

DEPARTMENT OF THE INTERIOR

REPORT

OF THE

COMMISSIONER OF INDIAN
AFFAIRS

TO THE

SECRETARY OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1919



the Indian as a citizen will owe allegiance to the government of the State, but it must be constantly borne in mind, as was well stated by the Supreme Court of the United States, (241, p. 591), that "when the Indians are prepared to exercise the privileges and bear the burden of one sui juris the tribal relation may be dissolved and the natural guardianship brought to an end, but it rests with Congress to determine when and how this shall be done and whether the emancipation shall at first be complete or only partial. Citizenship is not incompatible with tribal existence or continued guardianship, and so may be conferred without completely emancipating the Indians or placing them beyond the reach of congressional regulations adopted for their protection." When, however, an Indian has been given a fee simple patent for all of his lands, both original and inherited, and all individual and tribal funds of whatsoever nature turned over to him, that particular Indian will have become a full fledged citizen of the United States in the full sense of all that term implies. He will no longer be subject in any respect to supervision by the Government, but will have the same right as any other citizen. His contracts will not be subject to governmental approval, but will stand on an equal footing with those of other citizens. There will be no restriction as to trade with him, and in fact whatever rights may be enjoyed by citizens of the United States will be his and he will no longer be subject to arrest at the instance of a United States superintendent or by the Indian police, nor to trial and punishment by the courts of Indian offenses for misdemeanors over which those courts now have jurisdiction.

WAR AS A CIVILIZER.

Certainly not all wars have advanced civilization, but many of them have changed the course of events to that end. War is a civilizer if it is the only means of preserving liberty and justice. War is a civilizer if from the blood and ashes of its battles flower the blessings of truth and enlightenment, although the fruit may be centuries ripening.

We are not wont to check up to-day's doings with the calendar of long ago to note that the original Frenchmen at the Battle of Tours probably saved us from the law of the Koran, or that except for Mary, whom we might now be under the rule of a Persian satrap. Much sure are we that the advent of representative democracy was in the victor of the Colonial arms at Saratoga, and that out of our Civil War came a new South of marvelous progress.

What of America's last great war adventure? Our soldiers are returning from the world's deadliest battle field. They who went away as boys, come back as full-grown men. They other day I stood for an hour to see a brigade of these bronzed cr-

saders go by. Their superbly trained movements were almost involuntary. They seemed unconscious of their full accoutrements and trappings, their wound and service stripes, and honor badges. The cheers of the throng glanced from their steel helmets, and apparently they did not know that they were a spectacle to thrill the gods. It was their last review; the transition of soldier to civilian, and in this matchless realism I saw the picture of America passing by—America, erect, dauntless, belted in the victory of her righteous cause, going forth responsive to the beckoning years. I saw the order, the precision, the discipline of her democracy, and the passing ranks sounded the irresistible march of her civilization in the measured step of men who had trampled autocracy in the dust.

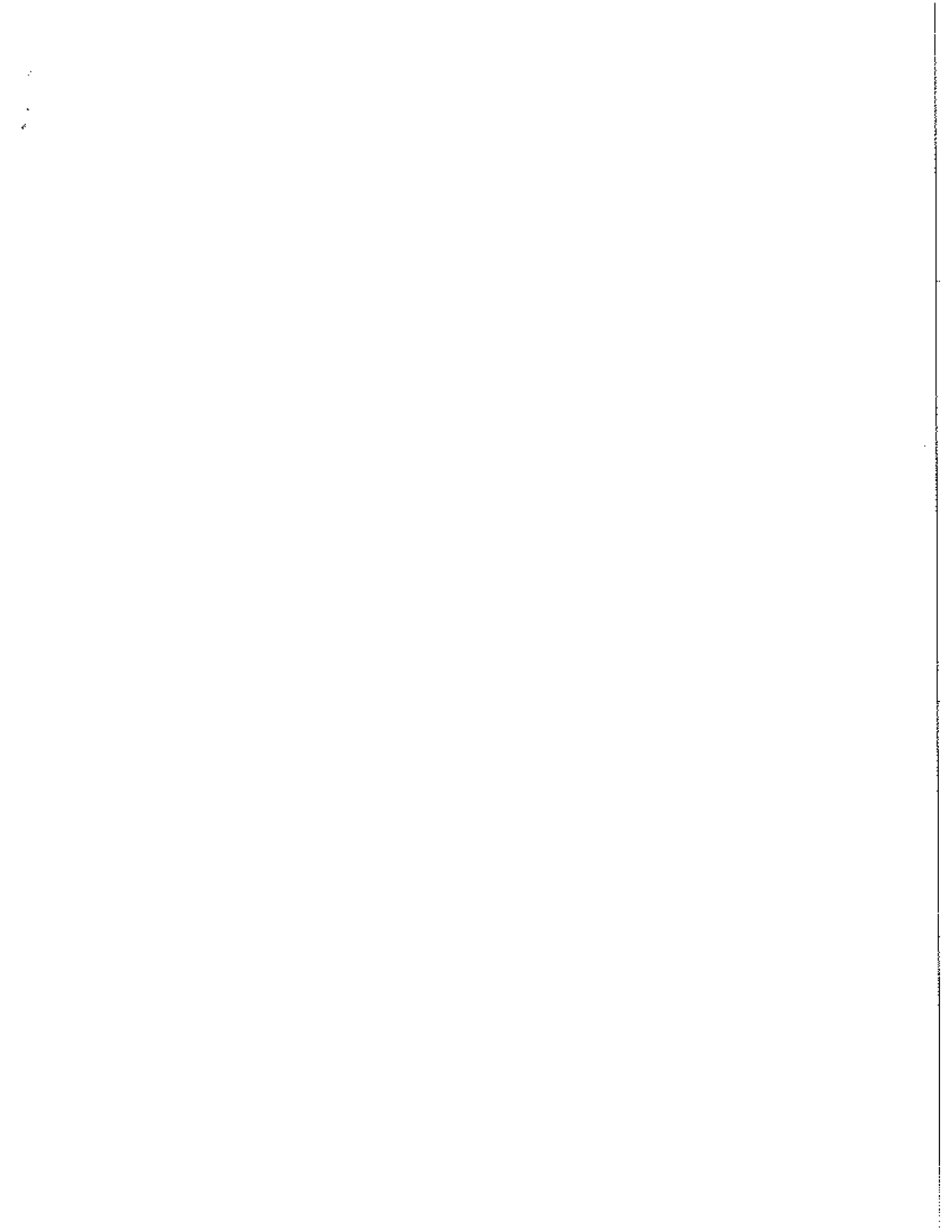
In that triumphal scene were descendants of men who were Americans before "Attila's fierce huns" were beaten at Chalons, perhaps before the Siege of Troy. There is something in this fact that will hold a page in history to the latest generation. Its meaning will unfold as the years pass, but even now it may be said that probably nothing more helpful has come to this ancient Indian race than the enrollment of 10,000 of its sons simply as American soldiers to challenge the barbarous rule of central Europe.

The immediate benefit comes from the equal opportunity they had with white comrades for gaining knowledge, for maturing judgment, for developing courage through contact with events and conditions that trained and toughened character in the defense of a just cause and a great ideal. No education serves a man better than this in any circumstances. It puts into him the ability to "go over the top" anywhere. The great lesson mastered by American soldiers, as their achievements clearly show, was to get things done. They are not likely to forget how. No Hindenburg line across the field of civil progress can stand against such fellows. They are destined for tomorrow's leadership. The wondrously multiplied interests of trade, industry, education, the professions, statesmanship, await them. The same sort of splendid initiative and self-reliance should find expression in action wherever the Indian soldier returns to his people. There are already assurances of this. Encouraging reports have come from superintendencies showing the Indian's war acquisitions, many of them indicating that he has discovered his educational needs and the equipment he must have to be successful, which is a most hopeful sign.

The following from some of the reports will show the general trend of all.

The superintendent of the Five Civilized Tribes writes:

I am convinced that the Indians in the military service, especially the full-bloods, have received inestimable benefit from their association with white comrades and the training to which they have been subjected. Only a few days ago a special officer



connected with this superintendency advised me of having met a number of full-blood Cheyennes lately returned from the army, none of whom could speak a word of English on their entering the service, who now talk English fluently. He stated that old acquaintances of these young men were amazed at the transformation they had undergone.

The superintendent of a large nonreservation school in South

Dakota says:

Of the 57 boys who enlisted from the school, about half of them have returned. There are a number of them who have again taken up their studies. They all feel that the experience has been a wonderful advantage to them; they also feel that they are in need of further education. A number of them visited here after being discharged and intend to return to take up their work next fall. One boy in conversation regarding school work stated that he found when placed in contact with white young men that his education was very limited and that he needed to go to school several years and that he intended to return in the fall. Another boy who is in school stated that he found that a man could not get anywhere, even in the Army, unless he knew something and for that reason intended to complete his work here at the school.

This from an Indian school superintendent in northern California:

In every case that I have encountered where an Indian has returned to his jurisdiction I have found that the Indian young man was greatly benefited through his work in the Army, both physically and mentally. I do not know of a single case where it has not benefited the Indian to such a degree that it is plainly noticeable and commented upon by the whites of his community. I was over at an Indian's home just the other day who had returned from active service in the trenches of France. This Indian, Phillip Jim, had the remarkable record of going over the top more than 30 times. He walked into the recruiting office at Quincy on his way home and laid down \$100 for a Victory bond, saying that he was done fighting, now he could help some other way. This Indian went straight home to farm, and started hard work of putting in a garden, repairing his fences, building, etc., that had gotten in bad condition since he left, for his father was afflicted with an incurable disease and his mother was ill. He says that he knows much more than he did and that he wants to do more now than he ever did.

From a Minnesota superintendent:

I believe that the realization that millions of others have been under discipline, and that discipline and order are necessary to the proper conduct of any work will be of much benefit to the Indian boys. I believe, too, that the necessity for being on the job day in and day out, with no chance to quit just as soon as something goes a little wrong, will help them greatly when the Indian boys come back and go to work again. The steady grind of daily work, with its touch of monotony, has always been distasteful to the Indians, it has seemed to me, and I believe that the service in the Army in common with so many others will show them that it is only by "sticking to it" that they can succeed.

Another Minnesota superintendent says:

There seems to be a more general willingness among the young men who have returned to engage in useful occupation which affords them an opportunity to earn support, and it is believed that the contact with life foreign to reservation conditions has resulted in fostering generally advanced ideas. Several of the young men are planning to resume their school work on account of the need of an education that has been impressed upon them anew.

From an Arizona superintendent:

Five of these soldier boys returned to the reservation recently from their work in France and they came with a broader outlook on life than when they went away and with a desire to do something creditable to themselves and to their people.

From an Oklahoma reservation:

One Cheyenne, typical, no account, reservation Indian with long hair went to France, was wounded, gassed, and shell shocked. Was returned, honorably discharged. He reported to the agency office square shouldered, level eyed, courteous, self-reliant, and talked intelligently. A wonderful transformation, and caused by contact with the outside world. He is at work.

A Washington superintendent referring to the enrolled Indians of his reservation who have returned to civil life says:

In every case which has come to my attention there is a distinct improvement in the general demeanor of the soldier, and his experience while in the service is of unquestionable benefit to him.

From southern California a superintendent reports:

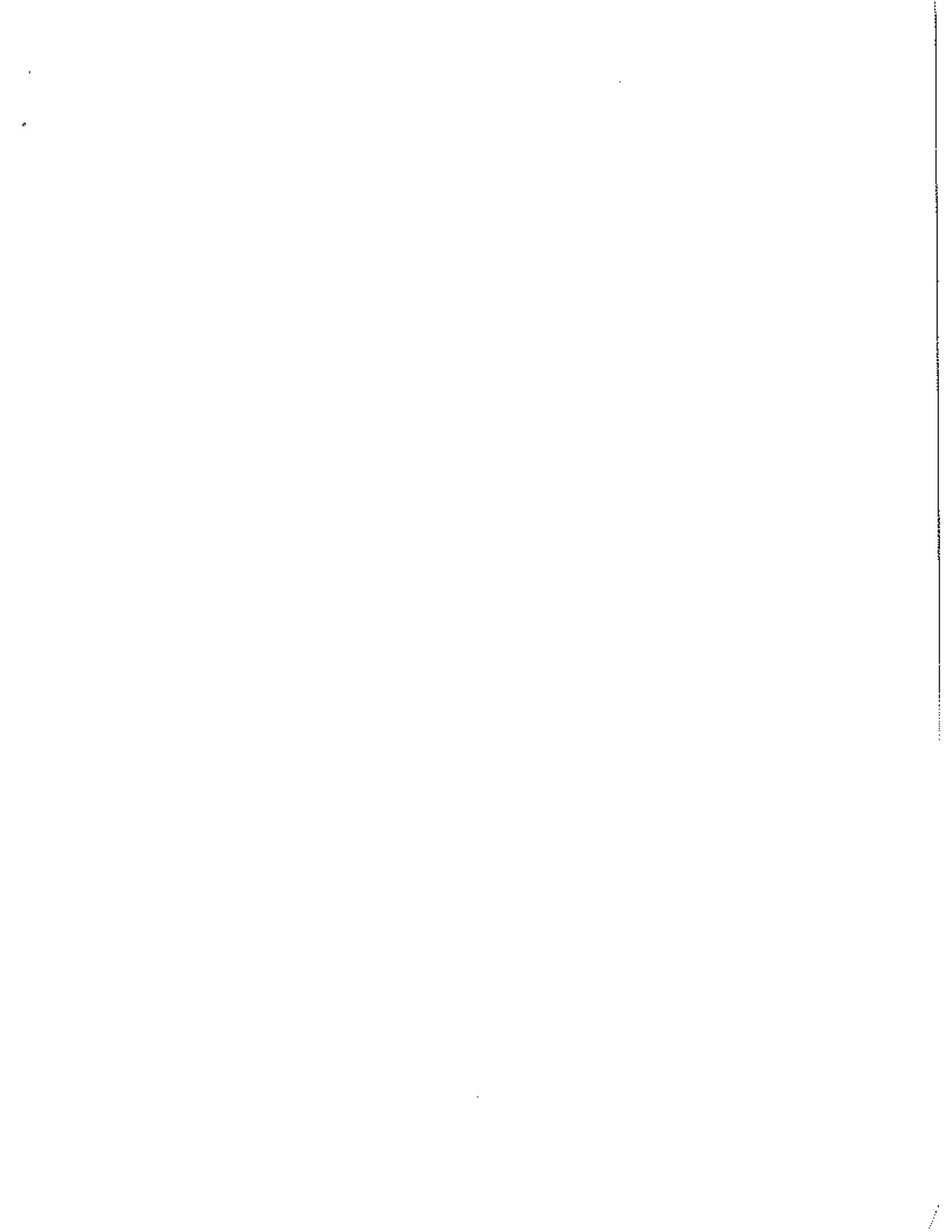
Those who have returned to the reservation up to the present time show amazing progress in many ways, self-reliance, industry, personal habits, and proper respect for authority.

From a large reservation in North Dakota the superintendent in an interesting letter of some length says:

I know of no greater benefit or education derived by these Indians than by their enlistment in our recent war. Upon notice of draft or that volunteers would be accepted, practically all of our young Indians took the matter up with enthusiasm, and although by right of their being trust patent Indians they could have pleaded exemption under rulings of the Army board, I do not know of any case in which an Indian was exempted for non-citizenship. They showed a most laudable interest in their country by endeavoring in every way to assist by enlistment or by charitable contributions. The refusal by your office to permit segregation of Indian troops or volunteers, or draftees, was one from which the greatest benefit could be derived, as I find by personal investigation that they were in practically all cases the sole Indian in a company and therefore compelled to take up in every way the life and manners of the white man. They have not only returned disciplined, but have taken up the better part of the white man's life as it is brought out by discipline in the Army. I notice upon the return of these boys that they are more alert and take more interest in local affairs, and I do not believe that we will have difficulty with Indians of this class. I safely say that our returned soldiers now constitute the best type of young Indian manhood.

The superintendent of a large western school from which many young men entered both the Army and Navy strongly epitomizes the results of the Indian's war experiences as follows:

He has lost much of his timidity.
He has greater self-confidence.
He is more courteous and more polite.
He has been made to feel that he is as capable of fulfilling his obligations to his country as any other race of people.
He understands more fully his patriotic duty to his country.



He realizes more than ever that there is a place for him in the community; that he is a unit in the great Commonwealth.

He has seen and learned many things of educational value, and delights in telling his experience whether in the Army camps, or the Navy, at home, or abroad.

He has improved very perceptibly in the use of English. His contact with the outside world and his associations with disciplined men has meant for him much mental discipline. As a result of such discipline he returns to school a better and more desirable student, and to his home a better citizen.

The "Welcome home" which the Indians give their young men returning from military service is usually of the most cordial and commanding character. Occasionally they feel that by reviving the native costume and some form of old war-time dances they can best express complete approval of those who enlisted under the banner of American freedom. But nothing more noteworthy, perhaps, has transpired than the funeral of a young man from the Rosebud Reservation, S. Dak., who died of influenza at Camp Dodge, Iowa, and whose body was returned home for burial. The obsequies were arranged by the Indians according to their own ideas and as an expression of their deepest emotions. The official reporting the incident says:

The boy's father's home is situated on a very high hill, so that for a long time before we reached it we could see the great crowd of Indians who had gathered to pay their last tribute. Long before we reached the home we could also see Old Glory floating from a tall flagpole that had been set up since the news of his death had reached the reservation. Each of the five young men who were pallbearers had qualified for military service, though some had been rejected on account of physical infirmities and others had not yet been examined. Each one of them, however, had pinned to the lapel of his coat streamers of red, white, and blue, and they rode on with Indian ponies behind the automobile which carried the body of the young soldier. Over this car floated a very large flag. In front of the procession rode another young Indian brave carrying Old Glory also. It was so impressive in its complete demonstration of loyalty that one could not keep back the tears.

DISTINGUISHED SERVICE.—I mentioned courage as the soldierly quality that would win civil triumphs; of course something more than physical prowess and with no taint of mere bravado, but moral courage inspired by a greatness of purpose and lifted to the plane of high service and valiant sacrifice. It is such heroism that holds the current affairs of a people to the standards of rectitude and puts security into the days of peace. I can not think that this kind of heroism was lacking in the brilliant achievements that won personal distinction for so many of our soldiers, and am proud to know that the Indians, who were numerically as well represented as any people of the allied powers, were proportionately their equal in the record of individual valor.

As a rule the Indian bears his honors very modestly and his reluctance to any display has somewhat hindered definite information in many cases. I shall, however, give a few instances as of representative significance:

It is reported that Francis Lequier, a young Chippewa, in company with two or three others, attacked a machine-gun nest, and when left as the only survivor, faced all that remained of the machine gunners and killed or captured the entire group. He was said to be recovering from 11 wounds received in action.

James M. Elson (deceased), of the Tulalip Reservation, was cited by his commanding officer for guiding sentry squads to an isolated post in no man's land, and for guiding patrol to outskirts of Brienles, securing information of enemy occupation, and showing exceptional skill, courage, and coolness under fire.

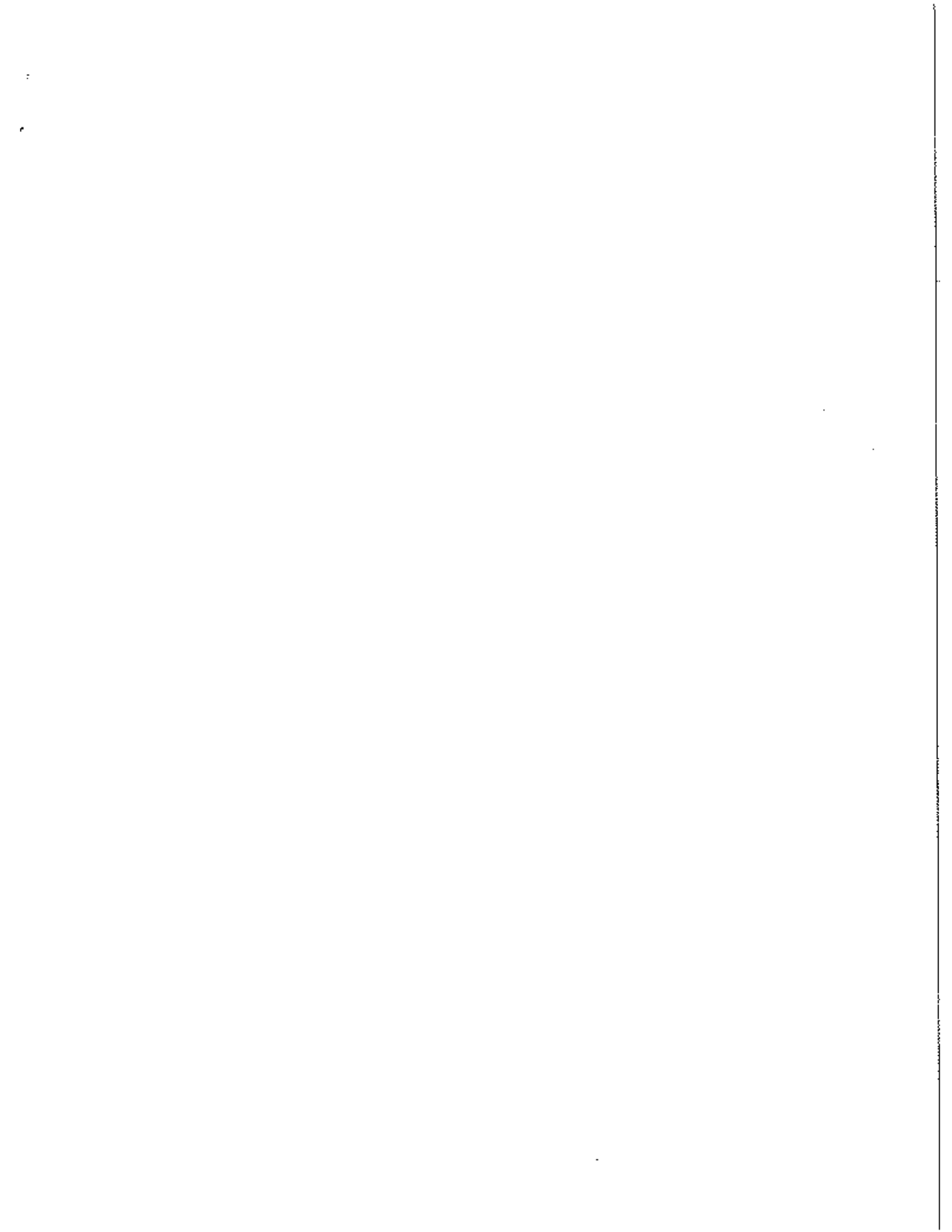
The superior officer of Richard Bland Breeding, a young Creek of Oklahoma, said of him: "He was the most capable, daring, and fearless platoon leader in the division."

Among those who won the *croix de guerre* was volunteer John Harper, a full-blood Uncompaggre Ute, of which details are lacking at this time; Chester Armstrong Fourbear, a full-blood Sioux of South Dakota, cited for bravery in swift running as a messenger at Bellecourt; Ordnance Sergt. James M. Gordon, of Wisconsin, cited for rescuing while under shell fire a second lieutenant of the French Army who was wounded while on an inspection tour; Nicholas E. Brown, a full-blood Choctaw, who when killed was a corporal in the 142d Infantry composed largely of Oklahoma Indians, the honor being posthumously awarded; Marty Beaver, a full-blood Creek, on the military records as Bob Carr, an orphan boy who enlisted in Company F, 142d Infantry, Thirty-sixth Division, details at present lacking.

Alfred G. Bailey, a Cherokee of Oklahoma, had been in regular service with Gen. Pershing in Mexico. He was a sergeant when killed in action in France and was awarded the distinguished service cross for creeping into the enemy's lines alone far in advance of his regiment where, unaided, he killed two German machine gunners and captured a third together with his gun.

Walter G. Sevalis, of Brule, Wis., a corporal in Company F, Seventh Engineers, was cited for "extraordinary heroism" in action near Brienles, France, in November, 1918. He swam the Meuse under terrific fire with a cable for a pontoon bridge, and later carried another cable over the Est Canal and across an open field covered by enemy machine guns. At this time he was wounded but returned bearing a message of great importance.

Sergt. O. W. Leader, a three-fourths blood Choctaw, was foreman of a cattle ranch in Oklahoma when we entered the war. Greatly to his chagrin an idle rumor gained currency that he was a Hun spy. He quit the cattle business at once and enlisted as proof of his American loyalty. He was cited for bravery in battle in the course of a



brilliant record of which the following is a synopsis: Fought at Carigny, May 28, 1918; fought at Sorsons, Chateaur-Thierry, July 18, 1918; fought in St. Michel saient, September 12, 1918; fought at Argonne Forest, October 1, 1918. Twice wounded and twice gassed. In addition to this military record is the interesting fact that Sergt. Leader was selected by the French Government as the model original American soldier of whom an oil painting should be made to hang upon the walls of the French Federal building where will be displayed types of all the allied races.

Probably no more brilliant instance is recorded than that furnished by Pvt. Joseph Oklahombi, a full-blood Choctaw, of Company D, 141st Infantry, whose home is at Bismarck, Okla., and who received the croix de guerre under the order of Marshal Petain, commander in chief of the French Armies of the east. A translation of the order follows:

Under a violent barrage, dashed to the attack of an enemy position, covering about 210 yards through barbed-wire entanglements. He rushed on machine-gun nests, capturing 171 prisoners. He stormed a strongly held position containing more than 50 machine guns, and a number of trench mortars. Turned the captured guns on the enemy, and held the position for four days, in spite of a constant barrage of large projectiles and of gas shells. Crossed no man's land many times to get information concerning the enemy, and to assist his wounded comrades.

Such deeds of highest service to unborn generations are a part of the glorious conclusion wrought by American arms and will outlive all memorial bronze and marble, for they will inspire the song and story of immortal tradition, and though recorded history may fail, these things that have been written into the psychology of human freedom and justice will endure.

THURFF.—It has long seemed to me that no single benefit from the war would be of greater value on the practical side of our civilization than the impulse acquired toward thrift, and I have desired to turn this opportunity to the advantage of the Indians as far as possible. Incident to the patriotic urge back of all our bond sales and of almost equal weight was the investment feature.

The Indians' part in the purchase of Liberty Bonds was a definite training in the direction of a safe and wise use of money. Their application for bonds of the fifth, or Victory, loan, to the extent of nearly \$4,000,000, brought their total subscriptions to approximately \$25,000,000, or a per capita sum of about \$75 for the whole population.

I have felt that the time and circumstances were opportune for continuing to stress along with industry the lessons of economy and careful management. The Indian, and for that matter every other man, needs few things more than honorable productive occupation of some kind and a disposition to conserve his income, to spend less than he earns. To work and save will go far toward relieving the

economic distress of which some people always, and most people sometimes, complain. The remarkable progress made by many of the Indians in handling their possessions so as to make definite gains each year, not only as to material and industrial conditions, but in the elevation of home life which nearly always follows, is evidence of a thrifty spirit which should be awakened and extended as widely as possible because of the truth as old as human nature that the man in a community who does well and gets ahead arouses emulation and becomes an educational example of practical value.

It seemed to me most desirable to make use of the further sale of War Savings Stamps as an opportunity for spreading the gospel of thrift among the Indians in the hope of forming, especially among the young, the beginnings of provident and progressive habits that will bring to them, besides personal success, the right sort of influence upon others. The circular appearing below was, therefore, sent to the field service and portions of it widely distributed among the Indians. The reports received seem fully to have justified this campaign, and although the year has been one in which the increased cost of nearly every necessary of life has greatly reduced the normal savings of all earning classes, returns indicate that the Indians have continued the purchase of War Savings Stamps until their total investments therein now exceed \$1,000,000.

INDIAN SERVICE THRIFT CAMPAIGN, 1919.

To *superintendents*:

"For age and want save while you may.

No morning sun lasts the whole day."—*Franklin*.

I wish to urge very special cooperation throughout the Indian Service this year with the Government's plan of continuing the sale of War Savings Stamps. I know of no way that we can better serve our country and ourselves, now that the call to arms is ended. There are great reconstructive expenses that no part of these investments of small savings ever came to the rank and file of our people than these investments of small savings on the easy terms provided. They should teach us the individual thrift we have long needed. They should create among the masses of our many millions the habits of forethought that would fashion us into a traditionally provident people. The opportunities coming to an uncrowded population amid incomparable gifts of nature have saved us thus far from the dangers of lavish living. But there must come a revision of past standards of personal economy. We shall have to know more about saving. We can not afford to have students of foreign conditions saying that the average French peasant would smug a fortune out of the back-door waste of the average American family. If we get nothing from this war but the saving habit, it will be worth more than the billions expended.

"If you would know the value of money, go and try to borrow some."—*Franklin*.

But the thing I now urge upon every Indian Service employee is to bring home to the Indians, especially the young and middle aged, the immediate and lasting benefit of saving made with a right purpose. This practice must have a worthy aim as its economic virtue, and when boys and girls are thus properly started their little income

ENROLLMENT IN PUBLIC SCHOOLS.—For the past three or four years, the wisdom of encouraging attendance of Indian children in State public schools by payment of tuition for them has been strongly emphasized and Congress has made specific appropriations for such purpose. There has been a steady increase in the number of children accepted by the public schools and in the number of contracts made for the payment of tuition. There seems to have been no prejudice against the Indian as such by the white members of the school district in most localities, and such feeling as has existed against this coeducation of the Indians with the whites is rapidly disappearing.

It is my intention to push actively the policy of reserving the Indian schools for children who are not provided with adequate free school facilities and to pay tuition for those who have access to public schools but whose parents are wards of the Government. Underlying this purpose is the firm conviction that the great common school system of our country so wisely planned in colonial times is of vital value to our free institutions and should establish the elementary principles of our citizenship. The statistics essential to military conscription startlingly revealed the need of greater mass enlightenment and the special need of a uniform language. More potent than any other constructive force in our civilization is, or should be, the free public schools as a nursery of one American speech and of the simpler but fundamental lessons of civic virtue, social purity, and moral integrity. The hope of our Democracy, now set up as a model for the world, lies in the successful teaching of these things to all classes and races of our polyglot population by a system of instruction such as the State public schools make possible. I hold, therefore, that the Indian child can have no better fortune than to enter these schools and become a learner of the knowledge and an absorber of the influences that tend to make us a unified people in all great purposes and ideals. Moreover, an important benefit to Indian children in the public schools will be the operation of compulsory attendance laws which with a single exception prevail in some form in all of the States. As a rule the Indian child will not fall behind the progress of the white pupil under regulations affecting both alike, but the parent of the former is apt to be too lenient in requiring regular attendance at school. Practically all States of the Indian country have compulsory laws covering the full school year which are, of course, applicable to citizen Indians, and I should strongly favor such legislation as would extend their control over children who are wards enrolled in public schools.

CLOSING OF CERTAIN BOARDING SCHOOLS.—In carrying out the policies which have heretofore been indicated and which are in part embodied in the amendments to the school rules previously explained, it has been found advisable to discontinue certain boarding schools

and to use the funds to better advantage elsewhere. In Wisconsin, the Oneida Indians have reached a stage of advancement which seemed to justify the withdrawal of Federal school privileges and therefore the Oneida boarding school has been closed. Public schools will in the future provide largely for the children and it may be anticipated that additional public school districts will be organized. At Sisseton, S. Dak., public schools are numerous and easily accessible to these children. The community has become settled and developed and the boarding school there, being no longer necessary, was discontinued within the year.

For substantially the same reasons the Nevada boarding school, Nevada, and the Umatilla boarding school, Oregon, have been abandoned. A day school will be conducted at the Nevada School plant for those children of the immediate neighborhood, and at Umatilla two day schools have been provided for those who cannot attend the public schools. The Marvin Kenel School at Standing Rock, N. Dak., has been discontinued because it was expensive to operate, the plant was not in good condition, and all of the pupils could be accommodated at the Standing Rock Agency boarding school.

Under the amended school rules the end of the fiscal year virtually marked the close of the Yankton boarding school, South Dakota, and in Oklahoma of the Ponca, the Otoe, and the Shawnee boarding schools, the conditions as to citizenship and the accessibility of public schools being such as reasonably to justify this action.

It should be said that in all the jurisdictions where schools are thus discontinued special attention will be given to any exceptional cases and their enrollment in other Government schools effected; also Indian students of some degree of achievement who are ambitious for further advancement will be considered for admission to nonreservation schools.

These educational readjustments are in line with the settled policy of securing public school instruction for the Indian children whenever practicable, of requiring citizen and other Indians of sufficient resources to share in the cost of education, and of extending needed school facilities to those less fortunately situated. In the far Southwest are still many Indian children for whom no schooling is provided and among them are many of the poorer classes. The claims of these are most urgent and public funds which can be released with no injustice elsewhere should be used as far as applicable to discharge the Government's obligations to the many who are still its wards and are as helpless as they are deserving.

CONSTRUCTION.—The abnormally high cost of labor and material necessarily impeded construction work in the service during the past fiscal year, and considerably reduced the volume of both open market and contract projects, but few awards being made for the latter,

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Table 18.—Locations, capacity, enrollment, and attendance, etc., of schools during fiscal year ended June 30, 1919.—Continued.

Superintendencies and names of schools.	Capac- ity.	Total enroll- ment.	Average enroll- ment.	Average attend- ance.	Class of school.
South Dakota—Continued.					
Shannon superintendency	173	441	80	62	
Sisseton	133	125	16	11	Reservation boarding.
Do.	40	18	13	11	Do.
Yankton superintendency	840	208	188	135	
Yankton	115	98	83	55	Reservation boarding.
Sawnee Normal Training	125	155	112	72	Mission boarding and day.
Sawnee Normal Training	137	128	106	99	Conventual.
Utah					
Goshute	30	22	23	15	Day.
Shivwits	40	106	88	64	Do.
Utah	47	106	88	64	Reservation boarding.
Washington	1,472	1,224	1,007	716	
Collied superintendency	300	151	128	100	
No. 1	25	11	3	0	Day.
No. 2	30	43	28	16	Do.
No. 3	20	22	20	10	Do.
No. 4	30	22	20	10	Do.
No. 5	25	12	12	22	Do.
Sacred Heart	90	24	24	36	Mission boarding; Catholic.
St. Mary's	100	22	22	36	Do.
Cushman superintendency	505	645	618	547	
Cushman	210	623	412	291	Nonreservation boarding.
Casselle	30	17	16	12	Day.
Jamestown	30	18	16	14	Do.
Fort Gamble	25	70	72	79	Mission boarding; Catholic.
St. George	70	70	72	79	Do.
Newb Bay superintendency	120	81	69	50	
New Bay	60	48	40	28	Day.
Quilience	60	33	29	22	Do.
Spokane superintendency	80	49	39	24	
No. 1	38	17	14	13	Do.
No. 2	19	16	15	14	Do.
No. 3	25	16	9	7	Do.
Taholah superintendency	70	36	27	23	
Taholah	35	24	27	23	Do.
Queets River	40	12	10	10	Do.
Tulalip superintendency	250	177	168	182	
Tulalip	160	177	168	182	Reservation boarding.
Lakland	40	17	10	13	Day.
Sethonah	50	17	10	13	Do.
Yakima	131	97	61	50	
Wisconsin	2,227	1,605	1,412	1,118	
Maynard superintendency	306	236	280	204	
Maynard	221	278	228	161	Nonreservation boarding.
La Courte Orolle	74	78	52	42	Day.
Keshona superintendency	690	475	431	351	
Keshona	270	146	133	74	Reservation boarding.
Kooftig	11	12	11	11	Day.
St. Joseph's	220	226	208	181	Catholic.
St. Anthony's	130	86	86	77	Mission day; Catholic.

Note in operation.

Table 18.—Locations, capacity, enrollment, and attendance, etc., of schools during fiscal year ended June 30, 1919.—Continued.

Superintendencies and names of schools.	Capac- ity.	Total enroll- ment.	Average enroll- ment.	Average attend- ance.	Class of school.
Wisconsin—Continued.					
Earl W. Fummen	170	187	140	157	Reservation boarding.
La Roche superintendency	400	85	85	73	
Channah Mission	100	60	52	40	Mission day; Catholic.
St. Mary's Mission	300	25	25	25	Mission boarding; Catholic.
Orleans superintendency	190	106	188	140	
Orleans	119	100	122	84	Reservation boarding.
Adrian	29	15	18	17	Mission day; Adventist.
Lebanon Mission	25	18	18	18	Mission day; Episcopal.
Red Cliff superintendency	117	35	43	44	
Red Cliff	57	31	30	22	Day.
Dayville (Hof Family)	60	22	22	22	Mission boarding; Catholic.
Tombah	275	322	280	221	
Tombah	400	315	283	221	Nonreservation boarding.
Wyandot	400	315	283	221	
Shoshone superintendency	400	315	283	221	
Shoshone	125	105	84	61	Reservation boarding.
Arapaho	20	10	13	11	Day.
St. Stephens	120	100	101	77	Confederate mission boarding.
Shoshone Mission	20	40	42	15	Mission boarding; Episcopal.
St. Michael's	100	41	42	40	Confederate mission boarding; Protestant Episcopal.

Table 19.—School statistics for 43 years.

Year.	Boarding schools.		Day schools.		Total.
	Number.	Average attendance.	Number.	Average attendance.	
1877	48	102	100	3,328	
1878	49	112	108	4,122	
1879	32	107	128	4,145	
1880	20	109	140	4,651	
1881	14	83	201	4,142	
1882	10	106	246	4,142	
1883	10	117	242	4,142	
1884	12	125	247	4,142	
1885	15	131	247	4,142	
1886	15	145	247	4,142	
1887	15	145	247	4,142	
1888	15	145	247	4,142	
1889	15	145	247	4,142	
1890	15	145	247	4,142	
1891	15	145	247	4,142	
1892	15	145	247	4,142	
1893	15	145	247	4,142	
1894	15	145	247	4,142	
1895	15	145	247	4,142	
1896	15	145	247	4,142	
1897	15	145	247	4,142	
1898	15	145	247	4,142	
1899	15	145	247	4,142	
1900	15	145	247	4,142	
1901	15	145	247	4,142	
1902	15	145	247	4,142	
1903	15	145	247	4,142	
1904	15	145	247	4,142	
1905	15	145	247	4,142	
1906	15	145	247	4,142	
1907	15	145	247	4,142	
1908	15	145	247	4,142	
1909	15	145	247	4,142	
1910	15	145	247	4,142	
1911	15	145	247	4,142	
1912	15	145	247	4,142	
1913	15	145	247	4,142	
1914	15	145	247	4,142	
1915	15	145	247	4,142	
1916	15	145	247	4,142	
1917	15	145	247	4,142	
1918	15	145	247	4,142	
1919	15	145	247	4,142	

1. For other years, see 1913 report.
 2. Indian children in public schools under contract are included in the average attendance, but the schools are not included in the number of schools.
 3. Boarding place: 7, 7; 10, 10; 10, 10.
 4. The decrease in attendance is due to a different method of reporting. Formerly the average attendance was the average of thirty quarters after the greatest attendance. A decrease has been computed on a basis of 12 months including September, when the attendance is at its usual.
 5. Attendance has been computed on a basis of 305 days.

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