MINISTRATION

on the various reservations.

The adoption of a five-year
the purpose of having a de-
be resources and utilize the
ative being self-support for-
d that some form of organ-
this undertaking, and this
of Indians, with their own
rt along farming and stock-
Service are taking unusual
friendly rivalry which exists;
the best efforts for increased
improvement in health, are in operation, or in pro-
and plans are being made for-

Our to chapters the Indian-
making up-to-date methods of
and improving the
are making a success of
own tables with meat and
supplies. Sewing clubs
work in making of
making comforts, and other
a good living through native
ry, and weaving of blankets
welfare of their families.

Indian mother.
standard club work one of the
among the Indians. A
achieved. Indian children
State, and interstate fairs
representatives at the
ner work includes attendance
short courses at the State
the past year from 400 to
bes, which have 2,500 mem-
68 reservations. The pro-
ality, corn, potato, garden,
improvement, clubs. With
her own project.

GOVERNMENT: INDIAN ADMINISTRATION

The Indians have at this time approximately $22,000,000 of tribal
funds and $34,000,000 of individual Indian funds in the Treasury and
are deposited in various banks which are bonded for the safe-keeping of
such funds. There are 750 of these banks and they pay interest av-
aging 4 per cent per annum. Thirty-one million five hundred thousand
dollars of money belonging to individual Indians has also been in-
vested in Government securities, which are held for safe-keeping by
the Treasury Department, and interest thereon is paid to the Indians
semi-annually. Tribal funds may be distributed to the individual
members of the tribe under the act of May 28, 1918 (40 Stat., 591).
The total Indian property of all kinds is valued at more than a billion
and a half dollars.

INDIAN SCHOOLS

The Indian Bureau is conducting one of the most efficient school
systems among the Indians, to be found anywhere in the United States
or the civilized world. Dr. Samuel A. Eliot, a member of the Board
of Indian Commissioners, an advisory board created by Congress
and appointed by the President, and in no way connected with the Indian
Bureau, in speaking of our Indian school system stated that "I wish
I might send my children to an Indian school. There are no finer in
the country, public or private." That may be too broad a statement as
to instruction, but in educational theory and, in the larger schools, in
equipment, none surpasses and few equal them.

The Continental Congress on July 12, 1776, appropriated $500 for
the education of Indian youth at Dartmouth College, New Hampshire.
Similar appropriations were made from time to time, but the first
general appropriation for Indian education was made by the act of
March 3, 1819 (3 Stat., 516). Early appropriations for Indian edu-
cation were used to assist individuals and societies who were disposed
to give their time and resources to the education and civilization of
the Indians. Appropriations were made annually by Congress until 1849
in the sum of $10,000 for Indian educational purposes. As various
Indian treaties were made appropriations for Indian education were
provided, and in many of these treaties tribal funds were made avail-
able for the education of Indian children.

In 1878 the Indian department at Hampton Institute, Hampton,
Virginia, was started, and the following year, 1879, the training
school at Carlisle, Pennsylvania, was established—the first strictly
Government Indian boarding school. From that time on reservation
and nonreservation boarding schools have been established, as well as
day schools. Latest reports indicate that there are 85,765 Indian
children of school age, of whom are not in school. There are in
nonreservation boarding schools; 10,082 pupils; reservation boarding
schools; 11,445 pupils; day schools; 4,909 pupils; mission boarding
and day schools; 6,570 pupils, and in the public schools; 84,452 pupils; mak-
ing a total of 87,438 Indian children in all schools. There are 6,168