

The Indian Advance

Devoted to the Welfare and Education of the Indian.

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AN INDIAN OF FULL BLOOD.

Washington, Sept. 16—(Special)—

An Indian is now a candidate for a seat in the United States Senate. He is Congressman Charlie Curtis of Kansas. Through a most romantic career he has climbed the ladder of fame from a poor Indian lad to a position of prominence among National lawmakers. He started out in life as a jockey on the track, then trained broncos, drove a hack, swept out a law office in pay for an opportunity to study law, was admitted to the bar, elected County Attorney, and then went to Congress.

Mr. Curtis, says the Omaha World Herald, belongs to the aboriginal race, and is proud of the fact that his Indian forbears were here when Columbus thought he was discovering a new world. His mother was a member of the Kaw tribe. Mr. Curtis' mother died when he was about three years old and he went to live with his Indian grandmother near Council Grove, Kan. This Indian grandmother is mentioned in the treaty with the Kaw tribe in 1825.

By this treaty she and her sisters were given what is known as "Kaw Mile Four," the tract of land upon which the City of North Topeka is now built. In the homestead on this tract of land Congressman Curtis was born in 1860, and his fine new house marks the place of his birth forty-two years ago.

Of one incident of his childhood Mr. Curtis has a very vivid memory. He was eight years old, and was coming home from school in Council Grove, when he saw a war party of naked Kaws painted and in war feathers, mounted on their ponies, swoop down from a hill overlooking the town and dash through it toward the hill on the other side. Mr. Curtis, urchinlike, wanted to know the why of all this, and one of the chiefs paused long enough to tell him that they were on their way out to fight their hereditary enemies, the Cheyennes, and to hold them back from the town till they could fortify it a little.

In a barn near by a large number of Kaw Indians gathered, and when the Cheyennes swept down through the town they passed this barn. A fierce shower of arrows stopped them, however, and

leaving many of their braves wounded and dying, they retreated, leaving the Kaws victors. This was the last fight between these two tribes. Mr. Curtis's father thought this was rather too strenuous a life for his young son, so he sent for him to go back to Topeka.

Mr. Curtis, like all boys, loved an outdoor life, and school had not many charms for him as a youth, and then had his living to make besides. He began as a rider of race horses. He was a good one too. Mr. Curtis has always done well whatever he undertook if it was selling papers or making speeches, riding race horses or training horses for others to ride.

Mr. Curtis drove a hack after he left the race track. He sat on the driver's seat in the daytime and at night he went to school, determined to make up for the time he lost as a youth. He used his time well, and by the time he was twenty-one he had been admitted to the bar as a lawyer. Three years later he made the first break into politics as a delegate in the Republican Convention in Topeka which was to select delegates to the State Convention, who would vote for Mr. Blaine's nomination to the Presidency.

That fall he was nominated and elected County Attorney. In a month after he was elected he had closed every saloon in the county. He declared that no matter what his personal opinion was he was elected to enforce the laws, and the prohibition law was one of them.

He was re-elected, and his second term was as sternuous for evaders of law as his first. In 1892 Mr. Curtis ran for Congress and was elected by a large majority. He has gone on being elected ever since and now has six terms in congress to his credit. Although recently renominated for another term, he will be a candidate for the United States Senate, to succeed Senator W. A. Harris.

A WHALE THAT WORE ARMOR.

In Austria-Hungary a most interesting study has been going on for two years in the fossil fields. Beside the remains of a great prehistoric dolphin

found in Croatia, there have been discovered the fossil skeletons of ancient whales of enormous size, which once swam there when Europe was an ocean full of immense and fantastic monsters.

The strange discovery about these extinct whales, however, is the fact that they were armored. The skeletons show that the huge back fin had a sort of skin armor over it, presumably like that carried by the armadillos of today. Certain portions of the back were covered with it also. Now scientists are trying to find out if the armour was a survival of a still older type, in which the whales were completely covered with mail. If this is so, they must have been tremendous creatures, and our ironclad ships of today are not the first things of their kind to swim the sea.

Students of natural history have another problem in this. If there were ancestral whales with armor, they want to know if they descended from mail-clad land animals, or if they gradually developed the armour after they changed from amphibians into ocean dwellers. About the time that they must have done this the huge sixty-foot sharks and other hungry giants roamed the sea, and the whales needed all the armour and other protection that they could get.

THE TALLEST TREES THAT GROW.

The highest trees in the world are the eucalyptus trees, which are famous because it is believed that they have the quality of purifying regions that are cursed with fever. There are nearly 100 different varieties of eucalyptus, nearly all of which reach great heights. The biggest variety produces trees that grow to such enormous heights that no structure in the world can compare with them. Trees have been measured that were 390, 405 and even 450 feet high. They are not as big around as would be expected, the largest being only little more than twenty-five feet in girth. The trees are wonderfully swift in growth. In Southern France a eucalyptus tree that was planted twenty years ago was measured recently, and it was found that it was 102 feet high.

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COMPARISON OF RESERVATION AND NONRESERVATION SYS- TEMS OF EDUCATION.

The work of Indian education for the past twenty-five years has been conducted by means of schools located on and off the various Indian reservations. Each system has earnest advocates and equally earnest opponents. A "battle royal" has frequently been fought over the merits and demerits of these two classes of schools; and, as too frequently happens, the contestants can not see the good qualities of the other.

A discussion of this question involves a resume of the efforts made in the past for the education of Indians. As early as 1819 the Government began this work among the Indians by the appropriation of \$10,000, and invited associations and individuals already engaged in educating the Indians to cooperate with the War Department in whose hands the matter was placed. This statement presupposes the fact that such association, presumably missionary, were already in the field. There were also treaty agreements with the various Indian tribes relative to the education of their children from the first one of December 2, 1794, almost down to the present, while the Continental Congress made a spasmodic effort in this direction in 1775.

The work of Indian education was practically in the hands of various religious denominations until July 25, 1870, when Congress appropriated \$100,000 for Indian school. From this time to the present there has been a steady growth of schools, enrollment of pupils, and increase of facilities.

Of the ninety reservation boarding schools conducted to-day, only five were established prior to 1870, as follows: Yakima, Wash., 1860; Pawnee, Okla., 1865; Leech Lake Minn., 1867; Sac and Fox, Okla., 1868; Kaw, Okla., 1869. During the decade 1870-1880 twenty-seven schools were established, which are in existence to-day, the remainder having been established subsequent to

1880.

Prior to 1878, when a contract was made with Hampton Institute, Virginia, for the education of certain Indian pupils all the efforts of the Government were directed to the education of Indians on their reservations. The following year, 1879, the old army barracks at Carlisle, Pa., were turned over for Indian school purposes and the first nonreservation school established. In 1880 another nonreservation school was established at Forest Grove, Oreg., and subsequently merged into the Chemawa School, near Salem, since which time 23 more schools of this class have been established, making 25 in all. In discussing the establishment of the 3 first-named schools the then Commissioner of Indian Affairs, in his annual report for 1880, said:

The number who can be educated in Eastern schools is and always must be a small fraction of the Indian youth who are entitled to receive an education at the hands of the Government, and the necessity for agency schools is not done away with, but increases yearly.

The central thought of the nonreservation school idea was thus expressed by the then Commissioner of Indian Affairs in his report for the year 1881:

But so long as the American people demand that Indians shall become white men within one generation, the Indian child must have other opportunities and come under the influence than reservations can offer. He must be compelled to adopt the English language, must be so placed that attendance at school shall be regular and that vacations shall not be periods of retrogression, and must breathe the atmosphere of a civilized instead of a barbarous or semibarbarous community. Therefore, youth chosen for their intelligence, force of character, and soundness of constitution are sent to Carlisle, Hampton, and Forest Grove to acquire the discipline and training which, on their return, shall serve as a leverage for the uplifting of their people.

These two excerpts indicate the reason for the establishment of nonreservation boarding schools. The idea seemed to grow, and as the western section of the country began to fill up, and the people saw the work of Indian education progressing, other schools sprang up in cities and towns not distant from the reservations, to which the transportation of pupils would not be so expensive as farther east. Such system was of gradual growth, until in my judgement the limit in numbers has been reached, if, in fact, it has not been too much exceeded. During my administration the number of nonreservation schools has been increased by the addition of only three, which were provided for before I entered upon duty. Without going into details,

in the annual report for 1899, and after a survey of the first two years of my administration, I said:

The present number of nonreservation schools is sufficient to meet all the requirements of the service, but they should be enlarged in some cases and better equipped in others.

It will thus be seen that an early opinion was formed upon this subject, which has not materially changed since that time. Indian children, who are strong and healthy, when taken to distance nonreservation schools are thrown into contact with the best types of our civilization; they see something of the power of the Government and the superiority of the customs of the white people. In these schools they are intimately associated with Indians of other tribes and from widely separated portions of the country. They are insensibly drawn out of the shell of conservatism which encompasses every tribe, and the tendency is to broaden the mind and develop latent instincts for the betterment of self and people. A knowledge of English as the common vehicle of social and business communication is more readily acquired and retained; in fact, many forget their native vernacular. If it were possible to break up Indian reservations, and scatter their people among white communities, the nonreservation schools would adequately meet all the requirements of a difficult situation; but such action can not be taken at present, nor does it appear feasible for an indefinite period. Therefore in the meanwhile the present system with certain necessary modifications should be maintained.

—From Commissioner's Report.

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Details change today.

All the sick are convalescing.

There are 93 girls in school this quarter.

The ice house is more than half full of ice.

Work will begin soon on the bath house.

The new uniforms are nearly all completed.

Minnie Galbraith, visited the school last week.

Wish it could be cold so the boys could skate.

Annual estimates are being prepared for next year.

Many of the girls went to town before Christmas.

There were four Christmas trees on the school grounds.

James Howell is a good debater as well as engineer.

Minnie Henry who had the typhoid fever is up again.

We are glad to see Barton Barney in the school room again.

Mrs. Winston will resume her duties as assistant matron today.

Peter Johnson has returned to his duties as assistant disciplinarian.

The teachers were well remembered with Christmas gift by their pupils.

Tops and marbles are rivals in the attractions for little boys these days.

Hattie Andrews and Nettie Paine are Mrs. Botkins' assistant this quarter.

One of the girls in room one says "We are busy as bees and happy as birds."

John Bliss's father, mother and sister have been visiting him during his illness.

Mr. Lovegrove and boys have been filling the ice house with ice for some days.

An ample dinner was provided for Christmas, which was appreciated by all.

Many of the girls and boys received remittances in the way of Christmas presents.

Lena Jack has been doing good work in the office, she is learning to use type writer.

Marie Allen celebrated Xmas with a tree, inviting a number of her little friends.

The two Eds, El Mara and Ed Hicks, who have been so very sick are able to be about the grounds.

The boys in the hospital are all able to walk around and happy to use their strength a little.

Mrs. Garfield who has been substituting for Mrs. Winston has returned to her home.

Little George Mc Green who has been very low with Typhoid pneumonia is still improving.

There are 2084 Indian children in the Nevada between the ages of 5 and 13 years.

The larger girls took pleasure in staying out of school to assist preparing the Christmas dinner.

Mrs. Ansley returned from Truxton Arizona a few days ago, she had a very pleasant visit with her daughter.

The chorus selected from the fourth and fifth grades surprised all with their excellent singing at the Christmas tree.

The State Legislature will convene in a few days, it is hoped that some law will be passed to benefit the Indians of Nevada.

Santa Claus came down a real chimney and crawled out of the fire place with a big pack on his back at both Christmas trees.

Miss Van Voris gave a masquerade party to her school the evening of the 27th. The grotesque costumes gave much merriment to all.

On the 5th of December, little Willie Joe died of typhoid fever. He had been in the school a little more than one year. He was buried on the 6th in the school cemetery.

The Christmas tree under the management of Miss. West in the kindergarten and primary room was one of the neatest affairs of the holidays. The room was nicely decorated. The exercises were well arranged, and delivered as well as any white children could speak and sing. There was a beautiful tree tastefully ornamented and covered with numerous little presents for all the children of the Kindergarten and Primary departments.

PROGRAM FOR CHRISTMAS EVE.

- Chorus—Hear the Angels Singing....
-7th. and 8th. Grades
- Recitation—A Christmas Boy.....
-Harry Thacker
- Recitation—Christmas Everywhere...
-Maggie Williams
- Chorus—Ring Out the Bells.....
-4th. and 5th. Grades
- Recitation—Have You Seen Santa Claus
-Lizzie George
- Recitation—My Vision.....
-Emma McGeary
- The Glad Bells..... Male Octette

We are sorry to see Miss Garfield leave us.

The classes in room one are keeping up well with the course of study.

The Christmas program was well carried out. The singing especially was excellent.

KINDERGARTEN AND PRIMARY PROGRAM.

- Merry Christmas Bells.... Kindergarten
-and Primary.
- Welcome.....Worth Bagley
- Christmas Bells.... Kindergarten boys
- Christmas Eve.....Primary girls
- The Christmas Story.... Grace McGeary
- Holy night.... Bessie Reid, Stella Bobb
-and Gertie Shaw
- Christmas Song..... Marie Allen
- Christmas Cradle Song..... Primary
- Quaint Little Girl.... Louise Dvernoix
- Carol, Sweetly Carol... Daisy Mason
-Harry Smith
-Bergie McGreen
- Cradle Hymn.... Kindergarten.....
-and Primary
- The Christmas Tree..... Nita Jake
-Louisa Buchler
-Esther Davis
- The Christmas Tree Song... Primary boys
- Christmas Candles... Primary
- Santa Claus..... Thomas Sally
- Christmas Bells..... Kindergarten
- On Christmas Morning... Primary
- Christmas Dinner..... Kindergarten
- Glory to God in the Highest... Kindergarten and Primary
-garden and Primary
- Santa Claus Song... Kindergarten
- Greeting to Santa Claus... John Hicks

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ESKIMO AKIN TO INDIANS.

After spending two years in east Arctic Siberia, making a study of the strange tribe that inhabit its bleak shores, Professor Waldemar Jochelson has returned to New York and made a report to the American Museum of Natural History that is considered one of the most important ever filed with the department of anthropology of that or any similar institution, says the New York World.

Morris K. Jessup conceived in 1896 the idea that the question could be settled whether the American Indian was of Asiatic origin or not—whether he came to this part of the hemisphere from across Bering strait or landed on these shores from some other part of the earth. To him it seemed that primitive man could not have passed from one continent to another except by way of the narrow strip of water away up in the arctic region. He gave \$50,000 to the American Museum of Natural History for the purpose of causing to be made a study of the mysterious east arctic Siberian tribes, with this point chiefly in view.

What was known as the Jesup north Pacific expedition was fitted out by the museum, with the assistance of the Russian Imperial Academy of Sciences and the Russian Imperial Geographical society. Professor Waldemar Jochelson and Professor Waldemar Bogoras, both Russians and associated with the Russian Academy of Sciences, were engaged by the museum to undertake the task. They have brought back with them conclusive proof, so they assert, that the American Indian and the Asiatic Eskimo are close kin and that both originally came from China.

The evidence that these conclusions are correct consists of 1,500 specimens and exhibits taken from among the native tribes of the remote Siberian coast. Professors Jochelson and Bogoras have among their specimens a piece of Japanese iron over 200 years old found in the far northland and many weapons and legends which prove that the arctic Siberian and the American Indian were one and the same centuries ago. All of this is taken to prove that there was what these explorers call a "round Pacific race," meaning that the inhabitants of China, Japan, arctic Siberian and North and South America were originally all one and the same race.

Professor Jochelson cannot speak English, but a story of the experiences of the expedition was told by Professor Bogoras.

"In the division of the work," he said, "I took the tribes farther north, while the interior was gone over by Professor Jochelson. I went straightway to the most northern part of Asiatic Russia, away out near Bering strait. This brought

me among the Chukchi tribe. They are reindeer breeders. For three years I wandered with the band and became one of them. I found that these undoubtedly belong to the same stock as the American Indian.

"Whether the Indian crossed over to that country or whether the arctic people crossed over to this continent I cannot say, but I am quite sure that we have, by our investigations, brought out sufficient proof to establish forever to the civilized world that there was one round Pacific race of the same stock as the Chinese and Japanese.

"I found the words of the Chukchi tribe are the same in many instances as the words used by the American Indians for conveying the same thought. I have compiled a dictionary of the language of arctic tribes of about 20,000 words, and while I was there I learned to speak their language. Professor Jochelson was all this time in the interior studying the life and customs of the Yookaghirs, the Koryaks and the Yakats. We studied the languages spoken by the different tribes. We picked up relics and specimens of weapons and got the legends and traditions of the various peoples with whom we went to live.

"We had cameras with us and took pictures everywhere we went, and we took with us American phonographs and had the natives speak into them, thus being able to get records of their voices, giving language and accent, which can be used in furthering our comparative study of the American Indian. It was very amusing to see the Eskimo talk in the phonograph and afterward listen to his own words. They thought it was a live creature imitating them.

"Another interesting exhibit we have for the museum is a board with prayers painted on it. The Chukchi tribe, savage and wild as it is, has a religion all its own. It worships some deity, and its method of prayer is to paint in blood on a board a picture of what it wants and hold the board high in the air. In this we can trace the American Indians's former way of praying."

AN INDIAN DISTRICT SCHOOL.

Some of the Yankton Indians recently proposed to open a little school of their own, so that their children need not be taken away from home to attend a distant school. Neither dissuasion nor opposition daunted these parents. Permission was obtained from the county, and the Indians of the district contributed what they could in logs, money, stove, tables or anything for a schoolhouse.

About eleven miles from the agency there now stands a little log schoolhouse, chinked up with yellow clay. It was

built by these parents who have thus relieved the "Great Father" of the expense of some forty of their children. The agent and the government-school superintendent opposed this new movement, because forty children out of the government school meant a reduction in salaries or a smaller corps of employes. The school term required by law is six months. This little school has nearly finished its second term. There are forty-one children on the roll, though the house can seat only about half that number comfortably.

When the Indian people take such a step as this: when they will struggle amid many discouragements to support a district school, not with standing there is a government school at hand where the pupils might find easy admittance, there is every reason for encouragement. It is a forward step—a sign of progress.

—Southern Workman.

MARRIAGE A LOTTERY.

It is told of an Indian law student that he once threw his examiners into confusion by declaring matrimony to be an illegal state. "How so, how so?" he was asked by the perturbed examiners, many of them married men. The student smiled beatifically. "Marriage," quoth he, "is a lottery, and lotteries are forbidden by law." Thus the student, like the bold bride, gave himself away.—London Globe.

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