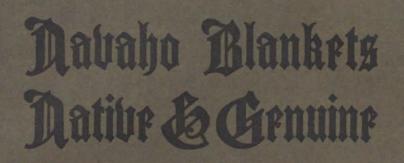
出的道



THE CARLISLE INDIAN PRESS U. S. INDIAN SCHOOL, CARLISLE, PENNSYLVANIA



OT the kind you will see at most of the socalled "Indian" stores, but the best thing there is in the way of this inimitable production of the Navaho squaw; finest weave,

the cleanest wool, the most artistic color comnations, the most symbolic patterns, and never a blanket made up with Cotton Warp. It takes much special attention and careful inspection to assemble a line of these goods like ours, but we do not care to encourage these Indians to make anything but the best handicraft. I We have these goods in a large variety of patterns and combinations—the grey and black, the white, grey and black, and the more conspicuous colors, bright red and Indian red. I We will be glad to quote prices or to give any other information. I Address

Andian Crafts Depactment

of the United States Indian School, Carlisle, Penna



A magazine not only about Indians, but mainly by Indians

The Indian Craftsman

Volume Two, Aumber Four Published by U. S. Indian School, Carlisle, Pa.

EDITED BY M. FRIEDMAN, SUPERINTENDENT

EDGAR K. MILLER, SUPT. OF PRINTING

Contents for December, 1909:

COVER DESIGN-William Deitz, "Lone Star," Sioux	
INDIAN WORSHIP—ILLUSTRATED—By C. J. Crandall -	3
SHERMAN INSTITUTE, CALIFORNIA'S FINE INDIAN SCHOOL—ILLUSTRATED	7
CARLISLE'S GREAT FOOTBALL RECORD—Phila- delphia Record	9
A VALUABLE CONFERENCE ON INDIAN AFFAIRS— By M. Friedman	23
LEGENDS, STORIES, CUSTOMS—By Carlisle Indian Students	29
GENERAL COMMENT AND NEWS NOTES	35
Ex-Students and Graduates	37
OFFICIAL CHANGES OF THE INDIAN SERVICE	38

ILLUSTRATIONS—Pueblo Dancers; Carlisle Football Team of 1909; The Indian School at Riverside, California; Athletic Quarters, Carlisle School; Captain Hauser and Ex-Captain Libby; Views in Academic Building; Carlisle Students under the Outing System; Girls' Mandolin Club; Carlisle Students attending Public Schools.

Entered as second-class matter February 13, 1909, at the post office at Carlisle, Penna., under the act of July 16, 1894

THE INDIAN CRAFTSMAN is a production of the CARLISLE INDIAN PRESS, a department of the United States Indian Industrial School, located at Carlisle, Pennsylvania. The mechanical work is executed by apprentice-students under the direction of the Instructor in Printing. The borders, initial letters, sketches, headings, cover pages, etc., herein shown are the work of our Native Indian Art Department under the supervision of Angel Decora-Deitz.

This publication aims to place before its readers authentic reports from experienced men and women in the field, or investigators not connected with the government service, which may aid the reader to a fuller understanding and broader knowledge of the Indian, his Customs, Education, Progress, and relation to the government; consequently, the institution does not hold itself responsible for, and need not necessarily agree with, the opinions expressed in its columns.

All communications regarding subscriptions and other subjects relating to this publication should be addressed directly to The Indian Craftsman, United States Indian School, Carlisle, Pennsylvania.

Subscriptions will be received with the understanding that one volume will cost One Dollar. Ten numbers will probably constitute a volume. Usually no back numbers on hand.

No advertisements will be published in this magazine which are foreign to the immediate interests of the school.



Indian Worship: By C. J. Crandall

O TRIBE of North American Indians was ever discovered but what had some form of divine worship, and thereby shows that even if the Indian as a race originated on this continent, it must have been countless ages ago, as man in

his primitive state was occupied with other matters for centuries before he had passed upward in the scale of human evolution to that period when he began to recognize the power of the Great Spirit. The Indian is, and always has been, since we have known him, intensely religious. He may not have been from our standpoint orthodox,—

we call him a heathen and send missionaries among his people, but even in his barbarous state he had his religion, his worship, his ideas of right and wrong. Our missionaries have brought nothing new except religion in another form. He has always been a believer in the immortality of the soul and the existence of a Great Spirit.

The story of Christ and the resurrection were new to him, but he, too, had some knowledge of a coming Messiah. Many of the Indian legends resemble biblical history. Especially do we find the story of the flood among many different tribes. The Indian, while he recognizes the Great Spirit, has many lesser deities to whom he offers worship, and especially is this true among the Pueblo Indians, who of all American Indians have worked out and have a well defined religion, which to them, even when presented with the Christian faith, remains. In fact, our Pueblos have as a whole never renounced their gods or ancient religion, and even those who have been educated in our public schools, find something in the gods of their fathers that holds them faithful to the ancient form of worship.

It would be a piece of effrontery for me to assume that I know all about this ancient religion, which for the most part is kept secret. Yet I have gathered by experience and a close association with this people for nearly ten years, a considerable knowledge of their customs and beliefs, and shall only attempt to present a few facts with which I am familiar, and with the import of which I am well satisfied and convinced.

The sun is the ruling spirit of the entire universe with the Pueblos. It controls all the lesser spirits and governs the world. The sun god makes the day; causes the rain to fall; the crops to grow; makes the wild grasses shoot upwards on the mesas and among the rocks; governs health; causes not only the flocks to increase, but is responsible for the population of the pueblo. While the sun god is the Great Spirit, and is responsible for all we have, our happiness and our being, he can only be reached through the medium of lesser gods, who act for and under him. The sun god has been worshiped for countless ages by the Pueblos, as it was by the ancient Cliff Dwellers before them.

In the old cliffs, where the ancient forefathers of our Pueblos held forth, the sun god is depicted in unmistakable drawings, crude though they may be, by a circle about two feet in diameter and several circles within the larger.

As stated, while the sun is the all ruling spirit, it is assisted by innumerable aids, and can only be reached through these mediums. The serpent is worshiped, as it in a way governs the amount of rainfall, which to an agricultural people living in a semi-arid region, means their existence or extermination. We see the serpent cut and carved in the ancient cliffs; we find it drawn upon the walls of the "estufa," the secret meeting house of all the clans. Among a few of the Pueblos live serpents are supposed to be kept, and of this there is little question. The Hopi Pueblos make no secret of their serpent worship, but they have not come under the influence of the Christian church like the others. While serpent worship exists among all the Pueblos, it is like their entire religion—carried on in secret. In fact, if live serpents are actually kept for worship in some of the pueblos it is also true that the entire pueblo has no knowledge of same, and that it is only known among a certain clan.

While I have often seen the drawings and images of the serpent in the "estufas" and elsewhere, I have never seen the live serpent in captivity. There are many white people who have lived in the pueblos who are certain that live serpents are kept in captivity—still I am satisfied that none have ever seen same. I base my statement

that serpents are possibly kept in captivity for worship, on what many of the Indians believe themselves, and have told me.

A number of years ago a large serpent was captured near one of our Tewa pueblos by some white men. It was a different species from any found or known in New Mexico. It was supposed to have escaped from captivity in the pueblo. The truthfulness can

be proven by reliable parties.

The fetish is ever present in Pueblo life. The outsider, the tourist, and traveler never see same, as it is not offered for sale, and is not exhibited in any way. Many have written on Indian fetishes. Cushing, who lived years among the Zunis, had considerable knowledge of same, and has left an account or description of the Zuni fetish which does not materially differ from fetish worship in other pueblos. Nearly all writers on Indian fetishes hold that fetish worship is something outside of their real religion, while my observations have been that it is simply a part of their crude religion; that while the sun god is the center, responsible for everything, mortals must pray and worship, not only the sun, but various inanimate objects, which have various intricate connection with the sun god.

Among the Pueblos the ordinary fetish is made from white quartz, and is fashioned to represent some animal, usually the bear. lion, wolf, or fox. It is from one to four inches in length, often has turquoise or garnet settings for eyes, and may have a setting to represent the heart. The fetish is found in burial mounds of great antiquity in the Southwest. There are many of these fetishes in the National Museum at Washington and among private collections. They are ever in the possession of the principal men of the pueblo, and no Pueblo Indian ever entered upon any great undertaking with-

out invoking the aid of his particular fetish.

There is quite generally a bear clan, a wolf clan, as well as other clans, in the pueblo. The writer has before him a crude fetish dug from a burial mound in the Hopi country. It is fashioned to represent a bear. There is no question but what this fetish was buried with the remains of a Hopi Indian, and that this particular Indian was a member of the bear clan; that it was put in the grave for some religious purpose, and that the real object was to appeal or pray to the Great Spirit through this medium, the fetish, for the preservation of the soul of the departed.

This particular fetish, crude as it is, has been the means of my

acquiring some knowledge of the fetish worship among the Pueblos, which I am satisfied that I would have acquired in no other way. Some months since I was occupying a room one evening in a leading pueblo and the governor of the pueblo was alone with me, making a friendly call. Carelessly, and somewhat jestingly, I took this little fetish from my pocket and passed same over to the governor, at the same time asking in Spanish where he kept his fetishes and how many he had. It seemed to act as magic with the governor, and he immediately recognized me as a brother. He replied that he had two fetishes in his home across the way, and invited me over to see them. Soon after his departure, I returned the call, and from some nook or cranny he brought forth two very choice specimens of the fetish, one an imitation of a bear, the other of a wolf. Both had turquoise settings. In addition to these two gods he had other valuable Indian gods, the meaning and purpose of which I did not question. Evidently this Indian assumed that I knew the full intent and purpose of the fetish; otherwise why should I be carrying one in my vest pocket? To have asked for information would have availed me nothing.

In our study of Indian worship we are often at a loss to account for many of their strange actions and practices, but we cannot help but be impressed with the fact that in their religious practices they are intensely in earnest, and that there is no quavering or hesitancy in their faith. Their entire life is one of religion. The dance, the fiesta, all meetings, even their sports, are religious. They recognize a Great Spirit, symbolized and represented in the sun. There are lesser deities all subservient to the sun.

In Pueblo life there are no noncommunicants, all are believers in this one religion, and while they have practically accepted the Christian faith, it has not been altogether willingly, but has in a large measure been forced on them. They are only nominal Christians, and to them the true religion is not the Christian, the Mohammedan, or the Buddhist, but the religion of the Montezumas—a religion as old as the pyramids of Mexico and the ruins of Central America.

Sherman Institute, California's Fine Indian School:

Vice-President, is situated in the beautiful and prosperous city of Riverside, California. The climatic conditions rival those of any country, at home or

abroad, for the establishment and maintenance of health. Here, among scenes of surpassing beauty, and surrounded by the highest type of civilization, the school conducts its mission of educating the Indian youth to the responsibility and dignity of citizenship.

Thirty-four buildings, of the old mission type, redolent with reminders of the Padres, rear themselves serenely above velvet lawns and flowering shrubs. Giant palms—many of them planted by foremost citizens—add beauty and dignity of association to this delightful setting. Here, in a halo of sunshine, Sherman looks forth upon its snow-capped sentinels, which rise above it in supreme grandeur, like the "Old Guard."

After finishing the academic course, consisting of nine grades, students are eligible to enter the Riverside High School, or Business College. Not only are they eligible but a certain number do so each year. This offers an exceptional opportunity for rounding out the education grounded at Sherman.

The industrial departments for boys include carpentering, painting, cabinet-making, blacksmithing, wagon-making, shoe and harness-making, tailoring, printing, baking, steam-heating, steam-fitting, electrical work and plumbing. The school grounds where the main buildings are located contain forty acres of land, under highest cultivation, which affords splendid opportunities for a practical knowledge of gardening and horticulture. The elective system is followed, as far as possible, in the boys' choice of trades to be learned.

The industrial departments for girls include house-keeping, dressmaking, sewing in all its branches, laundering, domestic science, and nursing. The great scope of the domestic and medical requisites of such an institution as Sherman, offers ample opportunity to bring the class-room instruction into practical application within the school.

The Sherman ranch, of one hundred acres, situated four miles southwest of the school, permits of an uninterrupted course in

agricultural field work throughout the year. Here the boys learn to raise alfalfa, barley, wheat and other grains, together with numerous vegetables. The girls have practical lessons in domestic work, such as cooking, gardening, raising of poultry, and dairying. In addition to this practical work, the facilities for theoretical work are the same as those at the school.

The Outing System, which is under the guidance of two outing agents—a man for the boys, and a woman for the girls—deserves especial notice, and we would like to emphasize its particular advantages for the benefit of those interested in Indian education. The duties of the outing agents consist in placing the school children at work during the summer months, when they are not occupied with their studies; visiting the homes and ranches at which they are employed, and seeing that they receive proper remuneration for their work, are kindly treated, and are wholesomely and adequately fed.

This branch of summer occupation the Indian Department hopes to make a very potent factor in the education of the Indian youth, as by this means the children are brought into direct contact with life in its most practical form, and come face to face with the essential economic conditions which surround the life of the average wage-earner.

In addition to all the foregoing, the religious influence, music. literary societies, athletics and social life, play a very important part in the development of every student of the school.



DESIGN BY NATIVE INDIAN ART DEPARTMENT.

Carlisle's Great Football Record: Philadelphia Public Ledger



N many respects the Carlisle Indian football teams have been the most remarkable ever developed in America. Certainly they been

very popular as a public attraction. With no powerful alumni, no public partisans, practically friendless, thousands every year eagerly pay admission to see them play the great college sport, no matter where they may appear. Seemingly, it is the novelty of Indians engaged in the sport that serves as the magnet to attract. But Carlisle plays good football. Under Glenn S. Warner's skillful coaching the Indians were the first to show the possibilities of the new game, and were far in advance of all the other big college elevens in methods permitted under the revised code.

Almost from the establishing of the game in 1893 at the Government school here the Indians have shown themselves adepts in the sport, and not only strong, but remarkable elevens have been developed. At one time in their history the Indians enjoyed the unique record of having played all the big college teams in the East in one year-a gigantic task, and one which no other team would hazard. always has proved a worthy foe for the best football product that any of the other colleges can develop. times the Indians have triumphed over the best elevens in America, not only in the East, but in the West and South. They ever have exhibited a skill and knowledge of the game sufficient to cope successfully with the best that the white man can produce.

Glenn S. Warner, Cornell, '94, has been the principal factor in developing football at Carlisle. Mr. Warner was not instrumental in establishing the game at the Government school here,

but it has been due to his instruction that the Indians have proven so adept in the sport and developed such remarkable elevens. Warner is well remembered as a great player-one of the best of his day; in fact, he had no superior as a guard when he was playing on the Cornell eleven in 1891, 1892, 1893 and 1894. He stands out as the best guard ever produced by the Ithacan institution. It has been a debated question whether his brother, William, was his equal in all-round ability. Both were powerful men, towers of strength on the defensive and irresistible in carrying the ball. captained the Cornell eleven in 1894, while his brother led the Ithacan eleven almost ten years later, in 1903. Both played left guard, and will ever be remembered as Cornell's greatest guards.

After being graduated Mr. Warner coached successfully at the University of Georgia for two years, 1895 and 1896. He was then called to take charge of the football forces at Cornell, where he remained for two years. 1897 and 1898. He was very successful in these two years, but left Ithaca to become director of athletics at the Carlisle Government School. From 1899 to 1904, he remained at Carlisle and developed some exceptionally strong His success with the Indians led Cornell to ask him again to assume control of the football eleven at the Ithacan University. For three years, 1904, 1905 and 1906, he was supreme at Cornell, and his coaching had the effect of placing football on a sounder basis and developing a more distinct system than had ever been obtained at his alma mater.

In these three years he brought order out of chaos and gave Cornell better football teams than the college had had for years, and when he severed his connection at Cornell he left something material to show for his efforts. Warner left Cornell because of graduate interference, a trouble that is said to be the basis of her failure to compete successfully with other big universities on the gridiron. With a man of Warner's executive force and coaching ability, Cornell would stand higher in the football world today than she does. Mr. Warner returned to Carlisle in 1907, and is there today, a recognized authority on the game and one of the most successful coaches in America.

Football was first played by the Indians at Carlisle in the early 90's among themselves. In 1891 and 1892 there was a schedule arranged for class or school competition, and in these games, without any instruction, the Indians played the game crudely, but showed conspicuous evidence that with teaching they could rival white boys in its skillful exposition. In 1893 the Indians played a game with Dickinson College and one of the players was so unfortunate as to break his leg. General Pratt, who was then in authority at the school, immediately ordered all games canceled, and there was no more football that year. In 1894 the games among the departments were again resumed, but it was not until 1895 that Carlisle played its first important games.

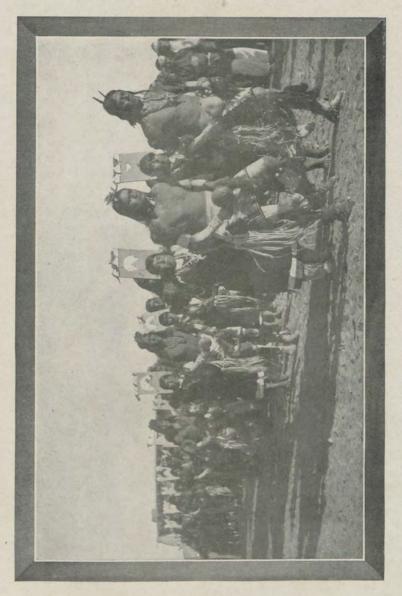
Vance McCormick, captain of the Yale eleven of 1892 and a resident of Harrisburg, was induced to give the Indians some football instruction, and he soon perceived the possibilities of developing a strong team from the material. Mr. McCormick coached the Indians in 1895, and in that year they played their first games away from home. Through Mr. McCormick's influence Carlisle was placed in the Yale schedule, and every succeeding year has found the Indians an attraction on one of the big college elevens' schedule. Carlisle also played its first game with

Penn in 1895.

The Indians played a strong and often winning game against the big elevens almost from the start. In 1896 McCormick was assisted in the coaching by Billy Bull, Yale's most famous drop kicker. It was under Bull's coaching that Metoxen developed into one of the most famous and expert drop kickers the game has ever produced. Metoxen had not a rival in the specialty of dropping goals from the field in his day, and every fol-lower of football well remembers his feats in this line. So persistent was Metoxen in his kicking of drop goals that he practiced during the winter in the gymnasium and at every opportunity out of doors. Metoxen was a fair punter and an average halfback, but his fame rests on his skill as a drop

In 1898 Hall the former Yale end coached Carlisle, and in the following year Warner took charge of the team. Warner leaving in 1904, the Indians were coached that year by Rogers and Bemus Pierce, two graduates. In 1905, George Woodruff, Ralph Kinney, a former Yale tackle, and Pierce were the coaches. Carl Flanders, a great Yale guard, Pierce and Hudson constituted the coaching force in 1906. Mr. Warner went back to Carlisle in 1907, and has coached the team up to the present time with more success than any of the other men.

The Indians have played Pennsylvania continuously since 1895. Having met the Quakers more than any of the other big elevens, the Indians have made their best record against the Red and Blue. There is another reason for Carlisle's success against Pennsylvania. The game at Philadelphia is the only contest at which the Indians are favored with the reoral support of a partisan crowd. Annually the entire student body is tranported to Philadelphia, and in the encouragement found in songs and cheers



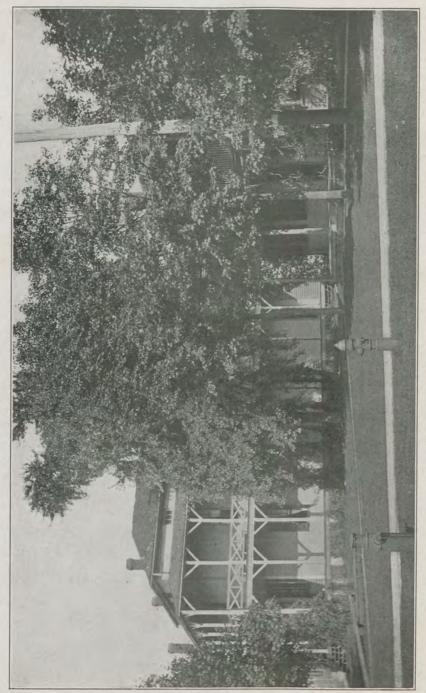
INDIAN WORSHIP—DANCERS, JEMEZ PUEBLO, NEW MEXICO Copyright Photo by Schwemberger



Top Row: Thomas. Lone Star, St. Germaine, Burd, Coach Warner. Middle Row: LaClair, Kennerly. Wauseka, Wheeler, Solomon Lower Row: Garlow, Newashe, Captain Libby, Hauser, Jordan



THE INDIAN SCHOOL AT RIVERSIDE, CALIFORNIA-ENTRANCE TO CAMPUS



ATHLETIC QUARTERS, UNITED STATES INDIAN SCHOOL, CARLISLE Photo by Leupp Studio

the Indians have been inspired as in no other game on their schedule. Fifteen hundred cheering boys and girls, in addition to their band, have been a great factor in the Indians winning five and tying one out of the 11 games with Penn in as many years. Imagine Pennsylvania, Princeton, Harvard or Yale, or in fact, any college, playing a football game without the presence of a large body of alumni and students. But this is the condition under which Carlisle plays all its games away from home, save that in Philadelphia.

Carlisle played Harvard continuously from 1896 to 1908. While the Indians fought many close battles with the Crimson they never succeeded in winning at Cambridge but once. In 1907 they defeated Harvard 23 to 15. Carlisle's last game with Yale was in 1900, while Princeton has been on the Indian schedule at intervals for a long time. The last time the Tigers met Carlisle was in New York in 1907.

The first time that Carlisle defeated Pennsylvania was in 1899, when the Quakers were humbled by the score of 16 to 5. The Indians had one of the best elevens in their history that year. After Columbia had defeated Yale in 1899, the Indians overwhelmed the New Yorkers by a score of 45 to 0. In the game with Columbia Warner first introduced the method of the halfbacks crouching close to the ground before the ball was snapped. Prior to this halfbacks had invariably taken a stooping position, with their hands resting on their knees. Warner first discerned the advantage of getting as low as possible before taking the ball for a run, and after he had introduced and employed this method of starting the backs, every college in the country imitated it, and today no other system is taught. Mr. Warner does not claim to be the first coach who introduced the goal from

field from placement, but he is generally credited with having first used the innovation of having the quarterback receive the ball from the centre and placing it in a position for the kicker to try for a goal from field.

Carlisle has developed some wonderful players and remarkable elevens. Every year one or more Indians stand out conspicuously as peers in their positions, and many experts select Carlisle players for their All-America eleven, Among the best teams that ever represented Carlisle may be mentioned that of 1899, which was by far the best up to that time; those of 1902 and '03, and later the elevens of 1906 and '07. The team of 1907 was probably the greatest ever developed at Carlisle. It was strong in every department. demonstrated its prowess by defeating Pennsylvania, 26 to 6, and later humiliated Harvard by a score of 23 to 15. On this eleven Exendine and Gardner played ends; Wauseka and Lubo, tackles; Aiken and Afraid of a Bear, guards, and Little Boy centre. Back of the line Mount Pleasant was at quarter; Payne and Hendricks, halfbacks, and Hauser, fullback. Mount Pleasant was and is still a great punting and drop-kicking quarterback, in addition to being a fine catcher of punts and fierce defensive player. He is now playing his last year of football at Dickinson. Payne, Hendricks and Hauser formed an invincible backfield, all being fast and heavy. Exendine was the most wonderful end of the year, his playing being phenomenal all season. There is no question that he was the greatest end ever produced at Carlisle. This was the team that first showed to the public the possibilities of the reformed game, Warner having been exactly one year in advance of any other coach in his grasping of plays under the new rules,

Some of the great players that represented Carlisle in former years were

the two Pierces, Hawley and Bemus, the latter a guard and the former a tackle; Hudson, Libby, Mount Pleasant and Johnson, quaterbacks; Rogers and Exendine, ends; Dillon, Lone Wolf and Little Boy, centers; Wheelock and Wauseka, tackles; Seneca, Miller, Hendricks and Thorpe, halfbacks, and Metoxen, Williams and Hauser, full-backs. Two of these men, Johnson and Seneca, were selected by Walter Camp as members of All-America elevens. Johnson was the greatest quarterback who ever played on an Indian eleven. He was quick as lightning, a wonder in a broken field, sure in catching a punt and a remarkable defensive player. After graduation from Carlisle he went west and played two years on a college team, where he increased his reputation as a remarkable quarterback. Johnson is now practising dentistry in Porto Rico. He married a graduate of Carlisle, and she is engaged in educational work on the island.

Mount Pleasant and Libby, a brother of the present captain and quarterback, were also great quarters, but not the phenomenal players that Johnson The Pierce brothers are well remembered as famous players. Giants in physique, they were superior defensive players, and also carried the ball for unusual distances when it was permissible to draw a man from the line and use him as a running back. Wheelock played at the same time, and was another powerful man. Carlisle never had three better forwards than these men. Rogers and Exendine stand out as Carlisle's great ends. It is difficult to say which was the better man, as they played two different styles of game-Rogers when mass plays were allowed and Exendine when the open game was featured. Probably the latter distinguished himself more by reason that the open game favors brilliant end work more than the old

game did. Rogers entered the University of Minnesota after leaving Carlisle and played there three years, captaining the team in his last year and being twice selected as All-Western end. Wauseka, now playing tackle, stands with Wheelock and Hawley Pierce as the best tackles Carlisle ever developed.

Seneca, Hendricks and Thorpe were great halfbacks. Seneca was a fast running back, full of fire and when not carrying the ball for good distances was always interfering for the runner. He was also a great defensive man. Coach Warner considers Thorpe one of the greatest football players he ever saw. He was a natural born player, fast, powerful and aggressive. played his first football in 1908, and while still a ward of the government and eligible to play this year, he has returned to his tribal lands in the west. He is an exceptional all-round athlete, being a splendid baseball player and a good track athlete. Probably Carlisle never had a better fullback than Hauser who is playing the position now. He is a catapult in line plunging, a strong interferer and defensive player and a remarkable goal kicker from placement. In the latter specialty he is the best the Indians have ever developed.

Mendacious newspaper writers have grossly misrepresented Carlisle in two respects. It has been printed broadcast over the country that the football eleven is first recruited from available material in the western reservations and then the eligible players to select the team from at the school are taken from a list of 2000 students. Nothing is farther from the truth. In the first place, Superintendent Friedman, Coach Warner, nor any other person has the slightest influence in bringing Indians to Carlisle. They are sent here by Government agents and nothing is known of their previous history until they enter. The often printed stories

that Mr. Warner scouts the Western Indian schools and reservations in the summer for football material is ridiculous and absurd. The Government is the sole judge of the school to which an Indian is to be sent. Boys are received at the Carlisle school at ages ranging from 14 to 21 years. No boy under 17 years is available for football playing, and after Mr. Warner selects the boys who are of playing age and suitable physique he has a squad of about 200 candidates, There is no college in the country playing football as an intercollegiate sport which has less students than the number from which Mr. Warner selects his team. Yet Carlisle annually develops a team that is far above the average college eleven and is a strong competitor against the bigger teams.

Another false statement that has been generally printed and given serious credence is that the members of the football squad are not amenable to the usual regulations, restrictions and study hours of the school. No favors are shown the members of the football team except that they are given permission to leave the school to play games. All are subject to the same hours as other students. The football squad is not released from its daily recitations or duties until 4 o'clock when all are at liberty, and by the time they dress and appear on the field it is 4:30. From this time until dark is the period each day that Mr. Warner has to coach the men. When it is considered that the material is very limited, the time of practice shorter than at many colleges and that the Indians never enter Carlisle with a prep. school knowledge of football, the development of such strong elevens is a standing recommendation of the ability and patience of Coach Warner.

While this year's team has not made the record that some of the elevens of

the past have made, it contains some good material. The same men who compose this year's team will be a far better combination next season. One of the principal handicaps that Coach Warner had to contend with this year was the inexperience of the players. Of the eleven varsity men only two ever played on the team before this year. These two are Wauseka, playing his third year, and Hauser, who was on the 1907 team, but was too ill last year to take up the game. It is not generally known that these two men are fullblooded brothers, Wauseka retaining his Indian name, while his brother chose to select an English surname. Without a doubt they are the stongest men on the eleven, both being powerful players and older than their teammates. Perhaps there is not a tackle playing today who is superior to Wauseka, and the same may be said of Hauser. Both are Chevennes from Oklahoma. Both are about 5 feet 9 inches and weigh close to 190 pounds.

Newashe and Kennerly are the regular ends, with Powell as the first substitute. Newashe made his name famous by taking a forward pass from Captain Libby in the Penn game and running almost the length of the field for a touchdown. Both have played good football this year, considering that they were practically green. They have developed fast and will be much better next year. Newashe is also a fine baseball player. Kennerly is faster than Newashe and perhaps follows the ball better. He is a Blackfoot from Montana, weighs 155 pounds and is 5 feet 9 inches tall. Newashe is a Chevenne from Oklahoma, stands 5 feet 10 inches, and tips the scales at 175. Both are 19 years old. St. Germain and Burd are the guards, the former being the largest man on the team. He stands 6 feet and weighs 198 pounds. He is a Chippewa from Wisconsin. With more experience, Warner thinks he will prove a great guard, as he is fast, aggressive and very hard to break through. Burd is very light for a guard, only weighing 175 pounds, but he has proven one of the most alert men in the line, and always follows the ball closely. He is a Blackfoot from Montana. He is 21

years old.

At center, Jordon is a valuable man in all around play. He is a hard man to get through and snaps the ball accurately for a punt or a run. He is very active. He weighs 168 pounds, is 5 feet 11 inches high and is 22 years old. He is of the Chippewa tribe from Minnesota. Garlow, a Tuscarora from New York, plays tackle as Wauseka's mate, He is very promising for the future, but has lacked experience this year. He only weighs 175 pounds, is 5 feet 9 inches tall and is 21 years old.

Back of the line, Captain Libby plays quarterback, does the punting, and makes forward passes. It seems strange that a captain never should have played on the first team before, but he was selected as leader last fall when a substitute. He is very popular among the men and is a fine, all

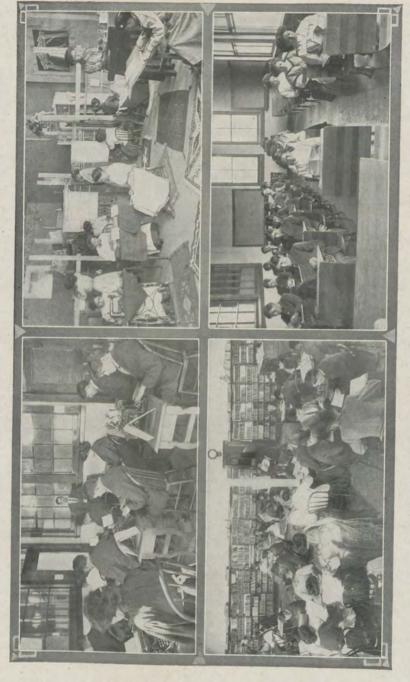
around player. Libby is a Chippewa from Minnesota, weighs 148 pounds, the lightest man on the team, and is 5 feet 10 inches high. He is 20 years old. Wheelock, an Oneida from Wisconsin, has the distinction of being the youngest man on the team. He is only 18 years old, weighs but 152 pounds, and stands 5 feet 9 inches. He is a fast running halfback, being especially strong in a broken field. The other regular halfback is LeClair, a Shoshone from Wyoming, who is also very light and young. He is 19 years old and weighs 158 pounds. These two halfbacks are used almost exclusively in end runs and open field work, Hauser being the principal advancer of the ball through the line. Le-Clair is a fierce defensive man.

Of the substitutes, Powell, a Cherokee from North Dakota, is played at end. Fast Bear, a Sioux from South Dakota, is first substitute tackle, while Wheeler, a Nez Perce from Idaho, is the substitute center. Arcasa, a Chippewa from Minnesota, is substitute quarterback, while Thomas, an Onondaga from New York, and Yankee Joe, a Sioux from South Dakota, are the

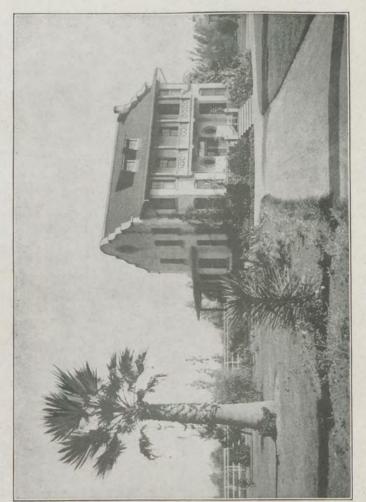
two substitute halfbacks.



ETCHING BY THE CARLISLE NATIVE INDIAN ART DEPARTMENT.



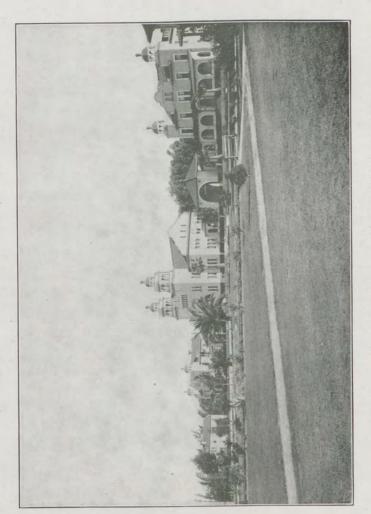
VIEWS IN CARLISLE'S ACADEMIC BUILDING-TYPEWRITING, LIBRARY, CLASS ROOM



THE INDIAN SCHHOOL AT RIVERSIDE, CALIFORNIA-SUPERINTENDENT'S RESIDENCE



CARLISLE STUDENT UNDER THE OUTING SYSTEM—AT HIS COUNTRY HOME



THE INDIAN SCHOOL AT RIVERSIDE, CALIFORNIA-PORTION OF CAMPUS

A Valuable Conference on Indian Affairs: By M. Friedman

ARMONY of effort and increased efficiency are promoted when there is a thorough understanding between those in executive authority and those holding subordinate positions. There is greater unity of endeavor when all persons laboring in a common cause have a full and complete knowledge of the end

toward which they strive, and of the various means which it is safe to make use of in reaching a commonly accepted goal. Hence it is that the Conference of Superintendents which was called by Commissioner Valentine to meet in the office of Indian Affairs in Washington from December sixth to the tenth, inclusive, was an important one. It was epoch-making in view of the fact that for the first time officials were called primarily for a discussion of educational and kindred matters. A previous meeting of agents in charge of reservations was held during the incumbency of Judge D. M. Browning, as Commissioner of Indian Affairs.

The mere gathering together, and temporary association, of men from the field who have to deal at first hand with the tremendous and intricate problems of Indian uplift, must undoubtedly result in a kindlier feeling one toward the other, and in a more charitable regard for the difficulties and disappointments which all have more or less to contend with.

Through this Conference superintendents were also enabled to become acquainted with the men in the office who, in a way, supervise affairs in the field. The officials in the office received a more sympathetic view of actual conditions in the field, which will aid them in passing wisely and effectively on the thousand and one matters which are being continually referred to the Office in Washington by the various schools and agencies.

It must be acknowledged that the entire meeting will have a tendency to evolve from the divergence of opinions, as evidenced

by the discussion, a greater unity of thought.

The thirty-five men who met in this Conference and who are laboring in schools on the reservation, or off the reservation, or are dealing primarily with the momentous questions of reservation life, represented a very superior class of government officials. The political "grafter" was missing, and in his stead were found efficient,

experienced, self-sacrificing, enthusiastic friends of the Indian.

Where so many men, with varied experiences and peculiar local conditions to deal with, are brought together there must necessarily be some conflict of opinion; yet at all of the sessions of the Con-

ference there existed a fine esprit du corps.

One of the results of the Conference in the way of actual accomplishment was the preparation of a set of resolutions, most of the provisions of which are wise and necessary. The constant interchange of ideas made possible by interviews with the Office men, and at some of the combined meetings of the superintendents and chiefs of divisions, will result in a better understanding on the part of the field men of the aims and aspirations of the present administration of Indian Affairs, as well as a wider sympathy and keener knowledge of the field conditions on the part of those who pass on matters in Washington. It is hoped that such Conferences as these may be held often. The statement by Commissioner Valentine that a conference of reservation superintendents with a small sprinkling of superintendents of non-reservation schools will be held in the near future, is encouraging. Everyone present seemed to be agreed that the Conference just closed has been one of tremendous import to the Service. As Assistant Commissioner Abbott expressed it, "The Indian Service will feel the quickening influence of this Conference of Superintendents for all time to come".

Commissioner Valentine's opening address at the beginning of the session, and his remarks at the opening of the morning session on Friday, rang with a note of earnestness and optimism which augers well for Indian progress during this administration, and indicated a remarkably comprehensive grasp of Indian affairs. The addresses by Assistant Commissioner Abbott show him to be a friend of education. He particularly espoused that practical, ultilitarian training which will better fit Indians to deal with their home conditions, and equip them with the knowledge and desire to farm their allotments, if they decide to return to their people, rather than break away from the reservation and compete in white communities.

The Conference of Superintendents passed the following resolutions, without change as they were submitted by the Committee on Rules and Business, and submitted them to the Commissioner of Indian Affairs for his consideration:

That the total capacity of non-reservation schools be reduced by the abolishment of such schools as the Indian Office may designate, and that no school shall have an average enrollment of over 500 pupils; that the remaining schools should be better equipped for more efficient work.

That the present law be amended by eliminating the per capita allowance of \$167 per pupil and that hereafter a lump sum be appropriated for each school specifically appropriated for.

That at the present time any great reduction in the number of reservation boarding schools would be inadvisable, and that in the few cases where the abolishment of boarding school is desirable, the plants of such schools be used as consolidated day schools similar to those now being organized in the progressive rural communities.

That the age limit for enrollment of reservation pupils in non-reservation schools be made 12 years instead of 14 years, and that reservation superintendents be instructed to encourage the transfer of such pupils; that transfers be made on a baisis of proximity and climate, except in the case of a few larger and specially equipped schools, which may recruit more generally.

That the Indian Office should prescribe a course of study and grades for each school and that a pupil enrolled in a non-reservation school be not permitted to enroll in another school until he has completed the course for that school, except with the permission of the superintendent under whom enrolled.

That a course of study should be made to conform to that of the State in which the school is located, not omiting, but continuing to emphasize, industrial features.

That local Civil Service boards in the vicinity of Indian Schools be constituted and authorized to hold examinations as may be required to secure eligibles for positions in the Indian Service.

That superintendents be authorized to designate one other employee to act with them in visiting agencies and confer with agents, pupils and parents relative to the transfer of pupils and for the purpose of keeping in touch with returned students.

That superintendents be urged to secure the enactment of compulsory education laws for Indian pupils in their respective States.

That the school term be reduced to nine months.

That at the beginning of the fiscal year ample funds be placed to the credit of superintendents of both reservation and non-reservation schools for use in transporting pupils from the reservation to non-reservation schools.

That superintendents encourage the enrollment of Indian pupils in public schools and the enrollment of white pupils in Indian schools upon payment of actual cost to the Government.

That there is an imperative need for better qualified employees for industrial positions and this need can only be supplied by the payment of better salaries and by the provision for local Civil Service examinations as before suggested.

Further, better qualified men are needed as principals of reservation schools and such men can only be secured by raising the entrance salary.

That the effort being put forth for the stamping out of tuberculosis, trachoma and other diseases among the Indians should be persistently continued. That, wherever practicable, gymnasiums should be provided and that systematic physical training be given.

While there seemed to be unanimity of opinion in favor of most of the sections, there was a spirited discussion concerning that portion of section 1, recommending the limitation of the average enrollment in non-reservation schools to 500 pupils, and, when this was brought to a vote, separated from the rest of the section, there were a large number who voted against it, although in the final count a majority were in favor.

The wisdom of this resolution is seriously questioned. The only two reasons given in favor of such action were that in the larger schools there was too much routine, and a lack of individual touch between teacher and student. These objections are easily disposed of. An actual examination of the administration of non-reservation schools brings to light the fact that there is no more routine in the management of the efficient large schools than exists in the conduct of smaller non-reservation schools. The principles underlying the organization of both are the same. If teaching the Indian the value of time, giving him a thorough academic and industrial training, together with excellent physical training and moral development, and keeping his days sufficiently occupied with a reasonable admixture of study, work, and pleasure so that he will not become discontented and yearn to return to his old habits on the reservation—if all of this is routine, then it is a desirable routine which will end in the unquestioned civilization of the race. Add to such a thorough organization for effective school training, the magnificent influences of a well conducted Outing System under which both boys and girls come in direct touch, and live with the best families in highly civilized communities, partaking of the freedom of movement, earning wages, imbibing civilization, and rubbing elbow to elbow with white mechanics, or learning the habit of life and of work by living and working with prosperous farmers, and there is provided a dual training, in school and out of school, such as must and, where tried, does elevate and civilize the Indian who is fortunate enough to be in such a school.

General Armstrong, while principal of Hampton Institute, said of his charges that they need "a regime which shall control the twenty-four hours of each day—only thus can the old ideals and ways be pushed out and new ones take their place. The formation of good habits is fundamental in our work". At Carlisle it has been found that the Indian students do best, and their life is happiest and healthiest, when their day is a busy one; with a right division of work, study, and play.

There seems to be no objection to the continuation of Hampton and Tuskegee as types of training schools because the former has 1382 students and the latter 1494; neither is there a dispositon to limit their attendance to 500. Both are considered model schools.

In answer to the suggestion that there is lack of individual contact, it may be stated that in at least one non-reservation school there is an instructor either in the academic work or in the industries for every nine of the students, and for the remaining three hundred students who are under the Outing, and are attending the public schools, there are three hundred carefully selected white families with excellent reputations, and a number of very expert American mechanics and famers who serve as teachers.

Not a word can be said in favor of keeping open a non-reservation school which has lost the confidence of the Indian people and cannot secure its full quota of students in a legitimate way, and then be of service to those students after they have entered the school. After all, every school must stand on its own bottom, justifying its existence not by theorizing, not because it is the appendage of any system, but rather because it can send out returned students and graduates who "make good." The real test of Indian schools is in the product of Indian schools. This is the test for any school, no matter what the race it educates. "Is this or that schools ending out self-supporting and self-respecting men and women who will be loyal citizens, and an asset rather than a liability to the Nation?" is the question by which our schools must inevitably be judged. No generalized answer is sufficient to this question. Facts and figures must be brought to light.

There still seems to be a need for many of the smaller non-reservation schools which are doing good work, and can easily obtain their required number of students. This is partly true because in many cases the Indian would not educate his children in any school if one were not available near his home. But these smaller schools are, and, because of their lack of equipment, organization, etc., must continue to be, primary and preparatory schools. In this way they

unquestionably have a place in the present scheme of Indian education. It must be acknowledged, however, that the schools which are now, and in the past have been, giving the most comprehensive training and real instruction in the industries, are those larger non-reservation schools which are fortunately located, well equipped and efficiently administered.

It may be that there are large schools which are elephantine in their methods, and which, although they have a capacity of more than 500 students, find it a difficult matter to obtain their full number, or cannot show a live alumnus composed of a majority of "desirable citizens", and if such a large school does exist, it is clearly in the interest of economy to shut it down. This is a matter which can easily be determined through inspection by the Indian Bureau, and every fair minded citizen must acknowledge that the lopping off by the Congress of such extravagance as can be found in the maintenance of useless schools is in the interests of good administration.

That there are too many non-reservation schools is a fact, which is recognized by the large majority of thinking men in the service. Let those that are a useless expense to the government be closed, but no hard and fast rule can be made concerning the size of non-reservation schools any more than a similar rule can be made for colleges and universities. Each school, whether day school, reservation school, or non-reservation school, in whatever part of the country, must stand on its own merits and be judged by its own results.



A PUEBLO WOMAN-BY LONE STAR.



The American Indian.

SARA HOXIE, Nomelacki.



HE possible origin and location of the American Indian has caused many a war of words. The controversy still continues and the problem may remain unsolved forever. According to accounts related by various historians the Indian inhabited this continent

during the glacial period.

About four centuries ago, when the first white explorers discovered the New World, they found the Indian living contentedly in the forests, enjoying the songs of birds, the haunts of squirrels and engaging in various occupations such as hunting and fishing. His manners, ideals and ambitions, were largely determined by his relationship to the rude and hostile world about him. In hisprimitive condition he was a child of nature. The Indian has always had race characteristics and individual peculiarities that were exclusively his own.

All life is naturally affected by environment. We understand this because the vegetable kingdom illustrates it by the geographical distribution of plants. Heights of mountains, courses of rivers, width of plains, coast indentation and fertility of soil have prevented or promoted the growth of tribal life. Other physiographical influ-

ences have modified his pursuits, progress and destiny.

We ourselves are inclined to look upon our ancestors as warriors, but when defined as a warrior he has been misconceived. He knew nothing of standing armies, or military tactics. He had not the faintest idea about guns, ammunition, or other war implements. It is true he had the bow and arrow and the tomahawk, which were used only for slaying wild animals either for food or other comforts of life. His experience with wild animals has made him an excellent marksman and a skillful Nimrod. He became such a perfect mimic of wild animals that he deceived both people and animals. His wonderful observation aided him in hunting and also in

time of war. We read of many wars, but these occurred after the white men had immigrated and taken possession of various lands.

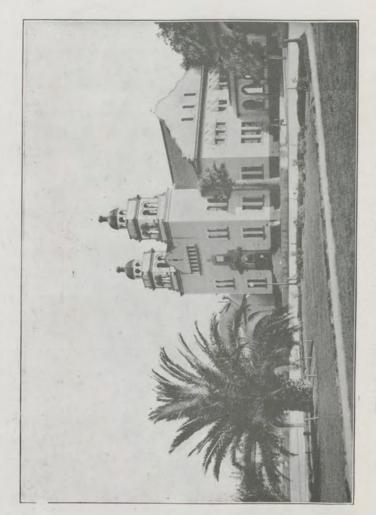
Within the last few centuries the life of the Indian has been remarkably transformed to a higher and broader life. The majority of the Indians existing at present speak the English language. He has adopted the white man's method of living. Instead of finding the Indians residing in wigwams we now see the most of them living in frame houses comparing favorably with those of the white man. He has become master of at least one of the various occupations.

Carlisle offers opportunities to the Indian if he desires to make progress. Here we have various shops, viz., carpenter, blacksmith, tin, wood, and the printing department. Boys may enter these shops and complete whatever trade they desire. For girls' training Carlisle offers the following departments: Laundry, sewing room, house-keeping, the normal for teachers, and the office for stenographers.

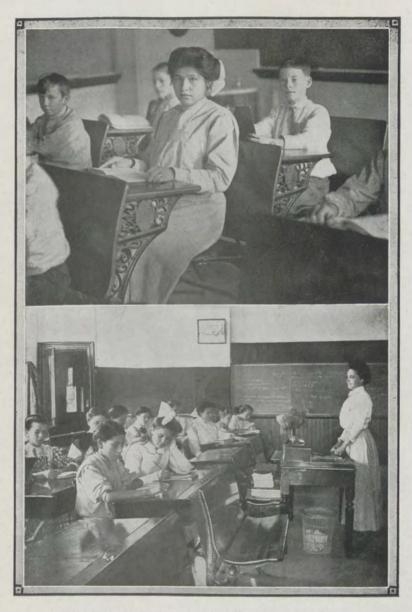
Many of the students who have successfully completed the course of study, either in the academic or industial work, are distributed over various portions of the United States and are successfully confronting many obstacles of life. Thirty years ago Carlisle was established for the benefit of the Indian race. What did this mean? It meant patience and perseverance. We, as students are thankful to all those who have taken interest in us and our work, and who have done much for our advancement and promotion to a happier, nobler, andmore civilized life.



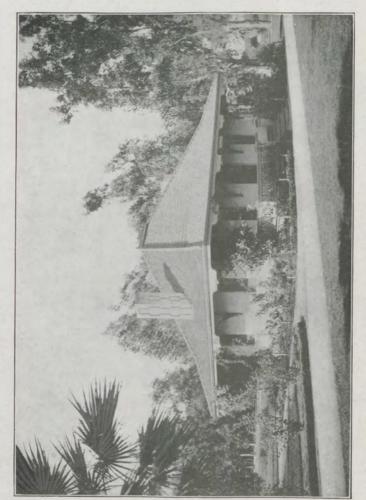




THE INDIAN SCHOOL AT RIVERSIDE, CALIFORNIA-SCHOOL BUILDING



INDIANS ATTENDING PUBLIC SCHOOLS WHILE UNDER THE OUTING



THE INDIAN SCHOOL AT RIVERSIDE, CALIFORNIA-OFFICE BUILDING

General Comment and News Rotes

SOME LESSONS FROM THIS YEAR'S FOOTBALL.

THERE has been a great deal of agitation during the past few months concerning the continuation of the game of football as a school

and college sport.

Many of our people and some of the newspapers have been inveighing against it because of the serious accidents which have recently occurred, and especially because of the death of one of the cadets at the military academy at West Point, and a student connected with the University of Virginia.

The number of deaths during the year from this sport has been approximately 24. It is claimed by many of the college authorities that the number of deaths from accidents in football is not as large as the fatalities annually from accidents to young men playing baseball. Of course, there are a much larger number of persons engaged in playing baseball than there are playing football.

It is most regrettable that the accidents this year have been so numerous and so disastrous. Because of them, attention of the public has naturally been focused upon the question of whether it is safe or not for the young men in our colleges and schools to indulge in this sport. Recent interviews with some of the most prominent men in our educational and public life bring out the fact that most of them are in favor of the continuation of football. All seem to be a voice in emphasizing the value of this sport in developing those manly virtues which it is generally acknowledged football tends to bring out and develop.

It is of interest to note some of the reasons guiding the authorities of the U. S. Military Academy in their continuation of athletic sports.

1. That whereas much importance is

attached to the physical training of the individual student by means of a compulsory course in gymnastics, etc., as there is at the Academy, athletics may be safely indulged in.

2. That they may be made a valuable adjunct to this training by bringing out qualities in the individual that even he himself was not aware of, and that under ordinary circumstances might never have been disclosed.

3. That under proper direction they instill a desire for regulated, wholesome sport and pastime, the success of which is dependent upon physical fitness; thus proving themselves a splendid incentive to clean, hygienic living.

4. That by serving as a vent for the exuberance of youth, which without this opportunity to relieve itself, is apt to spend itself in a much less profitable manner, they become a powerful aid to discipline.

5. That the authorities being empowered to set athletics a hard and fast limit, that of actual benefit to the institution and the individual, all danger of undue license on the one hand and over-indulgence on the other is obviated.

6. And, finally, that under proper encouragement and control, such as can be put into force here, athletics can be made the pastime of the many rather than the serious business of the few, while the evils, the prostitution of the ethics of athletics, the spirit to win at all hazards, that was rapidly becoming the dominant object of college athletics, and that served only to defeat their purpose from an educational point of view, could be made impossible."

The ideas here laid down certainly obtain in the conduct of athletics at Carlisle. There can be no question but that there is an important three-fold value incident to participation in the game of football.

First, it strengthens the player physically, and develops a physique which is invaluable as an aid in all successful attainment in after life. As athletic sports are conducted during the spare hours of the student, the game does not infringe upon the time which each student should devote to his academic studies.

Second, from its very nature, foot-

ball develops certain mental qualities such as accuracy of judgment and quickness of thought which are of great aid in backing up the educational work of the institution.

Third, football has a distinct value in creating certain high moral standards. As played by most of our colleges and schools, it is a clean game and emphasis is placed by those in authority upon the necessity for upholding this fact.

The number of calamities during the present year has been unusual, and many of those prominent in their connection with this pastime will acknowledge that, in this respect, the season has been especially unfortunate.

For the sake of the good which is in football, it is hoped that the rules committee will, in some way, formulate certain changes which will make it less hazardous for young men to engage in

There is a certain amount of danger in all athletic contests, but it would seem that improvements can be made which would have a tendency to make football less dangerous to the individual player, and still retain for the spectators what is interesting and spectacular, and for the player the peculiar attraction which makes him fond of the game.

MR. MC CLURE'S VISIT.

NE of the prominent visitors during last month was Mr. S. S. Mc-Clure, editor and proprietor of McClure's Magazine. Mr. McClure visited the various departments of the school and carefully examined the work in the academic and industrial branches. He showed a keen interest in the welfare of the Indian, and was pleasantly surprised at the completeness of the facalities here for giving to the young men and the young women a thorough education. He declared that the time was rapidly approaching when our public schools everywhere would be confronted with the necessity of so shaping their educational methods as to make the education for which they stand of definite practical use to the

young people of America.

Mr. McClure is a most valuable citizen, and has always stood for what is cleanest and best in our American He is doing a notable work in his stand for righteousness in government whether that government be of the city, the state, or the nation.

CAPABLE OF DOING EXCELLENT WORK.

THE INDIAN CRAFTSMAN. bearing the imprint of the Carlisle Indian Press, United States Indian School, Carlisle, Pa., is an interesting magazine with illuminated cover and attractive illustrations. The design of the cover of the June issue is by William Deitz, a Sioux known as "Lone Star" and the contents include "Legends, Stories, Customs," by Carlisle Indian students. The leading feature is a batch of extracts from personal letters written by Commissioner Leupp to various persons who have addressed him personally on matters of interest to workers in the Indian field. The other contributions are: "A Chickasaw Tradition," by A. Patton; "The Improvement of Non-Reservation Schools," by M. B. Freer; "The Teacher Taught: An Indian Story with a Moral," by Waldo Adler; "Indian Names in Pennsylvania," by Myrtle Peters; "Tuberculosis, the Scourge of the Red Man," by Dr. F. Shoemaker, with illustrations; "Iroquois Legend of the Three Sisters," by Helen Lane. Enclosed with the issue as received by The Evening Wisconsin, are neatly printed booklets and artistic wall leaflets bearing impressive advice from various sources. These auxiliaries to the magazine itself show that the Carlisle Indian Press is capable of doing excellent work .- The Evening Wisconsin (Milwaukee), August 17.

Ex-Students and Graduates

The Indian Office appointed Miss Agnes White, a graduate of this school in the class of 1905, to the position of teacher in the Wittenburg School, Wisconsin, at \$600.00, on November 15th. Miss White is a Seneca Indian from Akron, N. Y. After graduating at Carlisle, her ambition led her to take up a course in the Bloomsburg Normal School, in Pennsylvania, where she made an enviable record. This young lady, in common with many other girls from the Carlisle School, worked her way through the Normal School, not only earning the necessary money for her expenses, but also paying for her board by her own labor. training which she has had both in the way of a thorough education and in battling with adverse conditions in the earning of her livelihood, should fit her for excellent service in her present position. She passed the Civil Service examination for teacher with a very good average.

Bertram Bluesky, a Seneca Indian, who graduated in the class of '06, is enrolled as a student in the Fredonia State Normal School, in New York, and expects to graduate in 1911. is working his way through school. For a time after graduation, Bertram was engaged as a plumber and tinner in Williamsport, Pa. In a letter, he says: "I have tried my best to urge every Indian young man and woman to attend some school. It did not make any difference whether it was a high school, or an industrial school. I have also urged the older people to be honest and sincere in all of their transactions." Reports come to us from the Normal School that Bertram is a general favorite with his schoolmates and is getting along very nicely.

George Balenti, a Cheyenne Indian, of the class of '04, now resides in ElReno, Oklahoma. After graduating at Carlisle, he attended Drexel Insti-

tute at Philadelphia, Pa., for a time, studying mechanical drawing, and afterwards was teacher at the Carlisle School in charge of the class in mechanal drawing. After returning to the west, he worked with a prominent architectural firm in Oklahoma; he is now a successful traveling salesman. In a letter, George says, "Carlisle is a great institution for Indians; it gives every boy and girl a good start in life, but it is up to the student to push for himself or herself. The world will give no one a living unless they work for it, and then the fruits of their labor belong to them."

Nancy DeLorimiere, a Mohawk Indian from Hogansburg, N, Y., was recently appointed to the position of assistant matron at the Mt. Pleasant Indian School in Michigan. This young lady made an excellent record at Carlisle as a student, and performed good work in the industrial branches. She has recently been married to Mr. Louis Chingwa, a Chippewa Indian, who graduated from this school in 1908. Mr. Chingwa has for some time occupied a position at the Mount Pleasant School as instructor in shoe and harness making. The many friends of the couple here at the school and elsewhere wish them much happiness and success.

A newspaper clipping taken from one of the Idaho newspapers conveys the information that Elizabeth Penny, a Nez Perce Indian, of the class of 1908, is taking care of the home of Supervisor O. H. Lipps, recently of the Nez Perce Agency, and during her spare time is attending a business college in Lewiston. Rachel Penny, her sister, who completed a term at Carlisle, is attending high school in Lapwai, and is making a good record in her studies.

Samuel Freemont, an Omaha Indian who left Carlisle to take up the

life of a sailor in the United States Navy, has recently been transferred from the U. S. Torpedo Station at Newport, R. I., to the U. S. S. New Jersey, one of the vessels which was sent to represent the Navy at the Hudson-Fulton Celebration which was celebrated in the metropolis of America, and attracted worldwide attention.

Rose Bourassa LaFlesche, a Chippewa Indian, who graduated in the class of 1890, is at present clerk and stenographer at the Indian School at Chilocco, Oklahoma. Previous to taking her present position, she was for a time in the Indian Office in Washington, and has occupied various clerical positions throughout the Service for a period of fourteen years.

Mary Barada Martin, an Omaha Indian of the class of 1900, is living with her husband, Edgar F. Martin, on their farm near Bancroft, Nebraska. Mr. Martin is conducting his farm of

160 acres. For awhile after graduation, Mrs. Martin was assistant seamstress at Crow Agency, Montana.

Joseph Blackbear, a Cheyenne Indian of the class of '98, who is married to Cora Blindman, is now living at Hammon, Oklahoma. His present occupation is that of clerk in the large store of E. D. Foster & Co. at that place. He owns his own home, and is doing well.

Stella Blithe, a Cherokee Indian, from Cherokee, N. C., who graduated in the class of 1905, entered Hampton Institute after leaving Carlisle; she graduated from that Institution last May. She is now taking a post graduate course in Domestic Science.

Nicholas Bowen, of the class of '06, a Seneca Indian, is taking up college work in the Liberal Arts Department of Lawrence University, at Appleton, Wisconsin. Mr. Bowen is earning his way through college.

Official Changes for July

PROBATIONAL APPOINTMENTS.

Orlyn S. Phillips, physician, Blackfeet Agency, 1000.

Minnie K. Daihl, asst. laundress, Carlisle School, 360.

Allie Barnett, nurse, Carson School, Nevada, 660.

Jean A. Doig, cook, Colville Agency, Wash., 540.

Irving L. Watson, add'l farmer, Colville Agency, 720.

Richard D. Carmichael, industrial teacher, Kiowa Agency, Okla. 720.

Anna Phillips, baker, Fort Sill School, 480.
Ella S. Brown, teacher, Manchester Day School, 600.
Clarence W. Mullikin, physician, Moqui Agency, 1100.
C. A. Gilman, asst. matron, Pima Training School, 540.
Joseph R. Casey, logger, San Jaun Agency, 660.
Lizzie B. Green, seamstress, Southern Ute School, 480.
Ernest J. Alley, physician, Tongue River Agency, 1000.
W. F. Newbold., Jr. stenographer, Union Agency, 1000.
Ray H. Carner, clerk, Union Agency, Okla. 780.
Margaret Fox, teacher, Wahpeton School, N. D. 540.
Virginia Johantgen, cook, Warm Springs School, 500.
Clinton I. Lennen, blacksmith and engineer, Winnebago Agency, Nebr. 900.

Wilda Smith, cook, Yakima School, Wash, 540.

Daisy Wilson, cook, Fort Yuma Indian School, 600.

Florence DeBell, female indus. teacher, Rosebud School, S. D., 600.

Mamie Robinson, clerk, Fort Yuma, California, 1000.Carrie Webster, asst. matron, Oneida School, Wisconsin, 500.

Patrick W. Morain, shipping clerk, St. Louis Warehouse, 720.

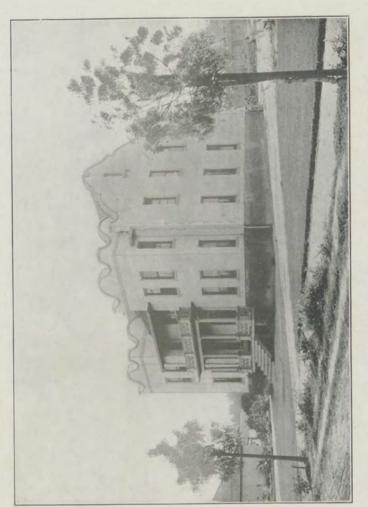
BY REINSTATEMENT.

Hugh L. Russell, engineer, Mescalero Agency, N. M. 840.

Bertha L. Quigg, matron, Pawnee school, Okla., 600. Sarah C. Coy, teacher, Yakima School, Wash. 600. Frank M. Wyatt, engineer, Fort Mojave School, Arizona. 1000.

Robert A. McIlvaine, teacher, Fort Mojave School, Ariz. 720.

Emma Long, asst. seamstress, Chilocco school, Okla. 540. Frank Dumont, plumber, Chilocco School, Okla. 800. Edward J. Peacore, principal, Seneca School, Okla. 900.



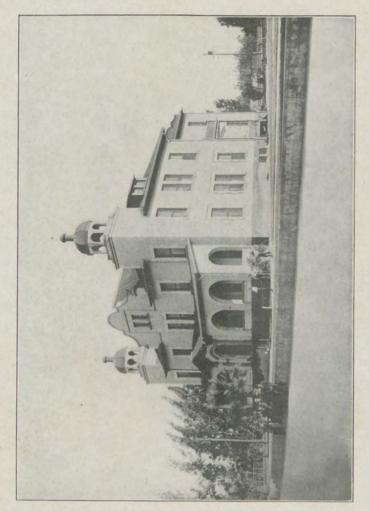
THE INDIAN SCHOOL AT RIVERSIDE, CALIFORNIA-GIRLS' INDUSTRIAL BUILDING



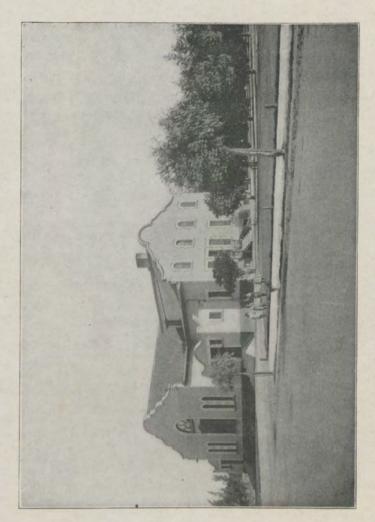
PETER HAUSER Captain Carlisle Football Team '10



JOSEPH LIBBY Captain Carlisle Football Team '09



THE INDIAN SCHOOL AT RIVERSIDE, CALIFORNIA-BOYS' DORMITORY



THE INDIAN SCHOOL AT RIVERSIDE, CALIFORNIA-DINING HALL

TRANSFERS.

George C. Commons, clerk, Flathead Agency, \$1000, from clerk, Omaba Agency, \$1000.

John S. Lindley, prin. and phy., Cheyenne and Arapaho School, \$1200, from prin. and phy., Chey. and Arap. Agency, \$1000.

Frank Hartman, asst. forest ranger, Ft. Lapwai agency, \$900, from forest service,

Jacob Smith, engineer, Genoz School, \$600, from fireman, Cherokee School, \$300.

Norman Egolf, dairyman, Genoa School, \$600, from dairyman, Carlisle School, \$600.

George L. Wyckoff, physician, Jicarilla Agency, \$1200, from physician, Rosebud Agency, \$1100.

Luther Cox, ad. farmer, La Point Agency, \$900, from ad. farmer, Western Navajo, 780.

John R. Cox, supt. and S. D. A., Moapa Indian School, 900, from industrial teacher, Leupp School, 720.

Mary E. Cox, matron, Moapa Indian School, 600, from matron, Leupp School, 600.

Christian H. Dewey, principal and physician, Osage School, 1600, from clerk, Indian Office, 1800.

George H. Beaulieu, clerk, Osage School, 1200, from per-

mit clerk, Osage School, 1200. Arthur S. Veilas, industrial teacher, Otoe School, 720,

from industrial teacher, Pawnee School, 720.

Anna C. Bullard, housekeeper, Phoenix School, 600, from

asst. matron, Pima School, 540. Harriet Q. Quillian, nurse, Phoenix School, 720, from

nurse, Ft. Mohave School, 720.

John F. DeJarnette, asst. clerk, Ponca agency, 600, from

teacher, Ponca Shoool, 720.

W. L. Gardner, ad. farmer, Rosebud Aganca, 720, from

W. L. Gardner, ad. farmer, Rosebud Agency, 720, from industrial teacher, Umatilla School, 560.

Flora Gardner, industrial teacher, Rosebud Agency, 600, from asst. matron, Umatilla School, 500.

Walter A. Talbert, ad. farmer, Sac & Fox, Iowa, 720, from farmer, Jicarilla Agency, 780.

Theodore Reed, Ind. teacher, Sac & Fox School, Okla., 600, from industrial teacher, Lower Brule School, 600.

Floripa Martinez, housekeeper, Sante Fe School, 300, from housekeeper, Sante Fe Day school, 30, mo.

Frank E. McIntyre, Supt. & S. D. A. Santee, 1500, from Clerk, Pine Ridge, 1500.

Herbert H. Fiske, Outing agent, Sherman Institute, 1100, from Financial Clerk, San Carlos, 1000.

Joseph D. Turner, teacher, So. Ute School, 720, from teacher, Sherman Institute, 1000.

E. I. Swartzlander, Supt. and S. D. A. Umatilla Sch., 1500, from principal & clerk, Klamath School, 1200.

Sara C. Clouthier, teacher, Umatilla Sch. 720, from teacher, Yakima School, 600.

Haynes Manuel, Janitor, Union Agency 420, from Messenger Union Agency 420.

Maud E. Walter, seamstress, Wahpeton School 480, from seamstress Morris School 500,

Caroline Taylor, seamstress, Western Navajo 540, from assistant matron, Western Navajo 540.

Della Henderson, seamstress, Yankton School 540. from assistant seamstress, Chilocco School 540.

Evan W. Estep, superintendent and S. D. A. Yankton School 1600, from clerk Indian Office 1400. James G. Evans, teacher Rosebud Day School (Little W. River) 720. from teacher Keshena School 720.

Wm. H. Hashbarger, teacher, Rosebud Day School (Black Pipe) 720, from teacher, Keshena School.

Alice Newton, nurse Ft. Peck School Mont. 500. from nurse, Ft. Peck Mont. 50 mo.

PROMOTION OR REDUCTION.

Etta W. Skinner, seamstress, Albuquerque at 720, from seamstress, Albuquerque at 600.

Flora V. West, kindergarten, Albuquerque at 720, from kindergarten, Albuquerque at 660.

Hattie J. Hickson, matron, Albuquerque at 720, from matron, Albuquerque at 660.

Edwin Schanadore, disciplinarian, Albuquerque at 1000, from disciplinarian, Albuquerque at 900.

from disciplinarian, Atouquerque at 900. Elizabeth Mahaffey, laundress, Albuquerque at 600, from

laundress, Albuquerque at 500.

Alberta C. Keck, teacher, Albuquerque at 720, from teacher, Albuquerque at 600.

Mabel E. Egeler, teacher, Albuquerque at 720, from teacher, Albuquerque at 600.

Lorenzo D. James, general-mechanic, Albuquerque at 1000, from general-mechanic, Albuquerque at 900.

Lydia A. Harris, teacher, Albuquerque at 660, from teacher, Albuquerque at 600.

Helena B. Warren, teacher, Bena School at 540, from assistant teacher, Bena School at 480.

Clarence Churchill, superintendent and S. D. A., Blackfeet School at 1400, from superintendent and S. D. A., Blackfeet School at 1200.

Emma Walters, assistant matron, Blackfeet School at 480, from assistant matron, Blackfeet School at 420,

Mary Hunsberger, laundress, Blackfeet School at 480, from laundress, Blackfeet School at 420.

Thomas Bogy, stable man Blackfeet School, at 600, from stableman, Blackfeet School, at 500.

Peter Oscar, asst. mechanic, Blackfeet, to 480, from assistant mechanic, Blackfeet School, at 360.

Eddie Doublerunner, assistant mechanic, Blackfeet School at 480, from assistant mechanic, Blackfeet, at 360.

Louis Marceau, captain of police, Blackfeet School, at 25 mo., from police, Blackfeet School, at 20 mo.

John P. Croff laborer, Blackfeet School, at 480, from line rider, Blackfeet School, at 40 mo.

Harry Schildt, line rider, Blackfeet School, at 480, from asst. farmer, Blackfeet School, 500.
Ellen L. Kendall, teacher, Cantonment School, at 720,

from teacher, Cantonment School, at 650.

Milton E. Bennett, clerk, Cantonment at 1100, to clerk.

Cantonment at 1000.

August Kensler, quartermaster, Carlisle School, at 1400. from quartermaster, Carlisle School, at 1200.

S. J. Nori, to chief clerk, Carlisle School, 1260, from clerk Carlisle School, 1200.

E. K. Miller, to printer, Carlisle School, 1200, from printer Carlisle School, 1100.

John A. Herr, to carpenter, Carlisle School, 900, from carpenter, Carlisle School, 800.

James E. Henderson, to boys' field agent, 900, from boys field agent, Carlisle School, 800.

Nellie R. Denny, to clerk, Carlisle School, 900, from clerk, Carlisle School, 800.

- Charles H. Carns, to painter, Carlisle School, 840, from painter, Carlisle School, 780.
- William C. Shambaugh, to blacksmith, Carlisle School, 800, from blacksmith, Carlisle School, 780.
- Harry B. Lamason, to mason, Carlisle School, 750, from mason Carlisle School, 720.
- Harry M. Carter, to asst. disciplinarian, Carlisle School, 720, from disciplinarian, Carlisle School, 900.
- Alice K. Carr, to teacher, Carson School, 600, from teacher, Carson School, 540.
- John N. Lambert, to baker, Cherokee School, 600, from baker, Cherokee School, 580.
- Aurilla O. Warner, to laundress, Cherokee School, 540, from laundress, Cherokee School, 520.
- Lawrance F. Michael, superintendent and S. D. A., Cheyenne River, 1600, from superintendent and S. D. A., Cheyenne River, 1500.
- Roscoe G. Craige, to clerk, Cheyenne River, 1200, from clerk, Cheyenne River, 1100.
- Fred E. Sockman, to engineer and electrician, Cheyenne River, 840, from engineer, Cheyenne River, 720.
- George Taylor, to disciplinarian, Cheyenne River, 720, from disciplinarian, Cheyenne River, 600.
- Edward Lyman, to blacksmith, Cheyenne River, 600, from asst. farmer, Cheyenne River, 300.
- James Woodface, to asst. blacksmith, Cheyenne River, 360, from assistant blacksmith, Cheyenne River, 300.
- Moses Straighthead, to officer, Cheyenne River, 20 mo. from private, Cheyenne River, 20 mo.
- Stephen Flexible, to private, Cheyenne River, 20 mo., from officer, Cheyenne River, 25 mo.
- Frank Luke, to carpenter, Cheyenne and Arapaho, 500, from carpenter, Cheyenne and Arapaho, 420.
- Frank Sorenson, to superintendent, Chicago Warehouse, 2200, from superintendent, Chicago Warehouse, 2000.
- Florence McCloskey, to clerk, Chicago Warehouse, 1200, from clerk, Chicago Warehouse, 1000.
- William G. Schinleber, to clerk, Chicago Warehouse, 1000, from clerk, Chicago Warehouse, 900.
- Loson L. Odle, to principal teacher, Chilocco, 1200, from principal teacher, Chilocco, 1000.
- Rosa B. LaFlesche, to asst. clerk, Chilocco, 720, from asst. clerk, Chilocco, 660.
- Gertrude M. Golden, to teacher, Chilocco, 660, from teacher, Chilocco, 600.
- Sadie F. Robertson, to teacher, Chilocco, 660, from teacher, Chilocco, 600.
- Mary D. Maddren, asst. matron, Chilocco, 660, from asst.
- matron, Chilocco, 600. Eleanor Z. Fairchild, seamstress, Chilocco, 660, from
- seamstress, Chilocco, 600.

 Louis Studer, farmer, Chilocco, 960, from farmer, Chi-
- locco, 900. Otis Mellon, assistant farmer, Chilocco, 720, from assistant
- farmer, Chilocco, 660.

 Orson G. Carner, carpenter & spt. industries, Chilocco,
- 1000, from carp. & spt. industries Chilocco, 900.
 C. O. Preston, nurseryman, Chilocco, 860, from nurseryman, Chilocco, 800.
- Wm. M. Hills, poultryman, Chilocco, 640, from poultryman, Chilocco, 540.
- Christian W. Leib, Chilocco, dairyman, 840, from dairyman, Chilocco, 800.

- John Heydorf, painter, Chilocco, 680, from painter, Chilocco, 660.
- John E. Rastall, printer, Chilocco, 1100, from printer, Chilocco, 1000.
- Charles F. Welles, clerk, Colorado River, 1100, from clerk, Colorado River, 1000.
- Harold K. Marshall, physician, Colorado River, 1100, from physician, Colorado River, 1000.
- Arthur M. Hyler, engineer, Colorado River, 1000, from engineer, Colorado River 900.
- Justis W. Bush, assistant farmer, Colorado River, 780, from assistant farmer, Colorado River, 720.
- Isaac Cathaway, assistant farmer, Colorado River, 360, from assistant farmer, Colorado River, 300.
- Nat Short, herder, Colorado River, 200, from herder, Colorado River, 180.
- Oley Mathoul, butcher, Colorado River, 180, from butcher, Colorado River, 160.
- Charles Elmore, laborer, Colorado River, 240, from laborer, Colorado River, 200,
- John Mc A. Webster, Supt. & S. D. A., Colville, 1700, from Supt. & S. D. A., Colville, 1500.
- Jonas Johnson, laborer, Colville, 720, from laborer 660.
- James Laforge, apprentice, Crow Agency, 480, from acting interpreter, Crow Agency, 360.
- Eli Blackhawk, apprentice, Crow Agency, 480, from apprentice, Crow Agency, 360.
- J. W. Millken, apprentice, Crow Agency, 480, from apprentice, Crow Agency, 360.
- T. J. Burhank, assistant farmer, Crow Agency, 780, from assistant farmer, Crow Agency, 720.
- Edwin Schroeder, Ad. farmer, Crow Agency, 780, from from Ad. farmer, Crow Agency, 780.
- Michael Piper, Ad. farmer, Crow Agency, 780, from Ad. farmer Crow Agency, 720.
- W. T. Foster, ad. farmer, Crow Agency, 780, from ad. farmer, Crow Agency, 720.
- Harley Piper, to additional farmer, Crow, Agency, 780, from additional farmer, Crow Agency, 720.
- Katherine A. Hoeflin, to laundress, Crow Agency, 500, from laundress, Crow Agency, 480.
- Frank Bighawk, to laborer, Crow Creek, 420, from laborer, Crow Creek, 240.
- Sadie F. Malley, to asst. clerk, Flandreau, 720, from asst. clerk, Flandreau, 660.
- Alfred Normandin, to additional farmer, Flathead, 720, from additional farmer, Flathead, 55 mo.
- Michel Fisher, to stableman, Flathead, 540, from teamster, Flathead, 420.
- C. W. Crouse, to Supt. and S. D. A., Ft. Apache, 1600, from Supt. and S. D. A. Ft. Apache. 1500.
- David W. Gilliland, to principal, Ft. Apache, 800, from principal, Ft. Apache 720,
- Hubert V. Hailman, to physician, Ft. Apache, 1100, from physician, Ft. Apache, 1000.
- Eskeenlaha, to blacksmith, Ft. Apache, 360, from blacksmith, Ft. Apache, 300.
- Dennis Gregg, to asst. baker, Ft. Apache, 160, from asst. baker, Ft. Apache, 120.
- Doris Shale, to asst. cook, Ft. Apache, 160, from asst. cook, Ft. Apache, 120.
- Chester Gatewood, to asst. engineer, Ft. Apache, 200, from asst. engineer, Ft. Apache, 120.

- Dolah Moyah, to night-watch and band-master, Ft. Apache, 400, from night-watch Ft. Apache, 300.
- Baha, to patrolman, Ft. Apache, 480, from private, 30mo Wm. D. Cochran, to additional farmer, Ft. Belknap, 840, from additional farmer, Ft. Belknap, 60 mo.
- Jos. E. Stevens, to issue clerk, Ft. Belknap, 900, from issue clerk, Ft. Belknap, 800.
- Paul Plumage, to herder, Ft. Belknap, 400, from herder, Ft. Belknap, 360.
- Charles N. Damon, to miner, Ft. Belknap, 900, from miner, Ft. Belknap, 720.
- Thomas Enemy, to harnessmaker, Ft. Berthold, 480, from harnessmaker, Ft. Berthold, 360,
- Conrad Smith, to asst. farmer, Ft. Berthold, 300, from private, Ft. Berthold, 240.
- White Wolfe, to stableman, Ft. Berthold, 360, from laborer, Ft. Berthold, 360.
- David J. Ripley, to asst. farmer, Ft. Berthold, 300, from asst. farmer, Ft. Berthold, 600.
- Merrill Griffith, to Supt. and S. D. A., Ft. Bidwell, 1200, from Supt. and S. D. A. Ft. Bidwell, 1100.
- Ray R. Parrett, to industrial teacher, Ft. Hall, 720, from industrial teacher, Ft. Hall. 600.
- Mamie Setter, to asst. matron, Ft. Hall, 540, from asst.
- matron, Ft. Hall, 500.

 William Donner, to engineer, Ft. Hall, 1200, from engineer, Ft. Hall, 1000.
- Annistatia B. Hoover, to matron, Ft. McDermott, 60 mo. from matron, Ft. McDermott, 54 mo.
- Dyer J. Powell, to clerk, Ft. Mojave 840, from clerk, Ft. Mojave, 1000,
- Emma Johnston, to teacher, Ft. Mojave, 720, from teach-
- er, Ft. Mojave, 600. Jessie R. Powell, to matron, Ft. Mojave, 720, from ma-
- tron, Ft. Mojave, 660. Elizabeth J. Armor, to asst. matron, Ft. Mojave, 600,
- from asst. matron, Ft. Mojave, 540. Carrie C. Cole, to laundress, Ft. Mojave, 600, from laundress, Ft. Mojave, 540.
- Leora P. Somers, to cook, Ft Mojave, 600, from cook, F1. Mojave, 540.
- Nathaniel P. White, to disciplinarian, Ft. Mojave, 840. from disciplinarian, Ft. Mojave, 720.
- Joe Ross, to nightwatch, Ft. Mojave, 300, from night
- Roy L. Gleason, to physician, Ft. Mojave, 1200, from physician, Ft. Mojave, 1000.
- Lewis L. Brink, to principal and D. S. Insp. Ft. Peck 1000, from principal and D. S. Insp. Ft. Peck, 900,
- Mary J. Hand, to teacher, Ft. Peck, Mont. 660, from teacher, Ft. Peck, Mont 600.
- Margaret M. Buntin, to kindergartner, Ft. Peck, Mont. 660, from kindergartner, Ft. Peck, Mont. 600.
- Edward Brady, to clerk, Ft. Peck, Mont. 1200, from clerk, Ft. Peck, 1100.
- C. W. Buntin, to asst. clerk, Ft. Peck, 900, from asst. clerk, Ft. Peck, 800.
- R. W. Henry, to stenographer, Ft. Peck, 800, from stenographer, Ft. Peck, 720.
- William Derby, to officer, Ft. Peck, 25 mo. from private Ft. Peck, 20 mo.
- Phillip Courchene, to disciplinarian. Ft. Shaw, Mont., 720, from disciplinarian, Ft. Shaw, Mont. 600.

- Edna A. Haycraft, to teacher, Ft. Shaw, Mont. 600, from teacher, Ft. Shaw, Mont. 540.
- Laffeeta Haycraft, to teacher, Ft. Shaw, Mont. 600, from teacher, Ft. Shaw, Mont. 540.
- Lillie M. Shipe, to asst. matron, Ft. Shaw, Mont. 600, from asst. matron, Ft. Shaw, Mont. 500.
- M. Flynn, to shoe and harness-maker, Ft. Shaw, Mont. 840, from shoe and harness-maker, Ft. Shaw, 720.
- Charles T. Kronk, to blacksmith, Ft. Shaw, Mont. 840, from blacksmith, Ft. Shaw, Mont. 720.
- Nellie Stewart, to teacher, Ft. Shaw, Mont. 720, from teacher, Ft. Shaw, Mont. 600.
- Helena Smith, to teacher, Ft. Totten, N. D. 600, from kindergariner, Ft. Totten, N. D. 600.
- Myrta A. Randolph, teacher, Ft. Totten, N. D. 600, from teacher, Ft. Totten, N. D. 540.
- Gustav Rossknecht, to shoe and harness-maker, Ft. Totten, N. D. 720, from shoe and harness-maker, Ft. Totten, N. D. 600.
- Katie Veix, to asst. clerk, Ft. Totten, N. D. 840, from asst. clerk, Ft. Totten, N. D. 720.
- Lillie Adkison, to seamstress, Ft. Yuma, Calif. 600, from seamstress, Ft. Yuma, Calif. 520.
- Cora Truax, to laundress, Ft. Yuma, Calif. 600, from laundress, Ft. Yuma, Calif. 520.
- Nina E. Allison, to teacher, Genoa, Nebr. 600, from teacher, Genoa, Nebr. 540.
- Bertha S. Redbird, to baker, Genoa, Nebr. 500, from baker, Genoa, Nebr. 440.
- Knud K. H. Hanson, to physician, Grand Junction, 720, from physician, Grand Junction, 500.
- John W. Alder, to chief clerk, Haskell Inst. 1400, from clerk, Haskell Inst. 1400.
- George Shawnee, to principal clerk, Haskell Inst. 1000, from principal clerk, Haskell Inst. 960.
- Thomas J. Flood, to stenographer, Haskell Inst. 900, from stenographer, Haskell Inst. 840.
- Stella Robbins, to vocal music teacher, Haskell Inst. 720, from music teacher, Haskell Inst. 720.
- Joseph L. Smoot, to Supt. of Indus. Haskell Inst. 1000, from Supt. of Indus. Haskell Inst. 900.
- Hannah Small, to seamstress, Haskell Inst. 720, from seamstress, Haskell Inst. 600.
- Edgar M. Goss, to gardener, Haskell Inst. 720, from gardener, Haskell Inst. 660.
- Charles E. Cole, to Supt. Havasupai, Ariz. 1200, from Supt. Havasupai, Ariz. 1000.
- Margaret I. Moran, to baker, Hayward School, 480, from baker, Hayward School, 400.
- Frank R. Robitaile, to industrial teacher, Jicarilla, N. M. 720, from farmer, Jicarilla, N. M. 600.
- Augusta Schweers, to matron, Keshena, Wis. 600, from matron, Keshena, Wis. 520.
- Carrie V. Grymes, to asst. matron, Keshena, Wis. 500, from asst. matron, Keshena, Wis. 480.
- Chas. B. Williams, to constable, Keshena, Wis. 660, from constable, Keshena, Wis. 600.
- John Satterlee, to officer, Keshena, Wis. 25 mo. from private, Keshena, Wis. 20 mo.
- Ernest Stecker, to Supt. Kiowa, Okla. 2000, from Supt. Kiowa, Okla. 1800.
- John A. Buntin, to principal, Ft. Sill School, 1300, from principal, Ft. Sill School, 1200,

Charles E. Norton, to asst. clerk, Kiowa agency, 1140, from asst. clerk, Kiowa agency, 1000.

William J. Lovett, to clerk, Kiowa agency, 1080, from clerk, Kiowa agency, 1000.

Herman E. Bretschneider, to clerk, Kiowa school, 960, from clerk, Kiowa school, 900.

Martin J. Rolette, to asst. clerk, Kiowa agency, 900, from asst. clerk, Kiowa school, 840.

Mark Penoi, to asst. clerk, Kiowa agency, 900, from asst. clerk, Kiowa Agency, 840.

Joe Prickett, to asst. clerk, Kiowa agency, 780, from asst. clerk, Kiowa agency, 720.

Addison Walker, to stenographer, Kiowa agency, 720, from stenographer, Kiowa Agency, 660.

William Mitchell, to carpenter, Kiowa School, 720, from carpenter, Kiowa School, 600.

Arthur Johnson, to farmer, Kiowa agency, 660, from farmer, Kiowa agency, 600.

George Hunt, to farmer, Kiowa School, 660, from farmer, Kiowa School, 600.

Homer J. Seger, to disciplinarian, Kiowa School, 500, from

disciplinarian, Kiowa School, 480. Virgil A. Voyles, to physician, Kiowa School, 500, from

physician, Kiowa School, 300.

Nota E. Hostetter, to baker Kiowa School, 480, from baker, Kiowa School, 420

Raymond Walter, to clerk, Lac du Flambeau, 1200, from clerk, Lac du Flambeau, 1000.

Hannah T. Brown, to asst. matron, Lac du Flambeau, 540, from asst. matron, Lac du Flambeau, 500.

Agnes Rummel, to cook, Lac du Flambeau, 540, from cook, Lac du Flambeau, 500.

Carl Jensen, engineer, Lac du Flambeau, 780, from engineer, Lac du Flambeau, 760.

Jacob H. Camp, to industrial teacher, Leech Lake School, 660, from industrial teacher, Leech Lake School, 600.

Gertrude F. Flint, to matron, Leupp School, 600, from seamstress, Leupp School, 540.

Austin G. Gray, to carpenter, Leupp Ageucy, 600, from carpenter, Leupp Agency, 800.

Burt Craft, to farmer, Lower Brule School, 660, from farmer, Lower Brule School, 600.

Anna I. Brownlee, asst. clerk, Moqui School, 840, from asst. clerk, Moqui School, 780.

Mary Y. Rodger, matron, Moqui School, 720, from matron, Moqui School, 660.

Carl A. Cosset, to principal teacher, Moqui School, Oraibi, 900, from principal teacher, Moqui School, Oraibi, 840,

Fred B. Moran, to principal teacher, Moqui School, Second Mesa, 900, from principal teacher, Moqui School, Second Mesa, 840.

Blance G. Taylor, to teacher, Moqui School, second, Mesa, 660, from teacher, Moqui School, second Mesa, 600.

Lena B. Moran, to cook, Moqui School, second Mesa, 480, from cook, Moqui School, second Mesa, 40 mo.

Pat, to asst. Moqui School, second Mesa, 150, from asst. Moqui School, second Mesa, 125.

William Freeland, to principal teacher, Moqui School, Polacca, 900, from principal teacher, Moqui School, Polacca, 840.

Mary E. Haskett, to teacher, Moqui School, Polacca, 660, from teacher, Moqui School, Polacca, 600. Josie, to asst. Moqui School, Polacca, 150, from asst. Moqui School, Polacca, 125.

Leslie, to asst. Moqui School, Polacca, 150, from asst. Moqui School, Polacca, 125.

John H. Wilson, to clerk, Moqui Agency, 1100, from clerk, Moqui Agency, 960.

Jessie W. Cook, to teacher, Mt. Pleasant, 720, from teacher, Mt. Pleasant, 600.

Amalia Scheurle, to kindergartner, Navajo School, 720, from kindergartner, Navajo School, 600.

Sarah E. Marsh, to asst. matron, Navajo School, 600, from asst. matron, Navajo School, 540.

Albe Moss, to weaver, Navajo School, 480, from weaver, Navajo School, 300.

Wm. T. Sullivan, to clerk, Navajo Agency, 1100, from clerk, Navajo Agency, 1000.

Abe Lincoln, to asst. blacksmith, Navajo Agency, 540, from asst. blacksmith, Navajo Agency, 480.

Robert K. Bell, to farmer, Navajo Agency, 780, from farmer, Navajo Agency, 720.

Frank N. Peshlakai, interpreter, Navajo Agency, 180, from interpreter, Navajo Agency, 120.

Joseph C. Hart, to Supt. and S. D. A. Oneida School, 1800, from superintendent Oneida School, 1600.

E. W. Jermark, to chief clerk, Osage Agency, 1500, from clerk, Osage Agency, 1400.

Frederic Snyder, to asst. Supt. Phoenix School, 1800, from asst. Supt. Phoenix School, 1700.

Ida Vorum, to clerk, Phoenix School, 900, from clerk, Phoenix School, 840.

L. J. Holzwarth, to principal teacher, Phoenix School, 1000, from principal teacher, Phoenix School, 920.

Anna H. Ridenour, to asst. matron, Phoenix School, 780, from asst. matron, Phoenix School, 740.

John S. Dodson, to asst. carpenter, Phoenix School, 660, from asst. carpenter, Phoenix School, 600.

Arthur C. Taylor, to printer, Phoenix School, 780, from printer, Phoenix School, 750.

Commodore N. Hart, to engineer, Phoenix School, 1200, from engineer, Phoenix School, 1000,

Albert J. Thoes, to wagon-maker, Phoenix School, 780, from wagon-maker, Phoenix School, 720.

C. M. Hollister, to physician, Pierre School, 720, from physician, Pierre School, 400.

Nora A. Buzzard, to matron, Pierre School, 660, from matron, Pierre School, 600.

Flora E. Harvey, to principal, Pima School, 1080, from principal, Pima School, 1000.

Laura H. Williams, to teacher, Pima Scool, 720, from teacher, Pima School, 660.

Adelia L. Strong, to teacher, Pima School, 660, from teacher, Pima School, 600.

Cipriano G. Norton, to matron, Pima School, 600, from asst. matron, Pima School, 600.

Laura J. A. Gove, to asst. matron, Pima School, 600, from asst. matron, Pima School, 540.

Julia C. Roberts, to cook, Pima School, 600, from cook, Pima, School, 540.

Charles Pickel, to blacksmith, Pima Agency, 780, from blacksmith, Pima Agency, 720.

Rudolph Apawoun, to stableman, Pima Agency, 540 from stableman, Pima Agency, 480.

- Jose Allison, to laborer, Pima School, 540, from assistant Pima School, 360.
- John Jones, to farmer and gardener, Pima Agency, 600, from officer, Pima Agency, 25 mo.
- Juan Thomas, to officer, Pima Agency, 25 mo. from private, Pima Agency, 20 mo.
- Victor E. Sparklin, to teacher, Pine Ridge, Oglala Boarding School, 780, from teacher Pine Ridge, Oglala Boarding School, 720.
- June G. Culver, to teacher, Pine Ridge, Oglala Boarding School, 660, from teacher Pine Ridge, Oglala Boarding School, 600.
- Nick Miller, Jr. to gardener, Pine Ridge, Oglala Boarding School, 780, from gardener, Pine Ridge, Oglala Boarding School, 720.
- Francis Chapman, to asst. Pine Ridge, Oglala Boarding School, 660, from asst. Pine Ridge, Oglala Boarding School, 600.
- A. M. Landman, to clerk, Pine Ridge Agency, 1200, from lease clerk, Pine Ridge Agency, 900.
- Melvin Baxter, to issue clerk, Pine Ridge Agency, 900, from issue clerk, Pine Ridge Agency, 840.
- Patrick Gunn, to wheelwright and blacksmith, Pine Ridge Agency, 900, from wheelwright and blacksmith, Pine Ridge Agency, 840.
- H. H. Johnson, to Supt. Puyallup School, 1700, from Supt. Puyallap School, 1500.
- Frederick Griffiths, to Asst. Supt. and disciplinarian, Puyallup School, 1000, from disciplinatian, Puyallup School, 800.
- Oscar H. Keller, to clerk, Puyallup School, 1300, from clerk, Puyallup School, 1200.
- Troy C. Kabel, to teacher, Puyallup Res. Jamestown D. 840, from teacher, Puyallup Res. Jamestown D. 720.
- Fred E. Bertram, to teacher, Puyallap Res. Pt. Gamble D. 840, from teacher, Puyallap Res. Pt. Gamble D. 720.
- Andrew P. Peterson, to teacher, Puyallup Res. Skokomish D. 840, from teacher, Puyallup Res. Skokomish D. 720. Chester A. Bullard, to teacher, Puyallup Res. Taholah D.
- 840, from teacher, Puyallup School, Taholah D, 720. Ed Prentice, to officer, Red Lake Agency, 25 mo. from
- private, Red Lake Agency, 20 mo. James E. Kirk, to clerk, Red Lake Agency, 900, from
- clerk, Red Lake Agency, 840. Ierusha Hislop, to seamstress, Red Lake Agency, Cross
- Lake, 480, from seamstress, Red Lake Agency, 420. Maud E. Murphy, to cook, Cross Lake, 480, from cook,
- Cross Lake, 420.
 Mary Lawrence, to teacher, Cross Lake, 600, from teach-
- er, Cross Lake, 540. Ida McNamara, to asst. matron, Red Lake School, 480.
- from asst. matron, Red Lake School, 420.

 Brete H. Dooley, to asst. clerk, Rosebud Agency, 800,
- from asst. clerk, Rosebud Agency, 720. M. A. Buffalo, to lease clerk, Rosebud Agency, 960, from
- asst. clerk, Rosebud Agency, 720.
 Anna Bender, to clerk, Salem School, 600, from asst.
- clerk, Salem School, 500.

 Lewis M. Weaver, to Supt. San Carlos School, 1400, from Supt. San Carlos School, 1200.
- Ada Hubbard, to industrial teacher, San Carlos Day School, 600, from female industrial teacher, San Carlos Day School, 500.

- Herbert H. Fiske, to financial clerk, San Carlos agency, 1000, from financial clerk, San Carlos agency, 900.
- Wood Naahozey, to laborer, San Carlos agency, 480, from laborer, San Carlos agency, 420.
- W. T. Shelton, to Superintendent, San Juan School, 1800, from Superintendent, San Juan School, 1700.
- Emma Loomis, teacher San Juan School, 720. from teacher, San Juan School, 700.
- Alice McMahan, teacher, San Juan School, 660, from teacher, San Juan school, 600.
- Nancy S. Ishmael, matron San Juan School, 720. from matron, San Juan School, 600
- Exie O. Grimes, assistant matron, San Juan, School, 600, from assistant matron, San Juan School, 520.
- Oscar S. Ryan, engineer, San Juan School, 1000. engineer, San Juan School, 900.
- William R. Beyer, clerk, Sante Fe School, 840, from clerk, Sante Fe School, 760.
- Cruz Perez, to stableman, Santa Fe School, 480, from stableman, Santa Fe School, 30 per month.
- Jose Mora Toledo, to laborer, Santa Fe School, 480, from laborer, Santa Fe School, 360.
- Joseph Melchor, to asst. engineer, Santa Fe School, 240. from asst. engineer, Santa Fe School, 180.
- Clara Naranjo, to assistant, Santa Fe School, 240, from assistant, Santa Fe School, 180.
- Anna J. Ritter, to matron, Seger School, 660, from matron, Seger School, 600.
- Clara D. Allen, to teacher, Seneca School, 720, from teacher, Seneca School, 660.
- A. C. Scott, to laborer, Seneca School 540, from laborer, Seneca School, 420.
- H. E. Mitchell, to clerk, Sherman Institute, 1140, from clerk, Sherman Institute, 1000.
- Lydia Long, to asst. seamstress, Sherman Institute, 560, from asst. matron, Sherman Institute, 560.
- Wm. L. Smith, to engineer and blacksmith, Shoshone Agency, 1000, from engineer and blacksmith, Shoshone Agency, 900.
- Calvin K. Smith, to physician, Shoshone Agency, 1200, from physician, Shoshone Agency, 1000.
- John J. Guyer, to disciplinarian, Shoshone School, 780. from disciplinarian, Shoshone School, 720.
- Winnie K. Sherman, to matron, Shoshone School, 660, from matron, Shoshone School, 600.
- Maximillian Clausius, to physician, Siletz, Oregon, 1100, from physician, Siletz, Ore., 1000.
- Ebon Symonds, to night watch, Tomah School, 480, from night watch, Tomah School, 300.
- night watch, Tomah School, 300. H. F. Hammersley, clerk, Tongue River Agency, 1000,
- from clerk, Tongue River Agency, 900.

 Daniel B. Sherry, to principal, Tongue River School, 840,
- from principal, Tongue River School, 800.
 Mary Pike, to cook, Tongue River School 500, from cook,
- Tongue River School, 480, Jeanne L. Robinson, to laundress, Tongue River School.
- 500, from laundress, Tongue River School, 480. E. E. McKean, to day school teacher, Tongue River School.
- 720, from day school teacher, Tongue River 60 mo. John W. Dady, to clerk, Tongue River Agency, 1200, from clerk, Tongue River Agency, 1100.
- Wesley Merritt, to ad. farmer, Tongue River Agency, 420, from ad. farmer, Tongue River Agency, 400.

Wm. Redcherries, to interpreter, Tongue River Agency, 180, from interpreter, Tongue River Agency, 120.

Moses C. Elliott, to industrial teacher, Tulalip School, 660, from industrial teacher, Tulalip School, 600.

Perry L. Sargent, to clerk, Tulalip Agency, 1200, from clerk, Tulalip Agency, 1100.

Wm. McCluskey, to ad. farmer, Tulalip Agency, 660, from ad. farmer, Tulalip Agency, 600.

Chas. A. Reynolds, to ad. farmer, Tulalip Agency, 660, from ad. farmer, Tulalip Agency, 600.

Edward Bristow, to ad. farmer, Tulalip Agency, 660, from ad. farmer, Tulalip Agency, 600.

Milton Boylan, to farmer, Umatilla School, 720, from industrial teacher, Umatilla School, 660,

Wm. E. Hiskey, assistant cashier. Union Agency, 1500, from assistant cashier, Union Agency, 1440.

Blanche Oppenheimer, to C. C. mailing, Union Agency, 1440, from C. C. mailing, Union Agency, 1320.

Clarence M. Smith, to clerk, Union Agency, 1200, from clerk, Union Agency, 1320.

Edward J. Burke, to field clerk, Union Agency, 1200, from clerk, Union Agency, 1020.

Raymond Short, to clerk, Union Agency, 1320, from clerk, Union Agency, 1200.

Robt. W. Quarles, Jr., to clerk, Union Agency, 1080, from clerk, Union Agency, 85 mo.

Geo. M. McDaniel, to clerk Union Agency, 1020, from clerk, Union Agency, 960.

Naomi Lammers, to steongrapher, Union Agency, 1020,

from stenographer, Union Agency, 960.

James L. Granger, to clerk, Union Agency, 960, from clerk.

Union Agency, 900. Frederick Sunderwirth, to clerk, Union Agency, 960, from

clerk, Union Agency, 900. Stephen B. Nelson, to stenographer, Union Agency, 960,

from stenographer, Union Agency, 600.
Watie E. Robertson, to stenographer, Union Agency, 960.

from stenographer, Union Agency, 900.
Bessie England, to stenographer, Union Agency, 960, from

stenographer, Union Agency, 900.

Mayne R. White, to stenographer, Union Agency, 900.

from stenographer, Union Agency, 720. Henrietta Drake, to stenographer, Union Agency, 900,

from stenographer, Union Agency, 900, from stenographer, Union Agency, 780.

Thomas J. Sexton, to officer, Union Agency, 300, from private, Union Agency, 20 mo.

Samuel W. Pugh, to superintendent, Walker River School, 1000, from superintendent, Walker River School, 900.

Elizabeth A. Pugh, to housekeeper, Walker River School, 50 mo. from housekeeper, Walker River School, 30 mo.

Laura B. Norton, to teacher, Walker River School, 72 mo. from teacher, Walker River School, 60 mo.

Myrtle W. Covey, to financial clerk, Warmsprings School, 660, from financial clerk, Warmsprings School, 600.

William Hunt, to industrial teacher, Warmsprings School, 720, from industrial teacher, Warmsprings School, 600. Belle L. Harber, to matron, Western Shoshone School, 600,

Rodney C. Boutwell, to laborer, White Earth Agency, 480, from laborer, Western Shoshone Agency, 300.

from matron, Western Shoshone School, 540.

Louis Blue, to laborer, White Earth Agency, 600, from laborer, Western Shoshone Agency, 540.

John Webster, to laborer, White Earth Agency, 540, from laborer, Western Shoshone Agency, 480.

Joseph Hamlin, to shoe and harnessmaker, White Earth School, 500, from shoe and harnessmaker Western Shoshone School, 300.

Joseph L. Saice, to nightwatch, White Earth School, 500, from nightwatch, Western Shoshone School, 420.

Robert J. Henry, to nightwatch, White Earth School, 420, from nightwatch, Western Shoshone School, 300,

Henry Harden, to office, Winnebago Agency, 25 mo., from private, Winnebago Agency, 20 mo.

Lenore K. Bost, to financial clerk, Wittenberg, 720, from financial clerk, Wittenburg, 600.

John Redcloud, to interpreter, Wittenberg, 180, from interpreter, Wittenburg, 120.

James M. Swartz, to teacher, Yakima School, 720, from teacher, Yakima School, 660.

Percy W. Meredith, to industrial teacher, Yakima School, 720, from industrial teacher, Yakima School, 600.

Minnie A. Taylor, to matron, Yakima School, 600, from matron, Yakima School, 540.

Frank C. Hill, to carpenter, Yakima School, 720, from carpenter, Yakima School, 600.

Martin D. Archiquette, to disciplinarian, Yakima School, 720, from disciplinarian, Yakima School, 600.

Ursula Padilla, asst. matron, Zuni School, 480, from asst. matron, Zuni School, 400.

Etta J. Oliver, to financial clerk, Zuni School, 660, from financial clerk, Zuni School, 600.

Edward J. Davis, to physician, Zuni School, 1100, from physician, Zuni School, 1000.

SEPARATIONS-COMPETITIVE.

Lorenzo D. James, general mechanic, Albuquerque, N. M., 1000.

Emma D. Johnson, teacher Albuquerque, N. M., 720.

Lydia A. Harris, teacher Albuquerque, N. M., 600. John V. C. Jeffers, physician, Blackfeet, Mont. 1000.

Wm. P. Kirby, physician, Blackfeet, Mont. 1000.

Mrs. Beryl Hockersmith, cook Blackfeet, Mont. 600. Beckie L. Goodyear, asst. seamstress, Carlisle, Pa., 400.

Mrs. Allie B. Carter, nurse, Stewart, Nev., 660.

Frank C. Dumont, plumber, Chilocco, Okla., 800.

Don R. Rhodes, Ind. teacher, Crow Creek, S. D., 600. Loren O. Johnson, overseer, Albuquerque, N. M., 1200.

Roy L. Gleason, physician, Fort Mohave, 1200. Leora P. Somers, cook, Fort Mohave 600.

Mary L. Whisnant, Teacher Fort Shaw, Mont. 720.

DeWitt C. Nichols, gardener and dairyman, Fort Totten, N. D. 600.

Mrs. Emma L. Trubody, kindergartner, Greenville, Cal. 600.

Edith E. Coffman, Seamstress, Hayward, Wis. 540. Florence S. McCoy, laundress, Hoopa Valley 540. Otto A. Norman, ass't. clerk, Kickapoo School, 720. Elizabeth A. Marshall, laundress, Kiowa Oklahoma 480. Louise McCarthy, teacher, Kiowa Oklahoma 660. Harriette McCarthy, kindergartner, Kiowa Oklahoma 600. Nora Y. Granger, seamstress, Mescalero, N. M. 500. Bessie Peters, teacher, Moqui, Ariz. 540.

C. Lena St. John, kindergartner, Mt. Pleasant, Mich. 600. Margaret Ironside, asst. clerk, Navajo Agency, 900. Arena T. Brown, kindergartner, Rosebud, S. D. 600.
Ernest Falconer, additional farmer, Rosebud, S. D. 720.
Caroline P. Koester, clerk, Salem School, Ore. 600.
Albert L. Tilton, physician, San Juan School, 1200.
Florence Fithian, teacher, Sante Fe, N. M. 660.
Mary Bates, teacher, Sante Fe, N. M. 600.
Sadie Welfelt, cook, Sante Fe, N. M. 600.
Peter P. Ratzlaff, additional farmer, Shawnee, Okla.

Clarence L. Gates, Superintendent of Industries, Sherman Institute 840

65 mg

George T. Deavitt, issue clerk, Standing Rock, N. D. 900. Robert B. Anderson, farmer, White Earth, Minn. 600. Rush J, Taylor, superintendent, Yankton, S. D. 1600. Fred C. Dugger, additional farmer, Crow Creek, S. D. 60 mo.

Marie S. Vansolen, female industrial teacher, Standing Rock, N. D. 600.

SEPARATIONS-NON-COMPETITIVE.

Morris Schaffer, assistant farmer, Crow Agency, Mont.

Alice Vina, nurse, Ft. Peck, Mont. 500.

Alfred Hardy, additional farmer, Pueblo Bonita 720.

Maggie B. Hilt, cook, Sac & Fox, Iowa 450.

John Anderson, farmer, Shawnee, Okla, 660.

Robert P. Higheagle, asst. clerk, Standing Rock, N. D. 720.

SEPARATIONS-EXCEPTED POSITIONS.

Rufus Lonebear, asst. farmer, Cantonment, Okla, 300.
Miles Osage, asst. farmer Cantonment, Okla., 300.
Josephine Webster, cook Cass Lake, Minn., 300.
Mable Sasue, asst. Chamberlain, S. D., 240.
Dawes Whitebird, asst. farmer Chey. and Arap. (Okla.,)
300.

George Fisherman, blacksmith Cheyenne, River, S. D. 600

Mary P. Well, asst. matron, Chilocco, Okla., 180.
Peter Barza, asst. blacksmith Couer d' Alene, 600.
Howard Komopa, engineer Colorado River, Ariz., 360.
Maggie Blodgett, cook Colville, Wn., 540.
Albert Anderson, laborer Crow Creek, S. D., 540.
Chief Pipe, butcher Ft. Belknap, Mont., 400.
Charles Sebastian, herder, Ft. Belknap, Mont., 480.
Charles Two Heart, butcher, Ft. Belknap, Mont., 400.
Mary J. Howard, assistant matron, Ft. Berthold, N. D., 300.

Emily McIntyrn, financial clerk, Ft. Berthold, N. D., 720.
Susie Louie, laundress Ft. Bidwell, Cal., 300.
Jay Duncan, night-watchman Ft. Lewis, Colo., 360.
Henry C. Beall, physician Ft. Lewis, Colo., 500.
Clara H. Duclos, financial clerk, Ft. Mohaye, 600.
Frank Youpee, watchman Ft. Peck, Mont., 400.
Eli Smith, printer, Grand Junction, 200.
Fannie Greenwood, assistant matron. Haskell Institute,
Kansas, 300

Sixto Atole, herder, Jicarilla, N. M., 200.
Mitchell Dick, blacksmith Keshena, 450.
Henry Inkanish, asst. carpenter, Kiowa, Okla., 360.
Belle Lord, Indian assistant, Leech Lake, Minn., 420.
Ada Gruett, asst. matron Mt. Pleasant, 300.

Josephine Price, asst. laundress, Navajo Agency, N. M., 300.

Abraham Meacham, asst. Neah Bay, Wn., 100. Mack Lomaventewa, night-watchman Otoe School, Okla., 420.

Herman Littlecrow, asst. carpenter Otoe School, Okla., 300.

Jaunita Chaqua, field matron, Pala School, Cal., 300. John Beck, asst. Phoenix School, Ariz., 300. W. W. Watkins, physician Pima Agency, 600. George Close, wheelwright ,Pine Ridge, S, D., 300. John Galligo, herder Pine Ridge, S. D., 460. Patrick Y. Bird, assistant, Rosebud, S. D. 320. John Strangit, nightwatch Round Valley, California, 240. Abraham Welfelt, engineer Sante Fe, N. M. 900. W. P. Long, blacksmith Sante Fe, N. M. 720. Nana Flint, housekeeper Sante Fe, N. M., 300. Oscar Zane, assistant Seneca School, Okla. 240. Asa Froman, assistant Seneca School, Okla. 240. Woody Whipple, assistant, Sherman Inst, 300. Helen Heminger, interpreter, Sisseton, S. D. 120. Bernard Crowghost, assistant blacksmith, Standing Rock, 300 Claud Bravebull, assistant Standing Rock, 180.

Claud Bravebull, assistant Standing Rock, 180.
Marie L. Vansolen, Fem. Ind. Teacher, Standing Rock, 600.

Patrick Spottedwolf, assistant farmer Tongue River, 240. John J. Ingle, Farmer, Western Navajo, 300. Anna Bellefeuille, baker White Earth, Minn. 480. Josephine Moulton, laundress White Earth, Minn. 400. Benjamin McBride, interpreter Yankton, S. D. 240. Jesse Picotte, night watch Yankton, S. D. 400,

SEPARATIONS-UNCLASSIFIED.

Eddie Paul, laborer Blackfeet, Mont. 360.
Paul Doublerunner, laborer Blackfeet, Mont. 480.
Carl Sweezy, laborer Cheyenne and Arapahoe, Okla.
300.

Ameia Turtle Necklace, laborer Cheyenne Rfver, S. D. 140.

Weaver Drink, laborer Ft. Hall, Idaho 300. George Newton, laborer Ft. Peck, Mont. 180. Joshua Spotted Dog, laborer Ft. Peck, Mont. 180. M. C. Karnes, laborer Haskell 480. Joseph Briggs, laborer Klamath, Oregon 480. Loren B. Schade, laborer Klamath Oregon 480. Frank Mitchell, laborer Navajo Agency 300. Charles F. Franklin, laborer Otoe School, Okla. 600. Charles Martine, laborer Otoe School, Okla. 480. Edgar Ghost Bear, laborer Pine Ridge, S. D. 240. John Allen, laborer, Puyallup School, Washington, 500. Clarence H. McArthur, laborer, Red Lake, Minn. 600. James Sky Bull, laborer Rosebud, S. D. 240, Negie Dalson, stableman Round Valley, Cal. 480. Roy Dolholtie, laborer San Juan, N. M. 400. Henry Coleman, stableman Sherman Inst. 300. Moses Peter, laborer Standing Rock, 360, Henry Paul, laborer Tulalip, Wash., 500. Gilbert, stableman Uintah and Ouray, 400, Herbert Arrive, stableman Uintah and Ouray, 400. Taylor Redford, laborer Umatilla, Oregon, 360. Louis Blue, laborer White Earth, Minn., 600.

SEPARATIONS - TEMPORARY APPOINTEES.

B. H. Calkins, engineer Albuquerque, N. M., 600.
Mariette Wood, teacher Carlsle, Pa., 720.
Rosa Gray, assistant laundress Carlisle, Pa., 360.
John Lawson Brown, clerk Cherokee, N. C., 900.
Ernest C. Meissner, carpenter Cheyonne River 600.
Morris B. Sandusky, clerk, Chicago warehouse, 900.
Julía Jones, laundress, Chilocco 600.

James F. LaTourrette, additional farmer Colville. Wash., 720.

Annie Bolinski, laundress Crow Agency, Mont. 500.
Harrie Walker, farmer Crow Creek, S. D. 600.
Phillip Williams. night watch Ft. Lapwai, Idaho 480.
N. D. Sanders, clerk Ft. Lapwai, Idaho 440.
Edward Raboin, ad. farmer, Ft. Lapwai, 720.
Olaus Olson, gardener and dairyman, Ft. Totten, S. D. 600.

Ernest M. Duclos, farmer Ft. Mohave 720.
Anthony Vanoss, farmer Ft. Totten, N. D. 720.
Jonas Shawandessa, dairyman Genoa, Nebraska 600.
Chasty Jensen, nurse Grand Junction 600.
H. R. McKeen, physician Jicarilla 1200.
Charles A. Howland, laborer Kaw School, Ok. 360.
Alva C. Cooper, industrial teacher Kiowa Agency, Okla. 720.

Anna Phillips, baker Kiowa Agency, Ok. 480. Charlie Riding Up, laborer Kiowa Agency, Ok. 480. Floyd C. Meyer, indust. teacher Klamath Agency, Or. 660. Agnes C. Norman, kindergartner Mt. Pleasant 600. Emma Schulze, seamstress Nevada School 500. Clark Panther, asst. engineer Osage Agency, Ok. 480. William P. Ellis, industrial teacher Otoe School, Ok. 720. Ora B. Crews, matron Pawnee School, Ok, 600, Martha H. Rastall, clerk Pierre, S. D. 900. Makil Anton, assistant Pima Agency 300. Ernest W. Bailey, addl. farmer Pine Ridge, S. D. 780. Harry B. Pattison, teacher Pine Ridge, S. D. 720. Sylvia B. Pattison, housekeeper, Pine Ridge, S. D. 300. Mary F. Duncan, teacher Pine Ridge, S. D. 720. Lizzie Pickham, housekeeper Pine Ridge, S. D. 300. Bessie Flewellyn, teacher, Pine Ridge, S. D. 720. Rebecca Brigance, housekeeper, Pine Ridge, S. D. 300. Han Simons, teacher, Pine Ridge, S. D. 720. Nettie Simons, housekeeper, Pine Ridge, S. D. 300. Mabel Tomlinson, housekeeper, 300, Pine Rdige, S. D. Nelson White, laborer, acting interpreter, Pueblo Bonita,

Sarah C. Gillet, cook, Rice Station, Arizona, 600. Carlino Ledger, stableman, Round Valley, Cal. 480. Lura Sharp, teacher, Round Valley, Cal. 600. Julia Donoghue, assistant, Round Valley, Cal. 360. John Murray, additional farmer, Sac & Fox, Iowa, 720.
Fred B. Smith, industrial teacher, Salem School, Oregon, 720.

Henry Mehringer, shipping clerk, St. Louis Warehouse 720. J. W. Lair, logger, San Juan, N. M. 720. John Johnson, logger, San Juan, N. M. 660. Clinton J. Grandall, Jr. nightwatchman, Sante Fe, N. M. 480.

Nellie Hutchinson, cook, Santa Fe, N. M. 600.

Martha R. Welshman, seamstress, Springfield, S. D. 420.

Eugene Fisher, line rider, Tongue River, Mont. 720.

Rolla L. McCreery, physician, Tongue River, Mont. 1000.

Pinckney V. Tuell, issue clerk, Tongue River, Mont. 720.

Charles Hutchson, farmer, Uintah & Ouray, 720.

John Garris, Farmer, Umatilla, Oregon, 720.

William Michelson, stenographer and typewriter, Umatil-

la, Ore., 720.
Emry M. Garber, farmer, Umatilla, Ore., 720.
Clara McFatridge, stenographer, Umatilla, Ore., 720.
Fred A. Rhinehart, clerk, Union Agency, Okla., 900.
J. Whitney King, clerk, Union Agency, 900.
Frederick T. Hildt, stenographer, Union Agency, Okla.,

Harold F. Minturn, stenographer, Union Agency, Okla.,

Syndney W. Burton, clerk, Union Agency, Okla., 960. Lillie Kuckup, cook, Warm Springs, Oregon, 500. William H. Cook, farmer, Warm Springs, Oregon, 600. Naomi Kalama, asst. matron, Warm Springs, Oregon, 400. Myrtle Davids, kindergartner, White Earth, Minn., 600. Lizzie Charette, seamstress, White Earth, Minn., 480. Josie S. Anderson, asst. matron, White Earth, Minn., 540. Fred S. Eckley, blacksmith and engineer, Winnebago, Neb., 900.

Eli Lewis, night watch, Yakima Agency, Washington, 300.

MISCELLANEOUS-INDIAN SERVICE AT LARGE.

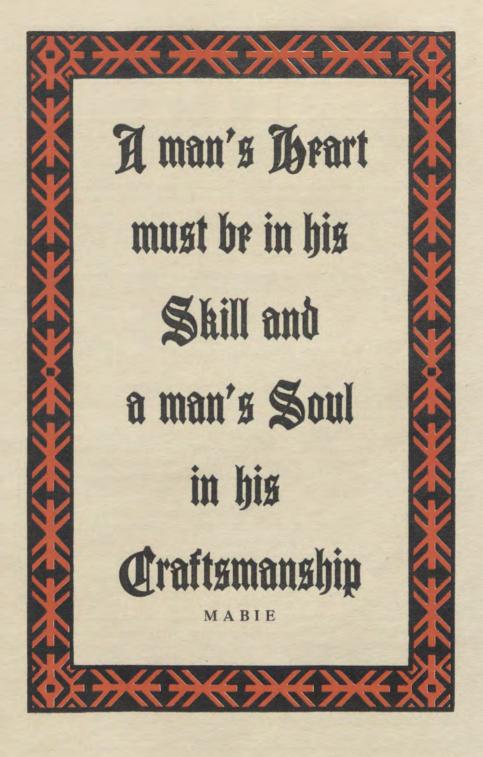
Warren K. Moorehead, Special Indian Agent, \$2000 per annum and traveling expenses. Approved by Civil Service Commission July 7, 1909.

Harwood Hall, Supervisor of Indian Schools, \$2000 per annum and traveling expenses. Transferred from Supervisor of Indian Schools (Temporary) at \$2500. per annum and traveling expenses.

Ernest P. Holcombe, Supervisor of Indian Schools, \$2500.

per annum and traveling expenses. Transferred from
position of Inspector, Department of the Interior.

John B. Monroe, Special Indian Agent, (Temporary) \$2000 per annum and traveling expenses. Approved by Civil Service Commission May 25, 1909.



Carlisle Indian Industrial School

M. Friedman, Superintendent

LOCATION. The Indian School is located in Carlisle, Pa., in beautiful Cumberland County with its magnificent scenery, unexcelled climate and refined and cultured inhabitants.

HISTORY. The School was founded in 1879, and first specifically provided for by an Act of the United States Congress July 31, 1883. The War Department donated for the school's work the Carlisle Barracks, composed of 27 acres of land, stables, officers' quarters and commodious barracks buildings. The Guardhouse, one of the school's Historic Buildings, was built by Hessian Prisoners during the Revolutionary War.

PRESENT PLANT.

The present plant consists of 49 buildings. The school campus, together with two school farms, comprises 311 acres. The buildings are of simple exterior architectural treatment but well arranged, and the equipment is modern and complete.

ACADEMIC. The academic courses consist of a carefully graded school including courses in Agriculture, Teaching, Stenography, Business Practice, and Industrial Art.

TRADES. Instruction of a practical character is given in farming, dairying, horticulture, dressmaking, cooking, laundering, housekeeping and twenty trades.

OUTING SYSTEM. The Outing System affords the students an opportunity for extended residence with the best white families of the East, enabling them to get instruction in public schools, learn practical housewhich are placed to their credit in the bank at interest.

PURPOSE. The aim of the Carlisle School is to train Indians as teachers, homemakers, mechanics, and industrial leaders who find abundant opportunity for service as teachers and employees in the Indian Service leaders among their people, or as industrial competitors in the white communities in various parts of the country.

Faculty	75
Number of Students now in attendance (Nov. 15, 1909)	952
Total Number of Returned Students	4498
Total Number of Graduates	538
Total Number of Students who did not graduate	3960

RESULTS. These students are leaders and teachers among their people; 148 occupy positions with the Government as teachers, etc., in Government schools; among the remainder are successful farmers, stockmen, teachers, preachers, mechanics, business men, professional men, and our girls are upright, industrious and influential women.







EOPLE who are interested in the Indian usually have a liking for his Arts and Crafts—desire something which has been made by these people. There are a great many places to get what

you may wish in this line, but the place to buy, if you wish Genuine Indian Handicraft, is where You Absolutely Know you are going to get what you bargain for. The have a fine line of Pueblo Pottery, Baskets, Bead Work, Navaho Art Squares, Looms, and other things made by Indian Men and Women, which we handle more to help the Old Indians than for any other reason. The Our prices are within the bounds of reason, and we are always willing to guarantee anything we sell. The Communicate with us if we may serve you in any further way

INDIAN CRAFTS DEPT

of the CARLISLE INDIAN SCHOOL, PA

