

The Indian Advance

Devoted to the Welfare and Education of the Indian.

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FARMING AS A PROFESSION.

For all of these years the farmer has been called "hay seed." He has been referred to in a jocular manner. It was more in the way of pity than contempt. No one hated him. No one envied him. He was simply regarded as a harmless sort of individual, too ignorant to get in the way of the "fine fellows," and just innocent enough to be easily worked. He was the subject of the cartoonist, the actor and the funny people generally. His children grew up to be ashamed of his calling. They drifted away from home. It only looked respectable to be a lawyer, a physician or a merchant, or to learn some trade. The farm became looked down upon generally. The educated man could not think of "stooping" to become a farmer. That was in the past. But it is different now. The farmer has advanced and is still advancing. He generally has an education and is educating his sons. They are being especially prepared for fine grade farming. They would rather make successful farmers than fail at law, or in any other of the professions, trades or callings.—NORTHWEST MAGAZINE.

INCREASE OF INDIANS.

It is a commonly accepted and often reiterated opinion that the North American Indian is becoming rapidly extinct. Such an idea as this has been made the cause for the expenditure of a great deal of sentiment, sometimes mandlin, about the melancholy fate of the "noble red man." It may surprise some people to know that the statement that the American Indian is a disappearing race is seriously challenged, and furthermore, it is alleged that the numerical strength of the race is as great now, or very nearly so, as it was before the advent of the white man.

The recent outbreak of the Chippewas has elicited the usual amount of regretful sentiment that all Indians are soon to be converted into "good Indians," and this has led a writer to affirm that "the Indian is not dying out, if we are to take the census of the best

ethnologists as authorities." Either the census-taker and scientist or the sentimentalist is wrong, he says, and he proceeds to show that the error is largely on the part of the sentimentalist.

The Indian has suffered from wars, from disease contracted from the white men and from intermixture with the invading and superior people, a most common cause of race extinction; but for all that, if present figures and ancient estimates are to be accepted, he is very nearly hold his own. This writer says:

"The best authorities are of the opinion that the Indian population within the confines of the United States was never more than 250,000 and that when they were in the most flourishing condition. According to the census of 1890 there were 249,273 Indians scattered throughout the country. That is slightly less than 250,000—not enough, however, to justify the opinion that the Indian population is falling off. It is not impossible that the 787 necessary might have been raised in the 'round-up' by the census-taker. On the other hand, it is also possible that the original rough estimate might have just that much advantage of the facts. On the other hand is the possibility that the earliest estimates were short of the truth. But that we do not know for certain. We can only take the opinion of those who have given the matter especial consideration. Even if all are wrong, so long as there are nearly a quarter of a million redskins living there need be no immediate fear of their dying out as a race in the near future.

Except for the two cause of disease and race admixture the Indian has less liable to extinction since the advent of the white man than he was when he was the sole possessor of the continent. He has suffered much from consumption and other forms of tuberculosis contracted from the whites, but, of late years, at least, this has been more than offset by better food supplies, medicine, etc., which contact with the whites has given him. Race admixture has never been so marked in the United States as in those countries occupied by the Latin races—Mexico and Central America, for instance where a large portion of the

inhabitants are of mixed aboriginal blood. So far as war is concerned, the conflicts with the whites have not been so destructive to Indian life as were the wars among themselves, in which whole tribes were often exterminated, and no quarter given to women and children. The whites have probably killed no more Indians on the continent of North America than the Indians killed of the whites.

There are indications that the population of North America had been made more dense before the arrival of the white man than it was when he came. In the era of the mound builders there must have been a larger population along the Cumberland river in this immediate region. The large number of skeletons that have been exhumed are proofs of the fact. Still there was no resident population of any kind in this section when first discovered by the whites.

The Indians have been mostly crowded into the west, and those that were once in the habit of roaming over vast areas are now collected on small reservations, but they are not becoming rapidly extinct as has been commonly supposed.—Phil. Inquirer.

HOW ARROW HEADS WERE MADE.

We did not know until to-day how the Indians made the flint arrow heads that are very often found all over the country. They had no tools to work with, and the question how they made them was not answered. "Abe" Mathney, who was for many years a heap big chief of the Wahoo tribe, says the squaws brake flint rock into small pieces by putting it into the fire. They then select a suitable piece for an arrow head, held it in the fire till it got hot, then put a drop of water on it, which "chipped off" a small particle of flint, and by this slow and tedious process the squaws shaped the arrow heads, says ELDERADO REPUBLICAN. A look at an arrowhead will convince one that this was the process adopted to make them, all they all have rough surfaces.

A merchant always watches the clerk who watches the clock, and the fellow who quits a job before he is through soon has no job to quit."

—SAMUEL SALT, in "Adam Rush"

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THE PEOPLE WHO WORK IN INDIAN SCHOOLS.

Indian Schools are the training homes of Indian children in literary culture, in home and domestic life, in mechanic arts, agriculture, and stock raising. Their counterparts, if they can be found, are probably the white and negro industrial and reform schools; but the employees of these institutions do not commence with raw material, as does the worker among the Indians. The Indian child life and home environment are utterly different from those of the little paleface who toddles by his mother's side to the public school. The Indian child must be taught by matrons, housekeepers, and others to be cleanly, to eat properly, to care for the sick, and to use the appliance as well as adopt the customs of civilized home life.

The faithful matron of one of these institutions must have a motherly heart and a devoted disposition. Teachers must be patient while the little ones learn the intricacies of civilized language and gain an insight into the wonderful mysteries of a strange vernacular. Taking the school service in its entirety, its employees are a band of faithful, earnest men and women, who, in a strange environment, with strange material, are slowly evolving characters who hereafter are to mold their own race in the ways of civilization.

The application of the classified service to this branch of government employees has raised the tone and elevated the morals of the Indian school service. Merit, the touchstone which brings out the best qualities of the honest man and woman, has been substituted for political favoritism and personal influence. Under the present system the humblest employee can by merit alone reach the places of honor and profit, while the unworthy are easily cast aside when the failure becomes known. Its effect upon the service has been of untold value. This improvement has never been more tersely or forcibly stated than in this excerpt

from a communication addressed to the Department by an official who has continuously been in the service for thirty years in varying capacities, and who has visited numbers of schools. He says:

Through politics and favoritism the Indian school service was handicapped to a considerable extent in the past, but this objectionable feature has gradually given way to a more efficient corps of employees, through which the schools have steadily improved and are now being intelligently conducted and rendering valuable service, with very little, if any, reasonable grounds for adverse criticism; and whilst from the frailties of human nature a weakness may develop occasionally in an employee, such instances are rare, and, as before stated, the offender is promptly discharged or otherwise disciplined, as the nature of the offence may warrant.

From the foregoing it will be seen that I regard the efficiency of the Indian schools as steadily advancing, and therefore a comparison between the condition now and the condition five, six, or more years ago as manifestly improved, with a marked onward and upward tendency.

There are employed in the school service 2,209 persons, of which number 1,602 are white and 627 Indian, divided as follows: Supervisors, 7 white; superintendents, 106 white; assistant superintendents, 5 white; clerks, 45 white and 18 Indian; physicians, 25 white and 2 Indian; disciplinarians, 14 and 20 Indian; teachers, 414 white and 72 Indian; kindergarten, 54 white; manual-training teachers, 6 white; matrons and housekeepers, 187 white and 33 Indian; assistant matrons, 92 white and 57 Indian; nurses, 26 white and 4 Indian; seamstresses, 106 white and 54 Indian; laundresses, 77 white and 82 Indian; industrial teachers, 75 white and 42 Indian; cooks and bakers, 135 white and 82 Indian; farmers, 51 white and 38 Indian; blacksmiths and carpenters, 63 white and 12 Indian; engineers, 43 white and 18 Indian; tailors, 11 white and 7 Indian; shoe and harness makers, 20 whites and 20 Indians; Indian assistants, 41; miscellaneous positions, 59 whites and 65 Indians.

NONRESERVATION SCHOOLS

The Indian boarding schools denominated "nonreservation" are located, as a rule, near towns and cities. They are usually large and well-equipped plants with modern appliances for instructing Indian boys and girls in the mechanical arts, trades farming, stock raising, and kindred pursuits. Their principal advantages lie in contiguity to white civilization and bringing together at one place Indian children of diverse tribes. Here the Sioux and Chippewa, the Kiowa and

Apache, the Mohave and the Ute, and others speaking separate tongues, and often hereditary enemies, are gathered together in early life under one common roof. Thus tribal prejudices are broken down and a more thorough knowledge of the English language is inculcated. By reason of their location, pupils are brought into contact with white civilization and see something of the manner in which their white neighbors live and work. These advantages are of great benefit, and round out the education begun in the reservation day and boarding schools.

There are 25 of these schools distributed over the country. They range in capacity from small ones of 50 pupils to large ones where from 700 to 1,000 are gathered together.—From Commissioner's Report.

WILL WE PUSH OR DO WE HAVE TO BE PUSHED.

In the twentieth century a man must either push or be pushed.

Every one admires the man who can assert his rights and has the power to demand and take them if denied to him.

No man can respect the man who slinks in the rear and apologizes for being in the world.

Negative virtues are of no use in winning one's way.

It is the POSITIVE man, the man with energy and push who forges to the front," says a prominent writer. [Sel.]

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The lawn is green again.
Details change this week.
We were all interested in the sheep shearing.
The boiler in the engine house has been repaired.
Supervisor Holland visited the school a few days ago.
Reviews and examinations are in progress this week.
Try your best, boys and girls, to pass your grade in June.
Miss Stella Clarke of Virginia City is laundress temporarily.
Dr. E. Van Hood of Ocala, Florida was a pleasant caller today.
Examinations are on hands. We wish success to all the pupils.
Eighty one boys and forty nine girls took in show last Friday.
Transportation for pupils from Liba, Nev. has been requested.
Mr. Lovegrove is putting in a new irrigation system for the lawn.
The little girls find much pleasure in playing about the new office.
The new coal house twenty by fifty feet long is nearing completion.
A large part of the vacation was spent in taking walks and having picnics.
Flowerbeds and window boxes are being prepared by pupils and teachers.
The teachers cottage at Walker River was destroyed by fire on the 6th. ultimo.
A large number of the parents of the pupils have visited the school recently.
The business meeting in the Society is the most interesting feature to the members.
Superintendent Allen made a hasty visit to Walker River reservation yesterday.
L. A. Ellis formerly farmer at Walker River, Nevada visited the school yesterday.
Last week the entire school had vacation; house cleaning and walks were in order.
The new mess cook Mrs. Simpson of Wadsworth is giving excellent satisfaction.
Mr. Cawker, the school tailor, and Walter Allen are becoming expert tennis players.
Our clean fresh school rooms make us happy. The children worked well to make them so.

Room 1, is working up close to the work laid out for it. Most of the pupils are industrious.

S. W. Pugh a former teacher of this school, is now principal teacher at Seger Colony, Oklahoma.

One of the white ladies in town said; "We'll fix the Indians some of these days when we practice."

James Graham who has been at Haskell for three years, has returned to his home at Berlin, Nevada.

Standard Literary this week. Subject for debate: Resolved; that savage nations possess the land.

Jennie Howell who has been in the school for the past two years has gone to work for Mrs. Lee at Carson.

It is a little dangerous for a single woman to accept a position at the school, if she is matrimonially inclined.

Learn to be prompt in starting anything. In the race in field day, "That was where the Indians got left."

There has been placed around the campus west of the new office a neatly painted railing to protect the lawn.

Miss Bridget Smith who has been mess cook for about five years at the school has resigned and is now living in Carson City.

We were sorry to part with Esther Davis; she was a very intelligent little Paute she left the school on account of illness.

Robert Summerville who has been in school for three years will return to his home at Big Pine, California in a few days.

Lena Jack who has been in the Superintendent's office for several months has become proficient in the use of the typewriter.

Jack Wilson, Louis S. Williams and Jack Mahone have gone to Pine nut to assist special agent Casson survey the Washoe allotments.

Miss Van Voris' classes had a fishing party the 23rd instant. All had a merry time but with two or three exceptions they proved poor fishermen.

The pupils of schoolroom No. 2 spent vacation week in painting the walls and varnishing the desks and making new window curtains for their room.

The young folks enjoyed their spring vacation very much, as the time was pleasantly diversified in taking walks to gather violets and other spring flowers.

If you want to purchase a good milk cow, call at the school.

A gentle driving pony for sale at the school.

Mr. Casson, special agent from the Interior is now surveying the allotments made to the Washoes on the Pine nut range, these allotments were made several years ago, there are about 441 of them.

FIELD DAY SPORT.

Carson High School and Carson Indian School Try Out On the Campus.

Saturday afternoon the high school pupils of Carson City, and those from the Indian School met in field day contests in which the home talent won by a score of 47 to 45. That is the first time this year that the team that will meet the inter-State teams have had an opportunity to show their ability. From the showings made Saturday the home team will come back from Reno with the lion's share of the honors if not the whole thing. Following are the contestants and the results:

Hundred yard dash—Louis S. William Indian, first; Bane second; Dorris third.

Low hurdles, 220 yards—First relay, O'Brien, first; Wilson Indian, second.

Second relay—Estrada Indian, first; Heidenreich, second. Final—O'Brien, first; Estrada Indian, second.

Shot put—Raynolds Indian, first; Yackimo Indian, second; McKinney, third.

Quarter mile run—Dorris, first; John William Indian, second; C. Ellis, third.

High jump—Babshaw Indian, first; Reed, second; Babb Indian, third.

High hurdles, 120 yards—First relay, Bane, first; Mara Indian, second; second relay, Casselli Indian, first; O'Brien, second; final Bane, first; Casselli Indian, second.

Mile run—Carter, first; Indian failed according to rule.

220 yards run—Carter, first; Russell, second; Decker, third.

Hammer throw—Casselli Indian, first; Russell, second.

Half mile run—Carter, first; Lindeey, second; Estrada Indian, third.

Pole vault—Louis William Ind., first; Mara Indian, second; Gueltette, third.

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