October 21, 1867.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES— Continued.			INDIAN AGENCIES— Continued.		
<i>Leech Lake, Minn.</i>			<i>Lemhi, Idaho—Cont'd.</i>		
WHITES.			INDIAN POLICE.		
Capt. W. A. Mercer....	Acting agent...	None.	Henry Yellowstone ...	Captain .....	p.m. \$15
Howell Morgan .....	Clerk .....	\$1, 200	John Eagle .....	Private .....	p.m. 10
William J. Stephenson.	Physician .....	1, 200	<i>Lower Brule, S. Dak.*</i>		
Alonzo D. Snyder.....	do .....	1, 200	WHITES.		
George A. Morrison....	Farmer and overseer.	900	Robert H. Somers.....	Agent .....	1, 400
H. F. Young .....	Supt. of logging.	900	George S. Stone.....	Clerk .....	1, 200
Daniel Sullivan .....	do .....	900	J. R. Collard .....	Physician .....	1, 200
Watson C. Randolph ..	Assistant clerk ..	900	J. B. Smith .....	Blacksmith .....	800
James B. Noble .....	Carpenter .....	720	William E. Clayton...	Carpenter .....	800
Henry Bitzing.....	Blacksmith.....	720	Henry C. Goodale .....	Farmer .....	720
INDIANS.			Joseph Bargesser.....	Stableman .....	300
Donald S. Morrison....	Assistant clerk ..	900	INDIANS.		
Charles H. Beaulieu...	Supt. of logging.	900	M. Langdeau.....	Asst. farmer .....	500
Joe Oscar .....	Engineer .....	720	Norbert L. Roche.....	Herder .....	360
Paul Bonga .....	Farmer .....	720	George Tompkins .....	Asst. blacksmith ..	240
Alex. Giermeau .....	Blacksmith.....	720	Zedo Rencountre .....	Asst. carpenter ..	240
John P. Bonga.....	Farmer .....	540	George Yellow .....	Laborer .....	240
Jake Hudson .....	Laborer .....	360	Alex. Rencountre.....	Interpreter .....	150
Charles Fairbanks.....	do .....	360	Big Mane .....	Judge .....	p.m. 10
Edward H. Johnson ..	Teamster .....	320	Cornelius B. Head ..	do .....	p.m. 10
Peter Graves .....	do .....	320	Swift Hawk .....	do .....	p.m. 10
Wallace Weaver.....	Interpreter .....	150	INDIAN POLICE.		
Joseph B. Jourdan....	do .....	150	Nah ah tah wub.....	Captain .....	p.m. 15
INDIAN POLICE.			Joe Weaver .....	Lieutenant .....	p.m. 15
Nah ah tah wub.....	Captain .....	p.m. 15	Joe Thunder .....	Private .....	p.m. 10
Joe Weaver .....	Lieutenant .....	p.m. 15	Jim Fisher .....	do .....	p.m. 10
Joe Thunder .....	Private .....	p.m. 10	George Brunette .....	do .....	p.m. 10
Jim Fisher .....	do .....	p.m. 10	George Bonga .....	do .....	p.m. 10
George Brunette .....	do .....	p.m. 10	Peter Jourdain .....	do .....	p.m. 10
George Bonga .....	do .....	p.m. 10	Henry Butcher .....	do .....	p.m. 10
Peter Jourdain .....	do .....	p.m. 10	Nah zhaah keesh kung.	do .....	p.m. 10
Henry Butcher .....	do .....	p.m. 10	David Kirk .....	do .....	p.m. 10
Nah zhaah keesh kung.	do .....	p.m. 10	Bay she kunig.....	do .....	p.m. 10
David Kirk .....	do .....	p.m. 10	John Jackson.....	do .....	p.m. 10
Bay she kunig.....	do .....	p.m. 10	Kay zhe bah wo say ..	do .....	p.m. 10
John Jackson.....	do .....	p.m. 10	Grant Jackson.....	do .....	p.m. 10
Kay zhe bah wo say ..	do .....	p.m. 10	May quom e waung ay	do .....	p.m. 10
Grant Jackson.....	do .....	p.m. 10	Baptiste Lawrence ..	do .....	p.m. 10
May quom e waung ay	do .....	p.m. 10	Ah wish to yah .....	do .....	p.m. 10
Baptiste Lawrence ..	do .....	p.m. 10	Ben. S. Roy .....	do .....	p.m. 10
Ah wish to yah .....	do .....	p.m. 10	William Douglas .....	do .....	p.m. 10
Ben. S. Roy .....	do .....	p.m. 10	Bedway way gah bow.	do .....	p.m. 10
William Douglas .....	do .....	p.m. 10	Henry Defoe .....	do .....	p.m. 10
Bedway way gah bow.	do .....	p.m. 10	<i>Lemhi, Idaho.</i>		
Henry Defoe .....	do .....	p.m. 10	WHITES.		
<i>Lemhi, Idaho.</i>			Edwin M. Yearian.....	Agent .....	1, 200
WHITES.			George D. C. Hibbs ..	Clerk .....	900
Edwin M. Yearian.....	Agent .....	1, 200	Ausin E. Murphy .....	Physician .....	1, 000
George D. C. Hibbs ..	Clerk .....	900	Isaac S. Brashears ..	Blacksmith and carpenter.	840
Ausin E. Murphy .....	Physician .....	1, 000	Walter Gill .....	Add'l. farmer ..	p.m. 60
Isaac S. Brashears ..	Blacksmith and carpenter.	840	Robert Kirkham .....	do .....	p.m. 50
Walter Gill .....	Add'l. farmer ..	p.m. 60	INDIANS.		
Robert Kirkham .....	do .....	p.m. 50	Andy Johnson .....	Herder .....	360
INDIANS.			William Burton .....	Interpreter .....	100
Andy Johnson .....	Herder .....	360	Jim Capoose.....	Judge .....	p.m. 8
William Burton .....	Interpreter .....	100	Frank Ponzio .....	do .....	p.m. 8
Jim Capoose.....	Judge .....	p.m. 8	Roger Woodayogo....	do .....	p.m. 8
Frank Ponzio .....	do .....	p.m. 8	INDIAN POLICE.		
Roger Woodayogo....	do .....	p.m. 8	Martin Jauro.....	Captain .....	p.m. 15
INDIAN POLICE.			Jose Carac.....	Private .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	James Alto .....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Salvador Nolasquez ..	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	Salvador Duro.....	do .....	p.m. 10
Salvador Nolasquez ..	do .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
Salvador Duro.....	do .....	p.m. 10	<i>Mission, Cal.</i>		
Pablo Kintano .....	do .....	p.m. 10	WHITES.		
INDIAN POLICE.			Lucius A. Wright.....	Agent .....	1, 600
Martin Jauro.....	Captain .....	p.m. 15	C. C. Wainwright.....	Physician .....	1, 200
Jose Carac.....	Private .....	p.m. 10	Jesse Hinkle.....	Add'l. farmer ..	p.m. 60
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10
Martin Jauro.....	Captain .....	p.m. 15	Salvador Duro.....	do .....	p.m. 10
Jose Carac.....	Private .....	p.m. 10	Pablo Kintano .....	do .....	p.m. 10
James Alto .....	do .....	p.m. 10	INDIAN POLICE.		
Salvador Nolasquez ..	do .....	p.m. 10	Martin Jauro.....	Captain .....	p.m. 15
Salvador Duro.....	do .....	p.m. 10	Jose Carac.....	Private .....	p.m. 10
Pablo Kintano .....	do .....	p.m. 10	James Alto .....	do .....	p.m. 10
INDIAN POLICE.			Salvador Nolasquez ..	do .....	p.m. 10



List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
<b>INDIAN AGENCIES—Continued.</b>			<b>INDIAN AGENCIES—Continued.</b>		
<i>Navajos, N. Mex.</i>			<i>Nevada, Nev.—Cont'd.</i>		
WHITES.			INDIAN POLICE.		
George W. Hayzlett....	Agent.....	\$1,800	David Numana.....	Captain.....	p.m. \$15
Calvin K. Smith.....	Physician.....	1,100	William O'Day.....	Private.....	p.m. 10
Samuel E. Shoemaker..	Supr. of con- structed ditches.	1,200	Joseph Mandel.....	do.....	p.m. 10
John Stewart.....	Blacksmith....	800	Jack Warwick.....	do.....	p.m. 10
J. H. Henderson.....	Eng'r and saw'r	800	<i>New York, N. Y.</i>		
Albert I. Mills.....	Carpenter and wheelwright.	800	WHITES.		
Miss Mary L. Eldridge.	Field matron..	720	A. W. Ferrin.....	Agent.....	1,000
Elevin E. Rogers.....	Add'l. farmer..	p.m. 65	A. D. Lake.....	Physician.....	600
Mrs. H. G. Cole.....	Field matron..	p.m. 50	<i>Nez Perces Agency, Idaho.*</i>		
INDIANS.			WHITES.		
Staley Norcross.....	Ox driver.....	400	C. F. Stranahan.....	Agent.....	1,600
Hosteen Ba hl.....	Laborer.....	200	John S. Martin.....	Clerk.....	1,200
Hoska begay.....	do.....	200	Earl W. Allen.....	Assistant clerk..	900
Singing Man.....	do.....	200	Charles M. Bartlett.	Sawyer.....	720
Black Horse.....	Judge.....	p.m. 8	Lewis G. Phillips...	Engineer.....	720
Et sitty yazza be gay..	do.....	p.m. 8	Charles M. Frye.....	Laborer.....	480
Wa nee ka.....	do.....	p.m. 8	INDIANS.		
INDIAN POLICE.			Edward Raboin.....		
Wingate.....	Captain.....	p.m. 15	Interpreter.....	200	
Captain Sam.....	Lieutenant.....	p.m. 15	INDIAN POLICE.		
Bitsin Begay.....	Private.....	p.m. 10	James Grant.....	Captain.....	p. m. 15
Hostoi Delhi.....	do.....	p.m. 10	<i>Omaha and Winnebago, Nebr.</i>		
Adobe.....	do.....	p.m. 10	WHITES.		
Klah.....	do.....	p.m. 10	C. P. Mathewson.....	Agent.....	1,600
Ben Becenti.....	do.....	p.m. 10	W. F. Haygood.....	Clerk.....	1,200
<i>Neah Bay, Wash.</i>			E. S. Hart.....	Physician.....	1,000
WHITES.			E. B. Atkinson.....	Assistant clerk..	1,000
Samuel G. Morse.....	Agent.....	1,200	Miss Helen G. Math- ewson.	Financial clerk..	900
Horace W. Cox.....	Physician.....	1,100	Henry G. Neibuhr....	Farmer.....	800
Mrs. Lida W. Quimby..	Field matron..	720	INDIANS.		
INDIANS.			David St. Cyr.....	Farmer.....	800
Frank Smith.....	Farmer.....	460	Mrs. Maud Holt.....	Field matron....	600
Edwin Hayte.....	Teamster.....	240	Charles De Cora.....	Blacksmith.....	400
Charles Williams.....	Judge.....	p.m. 8	Charles H. Prophet...	Carpenter.....	400
Light House Jim.....	do.....	p.m. 8	James Mallory.....	do.....	400
Ben Hobucket.....	do.....	p.m. 8	Amos H. Snow.....	Teamster.....	240
Lands Kalappa.....	do.....	p.m. 8	Moses M. St. Cyr.....	do.....	240
John Johnson.....	do.....	p.m. 8	Harvey Warner.....	Interpreter.....	150
INDIAN POLICE.			Simeon Hinman.....	do.....	150
Peter Brown.....	Captain.....	p.m. 15	INDIAN POLICE.		
Jimmie Howe.....	Private.....	p.m. 10	Hugh Hunter.....	Captain.....	p. m. 15
Shobid Hunter.....	do.....	p.m. 10	Matthew Tyndall.....	Private.....	p. m. 10
Chester Wanderhard..	do.....	p.m. 10	Peter Decora.....	do.....	p. m. 10
<i>Nevada, Nev.</i>			Josiah Fields.....	do.....	p. m. 10
WHITES.			George Thunder.....	do.....	p. m. 10
John B. Woods.....	Clerk.....	1,200	Johnson Smith.....	do.....	p. m. 10
W. L. Kistler.....	Physician.....	1,000	Thomas McCauley.....	do.....	p. m. 10
INDIANS.			James Fisher.....	do.....	p. m. 10
William Fraser.....	Judge.....	p.m. 8	Henry Decora.....	do.....	p. m. 10
David Manwee.....	do.....	p.m. 8			

\* Also treaty of June 9, 1863.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES—Continued.			INDIAN AGENCIES—Continued.		
<i>Osage Agency, Okla.<sup>a</sup></i>			<i>Pine Ridge, S. Dak.<sup>b</sup></i>		
WHITES.			WHITES.		
O. A. Mitscher	Agent	\$1,600	John R. Brennan	Agent	\$1,800
William D. Leonard	Clerk	1,200	Charles B. Persons	Clerk	1,200
William H. Todd	Physician	1,200	James R. Walker	Physician	1,200
Lucien W. B. Long	do	1,200	Melvin Baxter	Blacksmith	800
Healy M. Loomer	Assistant clerk	1,000	James B. Fralick	Carpenter	800
William H. Robinson	Clerk in charge K a w s u b - agency.	1,000	Marshall E. Stirk	Engineer and sawyer.	800
John T. Plummer	Constable	720	Charles F. Zieman	Wheelwright	800
Wiley G. Haines	do	720	Frank E. McIntyre	Assistant clerk	720
John B. Jones	do	720	Miss Annie B. Scoville	Field matron	720
Milton S. Hutchison	do	720	John J. Boesel	Adtl. farmer	p. m. 65
William B. Jackson	do	720	B. J. Gleason	do	p. m. 65
Joel G. McGuire	do	720	James Smalley	do	p. m. 65
Charles N. Dugger	do	720	W. C. Smoot	do	p. m. 65
John Hutchison	do	720	INDIAN		
George D. Sears	do	720	Charles Bird	Issue clerk	840
John A. Gilbert	do	720	E. G. Bettelyoun	Assistant clerk	840
Bennett Warren	do	720	E. C. Means	do	600
John K. Carter	Messenger	240	Frank C. Goings	Watchman	600
INDIANS.			Peter Livermout	Stableman	540
Frank Tinker	Constable	720	Benjamin Mills	Herder	510
Fred Penn	do	720	Charles R. H. Smith	Asst. farmer	460
Franklin N. Revard	do	720	Santa R. Martin	Painter and turner.	460
John V. Plake	Stenographer	720	Antoine Janis	Asst. farmer	460
Paul Wheeler	Constable	720	John Russell	do	460
Edward A. Brunt	do	720	Alex Lebuff	do	460
Louis Baptiste	Stable man	600	Wilson White Star	Herder	460
Ben Shaffer	Laborer	240	Antoine Herman	Asst. farmer	460
Thomas Mosier	Interpreter	200	Charles C. Marrivall	do	460
Achan Pappau	do	100	Thomas Spotted Bear	Herder	460
INDIAN POLICE.			Frank Martimus	Laborer	360
Little Henry Pappau	Private	p. m. 10	R. Twin	Herder	360
Jessie Me ho jah	do	p. m. 10	Edward Yankton	Asst. mechanic.	300
Hugh Miller	do	p. m. 10	Shield Thunder Bull	do	300
<i>Pima, Ariz.</i>			Peter Chief Eagle	Physician's asst.	300
WHITES.			Lewis Martin	Asst. mechanic.	300
Elwood Hadley	Agent	1,800	William White Bear	do	300
John L. Snyder	Clerk	1,200	Adam Tobacco	Laborer	240
William M. Crawford	Assistant clerk	900	Joseph High Eagle	do	240
D. J. Landers	Miller	840	M. Jarvis	do	240
Miss M. E. Thompson	Field matron	720	James Mastas	do	240
Mrs. Mary A. Wynkoop	do	600	Sam Dean	do	180
J. M. Berger	Adtl. farmer	p. m. 60	Grover Y. Boy	do	180
INDIANS.			George Iron Heart	do	180
Walter K. Callahan	Physician	1,200	James Black Horse	Butcher	120
Jesus Lucas	Carpenter and blacksmith.	720	Alex Salvis	do	120
Ralph Blackwater	Engineer	480	Samuel Little Bull	do	120
Mrs. Melissa Jones	Interpreter	150	Frank Feather	do	120
Pablo	Judge	p. m. 8	Alex Mousseau	do	120
Francisco	do	p. m. 8	Frank Y. Boy	do	120
Judge Lewis	do	p. m. 8	Geo. N. A. O. Pawnee	Asst. butcher	60
INDIAN POLICE.			Charles Little Cloud	do	60
Coover	Captain	p. m. 15	John Kills Ree	do	60
Hugh Norris	Private	p. m. 10	Edward Star	do	60
Frank Nolan	do	p. m. 10	Joseph Kettle Coat	do	60
Sam Cheago	do	p. m. 10	Ground Morrison	do	60
Solon Jones	do	p. m. 10	Thomas Tyon	Adtl. farmer	p. m. 60
Juan Enos	do	p. m. 10	Richard Afraid of Hawk	Laborer	p. m. 25
John G. Whittier	do	p. m. 10	Paul Crier	do	p. m. 25
Antonio B. Jones	do	p. m. 10	John Shell Necklace	do	p. m. 25
			Frank Fast Horse	Judge	p. m. 10
			John Thunder Bear	do	p. m. 10
			William Iron Crow	do	p. m. 10
			Henry S. Soldier	do	p. m. 10
			INDIAN POLICE.		
			John Sitting Bear	Captain	p. m. 15
			Jos. Bush	1st lieutenant	p. m. 15

<sup>a</sup> Also treaty of November 1, 1837.

<sup>b</sup> Also treaty of April 29, 1868, and agreement of February 28, 1877.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES—Continued.			INDIAN AGENCIES—Continued.		
<i>Pine Ridge, S. Dak.—Continued.</i>			<i>Ponca, etc., Okla.—Continued.</i>		
INDIAN POLICE—cont'd.			WHITES (PAWNEE).		
Jos. Running Hawk	2d lieutenant	p. m. \$15	W. B. Webb	Clerk	\$1,200
John Blunt Horn	Private	p. m. 10	W. H. Ferguson	Blacksmith	600
Amos Red Owl	do	p. m. 10	Mrs. Sarah E. Murray	Field matron	600
Austin Little Bull	do	p. m. 10	W. C. Bays	Carpenter and sawyer	600
John Ghost Bear	do	p. m. 10	B. N. Barnes	Laborer	280
Grover Short Bear	do	p. m. 10	Joseph D. Turner	Addl. farmer	p. m. 60
Henry Black Elk	do	p. m. 10	INDIANS (PAWNEE).		
Horace Brown Ears	do	p. m. 10	George Howell	Engineer	400
John No Ears	do	p. m. 10	Nathan'l Mannington	Carpenter	240
Joseph Dog Chief	do	p. m. 10	Samuel Horse Chief	Messenger	240
Lambert Hat	do	p. m. 10	Henry Box	Blacksmith	240
Thomas Crow	do	p. m. 10	WHITES (OTOE).		
James Clincher	do	p. m. 10	Peter Steinmetz	Carpenter	600
Samuel Ladeaux	do	p. m. 10	Joseph B. Stevens	Laborer	280
Paul Catches	do	p. m. 10	INDIANS (OTOE):		
Chas. Thunder Bull	do	p. m. 10	J. B. Dailey	Blacksmith	600
Peter Stand	do	p. m. 10	Arthur Johnson	Farmer	600
Abner White Calf	do	p. m. 10	Mrs. Alice Deroin	Toll keeper	300
Chas. P. Wolf	do	p. m. 10	Charles White Horn	Carpenter	240
Edward Crow	do	p. m. 10	Frank Shadlow	Blacksmith	240
James D. Thrice	do	p. m. 10	Mitchell Deroin	Interpreter	150
James Charges Enemy	do	p. m. 10	Richard Whitehouse	Judge	p. m. 5
Allen Cheyenne	do	p. m. 10	Antoine Robedeaux	do	p. m. 5
John W. Horse	do	p. m. 10	Richard Robedeaux	do	p. m. 5
Wm. G. V. Elk	do	p. m. 10	INDIAN POLICE (OTOE).		
Henry Crow	do	p. m. 10	C. G. Barnes	Captain	p. m. 15
John Iron Wing	do	p. m. 10	Felix Robedeaux	Private	p. m. 10
John L. Finger	do	p. m. 10	WHITES (OAKLAND).		
Joseph R. A. Edge	do	p. m. 10	Garrett C. Brewer	Farmer	720
Henry C. A. Them	do	p. m. 10	<i>Pottawatomi and Great Nemaha, Kans.<sup>b</sup></i>		
Max R. E. Horse	do	p. m. 10	WHITES.		
George C. Growling	do	p. m. 10	W. R. Honnell	Agent	1,200
Levi Loud Voice Hawk	do	p. m. 10	Robert E. Murphy	Clerk	1,200
Aaron Long Horn	do	p. m. 10	W. H. Harrison	Physician	1,000
James Y. Horse	do	p. m. 10	Joseph A. Scott	Leasing clerk	720
Louis Provost	do	p. m. 10	Frank Becht	Wheelwright	720
<i>Ponca, etc., Okla.<sup>a</sup></i>			Blair S. Stewart	Physician	300
WHITES (PONCA).			INDIANS.		
John Jensen	Agent	1,500	George Hicks	Blacksmith	660
R. S. Steele	Clerk	1,200	Isadore Nadeau	Laborer	300
H. W. Newman	Physician	1,000	INDIAN POLICE.		
Miss Jessie F. Jensen	Financial clerk	840	Frank A. Bourbonny	Captain	p. m. 15
John G. Atkins	Blacksmith	720	John Masquequa	Private	p. m. 10
Albert Wheaton	Carpenter	720	John Butler	do	p. m. 10
E. S. Hunter	Laborer	300	INDIAN AGENCIES—Continued.		
E. G. Commons	Addl. farmer	p. m. 60	<i>Pine Ridge, S. Dak.—Continued.</i>		
Mrs. Anna L. Simms	Field matron	p. m. 50	INDIAN POLICE—cont'd.		
INDIANS (PONCA).			INDIAN AGENCIES—Continued.		
Joseph Le Clair	Carpenter	240	<i>Ponca, etc., Okla.—Continued.</i>		
Horace Warrior	do	240	WHITES (PAWNEE).		
Samuel Gayton	Blacksmith	240	George Howell		
Peter Mitchell	Interpreter	150	Engineer		
Standing Buffalo	Judge	p. m. 5	Nathan'l Mannington		
Antoine Roy	do	p. m. 5	Carpenter		
Horse Chief Eagle	do	p. m. 5	Samuel Horse Chief		
INDIAN POLICE (PONCA).			Messenger		
John Delodge	Captain	p. m. 15	Henry Box		
Weak Bone	Private	p. m. 10	Blacksmith		

<sup>a</sup>Also treaties of March 15, 1854, and September 24, 1857.

<sup>b</sup>Also treaties of October 16, 1826, September 20, 1828, and July 29, 1829, with Potawatomi; May 18, 1854, with Kickapoo; May 17, 1854, with Iowa, and October 21, 1837, with Sauk and Fox of the Missouri.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES—Continued.			INDIAN AGENCIES—Continued.		
<i>Puyallup, Wash.</i>			<i>Rosebud, S. Dak.—Continued.</i>		
WHITES.			INDIANS—continued.		
George D. McQuesten..	Clerk .....	\$1,200	Alex. Desersa.....	Asst. bl'ksmith.	\$180
Charles McIntyre .....	Farmer.....	600	George Stead.....	Asst. farmer....	120
INDIANS.			Geo. Whirlwind Soldier	.....do.....	120
Johnson Waukenas....	Judge .....	p. m. 5-	Arthur Two Strike .....	.....do.....	120
John Wakatup .....	do .....	p. m. 5	Walter Red Elk .....	.....do.....	120
James Jackson .....	do .....	p. m. 5	Solomon O. Lodge .....	.....do.....	120
INDIAN POLICE.			Sam White Bird .....	.....do.....	120
Peter Heck .....	Private .....	p. m. 5	Zander Big Crow .....	.....do.....	120
William Frank .....	do .....	p. m. 5	John Claymore .....	.....do.....	120
<i>Quapaw, Ind. T.<sup>a</sup></i>			Jasper Ellston .....	.....do.....	120
WHITES.			Joseph Garneau .....	.....do.....	120
Horace B. Durant .....	Clerk .....	1,000	Amos Walker .....	.....do.....	120
Ambler Caskie .....	Physician .....	1,000	Oliver Prue .....	.....do.....	120
C. O. Lemon .....	Blacksmith and wheelwright.	700	Fred Big Horse .....	.....do.....	120
INDIANS.			John Lame Omaha....	Laborer .....	360
Eldridge Brown .....	Laborer .....	420	Louis Bordeaux .....	Addl. farmer .....	p. m. 60
William P. Long .....	Blacksmith .....	400	Isaac Bettelyoun .....	.....do.....	p. m. 60
Louis Imbeau .....	do .....	350	INDIAN POLICE.		
INDIAN POLICE.			Samuel High Bear.....	Captain .....	p. m. 15
Silas Armstrong .....	Captain .....	p. m. 15	Alfred Little Elk .....	1st sergeant.....	p. m. 10
John Bland .....	Private .....	p. m. 10	Jared Good Shield .....	2d sergeant.....	p. m. 10
Alfred Whitecrow .....	do .....	p. m. 10	Edward Eagle Man .....	Private .....	p. m. 10
William Sky .....	do .....	p. m. 10	Arnold Iron Shell .....	.....do.....	p. m. 10
<i>Rosebud, S. Dak.<sup>b</sup></i>			Samuel Kills Two .....	.....do.....	p. m. 10
WHITES.			Chas. Walking Soldier.	.....do.....	p. m. 10
Charles E. McChesney..	Agent .....	1,800	Jesse S. Picket Pin .....	.....do.....	p. m. 10
Frank Mullen .....	Clerk .....	1,200	Charles Y. Bear .....	.....do.....	p. m. 10
Leonidas M. Hardin .....	Physician .....	1,200	John Red Eagle .....	.....do.....	p. m. 10
H. B. Cox .....	Assistant clerk .....	900	Thomas Black Bull .....	.....do.....	p. m. 10
Charles Bredeson .....	Blacksmith .....	900	Silas Standing Elk .....	.....do.....	p. m. 10
James A. McCorkle .....	Financial clerk .....	1,000	David Crooked Foot .....	.....do.....	p. m. 10
C. E. Colby .....	Carpenter .....	900	John King .....	.....do.....	p. m. 10
Peter Balgord .....	Wagon maker .....	900	George Yellow Eyes .....	.....do.....	p. m. 10
Frank Robinson .....	Farmer .....	800	Silas Chasing Horse .....	.....do.....	p. m. 10
Frank Sygal .....	Addl. farmer .....	p. m. 60	Amos From Above .....	.....do.....	p. m. 10
John Sullivan .....	do .....	p. m. 60	John Owns the Battle .....	.....do.....	p. m. 10
INDIANS.			Wallace W. Bull .....	.....do.....	p. m. 10
Wm. F. Schmidt .....	Issue clerk .....	900	Elmer Hunts Horses .....	.....do.....	p. m. 10
Wm. Bordeaux .....	Asst. issue clerk .....	720	Jos. One Feather .....	.....do.....	p. m. 10
William J. Barker .....	Assistant clerk .....	720	Jas. White Horse .....	.....do.....	p. m. 10
Ralph Eagle Feather .....	Asst. carpenter .....	540	Fred Little Day .....	.....do.....	p. m. 10
Joseph Claymore .....	Stableman .....	540	Aquilla Big Heart .....	.....do.....	p. m. 10
Louis Roubideau .....	Watchman .....	480	George R. Bear .....	.....do.....	p. m. 10
Dominick Bray .....	Butcher .....	480	Thomas Blood .....	.....do.....	p. m. 10
John Omaha Boy .....	Teamster .....	360	Charles White Mouse .....	.....do.....	p. m. 10
Charles White Hat .....	do .....	360	Francis S. Arrow .....	.....do.....	p. m. 10
Henry Knife .....	Laborer .....	300	George Our Fall .....	.....do.....	p. m. 10
Oliver Turning Bear .....	do .....	300	Thomas Red Leaf .....	.....do.....	p. m. 10
Henry Horse Looking .....	do .....	300	William Red Bull .....	.....do.....	p. m. 10
Sam M. Terry .....	do .....	300	Jonah Crow .....	.....do.....	p. m. 10
John White Blanket .....	Asst. bl'ksmith .....	240	<i>Round Valley, Cal.</i>		
Daniel Webster .....	Asst. carpenter .....	240	WHITES.		
Henry C. Shield .....	Laborer .....	240	Elmer E. Kightlinger..	Clerk .....	900
Samuel David .....	do .....	240	C. M. Brown .....	Sawyer .....	p. m. 75
Luke Moccasin Face .....	Janitor .....	180	A. M. Brown .....	Logger .....	p. m. 60
			INDIANS.		
			Charles Dorman .....	Farmer .....	720
			Walter Piner .....	Stableman .....	120
			INDIAN POLICE.		
			John Brown .....	Private .....	p. m. 10
			Enoch Pollard .....	do .....	p. m. 10

<sup>a</sup> Also treaties of May 13, 1883, with Quapaw, and July 20, 1831, and February 23, 1867, with Seneca and Shawnee.

<sup>b</sup> Also treaty of April 29, 1868, and agreement of February 28, 1877.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES—Continued.			INDIAN AGENCIES—Continued.		
<i>Sac and Foz, Iowa.</i>			<i>San Carlos, Ariz.—Continued.</i>		
WHITE.			INDIANS—continued.		
Wm. G. Malin.....	Agent.....	\$1,000	Robert Roy.....	Asst. bl'ksmith.....	\$200
D. S. Hinegardner.....	Addl. farmer.....	p. m. 60	Edward L. Gillson.....	Asst. miller.....	200
INDIANS.			Ralph King.....	Laborer.....	200
Joseph Tesson.....	Interpreter.....	150	Constant Bread.....	Interpreter.....	150
INDIAN POLICE.			Charles Dickens.....	do.....	150
James Poweshick.....	Captain.....	p. m. 15	Harry Chetin.....	Judge.....	p. m. 8
Samuel Lincoln.....	do.....	p. m. 10	Pete Skioutesay.....	do.....	p. m. 8
<i>Sac and Foz, Okla.<sup>a</sup></i>			Hiram.....	do.....	p. m. 8
WHITES			INDIAN POLICE.		
Lee Patrick.....	Agent.....	1,200	Josh.....	Captain.....	p. m. 15
William R. Gulick.....	Clerk.....	1,000	Frank Kate.....	Private.....	p. m. 10
Frank W. Wyman.....	Physician.....	1,000	Elpahy.....	do.....	p. m. 10
Robert E. L. Daniel.....	Leasing clerk.....	900	Skaybeeyannay.....	do.....	p. m. 10
Jefferson L. McDaniel.....	Blacksmith.....	700	Thomas Dithyan.....	do.....	p. m. 10
John Newman.....	Laborer.....	300	John Nasinahak.....	do.....	p. m. 10
INDIANS.			Justin Sheldee.....	do.....	p. m. 10
Miss Mary Antoine.....	Stenographer and typewriter.....	480	Haskayoustees.....	do.....	p. m. 10
Wm. Hurr.....	Interpreter.....	100	Goodenskoonga.....	do.....	p. m. 10
INDIAN POLICE.			Tsayatlay.....	do.....	p. m. 10
Peter Soocy.....	Captain.....	p. m. 15	<i>Santee, Nebr.<sup>b</sup></i>		
Jim Wolf.....	Private.....	p. m. 10	WHITES.		
Abraham Welfelt.....	do.....	p. m. 10	H. C. Baird.....	Agent.....	1,500
Louis Sullivan.....	do.....	p. m. 10	Mrs. Amanda L. Baird.....	Financial clerk.....	1,000
<i>San Carlos, Ariz.</i>			George W. Ira.....	Physician.....	1,200
WHITES.			Willard K. Clark.....	do.....	200
Geo. D. Corson.....	Agent.....	1,800	P. B. Gordon.....	Farmer.....	900
Stephen James.....	Clerk.....	1,200	David M. Anderson.....	Assistant clerk.....	900
Ralph H. Ross.....	Physician.....	1,200	Benjamin D. Bayha.....	Overseer.....	720
Frank P. Burnett.....	Issue clerk.....	1,000	INDIANS.		
James H. Harris.....	Engineer and sawyer.....	840	Henry Jones.....	Issue clerk.....	720
William O. Tuttle.....	Farmer.....	720	Thomas H. Kitto.....	Miller.....	600
Archibald F. Haynes.....	Blacksmith.....	720	Joseph M. Campbell.....	Engineer.....	600
Walter D. Silcott.....	Miller.....	720	Oliver La Croix.....	Carpenter.....	600
Fred Schiffbauer.....	Wheelwright.....	720	Jacob Wilson.....	Blacksmith.....	600
Eugene M. Tardy.....	Addl. farmer.....	p. m. 60	William H. Abraham.....	Asst. carpenter.....	480
Perry McMurren.....	do.....	p. m. 60	Louis Robinet.....	Teamster.....	480
Lambert A. Ellis.....	do.....	p. m. 60	Thomas O. Kundsens.....	Carpenter.....	480
INDIANS.			Robert W. Brown.....	Asst. blacksmith.....	480
Don Juan.....	Laborer.....	480	William Bear.....	Blacksmith.....	400
Mike Temmua.....	do.....	360	Joseph Carrow.....	Overseer.....	300
Edward Hatyalo.....	do.....	360	Stephen Blacksmith.....	Addl. farmer.....	p. m. 40
Andrew Pat.....	do.....	360	INDIAN POLICE.		
Desilthahey.....	do.....	360	Antoine Rouillard.....	Private.....	p. m. 10
Tom Suramma.....	do.....	360	Henry Trudell.....	do.....	p. m. 10
Hoskanoska.....	Offbearer.....	360	<i>Shoshone, Wyo.<sup>c</sup></i>		
Naggagoty.....	Laborer.....	360	WHITES.		
Walter Santos.....	Off bearer.....	360	H. G. Nickerson.....	Agent.....	1,500
Nosie.....	Laborer.....	360	Harry E. Wadsworth.....	Financial clerk.....	1,100
Frank Eskibanzahnt.....	do.....	360	F. H. Welty.....	Physician.....	1,000
Stephen Smith.....	Asst. issue clerk.....	300	William L. Smith.....	Engineer and blacksmith.....	900
Festus Pelone.....	Harnessmaker.....	300	John Niklos.....	Blacksmith.....	720
Frank.....	Laborer.....	240	Gabriel Jorgensen.....	Carpenter.....	720
Parker W. West.....	Asst. wheelwr't.....	200	John Small.....	Miller.....	720
			L. S. Clark.....	Storekeeper.....	600
			John Henry Wahlen.....	Addl. farmer.....	p. m. 60
			Sidney D. Purviance.....	do.....	p. m. 60
			F. G. Burnett.....	do.....	p. m. 60

<sup>a</sup> Also treaty of October 11, 1842.

<sup>b</sup> Also treaty of April 29, 1868, and agreement of February 28, 1877.

<sup>c</sup> Also treaties of May 10, 1868, and July 3, 1868.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES—Continued.			INDIAN AGENCIES—Continued.		
<i>Shoshone, Wyo.—Continued.</i>			<i>Southern Ute, Colo.—Continued.</i>		
INDIANS.			INDIANS.		
Charles H. Kealar	Carpenter	\$600	Nicholas Jeantet	Farmer	\$720
Sherman Coolidge	Issue clerk	600	Antonio Trylillo	Assistant farmer	500
Charles Lahoe	Herder	600	Louis Martinez	do	400
Jack Shaved Head	do	600	Frank Martinez	Teamster	360
Thomas Oldman	Teamster	360	Henry Weaver	Asst. blacksmith	240
Henry Lee	Teamster and laborer.	360	John Taylor	Interpreter	150
John Robertson	Blacksmith's apprentice.	240	INDIAN POLICE.		
Englehom Shoyo	Carpenter's apprentice.	240	John Lyon	Captain	p. m. 15
Herbert Welsh	Fireman	240	John Dale	Private	p. m. 10
Charles Meyers	Interpreter	150	White Frost	do	p. m. 10
John Jesus	Addl. farmer	p. m. 60	Henry Shoshone	do	p. m. 10
Tallow	Judge	p. m. 10	Isaac Peabody	do	p. m. 10
Dick Washakie	do	p. m. 10	Alfonso Knebler	do	p. m. 10
INDIAN POLICE.			John Adams	do	p. m. 10
Shoyo	Captain	p. m. 15	<i>Standing Rock, N. Dak.<sup>b</sup></i>		
Sherman Sage	Lieutenant	p. m. 15	WHITES.		
David D. Hill	Private	p. m. 10	Geo. H. Bingenheimer	Agent	1,800
Wm. Shakespeare	do	p. m. 10	John Flittle	Financial clerk	1,200
William Penn	do	p. m. 10	Charles L. Woods	Physician	1,200
Tavengush	do	p. m. 10	Charles M. Ziebach	Issue clerk	1,000
Tinzoni	do	p. m. 10	Herman Kollenbaum	Carpenter	840
Hugo Isis	do	p. m. 10	Frank B. Steinmetz	Blacksmith	780
<i>Siletz, Oreg.</i>			Henry ten Broek	Harness maker	780
WHITES.			Charles S. Bush	Farmer	780
T. Jay Buford	Agent	1,200	August P. Johnson	Butcher	720
Warren H. Brown	Clerk	900	Dwight D. Wilbur	Addl. farmer	p. m. 65
Z. T. Daniel	Physician	1,000	Marion T. Spooner	do	p. m. 65
INDIANS.			Henry N. Crouse	do	p. m. 65
William Towner	Addl. farmer	p. m. 50	INDIANS.		
U. S. Grant	Judge	p. m. 8	Simon J. Kirk	Assistant clerk	620
Edward Evans	do	p. m. 8	John Tiokasin	Asst. carpenter	360
INDIAN POLICE.			Charles D. Rockbrain	Assistant farmer	300
Moses Lane	Private	p. m. 10	Louis Killed	do	300
Coquelle Thompson	do	p. m. 10	John Pleets	do	300
<i>Sisseton, S. Dak.</i>			Joseph Pleets	Stableman	300
WHITES.			Charles Gayton	Asst. blacksmith	300
Nathan P. Johnson	Agent	1,500	Robert D. Marshall	Assistant farmer	300
INDIANS.			Maurice Martin	Asst. carpenter	300
Louis Marlow	Interpreter	150	Charles Ramsay	Asst. blacksmith	300
INDIAN POLICE.			Francis Walking Elk	do	300
John Nahotan	Private	p. m. 10	James Difficult	do	300
John Take Williams	do	p. m. 10	Luke Bear Paw	do	300
Sampson Foster	do	p. m. 10	Marcus Redtomahawk	Assistant farmer	300
<i>Southern Ute, Colo.<sup>a</sup></i>			John Gayton	Asst. carpenter	300
WHITES.			Philip Centanwanjila	do	240
Jos O. Smith	Agent	1,400	George Pleets	do	300
John Wesch	Clerk	1,000	Thomas Fly	do	300
Cromwell R. Allen	Blacksmith	720	Nick Cadotte	Assistant farmer	300
			John Hoksilato	Asst. harn. ma'r	240
			Henry Tabona	do	180
			Alfred Afraid of the Hawk	Jan'r and physician's asst.	180
			Louis Winter	Asst. carpenter	180
			Anthony De Grey	Interpreter	150
			Howard Pine	Asst. carpenter	120
			Loan Him Arrows	Asst. blacksmith	120
			Aaron C. Wells	Addl. farmer	p. m. 65
			Joseph Archambault	do	p. m. 65
			John Grass, sr	Judge	p. m. 10
			Gabriel Grayeagle	do	p. m. 10
			Miles Walker	do	p. m. 10
			Joseph Natanhinapa	do	p. m. 10
			Little Dog	do	p. m. 10

<sup>a</sup> Also treaties of October 7, 1863, and March 2, 1868.

<sup>b</sup> Also treaty of April 29, 1868, and agreement of February 28, 1877.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
<b>INDIAN AGENCIES—Continued.</b>			<b>INDIAN AGENCIES—Continued.</b>		
<i>Standing Rock, N. Dak.—Continued.</i>			<i>Tulalip, Wash.—Cont'd.</i>		
<b>INDIAN POLICE.</b>			<b>INDIANS.</b>		
David Standing Soldier	Captain	p. m. \$15	George Wyakes	Blacksmith	\$480
Joseph Brownwolf	1st lieutenant	p. m. 15	David Snapps	Laborer	300
Oliver Looking Elk	2d lieutenant	p. m. 15	Charles Jules	Judge	p. m. 8
Henry Medicine	Private	p. m. 10	Hilliare Crockett	do	p. m. 8
Hugh Swift Hawk	do	p. m. 10	Charles George	do	p. m. 8
James Yellow	do	p. m. 10	Gilbert Courville	do	p. m. 8
EH Swiftteagle	do	p. m. 10	Charles Kou Kuke	do	p. m. 8
Paul Ironcedar	do	p. m. 10	Henry Steve	do	p. m. 8
Francis Fearless	do	p. m. 10	Alexander Morris	do	p. m. 8
Jacob Crossbear	do	p. m. 10	Richard Squi qui	do	p. m. 8
Luke Take the Gun	do	p. m. 10	Sam Currier	do	p. m. 8
David Seventeen	do	p. m. 10	George Contraro	do	p. m. 8
Lewis Elk Nation	do	p. m. 10			
Samuel Hawk Eagle	do	p. m. 10	<b>INDIAN POLICE.</b>		
James Amidst	do	p. m. 10	James Snoqualmie	Captain	p. m. 15
Albert Atateyamani	do	p. m. 10	Walter James	Private	p. m. 10
George Herakaonjinea	do	p. m. 10	Charles Wilbur	do	p. m. 10
George Waublicigala	do	p. m. 10	Philip John	do	p. m. 10
Reuben Hinske	do	p. m. 10	Charles Hilliare	do	p. m. 10
Old Crow	do	p. m. 10			
Thomas Stone Man	do	p. m. 10	<i>Uintah and Ouray, Utah.<sup>b</sup></i>		
Louis Eagle Dog	do	p. m. 10	<b>WHITES (UINTAH).</b>		
Jake White Bull	do	p. m. 10	H. P. Myton	Agent	1,800
James Cider	do	p. m. 10	David S. Miller	Financial clerk	1,000
Stephen Middle	do	p. m. 10	Henry B. Lloyd	Physician	1,000
			George W. Dickson	Miller and eng.	840
<i>Tongue River, Mont.<sup>a</sup></i>			D. M. Frost	Supt. irrigation	840
<b>WHITES.</b>			G. H. Johnson	Wheelwright	720
James C. Clifford	Agent	1,500	Sam McAfee	Carpenter	720
William A. Posey	Clerk	1,200	John Otterstedt	Blacksmith	720
Frank D. Merritt	Physician	1,000	Ferdinand J. Schoewe	Butcher	p. m. 60
Harold Tilleson	Blacksmith	720	Lincoln H. Mitchell	Addl. farmer	p. m. 60
August C. Stohr	Farmer	720			
Carl A. Peterson	Addl. farmer	p. m. 60	<b>INDIANS (UINTAH).</b>		
Martin Paulson	do	p. m. 60	William Wash	Herder	400
			Edgar Meritats	Stableman	400
<b>INDIANS.</b>			James A. Robb	Issue clerk	600
Robert Bear Black	Addl. farmer	400	John Murray	Asst. mechanic	300
Robert Ridge Walker	Herder	400	Verney Mack	Interpreter	150
Fred Red Robe	Assistant herder	320	Willie Duncan	Asst. mechanic	120
Thaddeus Redwater	Assistant farmer	240			
John Squint Eyes	Interpreter	150	<b>INDIAN POLICE (UINTAH).</b>		
<b>INDIAN POLICE</b>			Bob Ridley	Captain	p. m. 15
Tall Bull	Captain	p. m. 15	Taveopont	Private	p. m. 10
Arapahoe Chief	Lieutenant	p. m. 15	Jim Atwine	do	p. m. 10
Sponge	Private	p. m. 10	Sapumls	do	p. m. 10
Spotted Elk	do	p. m. 10	Dave Weech	do	p. m. 10
White Shield	do	p. m. 10	Autach	do	p. m. 10
Wolf Name	do	p. m. 10			
Hollow Breast	do	p. m. 10	<b>WHITES (OURAY).</b>		
Bullard	do	p. m. 10	Solomon V. Pitcher	Clerk	1,000
Teeth	do	p. m. 10	Samuel A. Tate	Physician	1,000
Blackwolf	do	p. m. 10	William S. Smith	Supt. irrigation	1,000
Fire Wolf	do	p. m. 10	E. F. Addis	Farmer	720
Red Fox	do	p. m. 10	William D. Evans	Blacksmith	720
Little Sun	do	p. m. 10	Wallace Stark	Carpenter	720
			J. R. McKinney	Farmer	720
<i>Tulalip, Wash.</i>			<b>INDIANS (OURAY).</b>		
<b>WHITES.</b>			Ben New cow rie	Asst. herder	400
Edward Mills	Agent	1,200	Jack Johnson	Laborer	400
J. Wiley Harris	Clerk	900	James Kanapatch	Asst. mechanic	300
Charles M. Buchanan	Physician	1,000	Henry Modoc	Ferryman	300
George T. Black	Carpenter	720	Charly Alhandia	Interpreter	150
Charles A. Reynolds	Addl. farmer	p. m. 50	John Nachoop	Asst. mechanic	120
James Y. Rae	do	p. m. 50			
Edward Bristow	do	p. m. 50			

<sup>a</sup> Also treaty of May 10, 1868, and agreement of February 28, 1877.

<sup>b</sup> Also treaties of October 7, 1863, and March 2, 1868.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
<b>INDIAN AGENCIES—Continued.</b>			<b>INDIAN AGENCIES—Continued.</b>		
<i>Utah and Ouray, Utah—Continued.</i>			<i>Warm Springs, Oreg.—Continued.</i>		
<b>INDIAN POLICE (OURAY).</b>			<b>INDIAN POLICE.</b>		
Guerro Machits .....	Captain .....	p.m. \$15	Peter Brunoe .....	Captain .....	p.m. \$15
Monk Shavanauux .....	Private .....	p.m. 10	Suppah .....	Private .....	p.m. 10
John Sullivan .....	do .....	p.m. 10	Robert Johnson .....	do .....	p.m. 10
Jim Colorow .....	do .....	p.m. 10	Harry Miller .....	do .....	p.m. 10
			John Anderson .....	do .....	p.m. 10
<i>Umatilla, Oreg.</i>			<i>Western Shoshone, Nev.</i>		
<b>WHITES.</b>			<b>WHITES.</b>		
Charles Wilkins .....	Agent .....	1,200	Henry J. Huff .....	Clerk .....	900
Charles M. Robinson .....	Clerk .....	900	Geo. N. Dolbeck .....	Physician .....	1,000
Howard L. Dumble .....	Physician .....	1,000	Hugh E. Kennedy .....	Farmer .....	720
<b>INDIANS.</b>			<b>INDIANS.</b>		
Thomas McKay .....	Teamster and laborer .....	480	Dick Caskey .....	Laborer .....	360
William McKay .....	Interpreter .....	150	Captain Sam .....	Judge .....	p.m. 8
Long Hair .....	Judge .....	p.m. 8	Charlie Hank .....	do .....	p.m. 8
Peo peo tow yash .....	do .....	p.m. 8	William Ruby .....	do .....	p.m. 8
<b>INDIAN POLICE.</b>			<b>INDIAN POLICE.</b>		
John Shomkeen .....	Captain .....	p.m. 15	Charley Damon .....	Private .....	p.m. 10
Edward Brisbois .....	Private .....	p.m. 10	George Bitt .....	do .....	p.m. 10
Pe wap tse ow .....	do .....	p.m. 10	Johnny Prouto .....	do .....	p.m. 10
<i>Union, Ind. T.</i>			<i>White Earth, Minn.</i>		
<b>WHITES.</b>			<b>WHITES.</b>		
J. B. Shoenfelt .....	Agent .....	2,500	John H. Sutherland .....	Agent .....	1,800
Dana H. Kelsey .....	Clerk .....	1,500	Simon W. Smith .....	Physician .....	1,200
William F. Wells .....	do .....	1,500	Johnson C. McGahey .....	do .....	1,000
Wisdom J. Fentress .....	do .....	1,400	Arnold A. Ledebauer .....	Issue clerk .....	800
Nathan S. McIntosh .....	do .....	1,000	J. B. Louzon .....	Carpenter .....	720
Mrs. Anna E. Shoenfelt .....	Financial clerk .....	1,000	<b>INDIANS.</b>		
Mrs. B. Oppenheimer .....	Clerk .....	1,000	John T. Van Metre .....	Clerk .....	1,200
Alfred Taylor .....	Janitor .....	540	Theo. H. Beaulieu .....	Assistant clerk .....	900
Willie Heard .....	Messenger .....	180	J. E. Perrault .....	Farmer .....	720
<b>INDIAN POLICE.</b>			<b>INDIANS.</b>		
J. W. Ellis .....	Captain .....	p.m. 15	Lawrence Roberts .....	Blacksmith .....	720
John C. West .....	Lieutenant .....	p.m. 15	Martin Branchaud .....	do .....	720
Alfred McCay .....	do .....	p.m. 15	Charles Martin .....	do .....	720
Joseph Ward .....	Sergeant .....	p.m. 10	Theodore B. Beaulieu .....	Asst. farmer .....	600
C. W. Plummer .....	Private .....	p.m. 10	Paul Fairbanks .....	Teamster .....	400
Arthur F. Chamberlain .....	do .....	p.m. 10	Charles Smith .....	Asst. blacksmith .....	300
William H. Cully .....	do .....	p.m. 10	S. P. Bellanger .....	Interpreter .....	150
John M. Sanders .....	do .....	p.m. 10	Frank B. Warren .....	Judge .....	p.m. 10
C. C. Harkens .....	do .....	p.m. 10	Fred Smith .....	do .....	p.m. 8
Orlando Dobson .....	do .....	p.m. 10	S. S. McArthur .....	do .....	p.m. 8
John Lyons .....	do .....	p.m. 10	<i>Yakima, Wash.</i>		
Arthur R. Vaughn .....	do .....	p.m. 10	<b>WHITES.</b>		
Joe Dukes .....	do .....	p.m. 10	Jay Lynch .....	Agent .....	1,600
<i>Warm Springs, Oreg.</i>			J. J. Gaither .....	Clerk .....	1,000
<b>WHITES.</b>			Geo. N. McLoughlin .....	Physician .....	1,000
Edgar Bates .....	Physician .....	900	John S. Churchward .....	Addl. farmer .....	p.m. 50
James L. Carroll .....	Carpenter .....	720	<b>INDIANS.</b>		
John T. Dizney .....	Blacksmith .....	720	Tonie Wat lam at .....	Teamster .....	300
<b>INDIANS.</b>			Patrick Celestin .....	Interpreter .....	100
Charles Pitt .....	Interpreter .....	100	Joseph Tweyuck .....	Judge .....	p.m. 5
Thomas Palmer .....	Judge .....	p.m. 8	Yallup .....	do .....	p.m. 5
Nena Patt .....	do .....	p.m. 8	Louie Simpson .....	do .....	p.m. 5
Albert Kuck up .....	do .....	p.m. 8			



List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN AGENCIES— Continued.			INDIAN SERVICE— MISCELLANEOUS —Continued.		
<i>White Earth, Minn.— Continued.</i>			<i>Indian inspectors—C't'd,</i>		
INDIAN POLICE.			Andrew J. Duncan .....		\$2,500
Chas. Olney .....	Captain .....	p. m. \$15	Charles F. Nesler .....		2,500
Frank See lat see .....	Private .....	p. m. 10	Arthur M. Tinker .....		2,500
Jacob Allo wich escum .....	.....do .....	p. m. 10	<i>Special Indian agents.</i>		
Sam Ambrose .....	.....do .....	p. m. 10	Samuel M. Taggart .....		2,000
<i>Yankton, S. Dak.*</i>			Elisha B. Reynolds .....		2,000
WHITES.			James E. Jenkins .....		2,000
John W. Harding .....	Agent .....	1,600	Eugene MacComas .....		2,000
Philip S. Everest .....	Clerk .....	1,200	Daniel W. Manchester .....		2,000
George F. Pope .....	Physician .....	1,200	<i>Special allotting agents.</i>		
Frank H. Craig .....	Genl. mechanic .....	800	William A. Winder .....		p. d. 8
James Brown .....	Farmer .....	800	John K. Rankin .....		p. d. 8
John A. McKay .....	Addl. farmer .....	p. m. 65	Miss Helen P. Clarke .....		p. d. 8
INDIANS.			William E. Casson .....		p. d. 8
David Simmons .....	Storekeeper .....	800	George A. Keepers .....		p. d. 8
S. C. De Fond .....	Issue clerk .....	720	John H. Knight .....		p. d. 8
L. Claymore .....	Blacksmith .....	480	Miss Alice C. Fletcher .....		p. d. 8
Stephen Jones .....	.....do .....	300	Sylvan Winter .....		p. d. 8
Louis Shunk .....	.....do .....	300	Charles F. Larrabee .....		None.
B. Archambeau .....	Painter .....	300	Andrew J. Perry .....		p. d. 8
J. Rondell .....	Carpenter .....	300	William R. Fitzpatrick .....		p. d. 8
Wm. Bean, jr .....	.....do .....	300	Albert R. Museller .....		p. d. 8
Tom Benton .....	Wagonmaker .....	300	<i>Superintendent of Indian schools.</i>		
Albion Hitika .....	Teamster .....	300	Miss Estelle Reel .....		3,000
C. Brugler .....	Harnessmaker .....	300	<i>Supervisors of Indian schools.</i>		
John C. Keeler .....	Stableman .....	300	Edwin L. Châlercraft .....		1,500
Joseph Nimrod .....	Tinner .....	300	Frank M. Couser .....		1,500
Thomas M. Arcouge .....	Interpreter .....	150	Charles H. Dickson .....		1, 60
J. Butcher .....	Butcher .....	120	Millard F. Holland .....		1,500
Peter St. Pierre .....	Addl. farmer .....	p. m. 40	Albert O. Wright .....		1,500
Wm. T. Selwyn .....	.....do .....	p. m. 40	<i>Superintendent of schools in the Indian Territory.</i>		
Peter Picotte .....	.....do .....	p. m. 40	John D. Benedict .....		3,500
David Zephier .....	.....do .....	p. m. 40	<i>Clerk to superintendent.</i>		
John Jaundron .....	Judge .....	p. m. 10	Harry I. Maxey .....		1,000
Simon Antelope .....	.....do .....	p. m. 10	<i>School supervisor for Choctaw Nation in Indian Territory.</i>		
Red Horse .....	.....do .....	p. m. 10	Calvin Ballard .....		1,500
INDIAN POLICE.			<i>School supervisor for Cherokee Nation in Indian Territory.</i>		
S. Spider .....	Captain .....	p. m. 15	Benjamin S. Coppock .....		1,500
S. Grayhawk .....	Private .....	p. m. 10	<i>School supervisor for Creek Nation in Indian Territory.</i>		
Charles Big Bear .....	.....do .....	p. m. 10	Miss Alice M. Robertson .....		1,500
Ed. Yellow Bird .....	.....do .....	p. m. 10	<i>Special agent on conditions of Indians on reservations.</i>		
INDIAN SERVICE— MISCELLANEOUS.			Frank C. Armstrong .....		2,500
<i>Indian commissioners.</i>					
Merrill E. Gates .....	Secretary .....	2,000			
Eliphalet Whittlesey .....	.....do .....	None.			
Albert K. Smiley .....	.....do .....	None.			
William H. Lyon .....	.....do .....	None.			
Joseph T. Jacobs .....	.....do .....	None.			
William D. Walker .....	.....do .....	None.			
Philip C. Garrett .....	.....do .....	None.			
Darwin R. James .....	.....do .....	None.			
Rt. Rev. Henry B. Whipple .....	.....do .....	None.			
William M. Beardshear .....	.....do .....	None.			
<i>Indian inspectors.</i>					
James McLaughlin .....	.....do .....	2,500			
J. George Wright .....	.....do .....	2,500			
Walter H. Graves .....	.....do .....	2,500			
Cyrus Beede .....	.....do .....	2,500			
William J. McConnell .....	.....do .....	2,500			

\*Also treaty of April 19, 1858.

bChief of Land Division in Office of Indian Affairs.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN SERVICE— MISCELLANEOUS —Continued.			INDIAN SERVICE— MISCELLANEOUS —Continued.		
<i>Commissioner for lands of Puyallup Reservation in Washington.</i>			<i>Indian warehouse, Omaha, Nebr.</i>		
Clinton A. Snowden.....		\$2,000	Richard C. Jordan.....	Superintendent	\$1,800
<i>Commissioners to negotiate with Crow, Flathead, Northern Cheyenne, Fort Hall, Uinta, and Yakima Indians.</i>			William O. Thomas....	Clerk .....	1,200
Charles G. Hoyt .....		p. d. 8	John O. Palmer.....	Laborer .....	p. m. 60
James H. McNeely .....		p. d. 8	Vincent D. Lilly.....	do .....	p. m. 60
Byron J. McIntire.....		p. d. 8	<i>Special agent to assist in locating Mexican Kickapoo Indians on their allotted lands.</i>		
<i>Superintendent of irrigation on Crow Reservation in Montana.</i>			Martin J. Bentley .....		p. m. 100
Walter B. Hill.....		2,000	<i>Kickapoo and Shawnee Indians in Oklahoma.</i>		
<i>Superintendent of irrigation on Wind River Reservation in Wyoming.</i>			Joseph Clark .....	Addl. farmer ...	p. m. 50
George Butler .....		2,000	Elizabeth Test.....	Field matron...	600
<i>Superintendent of irrigation on Pueblo and Jicarilla Reservation in New Mexico.</i>			Charles Moore.....	Blacksmith.....	700
John B. Harper .....		2,000	Pan o wa .....	Interpreter .....	150
<i>General superintendent of logging.</i>			<i>Indians of Acoma and Laguna pueblos in New Mexico.</i>		
Joseph R. Farr .....		2,000	Cary D. Richards .....	Addl. farmer ...	p. m. 60
<i>Indian trade supervisor at Osage Agency, Okla.</i>			<i>Indians of Zuni Pueblo, N. Mex.</i>		
Herbert C. Ripley .....		1,800	Miss Jolie A. Palin.....	Field matron...	720
<i>Special attorney for the Pueblo Indians of New Mexico.</i>			<i>Indians of Acoma Pueblo, N. Mex.</i>		
William H. Pope .....		1,500	Miss Mary Y. Roger...	Field matron...	600
<i>Farmer in charge of Digger Indians of California.</i>			<i>Indians of Taos Pueblo, N. Mex.</i>		
George O. Grist.....		900	Isaac W. Dwire .....	Addl. farmer ...	p. m. 60
<i>Special agent in charge of Chippewa Indians of Lake Superior.</i>			<i>Walapai and Havasupai Indians in Arizona.</i>		
John O. Zellen .....		700	Charles Bushnell.....	Addl. farmer ...	p. m. 60
<i>Indian warehouse, New York, N. Y.</i>			Miss Francis S. Calfee ..	Field matron...	720
Louis L. Robbins.....	Superintendent	2,000	Sua jin na me .....	Police private ..	p. m. 10
Frederick F. Meyer, jr.	Chief clerk .....	1,600	James Fielding.....	do .....	p. m. 10
Arend Brunjes, jr.....	Clerk .....	p. m. 100	<i>Hopi Indians in Arizona.</i>		
<i>Indian warehouse, Chicago, Ill.</i>			Miss Sarah E. Abbott ..	Field matron...	720
Roger C. Spooner.....	Superintendent	3,000	Miss Anna J. Ritter.....	do .....	720
Mark Goode.....	Chief clerk .....	1,800	Coochoentewa .....	Judge .....	p. m. 8
Frank Sorenson.....	Clerk .....	1,200	Caliqui .....	do .....	p. m. 8
			Quoingnawa.....	do .....	p. m. 8
			Adam .....	Police private ..	p. m. 10
			Chonto .....	do .....	p. m. 10
			<i>Indians Walker River Reservation in Nevada.</i>		
			Arthur Ellison .....	Farmer.....	800
			Miss Mary A. Coady ...	Field matron...	720
			Horace Greeley.....	Police captain ..	p. m. 15
			George B. Henry.....	Police private ..	p. m. 10
			John Donahoe.....	do .....	p. m. 10
			<i>Fort Mojave School, Ariz.</i>		
			Bill Henapookowa ...	Police private ..	p. m. 10

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
<b>INDIAN SERVICE— MISCELLANEOUS —Continued.</b>			<b>INDIAN SERVICE— MISCELLANEOUS —Continued.</b>		
<i>Indians of Yuma Reservation in California.</i>			<i>Indian Territory—Continued.</i>		
George Esculanti.....	Police private..	p.m.\$10	Napoleon B. Ainsworth	Coal and asphalt mine trustee for the Choctaw Nation.	(a)
James Townsend.....	do.....	p.m. 10			
<i>Indians of Oneida Reservation in Wisconsin.</i>			Charles D. Carter.....	Coal and asphalt mine trustee for the Chickasaw Nation.	(b)
John Archiquette.....	Police captain..	p. m. 15			
John Reed.....	Police private..	p. m. 10	Clarence G. McKoin...	Town-site clerk.	\$1,000
Leonard Smith.....	do.....	p. m. 10	C. E. Phillips.....	Surveyor.....	p.m.100
Henry Coulon.....	do.....	p. m. 10	Mark Kirkpatrick.....	do.....	p.m.100
<i>Territory of Alaska.</i>			John G. Joyce, jr.....	do.....	p.m.100
POLICE.			S. T. Emerson.....	do.....	p.m.100
George Kostrometinoff	Captain.....	p. m. 15	Henry M. Tinker.....	do.....	p.m.100
Thlan tech.....	do.....	p. m. 15	Frank Hackelman.....	do.....	p.m.100
Frederick L. Moore.....	do.....	p. m. 15	F. H. Boyd.....	do.....	p.m.100
James Jackson.....	Private.....	p. m. 10	Joseph T. Payne.....	do.....	p.m.100
Augustus Bean.....	do.....	p. m. 10	Charles L. Wood.....	do.....	p.m.100
Saginaw Jake.....	do.....	p. m. 10	Elmer E. Colby.....	do.....	p.m.100
Ca chuck tee.....	do.....	p. m. 10	Mortimer Z. Jones.....	do.....	p.m.100
Don a wak.....	do.....	p. m. 10	John T. Fisher.....	do.....	p.m.100
George Norkam.....	do.....	p. m. 10	Charles L. Grimes.....	Town-site transit man.	p.m.100
Daniel Benson.....	do.....	p. m. 10	Harry A. Roberts.....	do.....	p.m.110
William H. Lewis.....	do.....	p. m. 10	Edgar A. Davidson.....	do.....	p.m.110
Thomas Snuck.....	do.....	p. m. 10	William E. McElree.....	do.....	p.m.110
John Darrow.....	do.....	p. m. 10	J. Gees Patton.....	do.....	p.m.125
Edmond Kadoshan.....	do.....	p. m. 10	J. Frank Ryan.....	do.....	p.m.100
Koo ah clec.....	do.....	p. m. 10	Frank F. Sweet.....	do.....	p.m.125
Robert Hewson.....	do.....	p. m. 10	Samuel P. Matthews.....	do.....	p.m.110
Joseph Howard.....	do.....	p. m. 10	Archie D. Wilson.....	do.....	p.m.100
George Kla hautch.....	do.....	p. m. 10	William P. Halliday.....	do.....	p.m.125
Charles Are kar smeek	do.....	p. m. 10	William G. Rawles.....	Town-site draftsman.	1,000
Seward Kung.....	do.....	p. m. 10	S. A. Cobb.....	do.....	p.m.100
<i>Indian Territory.</i>			Harry T. Kerr.....	do.....	p.m.100
Frank C. Churchill.....	Revenue inspect.	2,000	Andrew N. Darrow.....	do.....	p.m.100
Guy P. Cobb.....	do.....	2,000	<i>Commissioners to negotiate with the Indians of the Cherokee, Choctaw, Chickasaw, Muscogee (or Creek), and Seminole Indians.</i>		
Almarine E. McKellop	Revenue collector for the Creek Nation.	p. m. 50	Henry L. Dawes.....		5,000
Howard V. Hinckley..	Supervising engineer of town sites.	2,000	Tams Bixby.....		5,000
John A. Sterrett.....	Town-site commissioner and appraiser for the Choctaw Nation.	p. d. 5	Thomas B. Needles.....		5,000
Butler S. Smiser.....	do.....	p. d. 5	Clifton R. Breckinridge		5,000
Charles A. Wilson.....	Clerk to comm.	1,000	<i>Employees to foregoing Commission.</i>		
Dwight W. Tuttle.....	Town-site commissioner and appraiser for the town of Muskogee.	p. d. 5	Allison L. Aylesworth..	Secretary.....	1,980
Benjamin Marshall.....	do.....	p. d. 5	Hurxthal V. V. Smith..	Disbursing agt..	1,200
John Adams.....	do.....	p. d. 5	Arthur Akins.....	Appraiser.....	p.m.100
Henry C. Linn.....	Town-site commissioner and appraiser for the town of Wagoner.	p. d. 5	Andrew T. Allen.....	Teamster.....	p.m. 35
Tony E. Proctor.....	do.....	p. d. 5	Harry R. Anderson.....	Appr. surveyor..	p.m.100
James H. Roark.....	do.....	p. d. 5	William H. Angell.....	Appr. in charge.	p.m.110
Wesley B. Burney.....	Town-site commissioner and appraiser for the Chickasaw Nation.	p. d. 5	Alpheus R. Appelman..	Appraiser.....	p.m.100
			M. B. Armstrong.....	Timb. estimator	p.m.110
			E. G. Ashe.....	do.....	p.m.110
			Benjamin R. Atnip.....	Axman.....	p.m. 30
			Richard Atnip.....	Teamster.....	p.m. 30
			Sherman Ayers.....	do.....	p.m. 30
			Allen Babb.....	do.....	p.m. 30
			Charles T. Babb.....	Mound man.....	p.m. 35
			E. C. Backenstoce.....	Clerk.....	p.m.100
			Harry L. Baker.....	Appr. in charge.	p.m.110
			N. R. Baker.....	Appraiser.....	p.m.100

<sup>a</sup> Salaries fixed and paid by respective nations.

<sup>b</sup> Detailed from office of Secretary of the Interior.

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN SERVICE— MISCELLANEOUS —Continued.			INDIAN SERVICE— MISCELLANEOUS —Continued.		
<i>Employees to foregoing Commission—Cont'd.</i>			<i>Employees to foregoing Commission—Cont'd.</i>		
Hamilton E. Baker . . . . .	Timb. estimator	p.m.\$110	William Gilloren . . . . .	Teamster . . . . .	p.m.\$30
B. C. Barrett . . . . .	do	p.m.110	Robert J. Hall . . . . .	do	p.m. 35
George H. Bartlett . . . . .	Surveyor	p.m.100	Stephen Hancock . . . . .	do	p.m. 35
Arvine Bass . . . . .	do	p.m.100	Charlie C. Harlin . . . . .	do	p.m. 35
John J. Baston . . . . .	Timb. estimator	p.m.120	Commodore Hines . . . . .	do	p.m. 30
William O. Beall . . . . .	Clerk	p.m.150	William H. Howell . . . . .	do	p.m. 35
J. J. Beavers . . . . .	do	p.m.100	Sam. Jenkins . . . . .	do	p.m. 30
Anna Bell . . . . .	Stenographer.	p.m. 85	John H. Koehler . . . . .	do	p.m. 35
Jesse A. Bell . . . . .	Appraiser	p.m.100	John Lowther . . . . .	do	p.m. 30
Lee D. Bell . . . . .	do	p.m.100	Charles H. Lyons . . . . .	do	p.m. 30
S. W. Benedict . . . . .	Surv. in charge.	p.m.110	Robert W. Miles . . . . .	do	p.m. 30
John D. Berry . . . . .	Appraiser	p.m.100	Rufus M. Nickels . . . . .	do	p.m. 30
Beverly Berry . . . . .	Carpenter	p.m. 60	George D. Pettigrew . . . . .	do	p.m. 30
Charles W. Bingham . . . . .	Appraiser	p.m.100	Washington R. Powell . . . . .	do	p.m. 30
Girard N. Blaisdel . . . . .	Surveyor's asst.	p.m. 30	James W. Sanders . . . . .	do	p.m. 35
Edward H. Boden . . . . .	Chain man	p.m. 30	Jack Smith . . . . .	do	p.m. 35
Warren Boggs . . . . .	Teamster	p.m. 35	Robert Torrell . . . . .	do	p.m. 35
Warren Boggs . . . . .	Packer	p.m. 60	Orville Toombs . . . . .	do	p.m. 35
William H. Bolick . . . . .	Teamster	p.m. 30	Meday M. Williford . . . . .	do	p.m. 35
Jerry B. Bond . . . . .	Cook	p.m. 30	Albert R. Cox . . . . .	Cook	p.m. 30
Aleck Boyd . . . . .	Janitor	p.m. 30	David Curns . . . . .	do	p.m. 30
Henry Bragg . . . . .	Surveyor's asst.	p.m. 30	Abedney E. Flake . . . . .	do	p.m. 30
Marshall L. Bragdon . . . . .	Appraiser	p.m.100	Silas S. Garvin . . . . .	do	p.m. 30
Chester A. Brewer . . . . .	Surveyor's asst.	p.m. 30	Amos Grayson . . . . .	do	p.m. 30
Samuel N. Bridgman . . . . .	Appr. in charge.	p.m.110	Anderson Griggs . . . . .	do	p.m. 30
John Briggs . . . . .	Packer	p.m. 60	William F. Hall . . . . .	do	p.m. 30
George L. Brinkerhoff . . . . .	Appr. surveyor	p.m.100	Robert Hawkins . . . . .	do	p.m. 30
Francis R. Brown . . . . .	Stenographer	p.m.100	Joseph Jackson . . . . .	do	p.m. 30
Champ W. Brown . . . . .	Teamster	p.m. 30	William Jones . . . . .	do	p.m. 30
Jacob Brunner . . . . .	Appr. in charge.	p.m.110	Douglas Jones . . . . .	do	p.m. 30
Andrew Bucher . . . . .	Axman	p.m. 30	Fred Jones . . . . .	do	p.m. 30
Isaac L. Burch . . . . .	Timb. estimator	p.m.110	John Q. Jones . . . . .	do	p.m. 30
Frederick Burfeind . . . . .	Teamster	p.m. 55	Will Kane . . . . .	do	p.m. 30
Henry Burnside . . . . .	Cook	p.m. 35	Charley O. Marsh . . . . .	do	p.m. 30
Eloise P. B. Bushyhead . . . . .	Clerk	p.m. 75	Theodore Matthews . . . . .	do	p.m. 30
W. C. Buzzell . . . . .	Timb. estimator	p.m.110	Tom Smith . . . . .	do	p.m. 30
James Callan . . . . .	Cook	p.m. 30	Garfield Turner . . . . .	do	p.m. 30
Alexander Campbell . . . . .	Appraiser	p.m.100	M. C. Vaughn . . . . .	do	p.m. 30
Nev. Campbell . . . . .	do	p.m.100	James C. Walker . . . . .	do	p.m. 30
John Campbell . . . . .	Teamster	p.m. 35	Pink W. Watson . . . . .	do	p.m. 30
John H. Carlock . . . . .	Surv. in charge.	p.m.110	Stephen D. Williams . . . . .	do	p.m. 30
Charles F. Carothers . . . . .	Packer	p.m. 60	Homer Flakes . . . . .	Assistant cook . . . . .	p.m. 20
William L. Carothers . . . . .	Teamster	p.m. 30	Irving Smith . . . . .	do	p.m. 20
William H. L. Carruth . . . . .	Surveyor's asst.	p.m. 30	Blake Watkins . . . . .	do	p.m. 20
James Case . . . . .	Timb. estimator	p.m.110	Rutherford R. Craven . . . . .	Clerk	p.m.100
Frank L. Casey . . . . .	Appraiser	p.m.100	C. S. Dawson . . . . .	do	p.m.100
William J. Cassidy . . . . .	do	p.m.100	James S. Dodson . . . . .	do	p.m.100
Charles E. Chapel . . . . .	do	p.m.100	Millard F. Early . . . . .	do	p.m.100
J. E. Chase . . . . .	Timb. estimator	p.m.110	Guy L. V. Emerson . . . . .	do	p.m.150
W. N. Chase . . . . .	do	p.m.110	Howard Ferguson . . . . .	do	p.m. 75
James Cherry . . . . .	Messenger	p.m. 30	Edward C. Funk . . . . .	do	p.m. 45
Nathaniel D. Christian . . . . .	Appraiser	p.m.100	Lawrence J. Gary . . . . .	do	p.m. 60
Jihu Clark . . . . .	Axman	p.m. 30	Philip B. Hopkins . . . . .	do	p.m.150
Thomas Clark . . . . .	do	p.m. 30	William I. Lacey . . . . .	do	p.m.100
J. M. Cline . . . . .	Surveyor's asst.	p.m. 30	John G. Lieber . . . . .	do	p.m.100
Jesse C. Cobb . . . . .	Chain man	p.m. 30	David C. Lloyd . . . . .	do	p.m. 50
David H. Coffey . . . . .	Teamster	p.m. 30	James H. Lynch . . . . .	do	p.m. 75
John L. Coffie . . . . .	do	p.m. 30	Roland G. McDavitt . . . . .	do	p.m.100
W. S. Collawn . . . . .	Appraiser	p.m.100	William T. Martin . . . . .	do	p.m. 75
Taine P. Collawn . . . . .	Teamster	p.m. 30	Edward Merrick . . . . .	do	p.m. 75
Albert H. Collins . . . . .	Surveyor	p.m.100	Harry W. Newton . . . . .	do	p.m. 75
George W. Collins . . . . .	Cook	p.m. 30	Malcolm V. Price . . . . .	do	p.m.100
Phil Conn . . . . .	Teamster	p.m. 30	Philip G. Reuter . . . . .	do	p.m.125
Wm. J. Cook . . . . .	Clerk	p.m.100	Edw. G. Rotherberger . . . . .	do	p.m. 75
John Cooper . . . . .	Teamster	p.m. 30	Charles W. Sawyer . . . . .	do	p.m.100
John T. Cooper . . . . .	Surveyor's asst.	p.m. 30	Earl Shoenfelt . . . . .	do	p.m. 45
Robert L. Cooper . . . . .	do	p.m. 30	John Ward Shuster . . . . .	do	p.m. 75
William M. Cooper . . . . .	Teamster	p.m. 35	Charles E. Webster . . . . .	do	p.m. 45
John Davis . . . . .	do	p.m. 35	E. E. Cress . . . . .	Appraiser	p.m.100
Walter J. Davis . . . . .	do	p.m. 35	T. M. Cummings . . . . .	do	p.m.100
W. S. Douthitt . . . . .	do	p.m. 35	George W. Dashiell . . . . .	do	p.m.100
Thomas L. Doyle . . . . .	do	p.m. 35	William A. Depeu . . . . .	do	p.m.100
Arthur F. Flowers . . . . .	do	p.m. 30	Clarence B. Douglas . . . . .	do	p.m.100
Wesley Garrison . . . . .	do	p.m. 30	Roscoe Fleming . . . . .	do	p.m.100

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
INDIAN SERVICE— MISCELLANEOUS —Continued.			INDIAN SERVICE— MISCELLANEOUS —Continued.		
<i>Employees to foregoing Commission—Cont'd.</i>			<i>Employees to foregoing Commission—Cont'd.</i>		
Samuel W. Foster.....	Appraiser.....	p.m.\$100	Henry G. Hains.....	Stenographer.....	p.m. \$75
C. S. George.....	do.....	p.m.100	Hanna Gertrude.....	do.....	p.m. 75
B. C. Goodwill.....	do.....	p.m.100	Eddie Hastain.....	do.....	p.m.100
Ross Guffin.....	do.....	p.m.100	William J. Hastain.....	do.....	p.m. 75
B. F. Harrison.....	do.....	p.m.100	May Hudson.....	do.....	p.m. 75
Guy T. Harrison.....	do.....	p.m.100	Bruce C. Jones.....	do.....	p.m.100
William Higgins.....	do.....	p.m.100	Archibald McElrath.....	do.....	p.m.100
W. H. Hilton.....	do.....	p.m.100	Ira S. Niles.....	do.....	p.m. 75
T. H. Hollingworth.....	do.....	p.m.100	Harry C. Risten.....	do.....	p.m. 75
Harry L. Huston.....	do.....	p.m.100	John O. Rosson.....	do.....	p.m. 75
Harry A. Johnson.....	do.....	p.m.100	Robert S. Streit.....	do.....	p.m. 75
Evan R. Jones.....	do.....	p.m.100	Charles Von Weise.....	do.....	p.m.100
Emil W. Koch.....	do.....	p.m.100	Myra Young.....	do.....	p.m. 85
George Lepper.....	do.....	p.m.100	A. A. Damon.....	Timb. estimator	p.m.110
William H. Lester.....	do.....	p.m.100	Frank E. Dease.....	do.....	p.m.110
William M. Littell.....	do.....	p.m.100	Joseph B. Foltz.....	do.....	p.m.110
John MacBean.....	do.....	p.m.100	Charles Franz.....	do.....	p.m.110
W. E. McCandless.....	do.....	p.m.100	Z. D. Goodell.....	do.....	p.m.110
E. E. McGeehan.....	do.....	p.m.100	John Gunderson.....	do.....	p.m.110
Charles E. McKinley.....	do.....	p.m.100	David W. Hayden.....	do.....	p.m.110
Bruce McKinley.....	do.....	p.m.100	William Heineman.....	do.....	p.m.110
Edward H. Middendorf.....	do.....	p.m.100	Hugh P. Henry.....	do.....	p.m.110
James Monahan.....	do.....	p.m.100	Charles M. Leith.....	do.....	p.m.110
M. J. Mueller.....	do.....	p.m.100	George McQuillin.....	do.....	p.m.110
Fred T. Munson.....	do.....	p.m.100	Lewis A. Marsh.....	do.....	p.m.110
J. F. Murphy.....	do.....	p.m.100	James S. Meilstrup.....	do.....	p.m.110
Homer Needles.....	do.....	p.m.100	E. W. Oakes.....	do.....	p.m.110
John G. Nelson.....	do.....	p.m.100	J. W. O'Gara.....	do.....	p.m.110
Joseph H. Newlin.....	do.....	p.m.100	Charles G. O'Hare.....	do.....	p.m.110
William Owen.....	do.....	p.m.100	H. H. Powers.....	do.....	p.m.110
Frank A. Parkinson.....	do.....	p.m.100	H. B. Purcell.....	do.....	p.m.110
Frank Payne.....	do.....	p.m.100	Charles R. Rowley.....	do.....	p.m.110
Ray M. Raff.....	do.....	p.m.100	John Skelton.....	do.....	p.m.110
Joseph A. Reagan.....	do.....	p.m.100	Daniel Stewart.....	do.....	p.m.110
Edwin C. Robbins.....	do.....	p.m.100	Willis E. Straight.....	do.....	p.m.120
John Sharron.....	do.....	p.m.100	Robert B. Townsend.....	do.....	p.m.110
Allen B. Shoenfelt.....	do.....	p.m.100	A. A. Whitney.....	do.....	p.m.110
Samuel E. Smith.....	do.....	p.m.100	Fred F. Damon.....	Timb. estimator in charge.	p.m.120
Phil Sours.....	do.....	p.m.100	F. R. Hill.....	do.....	p.m.120
John Stackland.....	do.....	p.m.100	Ralph E. Oldham.....	do.....	p.m.110
S. P. Stubbs.....	do.....	p.m.100	David Shelby.....	do.....	p.m.120
Frank M. Taft.....	do.....	p.m.100	Joel W. Davis.....	Axman.....	p.m. 30
Hammond Tarr.....	do.....	p.m.100	M. J. Dean.....	do.....	p.m. 30
John H. Thomas.....	do.....	p.m.100	Thomas W. Deen.....	do.....	p.m. 30
Wm. Thurston.....	do.....	p.m.100	J. M. Doyle.....	do.....	p.m. 30
Geo. C. Toel.....	do.....	p.m.100	William Elliott.....	do.....	p.m. 30
Joseph Van Nest.....	do.....	p.m.100	George L. Freeman.....	do.....	p.m. 30
Josiah C. Warriner.....	do.....	p.m.100	William H. Elliot.....	do.....	p.m. 30
C. B. Warriner.....	do.....	p.m.100	William M. Long.....	do.....	p.m. 30
George W. Williams.....	do.....	p.m.100	Charles S. Knight.....	do.....	p.m. 30
Winters M. Scott.....	do.....	p.m.100	Henry Pfiel.....	do.....	p.m. 30
Eugene Crasthwait.....	Surveyor.....	p.m.100	Samuel R. Sixkiller.....	do.....	p.m. 30
Rees Evans.....	do.....	p.m.100	Charles Ward.....	do.....	p.m. 30
Jo. Somerville Gibson.....	do.....	p.m.100	Robert M. Wilkinson.....	do.....	p.m. 30
Henry S. Hackbusch.....	do.....	p.m.150	Donald Douglas.....	Rodman.....	p.m. 30
William A. Havener.....	do.....	p.m.100	William R. Harris.....	do.....	p.m. 30
Wyatt S. Hawkins.....	do.....	p.m.100	P. H. Hillin.....	do.....	p.m. 30
John Horner.....	do.....	p.m.100	P. D. McKennon.....	do.....	p.m. 30
John J. Hough.....	do.....	p.m.100	Frank A. Reid.....	do.....	p.m. 30
William H. McBroom.....	do.....	p.m.100	W. D. Scott.....	do.....	p.m. 30
Charles G. McCoy.....	do.....	p.m.100	John Steward.....	do.....	p.m. 30
Jno. C. O'Bryan.....	do.....	p.m.100	Sardis G. Eddleman.....	Surveyor asst.....	p.m. 30
Fred S. Pickering.....	do.....	p.m.100	James H. Henderson.....	do.....	p.m. 30
S. C. Pitts.....	Surv. in charge.....	p.m.110	Raymond Lawrence.....	do.....	p.m. 30
Elmer Smith.....	Surveyor.....	p.m.100	Hunt Lee.....	do.....	p.m. 30
Lou R. Treubner.....	do.....	p.m.110	Albert C. Listoe.....	do.....	p.m. 30
Gilbert T. Thompson, jr.....	do.....	p.m. 75	James McGregor.....	do.....	p.m. 30
Henry M. Tidwell.....	do.....	p.m.100	Alfred M. Pope.....	do.....	p.m. 30
W. W. Wallace.....	do.....	p.m.100	Frank A. Shellenberger.....	do.....	p.m. 30
Dave Winbray.....	do.....	p.m.100	Ed. Sprawn.....	do.....	p.m. 30
Lona Cummings.....	Sten. and Creek interpreter.....	p.m. 60	Preston C. Thurmond, jr.....	do.....	p.m. 30
Kate De Bord.....	Stenographer.....	p.m. 75	Eddy Lee.....	Chainman.....	p.m. 30
M. D. Green.....	do.....	p.m.100	Ezekiel B. Harris.....	do.....	p.m. 30

List of persons employed in the Indian agency service on June 30, 1901, under the provisions of the act of May 31, 1900, and other laws noted—Continued.

Name.	Position.	Salary.	Name.	Position.	Salary.
<b>INDIAN SERVICE— MISCELLANEOUS —Continued.</b>			<b>INDIAN SERVICE— MISCELLANEOUS —Continued.</b>		
<i>Employees to foregoing Commission—Cont'd.</i>			<i>Employees to foregoing Commission—Cont'd.</i>		
John C. Howell .....	Chainman .....	p.m.\$35	Charles E. Hagerty ....	Surveyor-ap- praiser.	p.m.\$100
Charles W. Hughes.....	.....do .....	p.m. 30	N. W. Hicks.....	.....do .....	p.m.100
William Jones.....	.....do .....	p.m. 30	Edward A. Lyon.....	.....do .....	p.m.100
James H. Kieth.....	.....do .....	p.m. 30	Lewis G. Nichols.....	.....do .....	p.m.100
William King.....	.....do .....	p.m. 30	William O'Kane.....	.....do .....	p.m.100
William M. Lockett.....	.....do .....	p.m. 30	T. O. Stanley.....	.....do .....	p.m.100
Clyde Rogers.....	.....do .....	p.m. 30	T. L. Stewart.....	.....do .....	p.m.100
J. E. Tidwell.....	.....do .....	p.m. 30	W. W. Ward.....	.....do .....	p.m.100
Robert G. Wilson.....	.....do .....	p.m. 35	Charles Woodworth.....	.....do .....	p.m.100
E. H. Emerson.....	Appraiser in charge.	p.m.110	William B. Gardiner.....	Packer.....	p.m. 60
Thomas J. Farrar.....	.....do .....	p.m.110	Herman Wagenfehr.....	.....do .....	p.m. 60
George W. Walter.....	.....do .....	p.m.110	Maurice E. Gilmore.....	Surveyor in charge.	p.m.100
Grant Foreman.....	.....do .....	p.m.110	Frank Lewis.....	.....do .....	p.m.110
Guy R. Gillette.....	.....do .....	p.m.125	William S. Williams.....	.....do .....	p.m.110
H. C. F. Hackbusch.....	.....do .....	p.m.110	Frank J. Gooding.....	Appraiser, Chickasaw representative.	p.m.100
George H. Irish.....	.....do .....	p.m.110	William H. Harrison ..	Appraiser, Choctaw rep- resentative.	p.m.100
Henry C. Kessler.....	.....do .....	p.m.110	Floyd Hines.....	Messenger.....	p.m. 30
George A. Knight.....	.....do .....	p.m.110	Moses P. Lyon.....	Draftsman.....	p.m.100
W. S. D. Moore.....	.....do .....	p.m.110	Dice McIntosh.....	Janitor.....	p.m. 35
John S. Morris.....	.....do .....	p.m.110	T. R. Montgomery.....	.....do .....	p.m. 10
Isaac N. Urv.....	.....do .....	p.m.110	Frederick F. Marr.....	Draftsman.....	p.m.125
James C. Wilkinson.....	.....do .....	p.m.125	Junius Moore.....	Field assistant ..	p.m. 75
Charles A. Engle.....	Moundman.....	p.m. 30	Bert M. Wheeler.....	.....do .....	p.m. 60
Charles N. Kay.....	.....do .....	p.m. 30	John P. Walker.....	Supervisor sur- veys.	p.m.115
Carl Patterson.....	.....do .....	p.m. 30			
Austin A. Smith.....	.....do .....	p.m. 30			
Benjamin J. Toomer ..	.....do .....	p.m. 35			
William H. Evans.....	Surveyor-ap- praiser.	p.m.100			
James K. Gibson.....	.....do .....	p.m.100			

## ADDRESSES OF COMMISSIONERS AND OTHERS.

## MEMBERS OF THE BOARD OF INDIAN COMMISSIONERS, WITH THEIR POST-OFFICE ADDRESSES.

Darwin R. James, *chairman*, 226 Gates avenue, Brooklyn, N. Y.  
 Merrill E. Gates, *secretary*, 1429 New York avenue, Washington, D. C.  
 E. Whittlesey, 8 Iowa circle, Washington, D. C.  
 Albert K. Smiley, Mohonk Lake, N. Y.  
 William D. Walker, Buffalo, N. Y.  
 William H. Lyon, 170 New York avenue, Brooklyn, N. Y.  
 Joseph T. Jacobs, 254 Warren avenue (west), Detroit, Mich.  
 Phillip C. Garrett, Philadelphia, Pa.  
 William M. Beardshear, Ames, Iowa.

## INSPECTORS.

J. George Wright, of South Dakota.  
 James McLaughlin, of North Dakota.  
 Charles F. Nesler, of New Jersey.  
 Walter H. Graves, of Colorado.  
 Cyrus Beede, of Iowa.  
 Arthur M. Tinker, of Massachusetts.  
 Jas. E. Jenkins, of Iowa.

## SPECIAL INDIAN AGENTS.

Samuel L. Taggart, of Iowa.  
 Eugene McComas, of Illinois.  
 Daniel W. Manchester, Ohio.  
 Chas. S. McNichols, Arizona.  
 Frank M. Conser, of Ohio.

## SUPERINTENDENT OF INDIAN SCHOOLS.

Estelle Reel, Arlington Hotel, Washington, D. C.

## SUPERVISORS OF INDIAN SCHOOLS.

Edwin L. Chalcraft, Washington.  
 Albert O. Wright, of Wisconsin.  
 Millard F. Holland, of Maryland.  
 Chas. H. Dickson, of Indiana.  
 John Charles (construction), of Wisconsin.  
 Robert M. Pringle (engineering), of Missouri.

## SUPERINTENDENT OF INSANE ASYLUM, CANTON, S. DAK.

Oscar S. Gifford, of South Dakota.

## SECRETARIES OF SOCIETIES ENGAGED IN EDUCATIONAL AND MISSION WORK AMONG INDIANS.

Baptist, American Baptist Home Mission Society: Rev. T. J. Morgan, D. D., 111 Fifth avenue, New York.  
 Baptist (Southern), Home Mission Board, Southern Baptist Convention: Rev. F. H. Kerfoot, D. D., 723 Anstell Building, Atlanta, Ga.  
 Catholic (Roman), Bureau of Indian Missions, Rev. W. H. Ketcham, 927 G street NW., Washington, D. C.  
 Congregational, American Missionary Association: Rev. A. F. Beard, D. D., Congregational Rooms, Fourth avenue and Twenty-second street, New York.  
 Episcopal, Domestic and Foreign Missionary Society: Rev. Arthur S. Lloyd, 281 Fourth avenue, New York.  
 Friends' Yearly Meeting: Levi K. Brown, Goshen, Lancaster County, Pa.  
 Friends, Orthodox: Edw. M. Wistar, 905 Provident Building, Philadelphia, Pa.  
 Methodist Missionary Society: Rev. A. B. Leonard, 150 Fifth avenue, New York.  
 Methodist (Southern), Rev. W. R. Lambeth, 346 Public Square, Nashville, Tenn.  
 Mennonite Missions: Rev. A. B. Shelby, Quakertown, Pa.  
 Presbyterian Board of Foreign Missions: Rev. F. F. Ellinwood, D. D., 156 Fifth avenue, New York.  
 Presbyterian Board of Home Missions: Rev. Chas. L. Thompson, D. D., 156 Fifth avenue, New York.  
 Presbyterian (Southern) Home Mission Board: Rev. J. N. Craig, D. D., Inman Building, 22½ South Broad street, Atlanta, Ga.  
 Reformed Church of America, Woman's Executive Committee Domestic Missions, 165 West Fifty-eighth street, New York.

## List of Indian agencies and independent schools, with post-office and telegraph addresses of agents and superintendents.

[Up to November 1, 1901.]

Agency.	Agent.	Post-office address.	Telegraphic address.
ARIZONA,			
Colorado River.....	Jesse C. Moore.....	Parker, Yuma County, Ariz.....	Mellen, Ariz.
Fort Apache.....	C. W. Crouse.....	Whiteriver, Ariz.....	Whiteriver via Holbrook, Ariz.
Navaho.....	Geo. W. Hayzett.....	Fort Defiance, Ariz.....	Gallup, N. Mex.
Pima.....	Elwood Hadley.....	Sacaton, Pinal County, Ariz.....	Casa Grande, Ariz.
San Carlos.....	Geo. D. Corson.....	San Carlos, Ariz.....	San Carlos, Ariz.
Truxton Canon.....	Jas. S. Perkins, school supt.....	Truxton, Ariz.....	Hackberry, Ariz.
CALIFORNIA.			
Hupa Valley.....	Frank Kyselka, school supt.....	Hoopa, Humboldt County, Cal.....	Eureka, Cal.
Mission Tule River (consolidated).....	Lucius A. Wright.....	San Jacinto, Riverside County, Cal.....	San Jacinto, Cal.
Round Valley.....	Harry F. Liston, school supt.....	Covelo, Mendocino County, Cal.....	Covelo, via Cahto, Cal.
COLORADO.			
Southern Ute.....	Jos. O. Smith.....	Ignacio, La Plata County, Colo.....	Ignacio, Colo.
IDAHO.			
Fort Hall.....	A. F. Caldwell.....	Rossfork, Bingham County, Idaho.....	Pocatello, Idaho.
Lemhi.....	Edw. M. Yeaman.....	Lemhi Agency, Lemhi County, Idaho.....	Red Rock, Mont.
Nez Percé.....	C. T. Stranahan.....	Spaulding, Nez Percés County, Idaho.....	North Lapwai, Idaho.
INDIAN TERRITORY.			
Quapaw.....	Horace B. Durant, school supt.....	Wyandotte, Ind. T.....	Wyandotte, Ind. T.
Union.....	J. B. Shoeneft.....	Muskogee, Ind. T.....	Muskogee, Ind. T.
IOWA.			
Sauk and Fox.....	Wm. G. Mallin.....	Toledo, Iowa.....	Toledo, Iowa.
KANSAS.			
Potawatomi and Great Nemaha.....	W. R. Honnell.....	Nadeau, Jackson County, Kans.....	Hoyt, Kans.
MINNESOTA.			
Leech Lake.....	Maj. Geo. L. Scott, U. S. Army.....	Onigum, Minn.....	Walker, Minn.
White Earth.....	Simon Michelet.....	White Earth, Becker County, Minn.....	Detroit, Minn.



*List of Indian agencies and independent schools, with post-office and telegraph addresses of agents and superintendents—Continued.*

Agency.	Agent.	Post-office address.	Telegraphic address.
MONTANA.			
Blackfeet.....	Jas. H. Monteath.....	Browning, Teton County, Mont.....	Durham, Mont.
Crow.....	Jno. E. Edwards.....	Crow Agency, Mont.....	Crow Agency, Mont.
Flathead.....	Wm. H. Smead.....	Joeko, Missoula County, Mont.....	Arlee, Mont., and telephone to agency.
Fort Belknap.....	Morris L. Bridgeman.....	Hartem, Choteau County, Mont.....	Hartem Station, Mont.
Fort Peck.....	C. K. A. Scobey.....	Poplar, Mont.....	Poplar, Mont.
Tongue River.....	Jas. C. Clifford.....	Lamedeer, Custer County, Mont.....	Forsyth, Mont.
NEBRASKA.			
Omaha and Winnebago.....	C. P. Mathewson.....	Winnebago, Thurston County, Nebr.....	Sioux City, Iowa.
Santee.....	H. C. Baird.....	Santee Agency, Knox County, Nebr.....	Springfield, S. Dak.
NEVADA.			
Nevada.....	Fred B. Spriggs, school supt.....	Wadsworth, Washoe County, Nev.....	Wadsworth, Nev.
Western Shoshoni.....	Calvin Asbury, school supt.....	Owyhee, Nev.....	Elko, Nev.
NEW MEXICO.			
Mescalero.....	Jas. A. Carroll, school supt.....	Mescalero, Donna Ana County, N. Mex.....	Tularosa, N. Mex.
Jicarilla.....	N. S. Walpole.....	Dulce, N. Mex.....	Lumberton, N. Mex.
New York.....	A. W. Ferrin.....	Salamanca, Cattaraugus County, N. Y.....	Salamanca, N. Y.
NORTH CAROLINA.			
Eastern Cherokee.....	Henry W. Spray, school supt.....	Cherokee, N. C.....	Whittier, N. C.
NORTH DAKOTA.			
Devils Lake.....	F. O. Getchell.....	Fort Totten, Benson County, N. Dak.....	Devils Lake, N. Dak.
Fort Berthold.....	Thos. Richards.....	Elbowoods, via Bismarck, N. Dak.....	Bismarck, N. Dak.
Standing Rock.....	Geo. H. Bingenheimer.....	Fort Yates, Morton County, N. Dak.....	Fort Yates, via Bismarck, N. Dak.
OKLAHOMA.			
Cheyenne and Apache.....	Maj. G. W. H. Stouch, U. S. Army.....	Darlington, Okla.....	Darlington via ElReno, Okla.
Kiowa.....	Col. Jas. F. Randlett, U. S. Army.....	Anadarko, Okla.....	Anadarko, Okla.
Osage.....	O. A. Mitscher.....	Pawhuska, Okla.....	Pawhuska, Okla., via Elgin, Kans.
Ponca, Oto, and Oakland.....	John Jensen.....	Whiteagle, Okla.....	Whiteagle, Okla.
Sauk and Fox.....	Lee Patrick.....	Sac and Fox Agency, Okla.....	Stroud, Okla., and telephone to agency.

OREGON.

Grande Ronde .....  
 Klamath .....  
 Siletz .....  
 Umatilla .....  
 Warm Springs .....

SOUTH DAKOTA.

Cheyenne River .....  
 Crow Creek .....  
 Lower Brulé .....  
 Pine Ridge .....  
 Rosebud .....  
 Sisseton .....  
 Yankton .....

UTAH.

Uinta and Ouray .....

WASHINGTON.

Colville .....  
 Neah Bay .....  
 Tulalip .....  
 Puyallup .....  
 Yakima .....

WISCONSIN.

Green Bay .....  
 La Pointe .....

WYOMING.

Shoshoni .....

INDEPENDENT SCHOOLS.

Fort Mohave, Ariz. ....  
 Hopi (Moqui), Ariz. ....  
 Phoenix, Ariz. ....  
 Rice Station, Ariz. ....  
 Western Navaho, Ariz. ....  
 Fort Bidwell, Cal. ....  
 Fort Yuma, Cal. ....  
 Ferris and Riverside, Cal. ....  
 Greenville, Cal. ....  
 Fort Lewis, Colo. ....  
 Grand Junction, Colo. ....  
 Fort Lapwai, Idaho. ....  
 Haskell Institute, Kans. ....

Sheridan, Oreg. ....  
 Klamath Falls, Oreg. ....  
 Toledo, Oreg. ....  
 Pendleton, Oreg. ....  
 The Dalles, Oreg. ....

Gettysburg, S. Dak. ....  
 Crow Creek, via Chamberlain, S. Dak. ....  
 Chamberlain, S. Dak. ....  
 Pineridge, S. Dak., via Rushville, Nebr. ....  
 Rosebud, S. Dak., via Valentine, Nebr. ....  
 Browns Valley, Minn. ....  
 Wagner, S. Dak. ....

Fort Duchesne, Utah. ....

Fort Spokane, via Davenport, Wash. ....  
 Neahbay, Wash. ....  
 Marysville, Wash. ....  
 Tacoma, Wash. ....  
 North Yakima, Wash. ....

Shawano, Wis. ....  
 Ashland, Wis. ....

Shoshone Agency, Wyo. ....

Fort Mohave, Ariz., via Needles, Cal. ....  
 Hobbrook, Ariz. ....  
 Phoenix, Ariz. ....  
 San Carlos, Ariz. ....  
 Flagstaff, Ariz. ....  
 Fort Bidwell, Cal. ....  
 Yuma, Ariz. ....  
 Ferris, Cal. ....  
 Greenville, Cal. ....  
 Hesperus, Colo. ....  
 Grand Junction, Colo. ....  
 North Lapwai, Idaho. ....  
 Lawrence, Kans. ....

Grandronde, Yamhill County, Oreg. ....  
 Klamath Agency, Klamath County, Oreg. ....  
 Siletz, Lincoln County, Oreg. ....  
 Pendleton, Umatilla County, Oreg. ....  
 Warm Spring, Crook County, Oreg. ....

Cheyenne Agency, Dewey County, S. Dak. ....  
 Crow Creek, Buffalo County, S. Dak. ....  
 Lower Brulé, Lyman County, S. Dak. ....  
 Pineridge, Shannon County, S. Dak. ....  
 Rosebud, S. Dak. ....  
 Sisseton Agency, Roberts County, S. Dak. ....  
 Greenwood, S. Dak. ....

White Rocks, Uinta County, Utah .....

Miles, Lincoln County, Wash. ....  
 Neahbay, Clallam County, Wash. ....  
 Tulalip, Snohomish County, Wash. ....  
 Tacoma, Wash. ....  
 Fort Shimcoe, Yakima County, Wash. ....

Keshena, Shawano County, Wis. ....  
 Ashland, Wis. ....

Shoshone Agency, Fremont County, Wyo. ....

Fort Mohave, Ariz. ....  
 Keams Canon, Ariz. ....  
 Phoenix, Ariz. ....  
 Talkial, Ariz. ....  
 Albert, Ariz. ....  
 Fort Bidwell, Cal. ....  
 Yuma, Ariz. ....  
 Ferris, Riverside County, Cal. ....  
 Greenville, Plumas County, Cal. ....  
 Breen, Colo. ....  
 Grand Junction, Colo. ....  
 Lapwai, Idaho. ....  
 Lawrence, Kans. ....

List of Indian agencies and independent schools, with post-office and telegraph addresses of agents and superintendents—Continued.

Agency.	Agent.	Post-office address.	Telegraphic address.
INDEPENDENT SCHOOLS—cont'd.			
Mount Pleasant, Mich.	E. C. Nardin	Mount Pleasant, Mich.	Mount Pleasant, Mich.
Pipestone, Minn.	Dewitt S. Harris	Pipestone, Minn.	Pipestone, Minn.
Morris, Minn.	John B. Brown	Morris, Minn.	Morris, Minn.
Vermillion Lake, Minn.	Oliver H. Gates	Tower, Minn.	Tower, Minn.
Fort Shaw, Mont.	F. C. Campbell	Sun River, Mont.	Great Falls, Mont.
Genoa, Nebr.	W. H. Winslow	Genoa, Nebr.	Genoa, Nebr.
Carson, Nev.	Jas. K. Allen	Carson City, Nev.	Carson City, Nev.
Albuquerque, N. Mex.	Ralph P. Collins	Albuquerque, N. Mex.	Albuquerque, N. Mex.
Santa Fe, N. Mex.	C. J. Crandall	Santa Fe, N. Mex.	Santa Fe, N. Mex.
Fort Totten, N. Dak.	Chas. L. Davis	Fort Totten, Benson County, N. Dak.	Devil Lake, N. Dak.
Absentee Shawnee, Okla.	F. A. Thackeray	Shawnee, Okla.	Shawnee, Okla.
Chillico, Okla.	C. W. Goodman	Chillico, Okla.	Newkirk, Okla., telephone to school.
Pawnee, Okla.	Geo. I. Harvey	Pawnee, Okla.	Pawnee, Okla.
Seeger, Okla.	John H. Seeger	Colony, Washita County, Okla.	Weatherford, Okla.
Salem, Ore.	Thos. W. Potter	Chemawa, Marion County, Ore.	Salem, Ore.
Carlisle, Pa.	Lt. Col. R. H. Pratt, U. S. Army	Carlisle, Pa.	Carlisle, Pa.
Chamberlain, S. Dak.	John Flinn	Chamberlain, S. Dak.	Chamberlain, S. Dak.
Riggs Institute, S. Dak.	Chas. F. Peirce	Chamberlain, S. Dak.	Chamberlain, S. Dak.
Pierre, S. Dak.	W. H. Cox	Pierre, S. Dak.	Pierre, S. Dak.
Rapid City, S. Dak.	Sam B. Davis	Rapid City, S. Dak.	Rapid City, S. Dak.
Shirwits, Utah	Laura B. Work*	St. George, Utah	St. George, Utah.
Oneda, Wis.	Jos. C. Hart	Oneda, Brown County, Wis.	Green Bay, Wis.
Tomah, Wis.	Lindley M. Compton	Tomah, Brown County, Wis.	Tomah, Wis.
Wittenberg, Wis.	Axel Jacobson	Wittenberg, Wis.	Wittenberg, Wis.

\*Teacher in charge.

## LAW REGULATING MARRIAGES AND DIVORCES AMONG ALLOTTED INDIANS IN OKLAHOMA.

AN ACT to provide for and regulate marriages among certain Indians and to provide for the records thereof, and to define rights of Indian children, and to provide penalties for the violation of the same.

*Be it enacted by the legislative assembly of the Territory of Oklahoma.*

SECTION 1. That on the approval of this act, all Indians who have taken allotments of land in severalty, and who have their homes in this Territory, and who are living together as husband and wife, and who have, before that date, been married according to the Indian custom, are hereby declared to be lawfully married, and all divorces heretofore had among such Indians according to the Indian custom, shall be, and the same are hereby, declared to be legal.

SEC. 2. All children of such Indians as have taken allotments, born in, or begotten in any Indian marriage existing prior to the passage of this act, shall be legitimate heir of both the father and mother to whom they were born, notwithstanding the fact that the father and mother may have been divorced, and married to other persons, according to the Indian custom.

SEC. 3. After the passage of this act, marriages and divorces among such Indians, or among their descendants, according to the Indian custom, shall be punished as hereinafter provided.

SEC. 4. On and after the approval of this act, such Indians and their descendants shall procure marriage licenses in the same county and have their marriages solemnized by the same persons, and returns thereof made in the manner as is provided by the laws of this Territory for the making of marriage contracts by other persons.

SEC. 5. Such Indians and their descendants may hereafter obtain divorces in the manner and for the causes provided in the statutes of this Territory, and not otherwise.

SEC. 6. If any such Indian is, at the date of the passage of this act and according to the provisions thereof, married to another person, or shall thereafter be married to another person, and shall, while his or her husband and wife is living, be married to another person, either in legal form or according to Indian custom, he or she shall be guilty of bigamy, except in the cases specified in article 1, chapter 25, of the statutes of 1893, and shall be punished thereafter as in that article provided. No Indian shall be punished for bigamy committed prior to the passage of this act.

SEC. 7. If, at the date of the passage of this act, any such Indian man be living with and cohabiting with more than one wife, to whom he has previously been married according to Indian custom, he shall, on or before the first day in July, 1897, designate one of them as his lawful wife, and cause her name to be recorded as such, as provided in section 8 of this act, and thereafter the one so designated shall be held to be his lawful wife. If he shall after that date continue to live and cohabit with any Indian woman other than the one so designated as his wife, or shall fail to make such designation on or before that date, he shall be guilty of bigamy and shall suffer the punishment provided for that offense: *Provided*, That no such Indian shall be permitted to abandon the wife to whom he has been married in the manner provided by the laws of the Territory, and under the provisions of this act.

SEC. 8. It is hereby made the duty of all probate judges in this Territory, on or before the first day of July, 1897, or as soon thereafter as it can be done, to obtain and make a record of all Indians holding allotted lands in his county who are at the date he makes such record married according to the provisions of this act, which record shall show the name of each husband and of his wife. He shall enter the same in the marriage record of his office. He shall also take and record the election of all such Indian men as have more than one wife to whom they may have been married according to Indian custom, and shall make a record of the name of the husband and the wife so selected, and shall also make a record of the names of Indian wives rejected by such man or of his refusal to make such election, as the case may be. He shall report to the county attorney for prosecution the names of all Indian men who refuse to make such selection. To enable the probate judge to obtain such information, he shall first apply to the United States Indian agent therefor, and if such agent will furnish to him a record, certified to by the Indian agent

as correct, showing the matters and things desired, he shall enter the same of record in the marriage record with like force and effect as though he had himself procured the information. The probate judge shall apply to such Indian agent for such record not earlier than the first day of June, 1897, nor later than the 15th day of that month. An Indian man with more than one wife may make known his selection to such Indian agent and cause the same to be recorded and reported by him. If such Indian agent shall refuse or neglect to furnish such record, then the probate judge shall proceed to procure the information among the Indians as best he can, and for so doing shall be allowed and paid a fee of twenty-five cents for each Indian so recorded, which fee shall be paid by said Indian. The record so made by the probate judge and certified copies thereof shall be legal and competent evidence in all proceedings, of the facts therein authorized to be stated.

SEC. 9. All acts and parts of acts in conflict with the provisions of this act are hereby repealed.

SEC. 10. This act shall take effect and be in force from and after its passage and approval.

J. W. JOHNSON,  
*President of Council.*  
J. C. TOUSLEY,  
*Speaker of House.*

Approved March 12, 1897.

WM. C. RENFROW,  
*Governor, Oklahoma Territory.*

I do hereby certify that the annexed pages contain a full, true, and complete copy of council bill No. 112, as passed by the fourth legislative assembly of the Territory of Oklahoma and approved by the governor, March 12, 1897.

In testimony whereof, I have hereunto set my hand and affixed the great seal of the Territory the date first above written.

[SEAL.]

THOS. J. LOWE,  
*Secretary of Oklahoma Territory.*

# INDEX.

	Page.		Page.
<b>A.</b>		<b>Allotments—Continued.</b>	
Addresses:		Rosebud Reservation.....	53, 372
Agents.....	787	Sale of.....	335, 350
Board of Indian Commissioners.....	786	Seminole.....	153
School superintendents.....	789	Sioux ceded lands, relinquished.....	60
Secretaries of missionary societies.....	786	Stockbridge and Munsee.....	169, 397
Superintendent of Indian schools.....	786	Suits to determine rights.....	581
Agencies:		Surveying.....	581
Placed under school superintendents..	11, 217	To married women and children.....	404
Fort Peck should be abandoned.....	265	Wichita.....	55, 320, 611
Pawnee should not be abolished.....	336	Winnebago.....	269
Agreements:		<i>See also Patents.</i>	
Cherokee.....	232, 587	Allottees not subject to Indian liquor laws..	384
Creek.....	231, 599	Amusements.....	194, 282
Five Civilized Tribes.....	155	Anderson, Albert M., report of Colville	
Grande Ronde.....	60, 341	Agency, Wash.....	384
Klamath.....	345	Annuity payments:	
Lower Brulé.....	61	An evil.....	268
New compilation needed.....	46	Should be made in winter.....	206
Santa Ynez Indians.....	196	Well expended.....	206
Seminole.....	231	Apache:	
To be negotiated by inspectors.....	615	Condition.....	177, 190, 281, 320
Agriculture:		Restoration, part of White Mountain	
Areas farmed by Indians.....	708-724	Reserve.....	610
Course of study.....	419, 438, 442, 577	Statistics concerning..	686, 694, 698, 708, 714, 718
Crops raised by Indians.....	708-724	Apache, Jicarilla, condition.....	280
Principal industry to be taught..	457, 491, 573	Applegate, O. C., report of Grande Ronde	
Schools of, needed.....	479, 496	Agency, Oregon.....	342
Teaching in Missouri schools.....	475	Appropriations:	
Alabama Indians, statistics concerning..	702	Indian service.....	7
Allen, Edgar A., report as superintendent		Schools.....	7, 8, 39
in charge Quapaw Agency, Ind. T.....	217	Areas, Indian reservations.....	654
Allen, James K., report Carson school.....	544	Arapaho:	
Allotments:		Condition.....	314, 410
Agents for making.....	780	Leases.....	73
Bad River Reservation.....	582	Statistics concerning.....	696, 704, 718, 724
Best place for most Indians to succeed..	474	Arikara:	
Cherokee.....	587	Condition.....	301
Cherokee lands reserved from.....	595, 598	Statistics concerning.....	696, 716
Cheyenne River Reservation.....	53, 358	Arithmetic:	
Chippewa, at White Earth.....	254	Course of study.....	426
Choctaw and Chickasaw.....	154	How to teach.....	481, 498, 578
Confusion in making.....	357	Armstrong, A. A., report of Fort Apache	
Creek.....	155, 600, 608	Agency.....	177
Creek lands reserved from.....	605	Artesian wells.....	359, 362, 569
Crow Reservation.....	53	Asbury, Calvin, report superintendent in	
Deceased allottees, to be sold.....	335	charge Western Shoshoni Agency, Nev...	278
Disputes as to heirs.....	195	Assiniboin:	
Divided between husband and wife.....	372	Condition.....	261, 264
Families cultivating.....	708-724	Statistics concerning.....	692, 714
Five Civilized Tribes.....	153	Attorney:	
Fort Hall Indians.....	124, 206	Compensation in suit of Delawares.....	598
To He yu tse ml ken, Umatilla.....	55, 352	For Pueblo Indians.....	547, 615
How to teach the Indian to improve...	474		
Kiowa, Comanche, and Apache.....	55, 320, 581, 616		
Leased. ( <i>See Leases.</i> )		<b>B.</b>	
La Pointe Agency.....	403	Baird, H. C., report Santee Agency, Nebr..	274
May be condemned for public purposes..	618	Baker, J. L., report Osage school.....	328
Nez Percé.....	216	Baking, course of study.....	427
Nonreservation.....	56	Ballew, Lauretta E., report as field matron..	325
Not cultivated.....	274	Bannock:	
Number made during year.....	53	Condition.....	205, 210
Omaha.....	269	Statistics concerning.....	688, 710
Opposition to.....	293, 321	Barclay, Mary V., report as field matron...	283
Rental, Cherokee.....	597	Basketry.....	193, 206, 280, 283, 341, 386, 387, 393, 578
Rental, Creek.....	608	Course of study.....	428

	Page.		Page.
Bentley, Martin J., report of Shawnee and Mexican Kickapoo	338	Cherokee—Continued.	
Bergen, Lizzie, cancellation of patent	59	Schools	134, 226
Berger, J. M., report Papago subagency	188	Statistics concerning	690
Betz, Bert. H., report Yankton school	380	Suit with Delawares, compensation attorneys	598
Bingenheimer, George H., report of Standing Rock Agency, N. Dak.	309	Taxes	225
Births, number	687-707	Town sites	589
Blackfeet:		<i>See also</i> Five Civilized Tribes.	
Report Agent James H. Monteath	256	Cherokee, Eastern:	
Statistics	692, 712	Appropriation to effect settlement	614
Blacksmith work, course of study	422, 428	Condition	294
Blanket weaving revived	284	Decree of court	625
Board Indian Commissioners:		Statistics concerning	696, 716
Addresses	786	Chetco, statistics concerning	700, 718
Salaries	780	Cheyenne and Arapaho Agency, Okla., report of Maj. G. W. H. Stouch	314
Boehm, P., report Immaculate Conception School	362	Cheyenne:	
Bonds of clerks made disbursing agents	47	Condition	314
Brass bands	194, 202, 516, 543, 559	Leases	73
Brennan, J. R., report Pine Ridge Agency, S. Dak.	363	Statistics concerning	696, 718
Brenner, E. W., report as farmer for Turtle Mountain Chippewa	301	Cheyenne, Northern:	
Bricklaying, course of study	433	Condition	266
Bridge, Devil's Lake	615	Little Whirlwind released from prison	161
Bridgeman, M. L., report of Fort Belknap Agency, Mont.	261	Payment settlers for improvements on Reserve	161, 266
Bridges, Dr. T. M., medical report Fort Hall	208	Revival of Messiah craze	163
Buchanan, Charles M., report of Tulalip Agency, Utah	389	Statistics concerning	692, 714
Buford, T. Jay, report of Siletz Agency, Oreg.	350	Cheyenne River Agency, S. Dak., report of Ira A. Hatch	357
Buildings, agency, uninhabitable	191	Chickasaw:	
School, dilapidated	214	Agreement	156
Burton, Charles E., report of Keams Canyon school	517	Allotments	154
Butter making	374	Applications for citizenship	151
<i>See also</i> Dairy.		Incompetents, distribution fund	159, 233
		Mineral leases	139, 221
<b>C.</b>		Revenues	220, 222
Caddo, statistics concerning	698, 718	Schools	129
Caldwell, A. F., report of Fort Hall Agency, Idaho	205	Statistics concerning	690
Campbell, F. C., report Fort Shaw school	543	Town-site commission	145, 222
Campbell, S. W., report La Pointe Agency, Wis.	401	<i>See also</i> Five Civilized Tribes.	
Canadian Indians on Turtle Mountain Reserve	295	Chiefs:	
Caning chairs, course of study	430	Death of young chief, Cayuse	351, 353
Card system of trade excellent	336	Death of Sharp Nose, Arapaho	410
Carpentry, course of study	422, 430	Kickapoo, a woman	338
Catawba, statistics concerning	696	Pensions should be given certain	345
Cattle:		Chippewa and Munsee, division lands and funds	160, 245
Heavy losses in storm	371	Chippewa:	
Penalty for stealing too light	370	Condition	247, 253, 295, 300, 401
Raising	366	Half-breed scrip confirming locations	585
Stolen from Indians by whites	216, 258, 302	Leases	73
Trail across Cheyenne River Reserve	359	Logging	69, 247, 404, 636
Cayuga:		Statistics concerning	690, 696, 704, 712, 716, 724
Condition	284, 288	Choctaw:	
Statistics concerning	696, 716	Agreement	156
Cayuse:		Allotments	154
Condition	351	Applications for citizenship	151
Statistics concerning	700, 720	Mineral leases	139, 221
Cemeteries, land reserved for	223	Mississippi, identification and enrollment	149, 150, 157
Chalcraft, Edwin L., report as school supervisor	512	Orphan lands, disposition of	614
Chamberlain Brothers, Cœur d'Alène Reserve	123	Payment warrants	224
Chamberlain, Harry D., report of Crow Creek Agency, S. Dak.	360	Revenues	220, 222
Chehalis:		Schools	126, 224
Condition	392	Statistics concerning	690
Statistics concerning	702, 722	Town-site commission	145, 222
Chemehuevi, statistics concerning	686, 708	<i>See also</i> Five Civilized Tribes.	
Cherokee:		Christian Indians. ( <i>See</i> Chippewa and Munsee.)	
Advocate, disposition of	595	Churches:	
Agreement	156, 232, 587	Buildings, number	687-707
Applications for citizenship	151	Members, Indian, number	687-707
Appropriation to pay national indebtedness	239	<i>See also</i> Religions.	
Laws subject to Presidential approval	615	Citizenship:	
Mineral leases	142	Accorded Indians in Indian Territory	620
Payment tribal warrants	226	Cherokee	593
Regulations for schools	594	Creek Nation	606
Revenues	225	Five Civilized Tribes	151
Rolls of citizenship	593	Given too soon	507
		New York Indians oppose	293
		The Indian's right	500
		Clackamas, statistics concerning	698, 718
		Clarke, Aaron B., report as missionary Rosebud Reserve	375
		Clifford, J. C., report of Tongue River Agency, Mont.	265
		Coal, lignite	306
		Cochran, Robert A., report of school at Talkalai, Ariz.	525

	Page.		Page.
Cœur d'Alène:		Cow Creek Indians, statistics concerning.	698, 718
Condition .....	384	Cox, Wilson H., report Pierre school .....	569
Removal Chamberlain brothers .....	123	Crandall, C. J., report Santa Fe school .....	549
Statistics concerning .....	702, 722	Crawford, Isabel, mission work among Ki- owa .....	322
Collins, Ralph P., report Albuquerque school .....	546	Crayon, Martha, patent issued .....	619
Colorado River Agency, Ariz., report of Charles S. McNichols .....	175	Cree-Chippewa, settlement of claims .....	296
Columbia:		Creek:	
Condition .....	384	Agreement .....	156, 231, 599
Statistics concerning .....	702, 722	Allotments .....	601
Colville:		Applications for citizenship .....	151
Leases .....	73	Claim loyal .....	606
Report of Albert M. Anderson .....	384	Conflicting allotments .....	155
Statistics concerning .....	702, 722	Laws subject to Presidential approval ..	615
Comanche:		Mineral leases .....	143
Condition .....	320	Payment to indigents .....	229
Leases .....	76	Payment tribal warrants .....	229
Opening reservation .....	618	Permit law .....	227
Statistics concerning .....	698, 718	Revenues .....	227
Commissions:		Schools .....	181
Crow, Flathead, etc .....	49	Statistics concerning .....	690
Five Civilized Tribes .....	125, 149, 613	Town sites .....	145, 601
Employees .....	782	Uprising of Snake band .....	235
Flathead, to continue .....	50, 611	<i>See also</i> Five Civilized Tribes.	
Pnyallup .....	50	Crops raised by Indians .....	708-724
Town site .....	145, 222, 782	<i>See also</i> Agriculture.	
Commons, John M., report of Ouray school ..	383	Cross, James F., report as missionary Rose- bud Reserve .....	375
Compton, L. M., report of Tomah school ..	573	Crow:	
Compulsory education:		Allotments .....	53
Law needed .....	15,	Irrigation of reserve .....	66
273, 381, 382, 383, 501, 509, 511, 513, 536, 542		Report of Agent J. E. Edwards .....	258
Law of Idaho .....	16, 216	Statistics concerning .....	692, 704, 712, 722
New York Indians .....	290	Crow Creek Agency, S. Dak., report of Harry D. Chamberlain .....	360
Statistics of those in favor of .....	17	Curtis, H. J., report of Pine Point school ..	255
Successful among Mescalero Apaches ..	511	Cushatta, statistics concerning .....	702
White children among Osages .....	327		
Concow:		D.	
Condition .....	201	Dances:	
Statistics concerning .....	686, 710	A debauch .....	552
Conser, Frank M., report as school supervisor	514	Prohibited .....	208
Consumption. <i>See</i> Tuberculosis.		Should be permitted occasionally .....	316
Cook, Charles H., report as missionary .....	186	Dairy:	
Cook, Viola, report Wild Rice Riverschool ..	255	Course of study .....	434, 443, 449
Cooking:		Work .....	374, 576, 578
Classes .....	251, 383, 473, 505, 578	Davis, Charles L., report Fort Totten school ..	553
Course of study .....	434, 440, 448, 450	Davis, Sam B., report Rapid City school ...	570
Corporation laws of Arkansas to be in force in Indian Territory .....	584	Dawson, Anna R., report as field matron ...	307
Corson, George D., report San Carlos Agency	190	Deaths, number .....	687-707
Course of study .....	15, 418	Decoration of schools .....	501
Advantages of uniform .....	485	Delaware, suit <i>v.</i> Cherokee, compensation attorneys .....	598
Outline of .....	419-457	Depredation claims, to pay judgments .....	611
Courts:		Devils Lake Agency, N. Dak., report of F. O. Getchell .....	295
Decisions—		Dew, William B., report Arapaho school ..	318
Allottees not subject to Indian liquor laws .....	384	Digger Indians:	
Dispossession Mission Indians .....	114, 195	Report George O. Grist, farmer .....	192
Eastern Cherokee settlement .....	625	Statistics concerning .....	686, 708
Runaway pupils .....	19	Digman, P. Flor., report as missionary Rosebud Reserve .....	375
Southern Ute irrigation ditch .....	65, 623	Discipline in schools .....	489, 506, 560, 579
State courts have no jurisdiction over crimes committed by Indians on reservations .....	353	Diseases, avoiding introduction of conta- gious .....	464
Status of irrigation ditches built by Government .....	65, 623	Dissette, M. E., report Pueblo day schools ..	548, 552
United States courts have no juris- diction over crimes of whites or mixed bloods on reserves .....	371	Divorces:	
Water rights of Umatilla allottees ..	352	By Indian court .....	206, 305
Indians before .....	181, 185, 201, 206, 687, 707	Frequent .....	181
Peacemakers, Seneca, corrupt .....	284	None legal .....	203, 240
Unwilling to take cognizance of crimes by Indians .....	298	Oklahoma law for Indians .....	791
Court of Claims:		Dress:	
Given jurisdiction Cherokee claims <i>v.</i> United States .....	598	Citizens', Indians who wear .....	686, 708
Judgment in favor New York Indians ..	166	Concession should be made to Indian fashions .....	473
Sisseton claim referred to .....	616	Duck Valley Reservation. ( <i>See</i> Western Shoshone.)	
Courts of Indian offenses:		Duncan, James J., report of Pine Ridge day schools .....	368
dispensed with .....	410	Dunn, Cora M., report Rainy Mountain school .....	325
Efficient .....	194, 205, 213, 250, 257, 262, 265, 276, 300, 311, 350, 353, 357, 360, 366, 378, 386, 519		
Number cases before .....	687-707	E.	
Of little use .....	279	Eastern Cherokee Agency, N. C., report of Supt. H. W. Spray .....	293
Punishments given .....	281		
Rulings according to law .....	302		





	Page.		Page.
<b>H.</b>		<b>Indian Territory—Continued.</b>	
Hadden, Julian W., report Fort Sill school.	322	Telegraph and telephone lines .....	617
Hadley, Elwood, report of Pima Agency, Ariz .....	183	Timber and stone .....	148, 223
Hall, C. L., report as missionary, Fort Berthold Reserve .....	308	<i>See also</i> Five Civilized Tribes.	
Hall, Harwood, report Parris school, Cal.	583	Industrial day a privilege .....	332
Hampton Institute, Virginia:		Industrial openings for Indians .....	491
Methods for character building .....	475	Industrial training .....	13, 417, 472, 488, 493
Report H. B. Frissell .....	576	Correlated with academic .....	476, 503
Hardin, L. M., report as physician Rosebud Agency .....	372	Course of study .....	419
Harding, John W., report of Yankton Agency, S. Dak .....	377	Graduates .....	538
Harness making, course of study .....	439	Should be all round rather than specialized .....	463, 497
Harris, De Witt S., report of Pipestone school	541	<i>See also</i> Manual training.	
Hart, Joseph C., report Oneida school .....	572	Inspectors, Indian, salaries, etc. ....	780, 786
Harvey, George L., report Pawnee school .....	332	Institutes, school ( <i>see</i> Summer schools).	
Hatch, Ira A., report of Cheyenne River Agency, S. Dak .....	357	Iowa historical department may withdraw documents from Indian Bureau files....	621
Havasupai:		Iowa Indians:	
Condition .....	527	Condition .....	242, 334
Statistics concerning .....	686, 708	Leases .....	74
Hayzett, G. W., report Navaho Agency, Ariz .....	180	Statistics concerning .....	690, 698, 712, 718
History, course of study .....	439	Iroquois grammar in preparation .....	292
Hoh:		Irrigation:	
Condition .....	385	By sewage .....	550
Statistics concerning .....	702, 722	Colorado River .....	178
Holidays set aside for Mescalero Apaches.	282	Course of study .....	420, 423, 430
Honnell, W. R., report of Potawatomi and Great Nemaha Agency, Kans .....	242	Crow .....	66, 259
Hopi:		Failure of Idaho Canal Company ditch .....	206
Report Superintendent Chas. E. Burton.	517	Klamath .....	344
Statistics concerning .....	686, 708	Papago .....	189
Hospital:		Pima Reservation .....	184, 583
A blessing .....	398	Pyramid Lake Reservation .....	277
Needed .....	179, 207, 208, 545	Rights in ditches constructed by Government .....	65, 624
Horses, sale of .....	279	Rights of way of canals, etc .....	583
House, J. F., report of Rosebud day schools.	373	San Carlos .....	190
Housekeeping:		San Ildefonso pueblo .....	65, 552, 624
Character building through .....	463	San Xavier .....	184
Course of study .....	440, 448	Settlers tap Indian ditches .....	204
Houses, number occupied by Indians .....	686-706	Should Government provide .....	486
Hughes, E. B., report of Uinta school .....	382	Sore need of unallotted Utes .....	204
Hultman, Augusta S., report of Grace school .....	362	Southern Ute .....	203
Humtulpul:		Superintendents of, provided .....	63
Condition .....	392	Umatilla allottees secure water rights .....	352
Statistics concerning .....	702, 722	Wind River Reservation .....	64
Hupa:		Issue clothing discontinued .....	262
Condition .....	192		
Statistics concerning .....	686, 708	<b>J.</b>	
Hupa Valley Agency, Cal., report Wm. B. Freer .....	192	Jacobson, Alex., report Wittenberg school.	574
Hygiene in schools .....	446, 506	Jensen, J., report of Ponca, Oto, and Oakland Agency, Okla .....	330
<b>I.</b>		Jicarilla Agency, N. Mex., report of N. S. Walpole .....	280
Ice plant .....	176, 185	Johnson, H. H., report Oto school .....	332
Idaho, compulsory education law .....	16	Johnson, Horace J., report Sauk and Fox school .....	336
Immorality .....	305, 327, 530	Jones, Thomas M., report Cheyenne school.	317
Incomes of Indian tribes .....	644	Joshua, statistics concerning .....	700, 718
Indian Territory:		<b>K.</b>	
Arkansas laws as to corporations to be in force .....	584	Kaibab:	
Citizenship accorded Indians in .....	620	Condition .....	571
Disregard of game laws .....	237	Statistics concerning .....	702, 722
Mineral leases .....	139, 221	Kalispel:	
Population .....	219	Condition .....	260, 384, 571
Schools—		Statistics concerning .....	692, 702, 712, 722
Almost none for white children .....	137	Kampmeier, Herman, report Oraibi school.	522
Cherokee .....	134, 226	Kansa (Kaw):	
Chickasaw .....	129	Condition .....	328
Cost, 1900 and 1901 compared .....	135	Leases .....	77
Creek .....	131	Statistics concerning .....	698, 718
Denominational .....	136	Kenel, Martin, report agricultural school, Standing Rock .....	311
Population .....	138	Kershaw, Andrew, report of Grande Ronde Agency, Oreg .....	340
Private .....	138	Kickapoo:	
Public .....	137	Condition .....	242
Regulations adopted .....	128, 129, 132	Leases .....	74
Seminoles .....	135	Statistics concerning .....	690, 712
Surveys of towns .....	146	Kickapoo, Mexican:	
Taxation to support schools .....	614	Report Martin J. Bentley, special agent.	338
		Statistics .....	698, 718

	Page.		Page.
Kindergarten:		Leases—Continued.	
Abolished .....	568	Seneca:	
Advantages .....	494	Collection and disbursement, rentals	586
Gives best training in English .....	490, 494	Confirmed to Erie Preserving Com-	
Practical lessons instead of "occupa-		pany .....	586
tions" .....	505	Renewed .....	185
Primary teachers better .....	354	To J. W. Peglow .....	622
Kiowa:		Terms .....	72
Allotments .....	55, 616	Terms practically prohibitory .....	204
Leases .....	76	Unallotted lands .....	75
Opening reservation .....	618	Yakima extended to ten years .....	394
Report of Lieut. Col. James F. Randlett ..	320	Leech Lake Agency, Minn., report of Capt.	
Statistics concerning .....	698, 718	W. A. Mercer .....	247
Kirk, James E., report of Warm Spring Agen-		Lee, Henry W., claim v. Wisconsin Winne-	
cy, Oreg .....	355	bago .....	170
Klamath:		Legislation, Indian, second session Fifty-	
Agreement .....	345	sixth Congress .....	581
Report, agent, O. C. Applegate .....	342	Agreements, to be negotiated by ins-	
Statistics concerning .....	686, 698, 700, 708, 718	pectors .....	615
Kohlenberg, W. C., report Tongue River		Allotments—	
school .....	267	Bad River Reservation .....	582
Koonz, Charles H., report Red Lake school ..	251	Kiowa and Comanche .....	581, 616
Kutenai:		Suits to determine rights .....	581
Condition .....	259	Surveying .....	581
Statistics concerning .....	692, 712	Wichita, appropriation to complete ..	611
Kyselka, Frank, report Fort Belknap school ..	263	Bridge, Devils Lake .....	615
		Carson school, Nevada, appropriation ..	616
		Cherokee agreement .....	587
		Cherokee laws subject to Presidential	
		approval .....	615
		Choctaw orphan lands, disposition of ..	614
		Citizenship accorded Indians in Indian	
		Territory .....	620
		Commission—	
		Five Civilized Tribes, appropriation ..	613
		Flathead, to continue .....	611
		Corporation laws of Arkansas to be in	
		force in Indian Territory .....	584
		Creek agreement .....	599
		Creek laws subject to Presidential ap-	
		proval .....	615
		Depredation claims, to pay judgments ..	611
		Eastern Cherokee, agreement of com-	
		promise settled .....	614
		Five Civilized Tribes, final approval of	
		rolls by Secretary of Interior .....	615
		Iowa, historical department may with-	
		draw documents from Indian Bureau	
		files .....	621
		Irrigation, Pima Reservation .....	583
		Jamestown and Northern Railroad,	
		right of way through Devils Lake Re-	
		serve .....	620
		Kiowa and Comanche Reservation,	
		opening .....	618
		Lower Brule Reserve, lands opened to	
		settlement .....	583
		New York Indians, payment judgment	
		of Court of Claims .....	615
		Nicholson, W. J., to be credited with	
		grazing tax collected .....	611
		Pigeon River Improvement, etc., Com-	
		pany may enter Grand Ronde Reserve	
		Police appropriation to support .....	621
		Pueblos, attorney for .....	615
		Quapaw lands, disposition of .....	613
		Riggs Institute, Flandreau, appropria-	
		tion .....	617
		Rights of way though parks or reserva-	
		tions .....	583
		Riverside school, California, appropria-	
		tion .....	617
		Roads through Indian reservations .....	618
		Sauk and Fox school, extra per capita	
		allowance .....	611
		School lands, suits to determine rights	
		of States .....	609
		School, Mandan, N. Dak., appropriation ..	616
		Serip, Chippewa half-breed, confirming	
		locations .....	585
		Seneca cases .....	586, 622
		Siletz Indians may have certain lands	
		in fee .....	618
		Sioux, Mdewakanton, sale and pur-	
		chase of lands .....	586
		Sisseton Sioux, claim referred to Court	
		of Claims .....	616
		Surveys of reservations .....	611
L.			
Labor by Indians .....	526, 530, 547, 711, 725		
On railroads .....	184, 189, 264, 547		
Lace making .....	284, 292, 379, 578		
Lake Indians:			
Condition .....	384		
Statistics concerning .....	702, 722		
Lakmiut, statistics concerning .....	698, 718		
Lamar, C. H., report Navaho school .....	182		
Lands, Indian:			
Cessions .....	61		
Purchased for schools .....	651		
Sales of—			
Allotments of deceased allottees .....	350		
Amounts received .....	62		
Frauds by guardians of minors .....	340		
Quapaw .....	613		
Only an injury to Indians .....	340		
Proceeds wasted .....	335		
Trust .....	642		
Unallotted surplus, prevent progress of			
Indians .....	218		
Language:			
Course of study .....	448		
How to teach .....	480, 490, 578		
Learned in kindergarten .....	490, 494		
La Pointe Agency:			
Allotments to Bad River Reservation ..	582		
Report of S. W. Campbell .....	401		
Larimer, Robert, report of Kickapoo school ..	246		
Laundry:			
Machinery needed .....	400, 505		
Steam furnished .....	409		
Work, course of study .....	441, 448, 450		
Excessive .....	268		
Laws relating to Indians, new compilation			
needed .....	46		
Leases:			
Allotted lands .....	73		
A wise policy .....	270		
Better rates secured .....	345		
Cherokee allotments .....	597		
Collection rentals by N. Y. agent .....	286		
Conflict between Territorial law and			
office regulations .....	315		
Demoralizing .....	272, 274, 335, 474, 511, 513		
Grazing, Sioux oppose .....	371		
Grazing permits not satisfactory .....	371		
Gypsum, Seneca reserve .....	288		
Illegal .....	376		
Indian must first cultivate portion of			
his land .....	215		
Mineral, Indian Territory .....	139, 221		
Only of surplus Yankton lands .....	377		
Onondaga authorized to make 10-year ..	288		
Potawatomi and Great Nemaha Agency			
Qualified allottees should make their			
own .....	270		
Rentals due minors should be witheld ..	270		
Sauk and Fox, Iowa .....	239		

	Page.		Page.
<b>Legislation, Indian—Continued.</b>		<b>Mandan:</b>	
Tawamnoha, or Martha Crayon, patent	619	Condition	301
Taxation to support schools in Indian Territory	614	Statistics concerning	696, 716
Telegraph and telephone lines in Indian Territory	617	Manual training	492, 493, 577
Timber, Grand Portage	582	<i>See also</i> Industrial training.	
Town-site commissioner, appointment by Secretary Interior	614	<b>Maricopa:</b>	
Town sites, to pay expense surveying, etc.	614	Condition	183
Traders, Osage, Indian indebtedness to	612	Statistics concerning	686, 708
White Mountain Reserve, restoration to public domain	61	<b>Marriage among Indians:</b>	
<b>Lemhi Agency, Idaho, report of E. M. Yearian</b>	210	Form of license	631
<b>Lemmon, Theo. G., report Grand Junction school</b>	533	Conform to law	975, 305, 331
<b>Levengood, J. C., report of Yainax school</b>	349	Hopi customs	520
<b>Liabilities of United States to Indian tribes</b>	646	Laws openly ignored	272
<b>Lipps, Oscar H., report White Earth school</b>	254	Licenses issued by agents	44, 45, 200, 203
<b>Liquor:</b>		Little regard paid to	293
Deaths from	216	None legal	240
Easily obtained by Indians	181.	Number	687-707
Most crimes result of	200, 336, 340, 378, 390	Law of Oklahoma	46, 791
Sales to Indians—	353, 376	Regulations	42, 630
Broken up	200, 207	Observed	265, 410
Consumes time of police	281	Will result in good	200, 203, 327
convictions secured	185.	Solemnized by clergymen	181
217, 241, 244, 258, 262, 275, 348, 365, 539		<b>Marys River Indians, statistics concerning</b>	698, 718
Difficult to obtain evidence	51,	<b>Mathewson, C. P., report of Omaha and Winnebago Agency, Nebr.</b>	268
206, 211, 379, 552		<b>Matrons' work, discussion</b>	483
Difficult to secure conviction	279, 293, 386	<b>Matrons, field. (See Field matrons.)</b>	
Fostered by towns to attract Indians	270	<b>Matson, W. H., report Blackfeet school</b>	257
Fund needed for work of detection	51	<b>Meagley, W. E., report Fort Peck school</b>	265
Increased by abolishing canteen	381	<b>Menominee:</b>	
Number prosecutions for	687-707	Condition	396
Officials alert to prosecute	322, 331	Logging	72, 397
Prohibited in Creek Nation	609	Statistics concerning	704, 724
Ruins New York Indians	291, 293	<b>Mercer, Capt. W. A., report Leech Lake Agency, Minn.</b>	247
To allottees, not restricted	384	<b>Mescalero Agency, N. Mex., report of Walter McM. Luttrell, superintendent in charge</b>	281
<b>Liston, Harry F., report Round Valley Agency</b>	200	<b>Messiah craze revived and suppressed</b>	163
<b>Little Lake Indians:</b>		<b>Mexican Kickapoo and Shawnee:</b>	
Condition	201	Report Martin J. Bentley, special agent	338
Statistics concerning	686, 710	Statistics concerning	698, 718
<b>Little Whirlwind, imprisonment and release</b>	163	<b>Miami:</b>	
<b>Locke, Hosea, report of Fort Hall school</b>	208	Condition	217
<b>Logging:</b>		Sales of lands	62
Amount timber cut	711-725	Statistics concerning	688, 704, 710, 724
Chippewa lands	69, 247, 404	<b>Michelet, Simon, report of White Earth Agency, Minn.</b>	253
Regulations	636	<b>Mikonotuni, statistics concerning</b>	700, 718
La Pointe Agency	71	<b>Miller, Horton H., report of Fort Bidwell school</b>	528
Menominee Reservation	72, 397	<b>Mineral leases, Indian Territory</b>	139, 221
Seelye-Porter controversy	69	<b>Missions among Indians</b>	194, 340
<b>Lower Brule Agency, S. Dak., report of R. H. Somers</b>	362	Baptists, New York Indians	291
<b>Lower Brule Reserve, lands opened to settlement</b>	583	Catholic—	
<b>Lummi:</b>		Blackfeet	256
Condition	389	Cheyenne River	358
Statistics concerning	704, 722	Crow Creek	360, 363
<b>Luttrell, Walter McM., superintendent, report Mescalero Agency, N. Mex</b>	281	Devils Lake	299
<b>Lynch, Jay, report of Yakima Agency, Wash</b>	395	Fort Belknap	262
		Fort Peck	265
		La Pointe	403
		Menominee	398
		Navaho	181
		Nez Percé	216
		Pima and Papago	184, 189
		Pine Ridge	367, 370
		Potawatomi	244
		St. Regis Indians	292
		Siletz	350
		Standing Rock	310
		White Earth	254
		<b>Christian Reform Church of America, Navaho</b>	181
		<b>Congregational—</b>	
		Cheyenne River	358
		Fort Berthold	304, 308
		Rosebud	374
		Santee	275
		Standing Rock	310
		<b>Dutch Reformed, Ségér Colony</b>	556
		<b>Episcopal—</b>	
		Cheyenne River	358
		Crow Creek	360, 363
		Devils Lake	299
		Fort Hall	207
		New York Indians	292
		Pine Ridge	367, 370

## M.

<b>McArthur, D. D., report Pima school</b>	186
<b>McArthur, Earle T., report of Sisseton Agency, S. Dak</b>	375
<b>McChesney, Charles E., report of Rosebud Agency, S. Dak</b>	370
<b>McCowan, S. M., report of Phoenix school</b>	523
<b>McKoin, John J., report Fort Mohave school</b>	516
<b>McNichols, Charles S., report of Colorado River Agency, Ariz</b>	175
<b>Mackey, John F., report Lemhi school</b>	214
<b>Makah:</b>	
Condition	385
Statistics concerning	702, 722
<b>Malin, William G., report of Sauk and Fox Agency, Iowa</b>	239

	Page.		Page.
Missions among Indians—Continued.		N.	
Episcopal—Continued.		Names, Indian, suggested spelling	633
Santee	274	Nardin, E. C., report Mount Pleasant school	540
Sisseton	376	Nature study	442, 480, 498, 579
Standing Rock	310	Navaho:	
Wichita	323	Irrigation	65
Yankton	378	Leases	77
Friends—		Report of Agent G. W. Hayzlett	180
Absentee Shawnee	388	Statistics concerning	686, 708
Mexican Kickapoo	339	Neah Bay Agency, Wash., report of Samuel G. Morse	385
Lands set apart for, on reservations	63	Needham, Milton J., report of Blue Canyon school	521
Lutheran, Stockbridge	398	Nespehim:	
Methodist—		Condition	384
Jicarilla	280	Statistics concerning	702
La Pointe Agency	403	Nevada Agency, Nev., report of Fred B. Spriggs, superintendent in charge	276
Navaho	181	New York Indians:	
New York Indians	291, 292	Payment judgment Court of Claims	166, 515
Potawatomi	244	Report of Agent A. W. Ferrin	284
Siletz	350	Sale of Kansas lands, distribution of proceeds	293
Moravian, Yuma	530	Nez Percé:	
None	213, 279, 356	Condition	215, 384
Presbyterian—		Leases	73
Crow Creek	360	Report of Agent C. S. Stranahan	215
Devils Lake	299	Statistics concerning	688, 702, 710, 722
Fort Hall	207	Nicholson, W. J., to be credited with grazing tax collected	611
Fort Peck	264, 265	Nickerson, H. G., report of Shoshoni Agency, Wyo	409
La Pointe	403	Nisqualli:	
New York Indians	291	Condition	388, 392
Nez Percé	216	Statistics concerning	702, 722
Pima and Maricopa	186	Noble H. M., report Grand River school	313
Pine Ridge	367, 370	Nomelaki Indians:	
Potawatomi and Great Nemaha	243	Condition	201
Saddle Mountain	322	Statistics concerning	686, 710
Sisseton	376	Nooksak, statistics concerning	704
Warm Springs	357	Nursing, course of study	440, 446
Yankton	378		
Womens' National Indian Association, Navaho	181		
Missionaries:			
Number and location	687-707		
Reports	186, 203, 308, 374, 375		
Mission Indians:			
Decision of Supreme Court	114		
Dispossessed of lands	114, 196		
Report Agent L. A. Wright	195		
Statistics concerning	686, 708		
Mission schools. (See Schools, mission.)			
Missouri Indians, statistics concerning	698, 718		
Mitscher, O. A., report of Osage Agency, Okla	326		
Modoc:			
Condition	217, 347		
Statistics concerning	688, 698, 710, 718		
Mohave:			
Condition	175		
Statistics concerning	686, 708		
Molala merged with Klamath	344		
Montauk Indians, number	289		
Monteath, James H., report of Blackfeet Agency, Mont	256		
Morals:			
Excellent	265		
Fair	206		
Improvement	254, 292		
Low	292, 293		
Moral training, weak point in Indian schools	483		
Morrison, John, report Cross Lake school	252		
Morse, Samuel G., report of Neah Bay Agency, Wash	385		
Muckleshoot:			
Condition	389		
Statistics concerning	704, 722		
Munsee:			
Allotment of Wisconsin Reserve	169		
Condition	397		
Division lands and funds	160		
Statistics concerning	690		
Murtaugh, Edw. G., report as physician	519		
Murders	181, 244, 353, 366, 391, 395		
Statistics	687-707		
Murray, Sarah E., report as field matron	334		
Music, study of	442, 496		
Muskogee, statistics concerning (see also Creek)	702		
Myton, H. P., report of Uinta and Ouray Agency, Utah	380		
		O.	
		Oil, Seneca lease	256, 287
		Okinagan:	
		Condition	384
		Statistics concerning	702, 722
		Old Town Indians, statistics concerning	704
		Omaha and Winnebago Agency, Nebr., report of C. P. Mathewson	268
		Omaha:	
		Condition	268
		Leases	73, 79
		Statistics concerning	692, 714
		Oneida:	
		Condition	284, 288
		Statistics concerning	696, 704, 716, 724
		Well advanced in civilization	512
		Onondaga:	
		Condition	284, 288
		Statistics concerning	696, 716
		Opium, sale to Indians	546
		Osage:	
		Examination accounts of traders	612
		Leases	77
		Report of Agent O. A. Mitscher	326
		Statistics concerning	698, 718
		Trade restrictions removed	613
		Oto:	
		Condition	380
		Leases	74, 79
		Statistics concerning	698, 718
		Ottawa:	
		Condition	217
		Statistics concerning	688, 690, 710, 712
		Outing system	417, 445, 475, 517, 587, 568
		Ozette:	
		Condition	385
		Statistics concerning	702, 722
		P.	
		Painting, course of study	445

	Page.
Paintes:	
Condition .....	276, 344, 347, 356, 528, 545
Statistics concerning .....	688, 694, 698, 700, 702, 710, 714, 718, 720, 722
Pamunky Indians .....	12
Papago:	
Condition .....	183, 188
Statistics concerning .....	686, 708
Passes to Indians, granting, abolished .....	282
Patents for land:	
Cancellation of .....	59
Indians unwilling to accept .....	304
Issued to Martha Crayon .....	619
Siletz may have, in fee .....	618
Number issued .....	52
<i>See also</i> Allotment.	
Patrick, Lee, report of Sauk and Fox Agency, Okla. ....	334
Patriotism, observance of special days .....	342
Patterson, Ella L., report Fort Apache school .....	179
Pawnee:	
Condition .....	330
Leases .....	74
Statistics concerning .....	698, 718
Payments, annuity. ( <i>See</i> Annuity Payments.)	
Peairs, H. B., report Haskell Institute .....	586
Pedrick, Laura E., report as field matron .....	326
Peirce, Charles T., report Flandreau school .....	567
Pend d'Oreille:	
Condition .....	259
Statistics concerning .....	692, 712
Peoria:	
Condition .....	217
Sales of lands .....	62
Statistics concerning .....	688, 710
Perry, Reuben, report of Lac du Flambeau school .....	408
Physical culture .....	502
Physicians:	
More needed .....	372
Reports .....	208, 209, 302, 367, 372, 519
Physiology, course of study .....	446
Piegán:	
Statistics concerning .....	692, 712
<i>See also</i> Blackfeet.	
Pigeon River Improvement, etc., Company may enter Grand Portage Reserve .....	621
Pigg, George L., report of Crow Creek school .....	361
Pima:	
Intrusion on lands .....	114
Perishing for want of water .....	183, 487
Report of Agent Elwood Hadley .....	188
Statistics concerning .....	686, 708
Pine Ridge Agency, S. Dak., report of J. H. Brennan .....	363
Pit River Indians:	
Condition .....	201, 528
Want a school .....	346
Statistics concerning .....	686, 688, 698, 710, 718
Plastering, course of study .....	433
Poisoning of Agent Goldberg by mushrooms .....	217
Police, Indian:	
Alaska .....	782
Appropriation to support .....	611
Efficient .....	262, 265, 267, 276, 297, 311, 348, 358, 360, 376, 378, 410, 520
Enforce attendance at day schools .....	365
English-speaking men chosen .....	257
Inadequate during smallpox .....	398
Injured while making arrest .....	353
Number reduced, Union Agency .....	220
Only fairly efficient .....	213
Obedient but not vigilant .....	357
Recover stray cattle .....	302
Should have larger salaries .....	220, 378
Ponca:	
Leases .....	74, 79
Report of Agent J. Jensen .....	330
Statistics concerning .....	698, 692, 714, 718
Ponies, sale of .....	213
Poospatuck, number .....	289

	Page.
Population:	
Decrease .....	208, 244, 261, 269, 377, 340, 357
Increase .....	244, 267, 385, 519, 522
Statistics .....	686-706
Porter, George F., logging controversy .....	69
Port Gamble Indians, condition .....	392
Port Madison Indians:	
Condition .....	389
Statistics concerning .....	704, 722
Porto Ricans in Carlisle School .....	562
Potawatomi and Great Nemaha Agency, Kans., report of W. R. Honnell .....	242
Potawatomi:	
Condition .....	242
Leases .....	74
Statistics concerning .....	690, 698, 712, 718
Potawatomi, Citizen:	
Condition .....	334
Sales of land .....	62
Potter, T. W., report of Chemawa school .....	558
Pottery diggers .....	521
Poultry raising, course of study .....	426
Pratt, R. H., report of Carlisle school .....	560
President's visit to Phoenix school .....	524
Printing, course of study .....	447
Publications needed on Indian matters .....	46
Pueblo:	
Attorney for .....	547, 615
Condition .....	546, 551
Epidemic at Cochiti .....	552
Irrigation .....	65, 547
Schools among .....	511, 547, 548, 552
Statistics concerning .....	694, 714, 716
The future of .....	480
Puyallup:	
Condition .....	388, 392
Leases .....	74
Report of Supt. Frank Terry .....	391
Sale lands .....	50
Statistics concerning .....	702, 722

Q.

Quaitso:	
Condition .....	392
Statistics concerning .....	702, 722
Quapaw:	
Agency transferred to school superintendent .....	217
Disposition of lands .....	613
Statistics concerning .....	688, 710
Report of Edgar A. Allen, superintendent in charge .....	217
Quileute:	
Condition .....	385
Statistics concerning .....	702, 722
Quimby, Lida W., report as field matron .....	386
Quinalt:	
Condition .....	392
Statistics concerning .....	702, 722

R.

Railroads across Indian lands .....	89
Arkansas and Choctaw .....	90, 238
Blackwell, Enid and Southwestern .....	92
Chicago, Rock Island and Pacific .....	93, 238
Choctaw, Oklahoma and Gulf .....	94
Columbia Valley .....	92
Denison and Northern .....	95
Fort Smith and Western .....	95, 238
Gainesville, McAlester and St. Louis .....	96
Jamestown and Northern .....	97, 620
Kansas City, Mexico and Orient .....	98
Kansas City, Fort Scott and Memphis .....	99
Kiowa, Chickasha and Fort Smith .....	99
Minnesota and Manitoba .....	101
Missouri, Kansas and Texas .....	100, 238
Musogee and Western .....	100, 238
Oklahoma City and Southeastern .....	102
Oklahoma City and Western .....	103
Omaha Northern .....	102
Oregon Railway and Navigation .....	102
Ozark and Cherokee Central .....	104, 238



Page.	School and schools—Continued.	Page.	School and schools—Continued.
	Government reservation boarding—Continued.		Industrial Training. ( <i>See</i> Industrial training.)
	Crow Creek, S. Dak. ....	360, 361	Improvements.....
	Date of opening, capacity, attendance.....	20	Indian Territory. ( <i>See</i> Indian Territory.)
	Eastern Cherokee, N. C. ....	294, 415	Lands, suits to determine rights of States
	Flathead, Mont. ....	21, 260	Mandan, N. Dak., appropriation .....
	Fort Apache, Ariz. ....	179	Mission—
	Fort Belknap, Mont. ....	262, 263, 514	Bad River .....
	Fort Berthold, N. Dak. ....	302, 306, 512	Bayfield .....
	Fort Hall, Idaho .....	208, 413, 514	Blackfeet.....
	Fort Lapwai, Idaho .....	76, 596	Capacity, enrollment, attendance. 26, 672
	Fort Peck, Mont. ....	264, 265, 514	Crow .....
	Fort Sill, Okla. ....	322	Fort Berthold .....
	Fort Spokane, Wash. ....	385	Fort Peck .....
	Fort Totten, N. Dak. ....	299, 512, 553	Good Will (Sisseton) .....
	Fort Yuma, Ariz. ....	34, 529	Immaculate Conception (Crow Creek).....
	Grace (Crow Creek), S. Dak. ....	360, 361	Issue rations to, unlawful .....
	Grand River, N. Dak. ....	35, 512	Kate Drexel (Umatilla) .....
	Grand Ronde, Oreg. ....	341, 515	Kiowa and Comanche Reserve.....
	Great Nemaha, Kans., discontinued. 245		Mennonite, closed .....
	Havasupai, Ariz. ....	21, 413	Papago day .....
	Hope Springfield, S. Dak. ....	21, 274, 275	Pine Ridge .....
	Hopi (Moqui), Ariz. ....	36, 517	St. Elizabeth's (Standing Rock).....
	Hupa Valley, Cal. ....	34, 194	St. Ignatius (Flathead) .....
	Jicarilla, N. Mex. ....	21, 34, 511	St. Joseph's (Menominee) .....
	Kansa (Kaw), Okla. ....	329, 415	St. Labre's (Tongue River).....
	Keams Canyon, Ariz., <i>see</i> Hopi.		St. Paul's (Yankton) .....
	Kickapoo, Kans. ....	244, 246	St. Paul's (Fort Belknap) .....
	Klamath, Oreg. ....	34, 346, 349, 415	St. Stephen's (Shoshoni) .....
	Lac du Flambeau, Wis. ....	34, 402, 408, 512	Santee Normal Training .....
	Leech Lake, Minn. ....	21, 34, 249, 512	Shoshoni .....
	Lemhi, Idaho .....	213, 214, 514	Standing Rock .....
	Little Water, Ariz. ....	181	Tunesassa, New York .....
	Menominee, Wis. ....	398, 399, 512	Turtle Mountain .....
	Mescalero, N. Mex. ....	281	White Earth .....
	Navaho, Ariz. ....	34, 181, 182	Needed by white people in Indian Territory .....
	Omaha Nebr. ....	270, 273	Need of enlargement.....
	Oneida, Wis. ....	34, 416, 572	None provided .....
	Osage, Okla. ....	36, 326, 328, 415	Nonreservation, Government—
	Oto, Okla. ....	332	Albuquerque, N. Mex. ....
	Ouray, Utah .....	381, 383	Carlisle, Pa. ....
	Pawnee, Okla. ....	34, 331	Carson, Nev. ....
	Pima, Ariz. ....	34, 184, 186, 413	Chamberlain, S. Dak. ....
	Pine Point, Minn. ....	254, 255, 512	Chemawa, Oreg. ....
	Pine Ridge, S. Dak. ....	36, 364	Chillico, Okla. ....
	Ponca, Okla. ....	34, 332	Flandreau, S. Dak. ....
	Potawatomi, Kans. ....	35, 244, 245	Fort Bidwell, Cal. ....
	Puyallup, Wash. ....	392, 416	Fort Lewis, Colo. ....
	Pyramid Lake, Nev. ....	277	Fort Mohave, Ariz. ....
	Quapaw, Ind. T. ....	21	Fort Shaw, Mont. ....
	Rainy Mountain, Okla. ....	324	Genoa, Nebr. ....
	Red Lake, Minn. ....	251	Grand Junction, Colo. ....
	Redmoon (Cheyenne and Arapaho, Okla.) .....	319	Greenville, Cal. ....
	Rice Station, Ariz. ....	21, 190, 525	Haskell Institute, Lawrence, Kans. ....
	Riverside, Okla. ....	323	Hayward, Wis. ....
	Rosebud, S. Dak. ....	373	Location, capacity, attendance .....
	Round Valley, Cal. ....	34, 201	Mandan, N. Dak. ....
	San Carlos, Ariz. ....	34, 190	Morris, Minn. ....
	Santee, Nebr. ....	374	Mount Pleasant, Mich. ....
	Sauk and Fox, Iowa. ....	240, 414, 512, 611	Perris, Cal. ....
	Sauk and Fox, Okla. ....	34, 336	Phoenix, Ariz. ....
	Seger colony, Okla. ....	34, 556	Pierre, S. Dak. ....
	Seneca, Ind. T. ....	21, 414	Pipestone, Minn. ....
	should be closed.....	217	Rapid City, S. Dak. ....
	Shoshoni, Wyo. ....	35, 409	Riverside, Cal. ....
	Siletz, Oreg. ....	350, 415, 515	Salem. ( <i>See</i> Chemawa.)
	Sisseton, S. Dak. ....	376	Santa Fe, N. Mex. ....
	Southern Utah (Shivwits) .....	21, 511	Should return pupils as promised .....
	Southern Ute, Colo. ....	21, 54	Tomah, Wis. ....
	Standing Rock, N. Dak. ....	309, 512	Wittenberg, Wis. ....
	Truxton Canyon, Ariz. ....	21, 34, 526	Opposition of Indians .....
	Tulalip, Wash. ....	390, 416	Orphan asylum, New York .....
	Uinta, Utah .....	381, 382	Overcrowded .....
	Umatilla, Oreg. ....	34, 352, 354, 515	Per capita allowance, extra, to Sauk and Fox .....
	Vermillion Lake, Minn. ....	408, 513, 542	Percentage Indian blood entitling to admission .....
	Warm Spring, Oreg. ....	355	Private .....
	Western Shoshoni, Nev. ....	279	Indian Territory .....
	White Earth, Minn. ....	254, 512	Public .....
	Wild Rice River, Minn. ....	254, 255, 512	Contracts with, for Indian pupils .....
	Winnabago, Nebr. ....	34	Indian Territory .....
	Yafnax, Oreg. ....	347, 349	New York Indians .....
	Yakima, Wash. ....	34, 395	
	Yankton, S. Dak. ....	377, 379	
	Growth .....	458	
	Hampton Institute .....	415, 576	



	Page.		Page.
School and schools—Continued.		Sioux—Continued.	
Public—Continued.		Cutting off rations.....	6
Omaha and Winnebago.....	270	Devils Lake.....	73, 295
On Choteau Creek, a fraud.....	378	Lower Brulé.....	61, 362
Pupils leave too early in life.....	573	Mdewakanton, sale and purchase of	
Runaway pupils. (See Runaway.)		lands.....	586
Sanitation.....	417	Pine Ridge.....	80, 363
Sites.....	651	Rosebud.....	53, 80, 370
Special, Indians ready for only a few	484	Santee.....	74, 274
Summer. (See Summer schools.)		Sisseton.....	75, 375
Superintendent of, annual report.....	412	Claim to go to Court of Claims.....	616
Superintendents—		Statistics concerning.....	690, 692, 696, 700, 712, 714, 716, 720
Addresses.....	789	Yankton.....	75, 264, 377
Placed in charge of agency.....	11, 219	Sisseton Agency, S. Dak. Report of Earle	
Supervisors of engineering and construction	36	T. McArthur.....	375
What should be taught in Indian.....	471	Sites, school.....	651
White children in Indian Territory		Sixes, statistics concerning.....	700, 718
without.....	137	Skallam, statistics concerning.....	702, 722
See also Education.		Skokomish:	
Scobey, C. R. A., report of Fort Peck		Condition.....	392
Agency, Mont.....	264	Statistics concerning.....	702, 722
Scovel, E. C., report Cass Lake school.....	249	Smallpox.....	
Scrip, Chippewa half-breed, confirming locations	585	244, 260, 271, 296, 300, 321, 322, 323, 359, 360, 365, 372, 373, 377, 385, 394, 398, 407, 518, 522, 532, 558	
Seger, John H., report Seger Colony school.....	556	Smead, W. H., report of Flathead Agency,	
Seelye, Charles E., logging controversy.....	69	Mont.....	259
Self-support.....	5, 493, 494, 499, 500, 502, 507	Smith, Joseph O., report Southern Ute	
Seminole:		Agency, Colo.....	203
Agreement.....	231	Smith, Philomene, claims Umatilla allotment	352
Allotments.....	153, 608	Smith, William H., report Fort Lapwai	
Citizenship roll made up.....	152	school.....	336
Schools.....	135	Somers, R. H., report of Lower Brulé Agency,	
Statistics concerning.....	688-690, 710	S. Dak.....	362
See also Five Civilized Tribes.		Spear, John S., report Fort Yuma school.....	329
Seneca:		Special Indian agents, salaries, etc.....	780, 786
Condition.....	217, 284	Spelling:	
Leases.....	81, 586, 622	Course of study.....	454
Statistics concerning.....	688, 696, 710, 716	Of Indian names.....	383
Settlers, Tongue River Reserve, paid for improvement	266	Spokan:	
Sewerage and drainage:		Condition.....	260, 384
Course of study.....	436	Statistics concerning.....	692, 702, 712, 722
Complete.....	302	Spray, H. W., report of Eastern Cherokee	
Contention over, at Grand Junction.....	534	Agency, N. C.....	293
Used for irrigation.....	550	Spriggs, Fred. B., superintendent, report of,	
Sewing, course of study.....	449, 451, 473	Nevada Agency, Nev.....	276
Shawnee:		Squaxon:	
Condition.....	217	Condition.....	387, 392
Report Special Agent Martin J. Bentley.....	338	Statistics concerning.....	702, 722
Statistics concerning.....	688, 698, 710, 718	Staley, James, report Potawatomi school.....	245
Shawnee, Absentee:		Standing Rock Agency, N. Dak., report of	
Condition.....	334, 338	George H. Bingenheimer.....	309
Leases.....	74	Stealing. (See Trespass.)	
Sales of lands.....	62	Stockbridge:	
Shawnee, Eastern, leases.....	75	Condition.....	396
Sheepstealer:		Plan of settlement.....	168, 397
Condition.....	210	Statistics concerning.....	704, 724
Statistics concerning.....	688, 710	Stock raising:	
Sheep:		By Indians.....	304, 311
Jicarilla Apaches should have.....	281	Course of study.....	426, 435, 443
Raised at Crow Creek school.....	361	Number animals owned by Indians.....	711, 725
Shell, Charles E., report school at Greenville, Cal.....	531	Stone, sale, Five Civilized Tribes.....	148, 223
Shinnecock, location.....	289	Stouch, Maj. G. W. H., report of Cheyenne	
Shivwits:		and Arapaho Agency, Okla.....	314
Condition.....	571	Stranahan, C. S., report of Nez Percé Agency,	
Statistics concerning.....	702, 122	Idaho.....	215
Shoemaking, course of study.....	453	Subsistence, Indian, sources of.....	686-706
Shoenfelt, J. Blair, report of Union Agency,		Suicides.....	209, 216, 251, 687, 707
Indian Territory.....	219	Summer schools.....	32
Shoshoni:		Detroit and Buffalo.....	459
Condition.....	205, 210, 278, 409	Displays at.....	418
Irrigation.....	64	Extracts from paper and discussions.....	459
Leases.....	75	Keams Canyon.....	506, 521
Statistics concerning.....	688, 694, 710, 714, 704, 724	Normal, Five Civilized Tribes.....	126
Shoshoni Agency, Wyo. Report of H. G.		Pine Ridge.....	500
Nickerson.....	409	Puyallup.....	398, 505
Siletz Indians:		Resolutions adopted.....	508
May have certain lands in fee.....	618	Superintendent Indian schools, report.....	412
Report of Agent T. Jay Buford.....	350	Supervisors of Indian schools:	
Statistics concerning.....	700, 718	Salaries, etc.....	780, 786
Sioux:		Reports.....	510
Cheyenne River.....	357	Surveys:	
Condition.....	274, 295, 309, 357, 360, 362, 363, 370, 375, 377	Of reservations.....	195, 611
Crow Creek.....	73, 360	Of towns, Indian Territory.....	146
		Swinomish:	
		Condition.....	389
		Statistics concerning.....	704, 722

	Page.
<b>T.</b>	
Tailoring, course of study.....	454
Taggart, S. L., special agent, report on Indian schools.....	510
Tawamnoha or Martha Crayon, patent to..	619
Taxes:	
On merchandise in Cherokee Nation ..	225
Permit law, Creek.....	227
To support schools in Indian Territory.	614
Uniform system needed in Indian Territory.....	239
Teachers:	
Meetings.....	559
Reading course.....	455
Telegraph and telephone lines:	
Across Indian lands, regulations.....	81, 638
In Indian Territory.....	617
Rights of way.....	583
Telephone lines:	
Arkansas Valley.....	82
Fort Apache Agency.....	178
Tenno:	
Condition.....	356
Statistics concerning.....	700, 720
Terry, Frank, report of Puyallup Agency, Wash.....	391
Thackery, Frank A., report Riverside school.	323
Timber:	
Cleared from Tulalip allotments.....	391
Depredations on.....	294
Grand Portage.....	582
Jicarilla, should be sold.....	280
Sale, Indian Territory.....	148, 223
Tiwin making.....	191
Tongue River Agency, Mont., report of J. C. Clifford.....	265
Tonawanda, Seneca, statistics concerning.	696, 716
Tonkawa:	
Condition.....	330
Leases.....	74
Statistics concerning.....	698, 718
Town sites:	
Cherokee Nation.....	589
Choctaw and Chickasaw, sale lots.....	222
Commissioners, names and salaries.....	782
Appointment by Secretary Interior.....	614
Creek.....	601
Expense surveying, etc.....	229, 614
Ind. Ter. lands segregated.....	147
Laying out.....	144
Patents to town lots.....	225
Sale maps.....	229
Traders:	
Card system.....	336
Indians are.....	520, 522
Indebtedness Osage Indians to.....	612
Restrictions on trade with Osages removed.....	613
Transfers of pupils:	
Lack of system.....	416, 461, 562, 572
Should not be made during school course.....	399
Standards to be adhered to.....	469
Trespass on Indian:	
Fishing rights.....	391
Grazing lands.....	366, 370, 526
Homestead.....	193
Stock.....	258
Tripp, John B., report of Rosebud school ..	373
Turtle Mountain Chippewa, condition ..	295, 300
Treaties and agreements, new compilation needed.....	46
Trust funds and lands.....	642
Tuberculosis.....	257,
298, 310, 347, 351, 354, 386, 447, 465, 526	
Tulalip:	
Report of Agent Chas. M. Buchanan.....	389
Statistics concerning.....	704, 722
Tule:	
Condition.....	198
Leases.....	81
Statistics concerning.....	686, 708
Tuscarora:	
Condition.....	284, 288
Statistics concerning.....	696, 716

	Page.
<b>U.</b>	
Uinta and Ouray Agency, Utah, report of H. P. Myton.....	380
Umatilla:	
Contested allotment, He yu tsi mil kin. 55, 352	
Report of Agent Chas. Wilkins.....	351
Statistics concerning.....	700, 720
Umpqua, statistics concerning.....	698, 718
Union Agency, Ind. T., report of J. Blair Shoenfelt.....	219
Upholstering, course of study.....	456
Ute:	
Condition.....	380
Leases.....	81
Should be compelled to enter school.....	511
Statistics concerning.....	688, 702, 710, 720
Ute, Southern:	
Leases.....	75
Report Agent Joseph O. Smith.....	203
Rights in irrigating ditch.....	65, 623
<b>V.</b>	
Vaccination:	
Compulsory in Indian schools.....	29, 263
<i>See also</i> Smallpox.	
Vacation, pupils kept at school during.....	213
Ventilation.....	446
Visiting causes Indians to neglect farms ..	240
Vital statistics.....	687-707
Voorhies, Frank D., report Second Mesa school.....	522
Voting by pupils.....	538
<b>W.</b>	
Wailaki:	
Condition.....	201
Statistics concerning.....	686, 710
Walapai:	
Condition.....	526
Statistics concerning.....	686, 708
Walker River Reserve, cession portion.....	546
Walker, Dr. James E., report as physician, Pine Ridge Agency.....	367
Walla Walla:	
Condition.....	351
Statistics concerning.....	700, 727
Walpole, N. S., report of Jicarilla Agency, N. Mex.....	280
Wapeto, statistics concerning.....	698, 718
Warm Spring Indians:	
Enterprising and self-supporting.....	512
Report of Supt. James E. Kirk.....	355
Statistics concerning.....	700, 720
Wasco:	
Condition.....	356
Statistics concerning.....	700, 720
Water power, rights of way.....	583
Water supply:	
Excellent.....	265, 525, 532, 541
Inadequate.....	182, 302, 383, 400
Poor.....	179, 198, 199
Warren, Henry W., report Bena school ..	250
Werner, Charles F., report Flathead school.	260
Weapons, carrying, forbidden.....	366
Well-meant mistakes.....	1
Wenatchi:	
Statistics concerning.....	704
To provide lands for.....	167
Western Shoshoni Agency, Nev., report of Calvin Asbury, superintendent in charge.	278
White Earth Agency, Minn., report of Simon Michelet.....	253
White Mountain Reserve, restoration to public domain.....	61
Whitwell, John W., report Red Moon school.	319
White, Byron E., report of Fort Berthold school.....	306
Wichita:	
Allotment work.....	55
Appropriation to complete allotments..	611
Condition.....	320
Statistics concerning.....	698, 718

	Page.		Page.
Wilkins, Charles, report of Umatilla Agency, Oreg.....	351	<b>Y.</b>	
Williams, George L., report Leech Lake school.....	249	Yakima:	
Williamson, Mr. J. C., report Absentee Shawnee school.....	337	Boundary claim .....	167, 394
Wilson, Horace E., report Cantonment school.....	318	Leases .....	75
Winslow, W. H., report Genoa school.....	544	Report of Agent Jay Lynch .....	394
Winnebago:		Statistics concerning .....	704, 722
Condition .....	268, 575	Yamhill, statistics concerning .....	698, 718
Fraudulent claim, Henry W. Lee .....	170	Yankton Agency, S. Dak., report of John W. Harding.....	377
Leases .....	73, 79	Yankton Sioux condition.....	264, 377
Statistics concerning .....	692, 704, 719	Yearian, E. M., report of Lemhi Agency, Idaho.....	210
Witzleben, Ewald C., report Standing Rock school.....	312	Yuchi, statistics concerning.....	700, 718
Work, Laura B., report Southern Utah school.....	571	Yuki:	
Writing, course of study.....	456	Condition .....	201
Wright, A. O., report as school supervisor.....	510	Statistics concerning .....	686, 710
Wright, L. A., report of Mission Agency, Cal.....	195	Yuma:	
Wyandotte:		Condition .....	529
Condition .....	217	Statistics concerning .....	688, 710
Statistics concerning .....	688, 710	<b>Z.</b>	
		Zuni Pueblo:	
		Confirmation of title .....	166
		Hindrances to school work.....	548



