

HISTORY OF CHEMAWA
by
Charles E. Larsen

It has been my ambition for many years to write the history of the Chemawa Indian School and to this end I have gathered, here and there and from time to time information concerning items of interest, however, let it be known here and now that this is not official nor am I under any obligations to any individual or organization - just my own idea and in justice to the institution nothing will be recorded unless backed up by items already published in newspapers, Indian Service school papers and public reports, although I reserve the right to add comments here and there.

It is believed that a better understanding of the problems faced by Superintendent M. C. Wilkinson, the first superintendent, and his successors in office, will be had by reading the annual reports from February 25, 1880 to September 20, 1886:

INDIAN TRAINING SCHOOL
Forest Grove, Oregon

Sir: In accordance with Circular letter, dated Office Indian Affairs, July 18, 1880, to Indian agents with reference to annual reports, I have to state that I have answered all applicable questions contained in said letter, and returned it herewith. My reply would have been in at an earlier date had I not been necessarily absent. From this letter to agents it is evident that it is the desire to obtain all possible information concerning this school.

WORK ACCOMPLISHED FROM FEBRUARY 25 to JUNE 30, 1880

"Under this head, during the four months and four days during which this school has been in operation, I can do no better than make a thorough quotation from one of my special reports- that under date of April 12, 1880, as follows:

"In November, 1879, received information that a part of the \$5,000, allowed for the Indian school for this fiscal year could be expended in the erection of a building. The 1st of January, 1880, the building was completed, but being constructed during incessant rain, the month of January and part of the month of February was needed to dry it sufficiently to render it safe for occupancy.*** It will give ample accomodation for 75 children, and is intended for girls. Have also purchased lumber, which is already on the ground, sufficient for an addition to the boys' quarters, which will also accommodate 75. I have also put up a building sufficiently large to subdivide into a carpenter, wagon, blacksmith, tin, shoe, and harness shops. This building for shops and the boys' addition was constructed entirely by my Indian boys, under the direction of my teacher, who is as well a practical mechanic.****To prepare comfortable buildings for 150 children, furnish the home, secure 18, and complete arrangements to more than fill the required number, 25, for this fiscal year; to clothe, sussist, purchase books and stationery, pay teachers, pay matrons and cook, each one of them efficient, will, I trust, be considered both by the honorable Secretary of the Interior and the Honorable Commissioner of Indian Affairs a satisfactory expenditure of the \$5,000 allowed for this current fiscal year."

The administration of Indian affairs, and the friends of Indian Education generally, will be gratified with the real success obtained during the time this school has been in operation, and the results fully justify the wisdom of a complete separation of Indian children from their parents and the debasing influences of their homes with their associations.

COST OF MAINTAINING THIS SCHOOL

The Pacific University, near which this school is located, has neither dormitories nor a boarding-house, so that, from the very first steps taken, the Office of Indian Affairs has done and must do everything. Tools, material for shops, agricultural implements, and all instruction must be furnished here, as at Carlisle Barracks, directly by the government, so that while this school will be directly benefitted by the fostering care of the university, it is as much by itself in its necessity for assistance as though it were a thousand miles away from its present location.

Since the formation of this government no money has been expended by it from which such ample, such immediate, and direct returns have been made. Now, when it is the evident policy to break up reservations, dividing lands in severalty among the Indians, it certainly would seem that our law-makers would see the wisdom of making full appropriations for the special support of schools in character like this, where so many Indian boys and girls may be at least measurably prepared as teachers, housekeepers, craftsmen, and farmers, for the trying change which so speedily and surely awaits them.

Respectfully submitted.

M. C. WILKINSON

First Lieutenant, Third Infantry, in Charge of School.

To Commissioner of Indian Affairs.

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TRAINING SCHOOL FOR INDIAN YOUTHS Forest Grove, Oregon, October 4, 1881

Sir: I have the honor to transmit the annual report of this school in accordance with circular letter, dated "Office Indian Affairs, July 1, 1881," and herewith return answers to all applicable questions contained therein.

My last, which was also my first report (which was for four months only) left me substantially as follows: With 18 scholars, 4 girls and 14 boys, Puyallup Indians; my buildings incomplete; the work but just inaugurated the battle just commenced of locating an Indian school in a community where the hope was expressed that the buildings might burn down before scholars could be gathered to put them in them.

STATEMENT OF FACTS WITH REFERENCE TO WORK ACCOMPLISHED

School filled to one more than the maximum allowed, viz, 76; of this number, 48 are boys and 28 are girls, divided as follows: Puyallups, 20; Warm Springs 2; Wascoas, 13; Plutes, 1; Pitt Rivers, 2; Spokanes, 19; Chehalis, 4; Nesquallys, 1; Alaskans, 12; Oyster Bays, 2.

With my boys alone, save only some general instructions with regard to farming given by my former industrial teacher, we have put up a second building 32 x 60 feet two and a half stories high, with wood-shed and wash-room attached, 24 x 15 feet, have clapboarded all the buildings outside, and ceiled the principal rooms inside, using over 33,000 feet of rustic; have put in eight dormer windows, four in each principal building, giving all two coats of paint; manufactured all needed bedsteads, dining and study tables, school desks and seats, besides fitting up my office in good shape, with drawers for blanks and papers, and desks. Have just completed the erection of a large board roofed building 80 by 24 feet, for wood-shed, drill-room, and gymnasium; have also laid 887 feet of sidewalk, dug out a large number of fir stumps, and have otherwise beautified the grounds; have planted four acres of potatoes and one of beans, besides making garden.

BLACKSMITHING

The blacksmith shop is located in town, thus securing to the apprentices, eight in number, the advantages of agricultural implements to mend, horses to shoe; in short general blacksmithing. I took with me on my last trip after Spokane children, a wagon wrench made by a Spokane boy, and sent it to his father who, holding it up in council said: "In what other school has ever a Spokane boy been taught so that he could do like this." I here give a short report by my blacksmith.

"I would respectfully report, that after eight months' Experience with the Indian boys you have placed under my instruction, in the blacksmith department of the industrial school, that I have found them to possess the same traits of white boys. Some learning more rapidly and readily than others, but I am glad to say that they all seem to show a desire to learn, and that they have all made commendable progress, as can be seen by any one, by calling at our place of work. I regret that we lack some kinds of work, such as a good wagon shop could furnish, and I believe that a wagon shop upon the same plan of this blacksmith shop, would more than self-sustaining, outside of the instructor, and furnish more of a better variety of work for the blacksmith department. I wish to specially mention the good behavior of all the boys under my care, I have never known them to use unbecoming language, or to be discourteous to any one."

SHOEMAKING

The apprentices, six in number show even greater proficiency; they have done for some time all the repairing for the school, and have now commenced the manufacture of shoes. I give a short abstract from my shoemaker's report:

"They have gone far beyond my expectations; they learn very fast and take a great interest in their work. There are six boys working under my instruction, who began their first work January 1, 1881; today, they are capable of doing as nice a job of repairing as is usually done in any country shoe-shop. I believe they will make a success at shoe-making."

SAM'L A. WALKER

CARPENTERING

Need I say more than invite attention to what I have already said with reference to work accomplished in building, etc., the most of the work having been done by eight boys.

WAGON-MAKING

I only await authority to commence this much-needed craft. From careful estimates, I do not hesitate to say that I can save the government a large per cent by manufacturing wagons here for Indian agencies on this coast, besides giving this very essential instruction.

GIRLS' INDUSTRIES

They are started at the wash-tub, given thorough instruction in cooking and general housekeeping, in mending, cutting and fitting garments for themselves, and shirts and underwear for the boys. The children in the departments mentioned are now preparing specimens of their handiwork for exhibition at the Mechanics' Fair, to be held this month in the city of Portland. This will greatly assist the cause, in showing to the public what has already been accomplished in the matter of preparing these Indians to be self-supporting. Of the result of this exposition I will inform the Department.

ADVANCEMENT IN STUDIES

I give you a word from the Hon. M. C. George, a member of Congress from this State, as indicating his opinion of their advancement in the school-room. On the occasion of his visiting the school, after he had concluded some remarks, without previous notification, I told the children that they each might prepare a written statement from memory of what he has said to them, and I would select the best two and forward them to him at Washington. In acknowledging the receipt of them, Mr. George said:

"I must express to you my gratification on receiving from you the result of your request made the day I visited the school. The two statements made by the Indian pupils of my remarks are very good indeed; better in some respects than the original. I very much doubt if any of our race could have done better than the two whose work you sent me."

Yours very truly,

M. C. George

This testimony, coming from such a source, cannot be too highly considered. Mr. George is a man of high culture, a native of Oregon, has lived all his days in a country where, to say the least, there is no poetry in the Indian question, and any success in the matter of Indian civilization, in order to meet his approbation, must be genuine.

Pushing general Indian education rapidly and to successful issue, cannot be done at the end of a pair of tongs, nor by any one who has an idea that the Creator must have made a mistake in creating this race. Men and women with faith in God and the gospel of hard sense and work, and who go about their teaching and work unperplexed with the doctrine of "evolution" or the "survival of the fittest," who expect results, those always have them.

Portland, Oregon, is noted for a high standard in public schools. The county superintendent and one of the Board of Directors, who is also the superintendent of the Presbyterian Sunday-School, and other gentlemen who are educators, who have visited this school, say that when recitation is in unison, the English words are spoken as distinctly as in the day and Sunday-Schools of Portland.

The first rule here after cleanliness and obedience is "No Indian Talk." The delegations from different tribes are divided and subdivided until all tribal associations is broken up and lost. Over and over again and all the time are the children impressed with the fact that if they only learn to speak English well their coming is a grand success for them and their people. This and their entire removal from family and reservation influences and the points of highest hope, so far as this and kindred schools are concerned. How truly speaks an Indian agent, who is as successful as any in the Service, and who writes me as follows, depicting the influences surrounding reservation schools. I had written him with reference to two children from his reservation whom I had thought of returning. He says:

"I have no objection to your taking all the children you can get; the more the better. You have a much more civilizing mill than I have, for the reason that your school is surrounded by a people who talk in the English language only, while my school is surrounded by a people who speak a barbaric Indian language, and are on the lowest round of civilization. When your school children step out of their school they mingle with a higher type of civilization, which, helps them up; on the other hand, when the school children at step out of their school they mingle with a low type of civilization, which pulls them down. For these reasons if the T children are not to be abandoned as hopeless and relegated to barbarism and the devil, I would earnestly advise that you keep them."

Children, notably the Spokanes, who are among my latest arrivals, in less than three months are talking English at least understandingly, and are repeating whole verses, memorized by ear, even before they fully comprehend the meaning.

The record of the year for this school closes with many who have been doubters as to its practical results changed to its firmest friends and warmest advocates. This, too, in this new Northwest where, as I have said before, there is no poetry in the Indian question. The conduct of the scholars on the street and in public assemblies is characterized as being lady-like and gentlemanly, and public opinion gives the outspoken expression that the school ceased months ago, in any sense, to be an experiment, but is in fact in successful operation.

METHODS

I have not reported methods in detail. Our text books are the best, and those in use in the common schools. Outside of Wilson's charts and some large cards for object teaching, used in instructing the beginners who do not understand English, I have found it necessary nor advisable to provide more than would be provided for a common school.

Continually prompted by the older pupils, who, at work, at play, and in the dormitories, not as mentors, all new comers soon find that to talk Indian will bring them into disfavor with their companions and draw upon them the reproof of their parents, who have uniformly earnestly requested me to see that their children should not talk their Indian language.

HEALTH

The health of the school has been excellent, not one case of serious illness has occurred; while, without exception, the health of the children has greatly improved. This has been no small item in favor of the school among the Indians, and certainly is cause for great thankfulness.

SYSTEM OF REWARD

From the start I have felt that when the government takes up the children from the reservation, transports them to the school, feeds, clothes, and educates them, and while it is the solemn obligation of the government to do so, the best interests of the Indians demand that at this point help should cease; and so the apprentices at the different trades, and the boys who have done so much building, have been made to feel that duty to themselves, to their race, and to their government, demanded cheerful obedience, faithful service, and their best energies. I should greatly deprecate any feelings among them that they ought to be paid for learning a trade, tilling the ground, or in building the monument they have in the way of buildings, etc. They enter heartily into this view, and spring eagerly to their work, in the knowledge that this community and State have marked their diligence and now accord them the credit due to their enterprise and success. And this inspiration is worth more to them, in character building, than any money that could be put into their hands. I count this culture, next to English speaking, and cleanliness, the strongest element in this school.

FARMING

One hundred and fifty acres of land for this school, with a reasonable outlay for farming implements and stock, would produce quite sufficient to provide subsistence for 300 pupils, besides giving the absolutely required instruction in agriculture, the foundation industry. The 4 acres upon which the school buildings stand, now the property of Pacific University, should be purchased at once for the school. It can now be bought for \$375.

There should be 300 pupils in this school.

Since writing the foregoing I have been authorized by the Department to take 10 Umatilla children; these, with 5 others, exceptional cases, which I have promised to take, will make a total of 90 in this school. 36 girls and 54 boys.

Respectfully submitted,

M. C. WILKINSON
First Lieutenant Third Infantry, in charge

To The Commissioner of Indian Affairs.

TRAINING SCHOOL FOR INDIAN YOUTH
Forest Grove, Oregon
September 14, 1882

Sir:

I have the honor to submit my annual report. At last it would seem that the government has hit upon a plan for the education and civilization of the Indians, promising the highest results. Theories respecting it have been offered for best essays on Indian education, but from past results one would quite naturally conclude that the question had been "how not to do it." Now, it must appear that the question should be, not to give prizes for the best theories, but to find men to go and do it and then back them with all the strength of the government in their labors. Isn't it about time to bury that historical omnipresent "Indian who graduated at Yale with distinguished honors and returned to his people and relapsed into tenfold heathenism," and who is paraded as the only result of the labor of our government for the last two hundred years in educating and civilizing the Indian?

WORK ACCOMPLISHED

As indicated in my last year's report, I obtained the ten children allowed from the Umatillas, and they have done exceedingly well during the ten months of their stay in the school. The least promising at first are now among our best workers on the and in the classrooms. The ~~letters~~ Umatillas Indians, generally, seem greatly encouraged by their letters and the advancement they have made.

Tabulation of school.-- Chehalis 6, Alaskans 12, Nisquallies 3, Oyster Bay 2, Pitt River 2, Plute 1, Puyallup 22, Spokanes 18, Snohomish 1, Umatillas 10, Warm Springs 2, Wascos 12, a total of 91; 54 boys 37 girls.

BLACKSMITHING

The apprentices in the blacksmith's shop, seven in number, have, according to their instructor's report, made ~~particular~~ commendable progress in their craft, and have won friends, particularly in the farming community, by their uniformly pleasant manners, as well as by their good work. The receipts of this shop are as follows:

Cash received for labor for regular and transient customers	J
from July 1, 1881 to June 30, 1882.....	\$1,038.32
Amount stock on hand.....	50.00
Amount as credit to shop.....	41,088.32
Amount paid for stock same period.....	547.08
Amount to credit of shop.....	\$541.24

SHOEMAKING

The shoe-shop is also located centrally in the town. The apprentices eight (8) in number, have done good work, and are commended by their instructor for obedience and industry. The receipts are as follows:

Cash received for labor from March 1, to Aug. 31, 1882	\$133.95
Amount of work for school, shoes made and repaired	212.21
Value of tools on hand, bought during that time	10.45
Value of stock on hand, bought during that time	44.00
Amount of credit to shop.....	\$400.61
Amount paid for stock, same period.....	169.56
Amount to credit of shop.....	\$231.05

CARPENTERING

In this department let me condense the work of the last two months, as an unanswerable argument as to what Indian boys can accomplish when inspired by the thought that they are working for their people. They have put up additions to both dormitories, 32 by 32, 24 feet high, 2½ stories. Upon the girl's dormitory a sick ward, double walled, 25 by 36, 12 feet high; an addition to the kitchen 14 by 28, 12 feet in height. These additions to the girl's buildings are substantially finished, being clapboarded and painted. These repairs include two bay windows and four dormer windows. They have also in this time made seven bedsteads. Thirteen boys have done this work, under the direction of the carpenter.

FARMING

In referring to work accomplished upon the farm, I anticipate somewhat the next year's report. In April, I was authorized to employ a farmer (please see remarks in reference to the farm) and rent his farm of 45 acres. The work has been done entirely by ten boys, under supervision of the farmer, and his report, which follows, will give the total amount of supplies already received and estimated, viz:

<u>SUPPLIES</u>	<u>ACRES</u>	<u>TOTALS</u>
Onions	½	5 bushels & 300 dozen, table
Beans	2½	96 bushels
Potatoes	7	340 bushels early potatoes; did not do well, owing to drought.
Cabbage	1½	120 dozen
Apples	2	150 bushels
Plums	--	6 "
Pears	--	20 "
Pasture	14 3/16	
Peas	2	56 bushels
Beets	3	153 "
Turnips	3½	154 "
Corn	3	1,272 dozen ears, table
Hay	6	10 tons (estimated)
Tomatoes	1 1/16	10 bushel

In addition to the work done in the shops, the boys have run a sewer 750 feet long at an average of 4½ feet deep, and have sawed fifty cords of wood for winter use, besides working in the surrounding harvest fields. The local press of the country notes the fact that without the help of the boys of the Indian school some of the farmers of this section would have had great trouble in harvesting their crops. One paper has raised its warning cry for the protection of white labor against Indian. The boys have worked side by side with the white man, earned the same wages, and, as has been stated, won the credit of working harder than the average white young man, and this in a section of country where it has always been claimed the Indian would not work. Justice and truth demand this statement, even though it may appear rose-colored and may be considered injudicious. Certainly I am justified in giving the testimony of those for whom they have worked.

R E V I E W

So far we have recorded the annual reports of superintendents as to the progress made in the establishment and operation of the school, and, we are sure that all will agree that not only the superintendents but all employes and students deserve a great deal of credit in their efforts to make a success of the school. On November 11, 1879, E.A. Hoyt, Commissioner of Indian Affairs, telegraphed Lieut. M.C. Wilkenson, Forest Grove, Oregon, as follows:

"Office grants you \$5,000 for first year, but 25 children must be educated instead of twelve."

On February 25, 1880, a little over three months later, Lieut. Wilkenson, telegraphed the Secretary of the Interior as follows:

"School under way, 18 boys and girls. More ready to come. Need balance of appropriation this fiscal year. School is open with 14 boys and 4 girls." The first session of school was held on February 26, 1880.

MONTHLY SCHOOL REPORT by Geo. F. Boynton, Principal Teacher and Mrs. J. T. Huff: Feb. 29, 1880.

"This school was opened Feb'y 25 with eighteen scholars, 14 boys and 4 girls. The first session of school was held the 26th. Much is to be done in preparing the grounds about school building; this will give manual labor for boys until shops can be built and the season for garden comes. The girls will assist the matron in preparing the home. It is understood that this school when fully organized will be of the same character as that at Carlisle Barracks.

The children gathered are from the Puyallup Reservation, Puget Sound, all except one Nisqually boy. The winter has been so severe that it has been impossible to gather a larger number of Indians. Twelve weeks covers the time from the commencement of building until school was opened. Building is 60 by 32, two stories with kitchen and woodshed.

Altogether school opens encouragingly; children happy and contented working and studying heartily."

(Chemawa Weekly American. Vol. 12, No. 33 2-25-1910)

First Pupils: Admitted Feb. 25, 1880- From Puyallup- David Brewer, Henry Sicade, Jerry Meeker, Peter Stanup, Nugent Kautz, Augustus Kautz, Willie H. Wilton, Harry Taylor, Charles Ashue, Samuel Ashue, Samuel McCaw, Julia Taylor, Katie James, Annie Potter, Emma Kahama; from Nisqually, Peter Kalama; from Olympia, Edward Richard and Andrew Richard.

Admitted May 28, 1880- From Puyallup, Ella Lane (Mrs. Henry Steve), Celia Lane, Mary Lyal, Annie Stanup, Lucy Leschi and Minnie Thompson.

It is interesting to note that at this early date those in charge of shaping the policy for the future of the Indian people of the north-west felt that their future success in life depended upon their ability to perform manual labor- working with their hands- and to this end they were encouraged to continue the work that they learned in school. Read the annual reports, herewith, and note the amount of work done by both boys and girls, and from these reports it is found that their instructors

must of had the confidence of the students, must have had a personal interest in each student under them, in order to have accomplished all of the work necessary to put the school is successful operation.

The following from the Tribune, a paper published in Pendleton, Oregon, shows that no one more than the white people adjoining an Indian reservation notice the improvement in the children:

"The Indian boys who came up from the Forest Grove training school a few days ago for the purpose of building a church on the Indian reservation are getting on nicely with their work*** The building is to be 20 by 40, was planned by the boys, and they are doing the work without any assistance and are doing it well. The manner in which they go about their work and in the handling of tools show that they have had careful training, and would convince those, no matter how strongly prejudiced they may be against the education and traing of the Indian, that the training school at Forest Grove is an institution that should be kept up."

Here we have evidence which refutes the statement of an army officer, who said that "The only good Indian is a dead one."

To quote further from the report of Superintendent Minthorn for the fiscal year ending June 30, 1883:

"We have now in the school 100 pupils that have been here but little more than one year. The improvement they have made is remarkable; but what is more encouraging to us is to notice equally marked improvement during the same length of time in those who have been here four years. They seem to grow in their appreciation of civilization and to have developed a faith in their own powers and to have had aroused in them an ambition to take a hand in the active life of this age that seems to transform their whole being. The stolidity and unimpressibility of the Indian character seems to have been shaken off, and their very faces seem to look different."

About one-third of the regular employes were filled at this school during this fiscal year by Indians and they gave good satisfaction. No doubt one of the first strikes for higher pay ocured at this time at Forest Grove as it is recorded: "Formerly the laundrying for the whole school was done by the girls and a Chinaman. The Chinaman struck for higher wages and an Indian boy was put in his place, and it was found that he did equally well; since which time the number of boys in the boys' laundry has been increased to five, and they now do about tw-thirds of the washing for the whole school."

"A printing office on a small scale has been furnished by the boys and girls, and a small paper, "The Indian Citizeh" is edited and published by two of the Indian boys. (Henry Steve and Issac Hoptowit." Its circulation among the Indians on the coast and among others who are interested in the subject of Indian education is quite extensive, and is steadily increasing." (Other printers were Peter Kalma, Joseph Terboacot and William H. Lear.)

The Forest Grove Indian Training School was visited by many people interested in Indian education and the methods followed by those in charge.

The academic course of study followed that used by public schools, implemented by instruction along industrial lines. Local citizens gave of their time in visiting the school with words of encouragement to employes and students; a member of Congress visited the school (M. C. George) and gave a talk to the students and the superintendent (Wilkinson) promised to send him two of the best written statements from memory of what he had said to them, in reply, Mr. George said:

"I must express to you my gratification on receiving from you the result of your request made the day I visited the school. The two statements made by the Indian pupils of my remarks are very good indeed; better in some respects than the original. I very much doubt if any of our race could have done better than the two whose work you send me."

Superintendent Wilkinson wrote in one of his reports: "In the direction of the proper education of the Indian woman lies the hope of this and kindred schools, and without success here the whole effort must fail. Certainly, without any desire to disparage the work on the reservations by many thorough, conscientious, and competent Indian agents, still the fact, as they must and do admit, remains that it is impossible upon the reservation to cultivate the moral sentiment and purity of life, and so lay the foundation for the true home. Said an enthusiastic Indian Agent before a large audience at The Dalles, Oregon, during a visit of a delegation of boys and girls from this school to that place:

"You see these young ladies and gentlemen; it is important for us to make them such on the reservation in daily contact with their people. I was glad to send children to Forest Grove, and shall be glad to send more."

In addition to the academic, and industrial work the students attend church and Sunday School every Sunday. Religious instruction provided for by the three churches in town; school is opened each morning with religious exercises conducted by the teachers, and the work of the day is closed by religious exercises consisting of reading a short passage from the Bible, comments, prayer, and singing, the exercises being conducted by the pupils to the higher school grade in rotation. Considerable attention has been given to writing and reading original compositions, to declamations and recitations, and with the greatest benefit. Two public exhibitions were given by the children during the year, both of which elicited many expressions of surprise and commendation. The last was at the close of school year, and was given by a literary society organized and conducted by the pupils of the advanced grade. White children of similar ages and much better opportunities might well be proud of as successful attempt. Literary societies might well be proud of as successful attempt. Literary societies might well be proud of as successful attempt. Literary societies might well be proud of as successful attempt. Band of Hope, Sunday School, and religious meetings, all conducted by the children, afford opportunities for them to become familiar with those duties in life in which it is hoped they will take the lead when they return to their people.

Superintendent Henry John Minthorn was the maternal uncle of ex-President Herbert Hoover, and it has always been of interest to know just what - if any - interest Mr. Hoover might have had in connection with the Forest Grove institution. In the issue of Collier's magazine dated February 17, 1951, the first installment of The Personal Memoirs of Herbert Hoover and entitled "My Boyhood Days" states:

"In 1884, I was moved to Oregon. Upon the death of their only son, a maternal uncle and aunt asked that I be surrendered to them. This uncle- Henry John Minthorn- was a country doctor at Newberg, a Quaker settlement in the Willamette Valley. At that time the railways conducted a service of emigrant trains to the West. Each car was fitted with bare bunks and a kitchen stove. The passengers furnished their own bedding and food. After some search, my guardians found a family named Hammil, who were emigrating and who agreed to look after me. Aunt Millie repaired my clothes, made up a roll of bedding, and cooked an enormous supply of fried chicken, ham, bread and meat pies. I was able to help feed the whole family over our seven-day journey. When I arrived at Newberg, Aunt Laura Minthorn and her three daughters, my cousins, were making the pear-butter supply for the winter in a wash boiler over a fire in the yard. I had never waten a pear before. I was asked to stir the butter and urged to eat as many pears as I liked. I liked them. But after two days of an almost exclusively pear diet I did not eat pears again for years. I was at once put to school and the chores. These included feeding the doctor's team of ponies twice a day, hitching them up periodically, milking the cow and splitting the wood. All this routine plus the abundant religious occasions, somewhat interrupted the constant call to explore the Oregon forests and streams. That, however, was accomplished in time. Repression of the spirits of boys is not a Quaker method, and the mild routines have their values. Somehow I found time for baseball, jigsaws, building dams, swimming, fishing and exploring the woods with other boys*****."

From the above it will be seen that Mr. Hoover, who was born at West Branch, Iowa, on August 10, 1874, was about ten years of age when he arrived at Newberg in 1884. Superintendent Minthorn was transferred to the Chilocco Indian School in Oklahoma on November 20, 1884. In the Hoover article he tells of his aunt and cousins making pear-butter so it is evident that since the pear season is about in the month of Sepyember and October that Mr. Hoover spent very little time, if any, at the Forest Grove Indian School.

Concerning the offers made to the government for the new school site we quote from the Indian Citizen Vol.1 No.1, February, 1884:

"Mr. Smith from Newberg was in town on the 28th looking after the title to one hundred acres of land at Newberg, Oregon, which the citizens of Newberg and the employes and members of our school are trying to buy for the school the children have subscribed from one to fifty dollars each in all over \$550.00. We think we will be very happy when we get a farm of our own and new and larger buildings. The farm is a nice one. It is twenty-two miles from Portland and one-half mile from Wyncoosky landing and one-half mile from the line of the narrow gauge R.R. which is all graded and the track lain within 2½ miles of the farm."

Ed. McConville, disciplinarian, together with other employes and 46 boys and 15 girls arrived at Chemawa on March 17, 1885, and Mr. McConville, kept a diary from March 17 to the opening of school, October 1, 1885, and we quote extracts from this diary:

March 17, 1885- Girls all detailed to kitchen and dining-room work with assistance of V. McConville.

March 19: Arrive with boys Wednesday, March 18, 1885, and unloaded car. Cleared yards, tore down old fence and sheds and made a road on west side of farm.

March 20: Made laundry and wood-shed and built shoeshop. Received 115 pounds sturgeon.

March 21: Slashed and cleared a strip 50 ft. wide from house to R.R. track.

March 23: Flowed five acres and continued slashing. Received 490½ pounds flour.

March 24: Began a well near boys' building and a ditch from the kitchen 300 ft. southwest.

Received 94 pounds fish.

March 25: Continued work on ditch and well and got out logs for building outhouse.

March 26: Got out timbers for school building and worked on ditch, well and clearing.

March 27: Began building school house and put in garden.

March 28: Completed carpentershop and got out firewood. Made shakes.

March 30: Finished bake oven, blacksmith's forge, and four stands for girl's rooms.

March 31: Built shop for bakery of shakes.

March 23: Mrs. Woodward arrived, and with four girls some sewing and patching was done. Four girls worked in the laundry all week, and chamber work was done by four sewing girls who finished four bakers aprons and 14 dresses by the end of the third week. Mrs. Woodward brought with her Annie Peter and Lizzie Varner. Lizzie V. and Alice Williams sick.

April 3- Killed one sheep. Slashed timber, got out wood and shakes.

Apr. 4- Finished ditch, slashed and burned off six acres between house and car track. Killed two sheep.

Apr. 5 & 6: Digging well, struck water 38 feet. Hauled lumber, got out timbers for office and hauled them. Laid floor in chapel room. Killed one sheep.

Apr. 7: Got out fifteen hundred shakes, fixed grainery and emptied 350 ska. bran, made trough to feed sheep in and killed two sheep. Received 88 pounds sturgeon, hauled lumber, finished well 42 ft water.

Apr. 8- Completed schoolroom and well curbing. Hauled flour, 5 barrels. Began cellar.

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Apr. 9: Two boys ranaway. Sent Mr. Woodward to Portland for them. Moved partition in kitchen so as to enlarge.

Apr. 10: Received 21 - 2 pounds flour Oriental. Made two tables for kitchen and one for laundry. Moved cookstove from laundry to kitchen, slashed, hauled logs for girls' building. Deepened ditch, finished cellar. Team to Salem for 4-kegs nails, 2 empty barrels, 6 axes, 4 mattocks and 1 saw and handle. The two runaway boys found and arrested in Portland. Report of work done by girls from April 1st to 11th: Five girls work in laundry, 5 in sewing room and 8 in kitchen. Four not able to work, 1 in care of Mrs. Woodward's child. Sewing room girls made 15 shirts, 9 pair drawers, 6 every day dresses, 4 aprons, 5 curtains and hemmed 36 dishtowels.

Apr. 11: Boys commenced building for girls, also one for boys. Boys building 60 x 24 ft; Girls, 50 x 20 ft.

Apr. 15: Work on buildings, hauled lumber, grubbed and burned slashing. Team returned from Forest Grove with desks, bedsteads, shoeing tools, etc.

Apr. 20: Worked on buildings, hauled lumber, made shakes, grubbed land, slashed timber, and got out firewood. Sent team to Forest Grove.

Apr. 25: Carpenters worked on buildings, other boys slashed timber on play ground.

Apr. 27: Began blacksmith shop, moved all wagon material to shop, turning same over to Mr. Hudson. Moved log building and went to Salem for windows doors, and 1 keg spikes, No. 40, 1 keg nails No. 8, and 1 keg No. 6 nails, and three pounds beans for garden. Grubbed and slashed on farm and began whitewashing buildings.

May 9: Team from Forest Grove with potatoes and clothing. Completed boy's building. Moved partitions so as to enlarge the diningroom. Moved boys to new building, and the sewingroom and storeroom goods to the building formerly occupied by boys.

May 13: Raining, no work; 18 girls and 1 boy arrived at the school from Forest Grove.

May 16: All children went with Supt. Coffin to Brooks station to attend picnic.

May 17: Supt. Coffin organized Sunday school.

May 24: Sabbath school in good running order. Pleasant afternoon, boys and girls all out walking. Prayer meeting conducted by Mr. McConville.

From the above it is evident that all hands were busy during these trying days- always something to do, and always there were willing hands to do the work.

Now we go back to the opening of the school on February 25, 1880 and find that the first school session was on February 26, 1880, with the following listed students in attendance:

<u>NAME</u>	<u>TRIBE</u>	<u>DATE ADMITTED</u>
Charles Ashue	Puyallup	February 25, 1880
Samuel Ashue	"	"
David E. Brewer	"	"
Nugent Autz	"	"
August Autz	"	"
Peter Kalema	Nisqually	"
Jerry Meeker	Puyallup	"
Edward Richard	"	"
Andrew Richard	"	"
Peter Standup	"	"
Henry Slocde	"	"
Samuel McCaw	"	"
Harry Taylor	"	"
Willie H. Wilton	"	"
Katie James	"	"
Annie Foster	"	"
Julia Taylor	"	"
Emma Kahama	"	"

The above named students, with others coming along, were from the Puyallup Reservation Boarding School, Tacoma, Washington.

There were obstacles facing the superintendent (Wilkinson)- what "with building incomplete; the work just inaugurated; the battle just commenced of locating an Indian school in a community where the hope was expressed that the buildings might burn down before scholars could be gathered to put in them."

During the fiscal year 1882 the following listed employees were stationed at Forest Grove:

Superintendent-----M. C. Wilkinson, First Lieutenant,
Third Infantry

Clerk-----Mr. Kelley

Matron-----Mrs. Buck

Seamstress-----Mrs. McDonald

Cook-----Mrs. Heaton

Teacher-----Mrs. Mary Lyman

Teacher-----Miss Emma Unthank

Carpenter-----Mr. Heaton

Shoemaker-----Mr. Samuel A. Walker

Blacksmith-----Mr. William B. Hudson

Farmer-----Mr. S. A. Walker

The total number of employees in 1880 was three; the total number of buildings three, with capacity for seventy-five students. The class room grades from one to five.

It is gratifying to know that from the beginning the Indian boys and girls at Forest Grove were devoted to their school and to the opportunities afforded them even to the extent of extra work and hardships and with no grumbling or fault finding. Supt. Wilkinson reports that "with my boys alone save only some general instructions with regard to farming given by our former industrial teacher, we have put up second building 32 by 60 feet, two and a half stories high, with woodshed and wash-room attached 24 by 15 feet, have clapboarded all the

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buildings outside, and ceiled the principal rooms inside, using over 33,000 feet of rustic; have put in eight dormer windows, four in each principal building, given all two coats of paint; manufactured all needed bedsteads, dining and study tables, school desks and seats, besides fitting up my office in good shape, with drawers for blanks and papers, and desks. Have just completed the erection of a large board roofed building 80 by 24 feet, for woodshed, drill room, and gymnasium; have also laid 887 feet of sidewalk, dug out a large number of fir stumps, and have otherwise beautified the grounds; have planted four acres of potatoes and one of beans, besides making garden.

It is regretted at this late date that more information is not available so as to give to the reader a better picture of those early days at Forest Grove, however, with the reading of the reports of the superintendents it is believed that you will have already formed your opinions as to the tasks preformed, etc.

To those who have followed the trend of the times with respect to the attitude of the white population in the early days to the program of educating the Indian people it is interesting to note the statement of Supt. Wilkinson on March 6, 1880:

"I have almost literally to carry this Indian-hating Northwest coast on my back, but God helping, the victory will be all the grander, and it will come, since "Right is right, and right the day will win."

GIRL'S DEPARTMENT

The girls have manufactured all their own garments and the boys' underclothing and undress uniforms, in all, 118 articles, including sheets, pillow-cases, and towels. A large class of the younger girls is instructed in mending and repairing the worn dining clothes, caring for the living and sleeping rooms, must be seen to be appreciated. They tell their own story of what the girls can do when faithfully instructed and properly encouraged.

In the direction of the proper education of the Indian women lies the hope of this and kindred schools, and without success here the whole effort must fail. Certainly, without any desire to disparage the work on the reservations by many thorough, conscientious, and competent Indian agents, still the fact, as they must and do admit, remains that it is impossible upon the reservations to cultivate the moral sentiment and purity of life, and so lay the foundation for the true home. Said an enthusiastic Indian agent before a large audience at The Dalles Oregon, during a visit of a delegation of boys and girls from this school to that place:

You see these young ladies and gentlemen; it is impossible for us to make them such on the reservation in daily contact with their people. I was glad to send children to Forest Grove, and shall be glad to send more."

Here let me note a most encouraging feature which may put to rest the fear expressed by many, that being educated ~~away from their people~~ to habits of neatness and order, they are being educated away from their people; on the other hand the fact is, there is being developed in them here, especially in the girls, a tender regard and solicitude for their people, and they show themselves to be aware of the cause so largely of the degradation of their race, viz, the want of virtue.

SCHOOL ROOM

With the exception of grammar, which has been dropped and Swinton's Language Lessons substituted, the course of instruction is much the same as in our common schools. An army officer of high rank, distinguished for his literary attainments, and deeply interested in the success of our common-school system, after a thorough examination of the school, a few days since, said that it was one of the most satisfactory ones that he had ever made; that he had proceeded in the same manner that he would in examining a public school.

EMPLOYEES

Have had no little trouble to obtain suitable employees, securing those who are competent for the meager sum I am able to pay, with the small appropriation made the school; for instance, have secured a man who is a practical house-builder, and carpenter, a good wagon-maker, a fair disciplinarian, and one whose heart is in the work, for \$1,050 per annum; so the government gets disciplinarian, carpenter, and wagon-maker for \$87.56 per month. My blacksmith, at a salary of \$900 per annum, furnishes one set tools, his blacksmith and wagon shops, and his entire services for \$75 per month. My shoemaker rents his shop and gives his entire time at \$50 per month. The farmer, for \$75 a month, rents 45 acres good land, furnishes team, farming implements, and his own time. The physician has, up to this time, given his services and furnished medicine in part for the pittance

of \$25 per month, and other employees are as reasonably compensated for faithful service.

HEALTH OF SCHOOL

This continues to be remarkably good. It has been said that "to educate an Indian is to sign his death warrant." An intelligent care as to the proper division of work, study, and play, and thorough ventilation of sleeping, living, and school rooms, proper food, with milk--no tea or coffee--seasonable clothing, cleanliness, and regularity of habits, as the proof is, signs no "death warrants," but clearly establishes the fact that a proper education of the Indian means life, not death. Since the incorporation of this school but one death has occurred in it. This remarkable sanitary showing has been most gratifying to us, and has done much to reconcile the Indians to separation from their children, and may be accounted for, in part, by the fact that no violent climatic changes have been necessary in bringing the children to Forest Grove from some of their homes, although the majority are from Alaska and east of the Cascade range, and are natives of cold and dry climates.

SUGGESTIONS

A farm is one of the most urgent requirements of this school; one reasonably stocked and managed upon strong common sense principles would, in a short time, help largely to make this school self-supporting, besides affording the absolutely necessary training in agriculture to the boys, and the practical education of the girls in their duties as farmers' wives.

The land, 4 acres, upon which the school buildings stand belongs to the Pacific University; it can be purchased for \$375. Certainly it should be paid for. I have recommended this for three years.

Respectfully submitted.

M. C. WILKINSON

First Lieutenant Third Infantry, in charge of School

To Commissioner of Indian Affairs

INDIAN TRAINING SCHOOL
Forest Grove, Oregon
August 17, 1883

Sir:

In accordance with instructions contained in circular letter of July 13, I herewith submit the annual report of this school.

Forest Grove Indian Training school is located at Forest Grove, Oreg., 26 miles west of Portland, Oreg., on a lot containing 13 acres of land, 4 acres of which belong to the Pacific University and the remainder to private parties, all of which has recently been leased for one year. The location as regards the immediate surroundings and proximity to the Indian agencies, from which pupils are sent to the school, is a desirable one. The town of Forest Grove has the name of being a moral, temperance town. There are about 18,000 Indians in Oregon and Washington Territory within 300 or 400 miles of the school, and yet none of them near enough to be in actual contact with Indian children attending the school.

The buildings are two in number, with one shop building used at present for a wagon shop, buildings for the other trades being rented in town. Although the buildings are poorly constructed and not well adapted to the wants of such a school, they have not been expensive, and no very serious inconvenience has been felt in adapting them to the wants of the school.

The want of a sufficient amount of land for farming purposes, fruit, and stock raising has been keenly felt, and the school will fail in one very important point so long as there is no land belonging to it. We have been able to get about 90 acres of land by giving a share of the crop for the use of the land, and have thus to some extent supplied this want.

The attendance at the school during the last six months has been very encouraging. There have been many more applications for admission than we could accommodate.

The first two lots of children that were brought to the school came with the understanding that they were to remain three years, and that time having expired they were allowed to return home; but 15 of them returned to the school with the intention of remaining two years longer. Those that have remained at home are, with the exception of two, doing well. Three of the carpenters are working at their trade in New Tacoma, Wash., taking contracts, furnishing all the material, and building houses. They are giving good satisfaction and are making good wages. Two Indian agents have applied to the school for teachers for agency schools, but Government salaries were not a sufficient inducement, as the boys who have learned trades can get from \$2 to \$4 per day and plenty of work. The indications at present seem to be that pupils leaving this school, after having completed the course of study and learned a trade, will seek employment among white people. But as most of the Indians upon this coast have good land, many will engage in farming, and for this reason it is doubly important that the school should have a farm.

There does not seem to be so encouraging an outlook for girls leaving the school as for boys. There does not seem to be any good place for an Indian girl in the present state of Indian society. Out of the 15 girls that were allowed to return to their homes, 11 have returned to the school and one other is very desirous of returning, and two have been married to two young men who had been among the first

to come to this school. They have made comfortable, pleasant, and happy homes.

Altogether 102 new pupils have been brought to the school during the last five months, and there are now in the school 151 pupils, and 10 others, who have been here before, have requested us to reserve places for them, as they intended to return in the Fall. All that have been received recently came with the understanding that they were to remain five years. But it seems to me advisable that such pupils as had made some advancement before coming here should only be kept until they have completed the course of study and learned a trade. The school seems to be highly appreciated among the Indians on the reservations from which children have been sent to the school, and many of the parents of the children have expressed their gratitude to God and the Government for the opportunity of educating their children.

Of the 102 children recently brought to the school, 26 could speak English well, 36 moderately well, 10 could say a few words and understand and ordinary question addressed to them, and 30 could neither speak or understand enough to be of much benefit to them, and 6 have never been in school.

Of the Indians at the reservations from which these children were brought, 96 per cent, are self-supporting, 60 per cent, wear citizen's dress, and 20 per cent, speak English. From the above it will be seen that not only are there good school facilities among the Indians on this coast, but Indian society generally has made considerable advancement in civilization.

Religious instruction is provided for by the three churches in town, where the children attend preaching and Sunday school every Sunday. School is opened each morning with religious exercises conducted by the teachers, and the work of the day is closed by religious exercises consisting of reading a short passage from the Bible, comments, prayer, and singing, the exercises being conducted by the pupils to the higher school grades in rotation. There is also a Wednesday evening prayer meeting and a meeting Sunday evening for the employees' children and such as wish to attend from outside of the school. These meetings are conducted by the superintendent and employes, and a general invitation extended to all to participate.

Reports from the different departments of the school are made, by employes in charge, below. Each pupil engage in some kind of work one-half of the time and attends school one-half of the time.

Some of the larger boys have been allowed to work for the farmers in the vicinity during harvest, and have given good satisfaction and received the same wages as white men.

Twenty-one of the smaller children were allowed to spend a few days with the members of a church 18 miles from Forest Grove. They made friends for themselves and the school, and recently there has been a proposition made by the same church to give 200 acres of land to the school if it would be permanently located on the land.

FARMER'S REPORT

I have the honor to submit the following as the produce raised and growing on the land cultivated by the Indian boys of this school:

Cultivated 90 acres and raised--

22 tons hat, at \$20-----	\$440.00
3 tons oats-----	168.00
20 tons straw, at \$3-----	60.00
450 bushels potatoes, at 90 cents-----	360.00
52 bushels peas, at 60 cents-----	31.20
109 bushels radishes, at 50 cents-----	54.50
125 bushels onions, at \$1-----	125.00
50 bushels beans, at \$1.50 -----	75.00
20 bushels turnips, at 40 cents-----	8.00
9 bushels carrots, at 50 cents-----	4.50
500 heads cabbage, at \$1 per dozen-----	41.66
900 squash, at 5 cents-----	45.00
	<u>1,412.86</u>

Owing to the season being so dry, not having any rain since the 17th of May, the crop did not turn out as well as it would if there had been a rain. In fact the school crop, owing to its being cultivated so much, is the best in this part of the country, so far as I have seen.

BLACKSMITH SHOP

I would respectfully report that the boys who are under my care in the blacksmith department of the school have made commendable progress, ~~max~~ better than I could expect considering their former habits of life before entering the school. Their deportment has been good, having never to me knowledge used bad language or misbehaved themselves in a manner that could give offense to any one.

The receipts of the shop for the year ending June 30, 1883, for work done outside of school-----	\$655.50
Work done and on hand-----	160.00
	<u>\$815.50</u>

There are 6 boys working in the shop.

SHOE SHOP

The shoemaker reports as follows for the last six months: All shoes and boots worn by the children are made in the shop; also, all mending for the school done in the shop. Work done in the shop from February 10, 1883, to August 10, 1883, amounts to \$710.10. All parts of the work are done by the Indian boys, from taking measures to finishing. At first they worked slowly, but seldom spoil material, and some of them have become quite expert workmen. There are 20 boys now working in the shop, but some of them are quite young.

PHYSICIAN'S REPORT

The school physician reports as follows: The health of the school for the last year has been comparatively good. There have been but few acute diseases of a dangerous nature. Three have died. I attribute the small per cent of deaths to the fact that great care has been taken, by which the sanitary condition of the place has been kept up to its highest standard.

WAGON AND CARPENTER SHOP

Our wagon and carpenter shop has had so many changes in management that less has been accomplished than in the other trades. We started in this fiscal year with an excellent mechanic, and wagon-making and ~~xx~~ carpenter work were progressing rapidly, when the death of Mr. Blood, our wagon-maker, left us again with no one to run our shop, and also took from us one who had taken an unusual interest in the school, and one whose influence was of the most desirable character.

SCHOOL-ROOM

In the school-room the teachers report that so many new pupils makes it seem almost like beginning again, but with three teachers and a thorough grading of the school it is in better working order than ever before. A detailed account of our methods and aims in instructing the pupils would occupy too much space for such a report as this. In a work of this kind there are so many things to be considered that it is no easy matter to meet all of the indications.

1. Five years is a short time in which to get an education and learn a trade.
2. The formation of correct habits, while it is the work of a lifetime, must be made a matter of prime importance to these children during their short stay here, especially habits of industry, a thing largely lacking in Indian character.
3. Character building demands constant attention, and while ideas of morality are in general very much perverted (and white people have done not a little to confuse them), there are very marked differences between different tribes; and then, when we take into account individual characteristics, the problem becomes a complicated one.
4. The first thing almost that occurs to one engaged in this work is, what can we do for these children that will enable them ~~xx~~ in turn to do something for their people when they return to their homes? Most important of all is religion, next is speaking English, next reading, then writing and composing, then speaking in public (since that is the only way that older and uneducated Indians receive ideas), and these things we keep constantly before them.

The following reports from the ladies in charge of the girls when they are not in school will give some idea of the every-day routine of the school. A similar plan is pursued with the boys, with excellent results, under the immediate management of Mr. McConville, the farmer.

REPORT OF MATRON

The housework is divided among the girls, one being appointed as leader of each class, and changing the work throughout every two months, so that in time each girl gets to work in every department. All the girls, except the laundry girls and two kitchen girls, are required to work in the sewing rooms three hours each day. Some cut and fit dresses, others make the boys' clothing, doing good work both at the machine and by hand.

The little girls are learning to ply the needle nicely on carpet-rags, quilt-pieces, and doll-clothes. All clothing for boys and girls is made in the school by the girls. The girls, almost without exception, are pleasant in disposition, easy to control, and are fast forming industrious and neat habits. Some amongst them are bright Christian characters, whose influence over the others is a great help

to those who have them in charge, and we believe will have an untold effect upon the women of their tribe when they return to their homes.

SEAMSTRESS'S REPORT

I have had from 6 to 10 girls. We have used about 1,500 yards of gingham in making aprons, dresses; 600 yards unbleached muslin for underwear; 500 yards dress goods; 400 yards flannel for boys, and 200 yards calico for girls' dresses. Some girls can cut and fit clothing, and all can sew nicely, and run the machine as well as any one. As a rule, they are very kind and obedient, and very anxious to learn to do everything as I do, so we find them very pleasant, and it makes my work pleasant also.

LAUNDRY REPORT

The work of the kitchen is done by a detail of 10 girls, all working until first call for school at 8:30 a.m. In the forenoon one of the girls assists the cook; afternoon the kitchen girls that were in school in the forenoon wash the dishes, and then all go into the sewing room except one, who assists the cook in preparing supper. After supper the whole detail works until the work is done. The dining-room work is done by 6 girls, and 8 girls do the washing, ironing, and mending for the girls. The boys do their own washing. All are industrious and obedient, as a rule, and are careful to do their work well.

No compensation is allowed the pupils for the work done, yet they all seem to work cheerfully and do their work well. We find it necessary to economize in order to keep within the appropriation.

No money has been donated to this school since I have been here, but a balance of \$1,012 was on hand when I took charge, some of which has been expended in bringing Indian girls to the school in case where no Government funds were available for that purpose, and in that way a number of girls are enjoying the advantages of the school that could not have otherwise been brought here. It is unfortunate that there is land belonging to the school, as the expense of maintaining the school could be materially reduced and the number of pupils increased if there was a farm belonging to the school.

The school is greatly indebted to the Indian Office for prompt responses to requests and suggestions, and we feel that although the possibilities for accomplishing what is needed here would be greatly increased by the expenditure of a little money to put the school on a permanent basis, yet great good has been done here and can yet be done with the amount now allowed, which is even now much greater than is expended in some schools of this kind where great good is being done. We feel like acknowledging the very evident care extended to this work by Providence during the past and believe that the same Power that has thus kept will still provide for the needs of the work in the future.

Respectfully,

H. J. Minthorn
Superintendent

UNITED STATES INDIAN SERVICE
TRAINING SCHOOL FOR INDIAN YOUTH

Forest Grove, Oreg.,
August 13, 1884

In accordance with instructions from your office dated July 1, 1884, I herewith submit the annual report of this school. Forest Grove Indian Training School is located at Forest Grove, Oregon, 26 miles west of Portland, Oregon. It was organized February 25, 1880, and 14 boys and 4 girls were brought from Puyallup Agency on Puget Sound and placed in a small, rough, temporary buildings situated upon a lot of 4 acres of land belonging to the Pacific University. Other buildings have been added and more children brought, until at the present time there are 10 buildings and 190 children.

The present buildings have been erected by the Indian boys, the material being purchased with money saved from the regular appropriation, but it is now understood that an appropriation has been made by Congress during its last session for the construction of more commodious and permanent buildings. And in anticipation of this event several very liberal offers have been made by people of different parts of Oregon and Washington Territory to donate land for a building site and farm for the school. These offers comprise tracts containing from 20 to 800 acres, but no action has yet been taken in the matter by the Government.

Up to the present time the lot above mentioned (which has recently been donated to the Government for the use of the school) and 9 acres adjoining is all the land that has been constantly occupied by the school. Other land has been rented from time to time for farming and other purposes, and in this way the need of a farm has been largely supplied. The rent has been paid out of the crop and the profits have been very encouraging.

The attendance at the school during the past year has been very encouraging the average being above the number allowed by the appropriation for the support of the school. The appropriation for the present fiscal year admits of a larger number than for last year, giving us an opportunity to test the present popularity of the school with the Indians. The first agency visited (Puyallup) furnished us 25 children, 15 of them being girls. Should other agencies contribute in the same proportion to the number of Indians at each agency, we would get from the agencies in Oregon and Washington Territory alone 500 children. If we should add to this number children who wish to come but cannot get the consent of their parents, it would be largely increased. But not all agencies are so fortunate as Puyallup Agency in having an agent who sends from a small agency more children than any other agency and at the same time keeps up three flourishing boarding schools within his own agency. But altogether the interest in the school has largely increased during the past year among Indians, and if all of the children were allowed to come that wish to come, and are encouraged to come by their parents, the school would be entirely inadequate to accomodate them.

Various circumstances have contributed to this increase of popularity, but it is mainly due to the manifest improvements in the children themselves. Last summer some children were returned to their parents at Warm Springs Agency after having been at this school for three years. An eye-witness thus describes the meeting of the parents and children: One old man who had parted with his boy of fifteen three years before, with many injunctions to work hard and study hard and be a good boy, was

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there to meet the lad. He looked all around and asked for his boy, while at the same time the latter was looking around for his father. Neither knew the other. So well had the boy obeyed his father's injunctions that he had risen to the position of first sergeant among the boys. He was tall and straight and his hair cut short and neatly parted. His well fitting new suit of clothes altogether quite transformed him from the half-grown lad of three years ago in his dirty blanket with long uncombed hair coming down over his forehead and cut off square just above his eyes. On the other hand the father in expectation of meeting his son, and not wanting his boy to feel ashamed of his old Indian father, had cut off his own long hair and bought himself a new suit of clothes, and his appearance, too, was changed almost as much as that of the boy's; only the hole in his nose and the holes in his ears told of old superstitions and barbarous habits. All else spoke of an awakening to a realization of nobler aims and better purposes.

The following from the Tribune, a paper published in Pendleton, Oregon, shows that no one more than the white people adjoining an Indian reservation notice the improvement in the children:

"The Indian boys who came up from the Forest Grove training school a few days ago for the purpose of building a church on the Indian reservation are getting on nicely with their work,**** The building is to be 20 by 40, was planned by the boys, and they are doing the work without any assistance and are doing it well. The manner in which they go about their work and in the handling of tools show that they have had careful training, and would convince those, no matter how strongly prejudiced they may be against the education and training of the Indian, that the training school at Forest Grove is an institution that should be kept up."

We have now in the school 100 pupils that have been here but little more than one year. The improvement they have made is remarkable; but what is more encouraging to us is to notice equally marked improvement during the same length of time in those who have been here four years. They seem to grow in their appreciation of civilization and to have had aroused in them an ambition to take a hand in the active life of this age that seems to transform their whole being. The stolidity and unimpressibility of the Indian character seems to have been shaken off, and their very faces seem to look different.

About one third of the positions of regular employes have been filled in this school during the past year by Indians, and they have given good satisfaction. All of the agencies from which children were sent to this school when it was first organized have now one or more employes who have attended this school, and we have had numerous and urgent applications for persons to fill other places--more than we could supply, from the fact that we had not a sufficient number of pupils old enough to assume so much responsibility. Several persons formerly of this school have been elected to office by the Indians since they have returned to their homes; two have been elected chiefs. I have informed myself in regard to the history of 27 pupils who have left this school, having remained for three years in the school and having now been at home one year, and find that 10 have been engaged in farming, 5 have been employed in agency schools, 5 have been engaged in lumbering on Puget Sound; 1 has been an interpreter, 1 a clerk in a store, and 2 had no regular employment, being young boys. All had retained their civilized habits, and nearly all had worked continuously.

During the past year the following new industries have been added to those previously taught in the school; Harness-making, printing, coopering, tinsmithing, and a boys' laundry. All are not yet fully equipped, on account of lack of shop room. Formerly the laundrying for the whole school was done by the girls and a Chinaman. The Chinaman struck for higher wages and an Indian boy was put in his place, and it was found that he did equally well; since which time the number of boys in the boys' laundry has been increased to five, and they now do about two-thirds of the washing for the whole school.

A printing office on a small scale has been furnished by the boys and girls, and a small paper, "The Indian Citizen," is edited and published by two of the Indian boys. Its circulation among the Indians on the coast and among others who are interested in the subject of Indian education is quite extensive, and is steadily increasing.

Every department of the school is insufficiently equipped. The farmer has no farm, the shoe shop is too small, as is also the carpenter shop, and there are no other shops, except as we hire or borrow. There are only two school-rooms for 200 children. The dining-room and dormitories are crowded, but notwithstanding all disadvantages the school has accomplished much more during the past year than ever before, as will be seen by comparing the various reports below with those of last year.

FARMER'S REPORT

I have the honor to submit the following report of the land farmed and produce raised at this school. Cultivated 156 acres and raised:

30 tons hay-----	\$300.00
100 tons straw-----	300.00
1,000 bushels potatoes-----	400.00
100 bushels peas-----	80.00
50 bushels radishes-----	20.00
50 bushels beans-----	50.00
500 bushels turnips-----	100.00
3,000 bushels carrots-----	600.00
800 bushels beets-----	160.00
1,000 heads cabbage-----	50.00
1,000 squash-----	40.00
1,000 pumpkins-----	30.00
200 bushels corn-----	200.00
1,000 watermelons-----	50.00
50 bushels tomatoes-----	15.00
	<hr/> 2,395.00

Increase in stock by purchase and otherwise,	
19 cattle and 7 horses-----	900.00
Increase in value of farm machinery bought, made, etc	900.00
	<hr/> \$3,195.00

(D. E. Brewer, farmer, Indian.)

SHOE SHOP

Annual report of shoe shop for the year beginning July 1, 1883, and ending June 30, 1884:

377 pairs shoes made, at an estimated value of	\$1,246.25
67 pairs boots made, at an estimated value of	401.00
Repairing, at an estimated value of-----	201.00
	<u>\$1,848.25</u>

All shoes furnished the children have been made in the school shop.

BLACKSMITH SHOP

I would respectfully report that the following amount of work has been done in the blacksmith shop during the year ending June 30, 1884:

Amount of job work done outside of school	425.70
Ironing 8 lumber wagons	440.00
Ironing 2 buckboards	70.00
Ironing one hack	60.00
Job work done for school	141.50
	<u>\$1,137.20</u>

I would also report that we have done about one month's work on the farm. I have during the past year been able to work the boys under my care to a better advantage and have made better progress than before on account of having new work (wagons, & c.) to employ them upon. (W.S. Hudson, Blacksmith.)

WAGON AND CARPENTER SHOP

Herewith you will find a report of buildings and wagons constructed at the school during the year ending June 30, 1884:

2 hospital buildings, 16 x 30-----	600.00
1 shoe shop-----18 by 32-----	200.00
1 barn, 40 by 75-----	1,000.00
1 granary, 10 by 12-----	50.00
9 lumber wagons-----	600.00
2 buckboards-----	270.00
1 hack-----	125.00
	<u>\$2,845.00</u>

(L. Bronson, Carpenter and Wagon Shop.)

MATRON'S REPORT

Of the 78 girls in the school I can say they are obedient and respectful, doing their work well and cheerfully, and are especially interested in learning anything new. They seem to have a high appreciation of their advantages and opportunities, and often speak of how much good they will be able to do their people when they return to their homes. Most of the older girls are professed Christians. The work of the school is divided into several departments; the girls working in each department three months at a time, thereby receiving during their stay in the school a thorough drill in all of the departments. There have been many improvements made during the past year in the methods employed in the school. The girls are divided into companies with officers and are drilled in marching and calisthenics. (Maggie Zuglis, Matron.)

COOK'S REPORT

The work of the kitchen is done by a detail of 10 girls, all working until 8:30 a.m., when 5 of them go into the sewing rooms. Another detail does the work in the afternoon. The girls who get breakfast get up at 4 o'clock a.m. to begin their work. They seem contented and happy about their work, and do their work well. A separate detail of 9 girls do the dining-room work, some of them are quite small, and all are in charge of a large girl. (Katie Brewer, Cook, Indian.)

REPORT OF LAUNDRESS

I have 14 girls under my charge. They show a great deal of interest in the work they have to do. They are willing to do what they are told to do. They do their work just as well as any white person in this school. Among other things they can starch and iron white shirts very well. Whatever they undertake they learn it clear through. I would not be ashamed to have the people from Washington to see this laundry any day, for they keep it clean all through the week. I am an Indian myself, so perhaps my report is not as good as other reports. (S.J. Pitt, Laundress.)

REPORTS OF SEAMSTRESSES

Sewing room No. 2--I have under my charge 8 girls. I find them quick to learn, obedient, and industrious. They sew both by hand and with machines. During the year ending June 30, 1884, they have made among other things, 13 coats, 157 pairs ~~drawers~~ pants, 108 skirts, 84 pairs overalls, 62 jumpers, 12 pairs drawers, 40 bedticks, 64 sheets, 54 towels, 10 aprons, 16 night-dresses, 18 shirts. (Anna Fairchild.)

Sewing room No. 1--I am an Indian and have not had much experience, but I have learned the work of this department and am trying to help the girls by imparting what I know. We have used in this room 6,201 yards of goods and have made the following: 164 dresses, 45 skirts, 196 aprons, 70 underskirts, 27 pillow-cases, 59 window curtains, 68 night-dresses, 18 bedticks, 12 cloaks, 24 towels, 73 sheets, 192 skirts, 110 chemises, 279 pair drawers. I have from 13 to 16 girls in my charge, 2 can cut and fit dresses, 8 can do ordinary cutting, all are anxious to learn. (Lillie Pitt, Indian.)

Sewing room No. 3--We do the patching and mending in our room. The girls in our room are all small. There are 14 girls in our room. (Emma Kahama, Indian girl, fourteen years old.)

REPORT OF BOYS' LAUNDRY

All of the boys' washing, except white shirts, is done in this laundry; also all bed-clothing used in the school. Five boys work in this laundry; they do the ironing too. (John W. Adams, Laundryman, Indian.)

REPORT OF DISCIPLINARIAN

First call in the morning for the boys is at 5 o'clock, a.m.; then the boys get up and make their beds and put their rooms in order. The second bugle at 5:30 is for roll-call, when the boys all fall in line and answer to their names. Third call is for breakfast at 6:30. Breakfast is over at 7:00, and every boy goes directly from the dining-room to his work and remains until 11:30, when they are excused and get ready for dinner. Dinner is over at 1:00 p.m., and all go to work again until

5:00, then comes supper; after ~~drill~~ supper drill for 15-minutes. Then play until 7:15; then roll-call and prayers; and the last call is at 8:30, when all are to be in bed and lights out. We have now over 100 boys; some are out among the farmers during vacation. (David E. Brewer.)

REPORT OF PRINCIPAL EDUCATIONAL DEPARTMENT

Coming into the school about the middle of September, 1883, I found the pupils more advanced but less thoroughly graded than I expected. A year's experience has shown me that to grade a school of this kind is not an easy task. The same difficulties arise here that are mentioned by teachers of other schools of similar character. The frequent addition of new pupils from reservations and agency schools at various stages of advancement, together with the fact that the school-room work cannot be wholly independent of the industrial training, are among the obstacles. Considering the many difficulties under which they labored, the condition in which I found the school reflects the greatest credit upon former teachers. Throughout the year a continued effort has been made to perfect the grading of the school, and much has been accomplished in that direction, though not all that is desired. An attempt has also been made to establish a fixed course of study, and to make the objects to be attained in the several grades more definite than they have been heretofore. The ultimate object kept in view is to teach Indian children to speak, to read, and to write the English language correctly and under-standingly, and to give them, so far as possible, the rudiments of an English education. Where pupils are capable and sollicitious of taking up branches in advance of the work laid out for them, they will be encouraged to do so.

Two advanced pupils during the last year have been studying physiology, and mastered it without difficulty. At the beginning of the year a lack of proper textbooks and a supply of others compelled the advance class to take up physical geography (Monteith's), which was considered a doubtful alternative at that stage of their advancement. By going slowly and reviewing at intervals the ~~work~~ work gone over, they experienced but little difficulty with it, and at the end of eight months passed a very satisfactory examination in most of the subjects embraced. This and kindred studies interest them greatly, and promote their desire for knowledge. Experience has shown that it is not wise to undertake a great deal, but rather to make thorough work of a little. As a rule, the children are found to be bright and intelligent and anxious to learn.

The greatest obstacle to their advancement is the lack of the knowledge of our language. To teach them correct English is certainly the first and most important step in their education, and to derive the full benefit of English teaching they must be taught not only to speak and to read and to write English, but also to think English. When this is accomplished they will compare favorably with other children in ability to make rapid advancement.

This school is just now entering upon the fifth year of its existence. Heretofore there have been but four grades in the school. The fourth grade will now become the fifth, the third the fourth, the second the third, and the first the second; and the first grade will be composed of new recruits, part of whom have just arrived, and a few already here, who are not ready for second-grade work. The plan of work for the fifth grade is not yet completed; but it is the intention to give them such instruction as shall tend to fix firmly in their minds what they have already learned, and prepare them, as far as possible, to give to their people the benefit of their knowledge when they return to them.

During the past year considerable advancement was made by the entire school. Examinations were had at the end of each quarter, which were written as far as practicable. The result of these examinations, taken in conjunction with the class studying of the pupils, was made a basis for grading the school, and the good effects were apparent in many respects. The pupils became not only eager to maintain their standing, but desirous to excel in the careful preparations of their papers and in the credits received. The papers of the last examination show a marked improvement over those of the first. Many of those of the advanced class were almost faultless as to neatness, spelling, and the use of capital letters.

Considerable attention has been given to writing and reading original composition, to declamations and recitations, and with the greatest benefit. Two public exhibitions were given by the children during the year, both of which elicited many expressions of surprise and commendation. The last was at the close of the school year, and was given by a literary society organized and conducted by the pupils of the advanced grade. White children of similar ages and much better opportunities might well be proud of as successful an attempt. Literary societies, sociables, band of hope, Sunday-school, and religious meetings, all conducted by the children, afford opportunities for them to become familiar with those duties in life in which it is hoped they will take the lead when they return to their people.

Inadequate school-rooms have been a hindrance in the past, but we look forward to a time in the near future when this hindrance will be removed. All things considered, the school is in a prosperous condition and bids fair to do more and better work the coming year than ever before. (W.V. Coffin.)

REPORT OF ASSISTANT TEACHER

I have been employed as assistant teacher in this school for seven months. The school, although not thoroughly graded, was last year divided into four divisions or grades of which I had charge of the two lower, the children being in school only half the day and working the other half; I had one grade in the fore-noon and the other in the afternoon. I have found the children apt and eager to learn, their average being as good as that of white children. In the first or primary grade we use Appleton's First Reader and Monroe's Reading Charts. They are also given instructions in oral arithmetic and in writing. In the second grade are used Appleton's Second Reader, Robinson's Primary Arithmetic, and the Spencerian system of copy books. All the children speak the English language, and understand quite readily. In the first grade are enrolled 34 pupils and in the second grade 41 pupils, 8 of whom were advanced from the first grade at the end of the third quarter. (Minnie Unthank.)

PHYSICIAN'S REPORT

In regard to the sanitary condition of the school for the past year I have to say that the general health of the school has been good. A large majority of the cases treated have been such as common sore eyes, sore throat, colds, and other slight ailments. But few serious cases of illness have occurred, and but two deaths. Ten children were returned to their homes during the year on account of poor health. Eight of the ten were the victims of inherited consumptional diseases. The two were the result of consumption.

Near the beginning of the year a building 20 by 24 feet was erected for a boys' hospital, and a little later another, of the same size, for a girls' hospital. Previous to the erection of these buildings, the overcrowded condition of the school made it very difficult to take proper care of the sick. Since their erection it has been possible to give the best of care in almost every respect, and to this fact is largely due the smallness of the number of cases of serious sickness.

The present location of the school buildings considered from a sanitary stand-point, is not a good one, for two very important reasons: the first is, the draining is very poor, and cannot be bettered without considerable expense; the second is, that the water supply is totally inadequate to the needs of the school. Of the four wells on the grounds all fail during the dry season, and it becomes necessary to haul water from one-half to one mile, which, for so large a number, is not a small task. If the water furnished by the wells was sufficient in quantity, the drainage and the location of the wells are such that eventually a fruitful source of disease. Now that the number of children in school is increased from 150 to 200, if the location of buildings is not changed immediate action should be taken to improve the drainage and to furnish the school with an abundant supply of fresh water. (W.V.Coffin.)

Yours respectfully,

H. J. MINTHORN,
Superintendent

The Commissioner of Indian Affairs.

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Fred Lockley, writing for the Portland, Oregon Journal, issue of October 1, 1944, says in part:

For some years Albert and Edith Tozier had charge of the building at Champoeg. Albert wrote me on all sorts of subjects. In one letter he discussed presidents he had met. He wrote me as follows:

"When President and Lucy Hayes visited Oregon they visited the Indian school at Forest Grove, which Hayes was instrumental in having established, and of which Dr. H. J. Minthorne was in charge prior to its removal to Chemawa. The president and members of the faculty of the Indian school appointed a committee of which I was a member to go to Portland as escort and guard of honor for the presidential party. This was before the days of paved roads or automobiles, so we boarded the West Side Southern Pacific train, with its wood-burning engine.

"En route to Forest Grove a slide delayed the train. While a section gang shovelled the earth from the track, President and Mrs. Hayes left the train and held a reception for the passengers beside the track.***"

INDIAN TRAINING SCHOOL
Forest Grove, Oregon
August 18, 1885

SIR:

In compliance with instructions, I have the honor to submit my first annual report of this school.

On the 21st of November, 1884, I resigned the position of physician and principal teacher, and relieved Dr. H. J. Minthorn as superintendent, he having been transferred to the school at Chillico, Indian Territory.

By the appropriation for the support of the school for the fiscal year ending June 30, 1885, the capacity of the school was increased from 150 to 200 children. At the same time an additional appropriation of \$20,000 was made for the erection of larger and more convenient quarters for the school.

In the hope that these new quarters would be erected without delay, the school was filled up to as near the maximum number as the limited quarters would allow, and 189 children were crowded into quarters calculated for less than half that number. Bad weather at length set in, and there being no probability of new buildings before spring, preparations were begun for spending the winter in the old quarters. By economizing all available space the school succeeded in accomodating itself to the situation with tolerable comfort, and made excellent progress until about the 15th of Dember, when a snow-storm, unprecedented in the country for severity, set in.

In the midst of this storm, on the morning of December 18, the girls' building, containing their dormitories and living rooms, together with the dining-room and kitchen, supplies and dry-goods store-rooms, sewing and music rooms, besides living rooms for several employes, burned to the grounds. The fire apparently caught from a defective flue, and in the floor of the attic. It happened at a time when all the children and most of the employes were absent at chapel exercises in the other building. Aided by the explosion of lamps, the flames gained such headway before being discovered that all efforts to check them were futile; and within forty minutes from the first alarm the walls fell in. The location of the fire prevented access to the only stairway leading to the attic, and all the bedding and clothing belonging to the girls was burned, together with everything belonging to employes on the second floor. The supplies and most of the dry goods were saved. It was a relief to find all present at roll-call. The boys cheerfully abandoned quarters and bedding in behalf of the girls, and found quarters in the barn and other out-buildings until a shed was inclosed and rendered as comfortable as could be made with such material as could be obtained at the time.

For three weeks we were completely snow-bound, having no communications with the outside world. But having saved all our provisions, we had plenty to eat, and then, too, plenty to do. School-room work for the time was suspended, and a double force put into the sewing-rooms. The girls sewed and cooked, the boys cut wood, shoveled snow from the walks and roofs of buildings, built additions and repaired old buildings. During all this trying time, not a murmur of complaint was heard from any child or employe, but all worked harmoniously for the welfare of the school. The chapel and school-rooms having been converted into dining and sewing rooms, a new temporary building, for school purposes, was erected on a site of the burned building. By the 1st of February the regular program was resumed.

SCHOOL ROOMS

The school-room work of last year, beginning September 1, though seriously interrupted by cause of the loss of one of our buildings, and the removal of the school from Forest Grove to Salem, has not been without some good results. The school opened with five grades. The work for the year having been carefully planned, we hoped to accomplish more than we had ever done before; but when the building was burned, the school-room work was suspended for more than a month, and at the time of the removal of a portion of the school, two grades (the third and fourth) were necessarily out of the school-room for more than two months. Though working under discouraging circumstances during the greater part of the year, the children were cheerful and obedient, showing a perfect willingness to overcome difficulties by hard work and close application.

The first graduating class of twenty-four pupils (ten girls and fourteen boys) was sent out this year, most of them passing very creditable examinations. They were given nothing more than a rudimental education in the following branches--viz, United States history, geography, language, arithmetic, reading, writing, and spelling. Their rhetorical work was conducted mainly by themselves, in the form of a literary society. Their graduating exercises were very similar to those of other schools, the boys and two of the girls preparing orations, and the remainder of the girls essays, these being entirely their own productions.

At the close of the year examinations were made in each grade, and the promotions from the lower grades were as follows: From the first grade, 16; from the second grade 40; from the third grade 25; from the fourth grade 28.

During a part of the year vocal music has been taught, and instrumental throughout the whole year. Their progress in music has been very satisfactory, many of them showing marked talent in this art. Last May a concert was given by the graduating class and the little ones of the lowest grade, in Forest Grove, Portland, and Salem. Besides several choruses their program contained both vocal and instrumental duets and solos. At each place they were favored with a crowded house and an appreciative audience who expressed genuine surprise at their proficiency in music. Calisthenic songs by the little ones were well received and heartily applauded. The band boys also received special notice. Their music was considered good, taking into consideration that they had had only a few months' practice.

SANITARY

Everything considered, the health of the school during the year has been good. Of ~~xxx~~ a party of nineteen children brought to the school in March from Klamath Agency, in Southern Oregon, three have died and two others returned to their homes on account of failing health. The change of climate has seemed to be disastrous to them. ~~Thexchangexofx~~ Of four other deaths in the year three were from consumption.

The Forest Grove school among its pupils includes representatives from twenty-nine different tribes scattered throughout Oregon, Washington Territory, Idaho, and Alaska. These tribes number about 22,000 Indians, among whom there are 3,400 children of school age, Alaska not included. This is the only school of its character accessible to them, and the fact that they are becoming not only willing but anxious to have their children educated is attested by the fact that many applications were ~~received during the year~~ from Indian parents desirous of sending their children to the school.

Supt. W. V. Coffin, 1885

children to this school. Many of these were refused because we could not accomodate them. In view of this fact, I would emphatically recommend that with the completion of the new quarter the capacity of the school be increased to three hundred pupils, and that an appropriation for that number be asked at the coming session of Congress.

Respectfully yours,

W. V. COFFIN
Superintendent

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The bill making appropriation for new buildings contained the provision that land suitable for a farm for the school, should be donated at some point within the State of Oregon. There were three donations made in accordance with this provision, as follows: Newberg, a tract of 100 acres of land, heavily timbered; Forest Grove, a tract of 25 acres near the town, for a building site, and 75 acres of pasture-land, four miles away; Salem, a tract of 171 acres, sparsely timbered, and 10 acres under cultivation. After long delay the Salem site was chosen chiefly on account of the larger number of acres and its nearness to the State capitol.

Under date of February 20, a dispatch was received instructing to take possession of the Salem donation, and begin work. Twelve carpenter boys in charge of the school carpenter, D. E. Brewer, were immediately sent to Salem. Notwithstanding heavy rains, within three weeks they had repaired and added to two old buildings found on the premises, converting them into comfortable summer quarters for 50 children. On the 17th of March, 46 boys and ~~girls~~ 15 girls, with necessary supplies, were transferred to Salem. This division of the school was placed in charge of Ed. McConville, disciplinarian, aided by E. H. Woodward, farmer, Mrs. McConville, assistant teacher, doing duty as matron, and Mrs. Woodward, seamstress, serving as cook. The work of clearing and improving now began in earnest and the manner in which stumps, brush, and trees gave way before their axes, spades, and plows, and the rapidity with which a little village of houses and sheds, made mainly of shakes and poles, hewn from timber on the ground, sprang up, excited the wonder and admiration of every one who beheld it, and many warm friends for the Indian boys and girls, where they had none before.

With the school virtually divided into two, without an increase in the force of employees, it was found difficult to do satisfactory work, and at length deemed best to concentrate the main body of the school at one point or the other. There being little to do at Forest Grove, and ~~as~~ a great deal to be done at Salem, it was decided to move the main body of the school to the latter place. Accordingly, on the 15th of May all the Forest Grove division, excepting the second grade, numbering 39 girls and 23 boys, together with the shops, sewing-rooms, etc., was transferred to Salem. After some delay in perfecting the temporary quarters, a reorganization was effected, and the school opened with all departments in operation June 1.

Plans for new buildings being approved, after another delay, arising by reason of a technical error in the title of the new farm, the contract was awarded July 23, and approved by the honorable Secretary of the Interior August 13, and at this writing the work is begun, with every prospect that, unless wet weather should begin soon, the school will be in comfortable and convenient quarters within a few months. The main buildings will be three in number--a central building to be used exclusively for chapel and school-room purposes; a girls' quarters, containing kitchen and dining-room and four employees rooms; and a boys' quarters, containing also four living rooms for employees. These three buildings will be built by contract. The shops, office, warehouse, and hospitals will be built by the Indian boys under the direction of a skillful mechanic. The warehouse is already under way.

The location is five miles north of the city of Salem, the main line of the Oregon and California Railroad constituting its eastern boundry. The land is an elevated tract, from which the railroad runs down-grade in both directions. The railroad ~~and freight~~ platform company have put in a side track, erected a passenger and freight platform, and made a station of the school. The name given to the station is Chemawa, meaning Indian town.

The industrial departments, particularly the shoe and blacksmith shops, are not able to make as good a showing as we hope and believe they will in the future, for the reason that much of the year they have been closed and the instructors and apprentices detailed to more urgent work incident to the fire in the winter and the removal and establishment in new quarters of the main body of the school. While the time has been lost from their respective trades, it has in no sense been wasted, for the schooling received in slashing, clearing, and grubbing will not come amiss, and has been well calculated to the formation of industrious habits.

THE SHOE SHOP

With an average number of six apprentices, has manufactured 541 pairs of shoes and 11 pairs of boots; also has repaired 286 pairs of boots and shoes.

THE BLACKSMITH SHOP

with six apprentices, has made--

1 four-seated hack-----	\$200.00
1 buck-board-----	75.00
25 neck-yokes-----	50.00
1 water-tank-----	30.00
2 hay-racks-----	30.00
18 maul rings-----	4.50
12 iron wedges-----	6.00
Job work for school-----	175.00
Cash received from outside work-----	76.50
TOTAL-----	\$647.00

CARPENTER SHOP

The carpenter boys, numbering sixteen, have put up fourteen buildings and sheds, sufficient in capacity to furnish ample summer quarters for the entire school, with all its departments. Most of these buildings were formed from the green timber found on the land; the roofs, and, in the case of all the sheds, the sides and partitions, as well, are of shakes made on the grounds.

THE TAILOR SHOP

With an average working force of fourteen girls, has made, since January 1, 126 uniform suits, 127 jeans pants, and 50 under-suits.

THE SEWING ROOM

With an average working force of fourteen girls, has made, since January 1, 967 garments, including 175 dresses, and 256 aprons, besides 187 sheets, 139 pillow-cases, 32 bed-ticks and 35 curtains.

THE FARM

The farm boys have slashed fifty acres of land, grubbed ten and plowed seventeen. Together with what they have raised on land belonging to the school, and what they have earned by work outside, they have supplied the school for one year with grain, hay, and vegetables.

INDIAN TRAINING SCHOOL
Salem, Oregon, September 20, 1886

Sir:

In compliance with instructions I have the honor to submit my first annual report of this school. On the 1st day of October, 1885 I relieved Dr. W. V. Coffin and assumed the duties of superintendent of the then "Forest Grove Indian Training School,".

I found the school divided into two branches, one at Forest Grove and the other at Chemawa, 5 miles north of Salem. This branch of the school had been removed to this locality by my predecessor, to take charge of and clear the site for the new buildings then under contract and in course of construction. The scholars were crowded together in crude shanties and shake houses erected by the Indian boys for mere temporary quarters, but, owing to the delay in completing and furnishing the new buildings, we were compelled to winter in these buildings. It was with difficulty we managed to keep the school together and maintain proper order and discipline during the cold, rainy, and inclement weather. The branch of the school remaining at Forest Grove was in reasonably comfortable quarters, and passed through the winter nicely. On the 3rd day of April we all moved into our new and commodious buildings, since which time our condition has been most pleasant and our school work much better.

In many respects I think this year's work the most important of any in the history of the school. There have been erected and completed three excellent buildings, viz: First, one dormitory for the girls including sleeping apartments, kitchen and diningroom, sitting and music room for the girls, and parlor and six rooms for the employes; Second, one boy's dormitory, including sleeping apartments, sitting room, and eight rooms for employes; Third, the main or central building, which embrace the chapel and school-rooms. There have also been erected a brick boiler house and steam apparatus, by which all the buildings are heated; also water supply furnishing the entire school with hot and cold water. The Indian boys, under the instruction of the carpenter, have built and completed a good warehouse, mess-house, and three other small buildings, and now have in course of construction a ~~mess~~ building for offices, medical and sleeping apartments. The dormitories, chapel, and school building are all well furnished with new and substantial furniture, costing \$2,926.95. The three buildings were built under contract by Messrs. Southwick & Erb at a cost of \$16,450. The boiler-house and heating apparatus were constructed by William Gardner & Co., under contract, at a cost of \$4,616. The water-supply tank, frame, and fixtures were furnished by Dugan Brothers, at a cost of \$1,087, making a total cost of \$25,079.95.

SCHOOL WORK PROPER

On taking charge I found the classes somewhat divided and disorganized, on account of the removal of a portion of some of the classes to this place and the leaving a portion at Forest Grove, and the scholars here had just returned from the hop fields. The school was reorganized as quickly as possible into five grades. During the year the children have generally worked and studied hard, and made as rapid advancement as could reasonably be expected. The fifth or graduating grade especially did themselves and the school credit,

19 of whom passed most excellent examinations. Several of the class of the final examination secured 100 per cent, in almost every branch of their studies.

This, the second graduating class of 19 pupils, those who passed the final examinations (7 girls and 18 boys), was sent out this year. The closing exercises were held in our new and commodious chapel on the 30th of June. These exercises were witnessed by a very large audience from Salem and vicinity. The people went away highly pleased. The graduating exercises, consisting of orations, essays, and declamations, were prepared by the pupils. This class was taught and graduated in the following branches viz: United States history, geography, language, arithmetic, reading, writing and spelling.

At the close of each quarter examinations were held in all the grades. At the close of the year's work the examinations were held for promotion, and the promotions from the lower grades were as follows: From the first grade 27; from the second grade 32; from the third grade 31; from the fourth grade 26. The fourth grade will take the place of the fifth the coming year, and with our increased facilities will doubtless advance more rapidly than did the class of 1886. The question of educating the Indian children is no longer an open one. They are as susceptible of improvement as others, and in time some of our best scholars are likely to be found among the Indians. Writing and geography are especially favorite studies, and are learned easily and rapidly.

THE FARM.

The tract of land called a farm is in embryo as yet. It was a heavy timbered piece of land, with most of the valuable timber removed before it was purchased for the school. I found about 5 acres of cleared land that was susceptible of cultivation. That was planted in potatoes, but the season has been very unfavorable to the growth of the crop. About 5 acres more of land have been cleared and planted in green vegetables. Forty acres more have been partially cleared during the summer and the stumps mostly removed. Eighty acres have been slashed and partially cleared. It requires a great deal of labor to prepare this land for cultivation. It will take at least three years to make a respectable farm here. There have been about 4,000 rails made and 320 rods of fence built. No hay has been raised on the land and there has been but little pasture for the stock, but the boys and teams worked for the neighboring farmers and have put on about 40 tons of straw hay and 3 tons of timothy. The boys on the farm are industrious and willing to work but have little chance to accomplish much until the land is cleared or other land purchased.

The original tract of land embraced 171 acres. Since I came I have contracted and bought for the Government 85 acres more, and will pay for it with the labor of scholars, who have earned money enough to pay the purchase price, \$1,500, by picking hops, in less than three weeks' time, but I think it best to pay the children one-half of the money they have earned, and apply the other half as a payment on the land, and complete the payment for the land next year.

THE SHOE-SHOP

There has been an average of 8 boys at one time at work in the shoe-shop for seven months, commencing with the month of October, 1885, and ending with the month of April, 1886. Only 3 of these boys had gained any

knowledge of the trade previous to October, 1885. During the seven months there were 628 pairs of shoes made and 322 pairs of shoes repaired. The shoes that have been made compare very favorable with \$2 and \$3 shoes made in the custom shops of the country. The repairing was done in a very neat and workmanlike manner.

During the last three months of the fiscal year there have been but a very few pairs of shoes made, on account of the want of sole leather; there being an average of only 2 boys at work in the shop during that time, doing mostly repairing. The school harness has been considerably repaired during the past year, but no new harness has been made.

THE BLACKSMITH-SHOP

The blacksmith-shop, with 5 apprentices, has made---

1 buck-board	-----	\$90.00
2 hand-carts	-----	60.00
2 stump-pullers	-----	6.00
Irons for boiler-house and oven	-----	26.75
3 wood racks	-----	35.00
2 hay-racks	-----	30.00
2 wheelbarrows	-----	15.00
1 desk	-----	3.00
8 new wheels	-----	48.00
Repair work	-----	<u>290.00</u>

TOTAL----- \$603.75

The blacksmith-shop is not able to make as good a showing as we had hoped it would, for the reason that it has been closed a part of the year, the instructor and his apprentices having much work to do outside of the shop.

CARPENTERING

There has been an average of 10 Indian boys working in this department. They have built five houses and performed other labor and repairs to the value of \$2,000.

TIN-SHOP

The work in this department has been mostly confined to repairing, plumbing, and taking charge of heating apparatus, boiler-house, and water supply. There has been good and valuable labor performed in this department, but little new ware manufactured, for want of stock and tools.

TAILORING

The tailor shop, with an average working force of 5 girls and 1 boy, has made, since October 1, 1885--

Costs	-----	\$ 94
Pairs of pants of all classes	-----	257
Flannel drawers	-----	290
Flannel shirts	-----	291
Hickory shirts	-----	277

Overalls, denims-----	4-92
Jumpers, denims-----	62
Calico shirts-----	6
TOTAL-----	\$1369

THE SEWING-ROOM

The sewing-room, with an average force of 4 girls, has made, since the 1st of October, 1885, 2,096 pieces of clothing and bedding. The girls in this department have improved very much during the year. Some of them are capable of doing almost all kinds of cutting and fitting.

THE LAUNDRY

This branch of the service has been much improved during the past year. The Indian girls do nearly all the washing and ironing for the whole school. The work is hard, but the girls do it neatly, cheerfully and well.

THE KITCHEN AND DINING-HALL

There has been as much improvement in this department as in any connected with the school. The girls in this department cook the provisions for the whole school, and their kitchen and dining-hall are neat and well kept.

SANITARY

The health of the scholars was generally as good as could be expected during the year, considering that they had to winter in shanties and crude buildings erected and fitted only for summer use. There were 510 cases treated by the physician, but of this number only 6 died in the school and 2 after returning home. The health of the scholars is now as good as it could possibly be, as there is not a single case of sickness, except a few chronic ones.

This school has averaged a fraction over 200 pupils the past year, representing 29 different tribes, scattered along the western coast from California to Alaska. The Alaskan Indians are generally bright and quick to learn, and very tractable, and, in fact, the children from all the tribes seem kindly disposed to each other, and are generally obedient and well-disposed.

Respectfully yours,

JOHN LEE

THE COMMISSIONER OF INDIAN AFFAIRS

Superintendent

HOW TO PAY INDIAN PUPILS

Instructions from the Commissioner of Indian Affairs about the pay of apprentices have been received, and in order that our trade boys may read and understand for themselves, we print most of the letter, after making some of the words and sentences easier.

(The "Indian Helper"- Carlisle, Pa. Vol. NO. 39 May 7, 1886)

The Instructions

All Indian pupils should understand that when they are fed, clothed and taught by the Government, they can have no just claim to any pay for their work, but the pupils OWE the Government, and should pay the Government for their education, by working.

But the Government wants the Indians to learn how to use and save money- save enough to have a little to help them to start in business when they return home, or leave the school, so it is thought to be a good thing to pay small wages for FAITHFUL capable work, and to pay according to the time and good work of the trade boy.

At all Indian schools the pay is to be the same. Of course careless work should not receive as much pay as good work, and the masters of the shops should INSIST upon the boys doing GOOD work.

THE WAY THEY ARE TO BE PAID

For the first four months- NOTHING

For the first year,- EIGHT CENTS A DAY.

For the second year,- TWELVE CENTS A DAY.

For the third year,- and after,- TWENTY-FOUR CENTS A DAY.

For the FARM HANDS: During the first three months, NOTHING. After that, twelve cents a day of eight hours, except during harvest when twenty-five cents a day of ten hours may be paid.

For other kinds of work eight or twelve cents a day. There must be no for lost time. Indians need to learn the value of minutes.

It is the duty of every training school which pays pupils for work to see how the pupils spend their money.

Before money is given them they should tell what they want to buy, and afterward show what they DID buy.

This will make a great deal of work for the officers of the school, but will protect the interest of the pupils.

IN NO CASE MUST PUPILS BE ALLOWED TO GO INTO DEBT, OR TO RUN UP ACCOUNTS AT STORES.

The pupils should be trained to save their money for future needs.

Signed by

J. D. C. ATKINS
Commissioner of Indian Affairs

CARLISLE

(From "The Indian Helper" Carlisle Indian School Paper, dated Friday, September 3, 1886. Vol.11 No.4)

Captain R. H. Pratt began his education of the Indian in Indian Territory even while as an army officer he had to fight the bad ones, to teach all the Indians who would learn from him, and continued to do so until he was sent by the government in 1875 with a number of prisoners to Florida.

Here he continued to teach, and these Indian prisoners behaved so that the government finally pardoned them and permitted them to return to their homes.

Twenty-two of these prisoners had become so anxious to learn, and so much attached to Captain Pratt they would not leave him, and seventeen went with him to the school at Hampton and the other five to Utica and Tarryton, New York.

Here they were joined by a number of other Indians, who were anxious to gain all the knowledge they could, and these pupils so filled Captain Pratt with hope and courage that he determined to try and induce the government at Washington to give him the Barracks at Carlisle, for an Indian Industrial School.

Although the Barracks were going to decay, and the grounds around them were not used, it was not an easy task to get this property from the government; but with God's help, and by his own patient perseverance, and untiring labor he finally succeeded; and the school at Carlisle was opened on the first day of November, 1879.

79	14	
1880	- 2 -	25 Date Chemawa established
1879	- 11 -	1 Date Carlisle established
	3	24

Carlisle was opened for students three (3) months and twenty-four (24) days before Chemawa opened it's doors.

SALEM INDIAN SCHOOL, OREGON

At the Salem Indian School, Oregon, they have chapel exercises for the whole school, at seven o'clock every morning. They get up at five o'clock ~~xxxxxxmornigx~~ and do all their room work before breakfast which comes at six o'clock. They go to bed at 8:40.

"The Indian Helper" Vol.11 No.14
November 12, 1886

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A SCHOOL OF INDIAN PUPILS AWAY OUT IN OREGON
(From the "INDIAN HELPER" Carlisle, Pa. Vol. 11 No.23, Jan.14, 1887)

What used to be the Forest Grove School, is now called the Chemawa Indian School, and is near Salem, Oregon.

Miss Fletcher, on her way back from Alaska, stopped at the Chemawa Indian School, the week before Christmas.

What she says about those Indian boys and girls is very interesting and a letter which Captain Pratt received from her this week, will be printed in the January MORNING STAR.

Among other things, Miss Fletcher says that two years ago when the Chemawa school was first moved to where it is now, the land which the people of Salem gave the school was an unbroken forest.

A forest in Western Oregon means a dense mass of trees; the trunks several feet through and the roots interlacing. Between the great trees grow smaller ones, and the spaces intervening are filled with brush.

"The Indian boys went to work clearing, first they had to cut a place to stand and work in." So you may know it took many days and months of hard work to clear a place for the buildings.

"I saw the boys digging and hacking at the roots and stumps," says Miss Fletcher, "and they have already cleared over 30 acres ready for the plow."

"Boys who have cleared the field where Chemawa School stands need not fail in hewing out a farm for themselves in the future, and in making a wilderness become a civilized home."

The pupils there have a society meeting, as we have, except the boys and girls are together.

One of the boys was president, a girl was secretary, and motions were put, seconded and carried in due parliamentary form.

"A member gave a recitation. The words grew more and more familiar, as he went on," says Miss Fletcher, and at the close she asked the boy: "Who wrote that speech?" He answered, "A Carlisle boy."

When Miss Fletcher was asked to talk she told them about Carlisle and how "the students were striving to become English speaking Americans."

The society passed a vote extending a greeting from the Literary Society of the third grade of the Chemawa School to the Society at Carlisle school, and Miss Fletcher "was requested to convey the same."

The Chemawa brass-band has seventeen instruments, and "although some of the boys had only been under drill two or three months they played well." Miss Fletcher told them about the Carlisle band and was asked: "Do the Carlisle boys play better?" She does not give her reply, but we hope she will come back home soon.

LAND PURCHASED
By
Chemawa Indian School

Acresage	From	Original Cost	Date
177.32	Wylie A. Moore	\$3,000.00	4-21-85
84.92*	George & Emma Williams	1,500.00	4-29-87
10.58	John H. & Mary Albert	1,587.00	12-10-98
60.00	John H. & Mary Albert	4,800.00	12-10-98
12.25	John H. & Mary Albert	1,225.00	8-23-'00
101.74	Emily A. Boise, et al	20,348.00	5-26-10
446.81		\$32,460.00	
- 2.413	Sold Oct.13, 1932 (Right-of-way)		
444.397			

1. U. S. Indian School land lying West of S.P.R.R. track and extending West to Oregon Electric track and bounded on North by County Road and on the South by County Road, which is South of cemetery. Vol.33. Page 184. Marion County Records. 177.32 acres.
2. U. S. Indian School land lying East of and running parallel to the S.P.R.R., running from South limits of school hospital property and running North on Market Road North of school hospital. Vol. 35. Page 238. Marion County Records. 84.92 Acres.
3. U. S. Indian School land: Beginning center of S.P.R.R. on center section line where is driven an iron bar, 18 inches long by 5/8 x 1 1/2 inches from which a fir 16 inches in diam. bears S 70 1/2° W 165 links distant; thence East 3.91 chains to the quarter section corner on the Range line between Sec.31, T. 6 S.R. 2 W., and Sec.36 of T. 6 S.R. 3 W; thence E 6.64 chains to the NE corner of what is known as the Moores land; where is set a post from which is a fir 15 inches in diam. bears S. 82° E 40 links distant and a fir 28 inches in diam. bears N 82° W 65 links; thence South 8:80 chains to the NW Corner SW corner of the W.B. Stephens Donation Claim, thence North 9.29 chains to place of beginning10.58 Acres. Book 71. Page 23. Records of Deeds, Marion County Records.
4. U. S. Indian School land lying North of the Market road running East and West along the drainage ditch. Beaver dam land. Vol.71. Page 22. Marion County Records. 60 acres
5. U. S. Indian School land adjoining the Pacific-Highway at what is known as the Silverton-Chemawa-Portland-Salem corner. 12.25 Acres Vol.77. Page 134. Marion County Records.
6. U. S. Indian School land- Donation Land Claim of W. B. Stephens, Certificate No.2063, Notification No.236. T. 6 and 7 S., Range 2 W., W.M. in Marion County, Oregon. 101.74 Acres. Vol.110. Page 531. Marion County Records.

* Supt. John Lee in his annual report of 1886 says in part: "The original tract of land embraced 171 acres. Since I came I have contracted for and bought for the Government 85 acres (84.92 A) more, and will pay for it with the labor of scholars, who have earned money enough to pay the purchase price, \$1,500, by picking hops, in less than three weeks time, but I think it best to pay the childrens one-half of the money they have earned, and

apply the other half as a payment on the land, and complete the payment for the land next year."

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Description of U. S. Indian School land at Salem Indian School, Chemawa, Oregon, lying West of S.P.R.R. track and extending West to Oregon Electric track and bounded on the North by county road and on the South by County road, which is South of School Cemetery:

Lands bounded and described as beginning at a point 7.82 chains West of the center of Sec. 36 T 6 S.R. 3 W., of W. M., running thence South 50.06 chains along the East line of the land of S. G. Pugh to the North line of the Janet Pugh Donation Claim; thence East along the said North line of the Janet Pugh Donation Claim 27.22 chains more or less to the center of said O. and C., R.R. track to the North Easterly direction along the center of said O. and C., R.R. track to the North Boundary line of the SE $\frac{1}{4}$ of Sec. 36, T. 6 S., R. 3 W., of W.M.; thence West along the North line of the SE $\frac{1}{4}$ of said Sec. 36 to the place of beginning containing 177.32 acres more or less.

Vol. 33

Page: 184

Marion County Records

PURCHASED: April 21, 1885

I.O. Misc. Deed Book 6

Page 506.

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KNOW ALL MEN BY THESE PRESENTS: That George Williams and Emma Williams his wife, and William England and Olive England, his wife- in consideration of Fifteen Hundred Dollars, to them paid by the United States of America, do hereby grant, bargain, sell and convey to said The United States of America, and assigns forever, the following described parcel of real estate, to wit:

Land in Sec. 31 of T. 6 S., R. 2 W.; Sec. 36 of T. 6 S.R. 3 W.; Sec. 1 of T. 7 S.R. 3 W. and Sec. 6 of T. 7 S. R. 2 W. of Willamette Meridian, bounded and described by beginning in the center of the O. and C., R.R. track on the north boundary of said land in Sec. 36, T. 6 S.R. 3 W., of Willamette Meridian, at a corner where is driven an iron bar 18 inches ~~from which a Fir 16 inches in diameter bears S. 80° E. 167 links distant~~ long by 5/8 x 1 1/8 inches, from which a Fir 16 inches in diameter bears a 8° E. 167 links distant, and a Fir 10 inches in diameter bears S. 70 1/2° W. 165 links distant; thence E. 3.91 chains to the quarter section corner on the Range line between Sec. 31 of T. 6 S. R. 2 W and Sec. 36 of T. 6 S. R. 3 W.; thence East 6.64 chains to the NE corner of what is known as the Moore's land, where is set a post from which a Fir 15 inches in diameter bears 82° W. 65 links distant; thence South 8.80 chains to the NW corner of the W.B. Stephens Donation Claim; thence S. 41.04 chains to the SW corner of the W.B. Stephens Donation claim; thence South to the SE Corner of what is known as the Moore's land on the line of the Janet Pugh Donation claim; where is set a post from which a Fir 15 inches in diameter bears S. 26° E. 109 links

distant, and a Fir 6 inches in diameter bears N. 77-3/4° E. 48 links distant; thence West on the South boundary of said land 27.30 chains to the centre of the O. and C., R.R. track, where is driven an iron bar 18 inches long by 5/8 x 1 1/2 inches, at a corner in said track from which a Fir 26 inches in diameter bears North 85 1/2° E. 102 links distant; and a fir 20 inches in diameter bears N. 75° 50' W. 80 links distant; thence 18 1/2° E. along the R.R. track 52.82 chains to the place of beginning- Saving and excepting from this conveyance 10.58 acres of land heretofor deeded to Josephine Beatty, bounded and described by beginning at the North West corner of the Donation Land Claim of W. B. Stephens and Wife Nat. 236, Cl. 48 in Section 31, in T.6 S.R. 2 W. of Willamette Meridian, running thence North 8.80 chains; thence West 10.55 chains to the centre of the O. and C., R.R. Tracks; thence S. 18° 30' W. 9.98 chains along said R.R. tracks; thence East 13.50 chains to the place of beginning.

The land hereby conveyed containing 84.92 acres, more or less, together with the tenements, hereditaments and appurtenances thereto belonging, or in any wise appertaining; and also all their estate, right, title and interest, at law and equity therein, or thereto, including dower and right of dower. To have and to Hold the same to the said The United States of America and its heirs and assigns forever; and the said George Williams and Emma Williams and William England and Olive England, do covenant with the said The United States of America, and their legal representatives forever, that the said real estate is Free from all incumbrances, and that they will, and their heirs, executors and administrators, shall, warrant and defend the same to the said The United States of America, heirs and assigns forever, against the lawful claims and demands of all persons whosoever.

IN WITNESS WHEREOF, they have hereunto set their hands and seals this 27th and 29th day of April A. D. 1887.

Signed in presence of
E. B. Williams
A. L. Frazer

Geo. Williams (SEAL)
Emma Williams (SEAL)
Wm. England (SEAL)
Olive S. England (SEAL)

Amy Martin) Witnesses to
Chas. B. Moores) signatures of
Wm. and Olive England

State of Oregon) SS.
Multnomah County)

This certifies, That on this 27th day of April, 1887, before me the undersigned a Notary Public, in and for the said county and State, personally appeared the within names George Williams and Emma A. Williams who are known to me to be the identical persons described in and who executed the within instrument, and acknowledged to me that they executed the same freely and voluntarily for the uses and purposes therein mentioned, and said Emma A. Williams, wife of the said George Williams on an examination made by me, separate and apart from her said husband, acknowledged to me that she executed the same freely and voluntarily, and without fear, coercion or compulsion from any one.

In Testimony Whereof, I have hereunto set my hand and official seal the day and year last above written.

(S E A L)

E. B. Williams
Notary Public for Oregon

State of Oregon)
County of Marion) ss.

This certifies that on this 29th day of April, 1887, before me the undersigned a Notary Public, in and for the said County and State, personally appeared the within named William England and Olive England, who are known to me to be the identical persons described and who executed the within instrument and acknowledged to me that they executed the same freely and voluntarily for the uses and purposes therein mentioned, and the said Olive England, wife of the said William England, on an examination made by me, separate and apart from her said husband acknowledged to me that she executed the same freely and voluntarily, and without fear, coercion or compulsion from any one.

In TESTIMONY WHEREOF I have hereunto set my hand and Notarial seal the day and year last above written.

(S E A L)

Chas. B. Moores
Notary Public for Oregon

State of Oregon)
Marion County) ss.

I certify that the within instrument of writing was received for record on the 4th day of May at 8'clock m., 1887 and recorded on page 236 in Book 35, Records of Deeds of said County.

Witness my hand and seal of County affixed.

W. N. Chapman
County Clerk
By--George Mack,
Deputy.

Book 35
Page 238
Marion County Records.

PURCHASED April 29, 1887
I.O. Misc. Record Book
No. 2- Page 128
Authority March 2, 1887
(24 Stat. 465)

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KNOW ALL MEN BY THESE PRESENTS:

That We, John H. Albert, and Mary H. Albert, Husband and Wife, of Marion County, State of Oregon, in consideration of Fifteen Hundred Eighty Seven and No/100 Dollars, to us paid by The United States of America, have bargained and sold, and by these presents do grant, bargain, sell and convey unto said United States of America, and its assigns, all the following bounded and described real property, situate in the County of Marion and State of Oregon:

Beginning at a point on the North boundary of the Southeast quarter of Section 36, Tp. 6 S. R. 3 W. in the center of the track of the Oregon and California Railroad, Thence East ten and 55/100 (10 55/100) chains on the North line of Lot No. 5 of Section 31, Tp 6 S.R. 2 W. Thence South 8 80/100 chains to the Northwest corner of

the D. L. C. of W. B. Stephens. Thence West 13.50 chains to the center of the track of the Oregon and California Railroad. Thence North 18° 30' E. along the center of said track 9:29 chains to the place of beginning containing 10.58 acres, more or less, situate in Marion County, Oregon. Together with all and singular the tenements, heriditments and appurtenances thereunto belonging or in anywise appertaining and also all our estate, right, title and interest in and to the same, including dower and claim of dower.

To have and To Hold the above described and granted premises, unto the said The United States of America and its assigns forever, and we, John H. Albert and Mary H. Albert, grantors above named do convenan t to and with The United States of America, / the above named grantees, and its assigns, that they are lawfully seized in fee simple of the above granted premises, that the above granted premises are free from all encumbrances, and that they will and their heirs, executors and administrators shall warrant and forever defend the above granted premises, and every part and parcel thereof, against the lawful claims and demands of all persons whomsoever.

In witness whereof, we the grantors above named, hereunto set our hands and seal this tenth day of December 1898.

John H. Albert (SEAL)
Mary H. Albert (SEAL)

Signed and Sealed and Delivered
in the presence of us as Witnesses:

Clyde Brock
A. H. Schaefer

: Internal Revenue :
: Stamps :
: Two Dollars :
:

State of Oregon)
County of Marion) ss.

This certifies, That on this tenth day of December 1898, before me the undersigned, a Notary Public in and for said County and State, personally appeared the within named John H. Albert and Mary H. Albert, his wife, known to me to be the identical persons described in, and who executed the within instrument, and acknowledged to me that they executed the same, and Mary H. Albert, wife of the said John H. Albert, on an examination made by me separate and apart from her said husband, then and there acknowledged to me that she executed the same freely and voluntarily and without fear, coercion or compulsion from any one.

In testimony Whereof, I have hereunto set my hand and Notarial seal, the day and year last above written.

(SEAL)

A. H. Schaefer
Notart Public for Oregon

State of Oregon)
County of Marion) ss.

I certify that the within instrument was received for record on the 3rd day of October A. D. 1899, at 2:35 o'clock P.M. and recorded in Book 71 on Page 23, Record of Deeds of said County.

Witness my hand and seal of County affixed.

J. H. Roland,
Recorder of Conveyances
By S. A. McFadden,
Deputy

(SEAL)
\$1.00 Paid.

Book 71
Page 23
Record of Deeds
Marion County, Oregon

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KNOW ALL MEN BY THESE PRESENTS: That we, John H. Albert and Mary H. Albert, Husband and Wife, of Marion County, State of Oregon, in consideration of Four Thousand Eight Hundred and No/100 Dollars to us paid by The United States of America, have bargained and sold, and by these presents do grant, bargain, sell and convey unto said United States of America and its assigns all the following bounded and described real property, situate in the County of Marion and State of Oregon:

Beginning at a point S 32/100 chains south of the center of Section 31, Tp 6 S. R. 3 W., Thence South 89° 45' W. 20 chains along the North line of William B. Stephens D. L. C., thence North 29 20/100 chains to the center of Lake Labish Drainage Ditch; Thence up the center of said ditch, as follows:

S 49° E. 5.39 chains, S 63° 30' E. 3.06 chains, S 79° 45' E. 6.14 chains, North 83° 30' E. 11.73 chains, thence S. 24.43 chains to a point on the North line of the William B. Stephens D. L. C. 1.31 chains from the S.W. Corner of the Sanford Stephens D. L. C., thence South 89° 45' W along the North line of William B. Stephens D.L.C. 4.49 chains to the point of beginning, containing 60 acres of land.

Together with all and singular the tenements, heriditments, and appurtenances thereunto belonging or in anywise appertaining, and also all our estate, right and interest in and to the same, including dower and claim of dower.

To have and to hold the above described and granted premises unto the said The United States of America, and its assigns forever. And John H. Albert and Mary H. Albert, grantors above named do covenant to and with the United States of America, the above name grantees, and it's assigns that they are lawfully seized in fee simple of the above granted premises are free from all encumbrances, and that they will and their heirs, executors and administrators shall warrant and forever defend the above granted premises, and every part and parcel thereof, against the lawful claims and demands of all persons whomsoever.

IN WITNESS WHEREOF, we the grantors above named, hereunto set our hands and seal this tenth day of December 1898.

Signed Sealed and Delivered
in the Presence of us as
witnesses.

John H. Albert (SEAL)
Mary H. Albert (SEAL)

Clyde Brock
A. H. Shaefer

: Internal Revenue:
: Stamps :
: Five Dollars :
:

State of Oregon)
) ss.
County of Marion)

This certifies, That on this tenth day of December, 1898, before me the undersigned Notary Public in and for said County and State, personally appeared the within named John H. Albert, and Mary H. Albert his wife, known to me to be the identical persons described in, and who executed the within instrument, and acknowledged to me that they executed the within instrument, and acknowledged to me that they executed the same, and Mary H. Albert, wife of the said John H. Albert, on an examination made by me separate and apart from her said husband, then and there acknowledged to me, that she executed the same freely and voluntarily and without fear, coercion or compulsion from any one.

In Testimony whereof, I have hereunto set my hand and Notarial Seal, the day and year last above written.

(SEAL)

A. H. Schaefer
Notary Public for Oregon.

State of Oregon)
) ss.
County of Marion)

I certify that the within instrument was received for record on the 3rd day of October 1899 at 2:35 o'clock P.M., and recorded in Book 71, on Page 22, Record of Deeds of said County.

Witness my hand and seal of County affixed.

(SEAL)

J. H. Roland
Recorder of Conveyances
By S. A. McFadden
Deputy

Vol. 71
Page 22
Marion County Records

PURCHASED Dec. 10, 1898
I. O. Misc. Record Book No. 5
Page 25. Authority of
July 1, 1898 (30 Stat. 589).

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Description of U. S. Indian School land at Salem Indian School, Chemawa, Oregon, adjoining the Pacific Highway at what is known as the Silverton - Chemawa - Portland - Salem, four corners highway.

Beginning at the SW corner of the D. L. C. of Stanford B. Stephens and wife in T. 6 S. R. 2 W., of Willamette Meridian. Thence East 2 chains to the center of the County road leading from Salem to Brooks, thence along said road as follows: North 180 degrees 30 minutes East eight and seventy-one hundredths (8.71) chains, North 7 degrees, West 16.84 chains to the center of Lake Labish Drainage Ditch, thence South 83

degrees, 30 minutes, West 4.11 chains, thence South 24.43 chains to the North line of the D. L. C. of Wm. B. Stephens, thence North 89 degrees 45 minutes, thence E. 1.31 chains to the point of beginning. Containing 12.25 acres.

Vol. 77
Page 134
Marion County Records

PURCHASED: August 23, 1900.

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Description of U. S. Indian School Land lying EAST of Hospital, Auditorium and Printing office and adjoining Lake Labish:

A part of the Donation Land Claim of W. B. Stephens and wife, Certificate No. 2063, Notification No. 236, in T. 6 and 7 S., Range 2 W., W.M., in Marion County, Oregon State of Oregon:

Commencing at the S.W. corner of said Donation Land Claim and running e sterly along the South line of said claim 28.29 chains to the Southwest corner of a tract heretofore deeded by the said W. B. Stephens to August Manta; thence northerly along the West line of the Manta tract and the same extended 41.12 chains to the North boundry line of said D. L. C. of W. B. Stephens and wife; thence Westerly along said North boundry line 28.29 chains to the Northwest corner of D. L. C. ; thence Southerly along the West boundry of said D. L. C. 41.04 chains to the place of beginning, containing 116.74 acres of land, more or less. Save and except the following described land, to wit:

Beginning at a point 14.25 chains East of the Northwest corner of the W. B. Stephens D. L. C. and running thence East 9.50 chains; thence South 10.53 chains; thence West 4.75 chains; thence North 21.06 chains to the place of beginning and containing 15 acres, thus leaving of the original tract 101.74 acres. Also an easement or right of way deeded to the Lake Labish Drainage District by R. P. Boise and wife, said land being described as follows:

A strip of land 15 links wide on East side of a center line of the following decribed ditch:

Commencing at a point 5.68 chains West and 9.00 chains South of the Southwest corner of land owned by John Knight Sec.31, T. 6 S. R. 3 W., W.M., Marion County, Oregon, running thence South 17 _____ West, 1 chain, thence N. 74 degrees W., 3.00 chains, thence North 70 degrees 4.75 chains to a point 5.90 chains North of the SW Corner of land owned by R. P. Boise, Sr.

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Marion County Records.
PURCHASED May 26, 1910

G R A D U A T E S
CHEMAWA INDIAN SCHOOL

CLASS of 1885

<u>NAME</u>	<u>TRIBE</u>	
Thomas Itwis	Puyallup	Washington
18 Susie Winyer*	Nisqually	Washington
William Martin*	Puyallup	Washington
Ella Lane	"	Mrs. Henry Steve Washington
Emma Kahama	"	Washington
24 Peter Kalama*	Nisqually	Washington
George Mescham*	Warm Springs	Oregon
Lizzie Olney	"	Mrs. Nugent Kautz Washington
Etta M. Hollaquilla	"	Mrs. Frank Bennett Washington
Emma V. Parker*	Wasco	Oregon
Sallie I. Pitt*	Pitt River	Mrs. Barr Washington
Lillie Pitt*	"	Mrs. Henry Kahama "
Levi Jonas*	Nez Perce	Idaho
James Stewart*	"	Idaho
16 Rosa Price	"	Mrs. Moses Minthorn
Peter Sherwood	Skohomish	Washington
John Smith	"	Washington
David M. Fletcher	"	Wrangle, Alaska
Jennie M. Fletcher	"	Mrs. W. H. Lewis, Wrangle, Al.
Willie Lewis*	Stickeen	Alaska
13 George Brown*	Chilcat	Alaska
George Blake	Stickeen	Petersburg, Alaska
21 John Alexis	Lummi	Washington
Jacob Helm*	Piute	

* Deceased

Commencement Exercises 2 P. M.
July 29, 1885

CLASS OF 1886

<u>NAME</u>	<u>TRIBE</u>	<u>AGE</u>	
Albert Moore	Nez Perce		Lapwai, Idaho
Joseph Craig	"		"
Titus Guthrie	"		"
Andrew Whitman*	"		
Delia Parnell	"	16	Mrs. Chas. Little
Lucy Jonas*	"	18	Idaho
Julia Jonas*	"	17	Idaho
Rosa Price*	"	17	Idaho
Moses Minthorn	Umatilla		Oregon
Albert John	"		Oregon
Hannah Hadley*	Puysallup		Washington
Minnie Thompson	"		Washington
Melville Rex	Wasco		Oregon
Robert Jack	Chehalis		Washington
Benjamin Butler	Klamath	15	Oregon
Henry Wilson*	"	18	Oregon
Annie Pierre*	Tootootna		Oregon
Walter Burwell*	Alaskan		Sitka, Alaska
Levi Jonas*	Nez Perce		Idaho

* Deceased.

First Graduating Class at Chemawa

Graduated from 5th Grade

Annual Report, Page 15, 1886.

NO GRADUATING CLASS FOR YEAR 1887

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CLASS OF 1888

<u>NAME</u>	<u>TRIBE</u>	<u>AGE</u>	
Henry Steve*	Snohomish		Washington
Willie Fletcher	Alaskan		Wrangle, Alaska
Louis Amoor	Clallam		Washington
Nathan Parsons	Nez Perce		Idaho
Jacob Norman	"		Idaho
Spencer Cowley	"		Idaho
Caleb Charles	"		Idaho
James Maxwell	"	21	Lapwai, Idaho
Silas Whitman	"		Idaho
Hattie Corbett	"	15	Idaho
Willie DePoe*	Siletz		Oregon
Charles R. Robb	Puyallup	20	Washington
Sarah Pierre*	Toootootna		Oregon
Addie Hill*	Shasta Costa	20	Oregon
Luella Drew*	Klamath	21	Oregon
Flora Pearne*	Klickitat		Mrs. Tom Robbins Wash.
Agnes Pearne*	"		Washington
Louise Issac	Spokane		Washington
Rosa Whitley	Wasco		Oregon
Charles Lott*	Stickeen		Alaska
Ida Barker	Neah Bay	15	Washington
Phoebe Nelson	Nez Perce		Idaho

* Deceased.

NO GRADUATING CLASSES FOR YEARS 1889, 1890 or 1891

<u>CLASS OF 1892</u>				
<u>NAME</u>	<u>TRIBE</u>	<u>AGE</u>	<u>DEGREE OF IND. Blood</u>	
Joseph Adams*	Siletz	17 in 1891		Oregon
Oliver Lindaley	Nez Perce			Idaho
Robert Wilson	Piute	15	4/4	Warmsprings, Ore
Josephine Allard	Snohomish			Washington
Emma Hogdon	Snohomish			Washington

<u>CLASS OF 1893</u>				
Robert Jack	Chehalis			Washington
Harry Throssel	Walla Walla	21		Washington
Ida Barker	Neah Bay	20		Washington

NO GRADUATING CLASSES FOR YEARS 1894 or 1895

<u>CLASS OF 1896</u>				
Henry Lewis	Puyallup	18	1/4	Washington
William D. Minor	Klickitat	22	1/2	Washington

CLASS OF 1897

<u>NAME</u>	<u>TRIBE</u>	<u>AGE</u>	<u>BLOOD</u>	
Elijah Brown*	Cascade	23		Oregon
Chauncey David*	Siletz	22	1/2	Oregon
Frederick Freeman*	Siletz	21	1/2	Oregon
Alpheus Dodge*	Clatsop	20		Oregon
Herbert Johnson	Skokomish	18		Washington
Richard Graham	Cascade	22	1/4	Oregon
Douglas Holt*	Klickitat	20		Washington
Samuel Lawrence	Taltow	30	(Industrial Dept)	Tailor
Lillian Larsen	Chinook	20		Oregon
Nellie Runnels	San Poil	19		Washington

Graduat 9th Grade
Annual Report 1897
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CLASS OF 1898

Warren Brainard	Eel River	25		California
Adolph Farrow*	Umatilla	23		Oregon
Oscar Norton	Hoopa	18		California
Julia Sortor*	Kelama	22		Washington

* Deceased.

Graduated 9th Grade Annual Report 1898 Page 386

NO GRADUATING CLASS
1899

CLASS OF 1900

<u>NAME</u>	<u>TRIBE</u>	<u>AGE</u>	<u>BLOOD</u>	
George Bernier*	Chinook	19		Oregon
Victor Graham*	Cascade	22	1/4	Oregon
Harry Holt*	Klickitat	19		Washington
Walter Regan*	Hoope	18		California
Reuben Sanders	Siletz	25	1/4	Oregon
Stella R. Southerlin	Rogue River	19	1/4	Oregon
(Mrs. Arthur Bensell, Siletz, Ore.)				

* Deceased

NO GRADUATING CLASS FOR THE YEAR

1901

CLASS OF 1902

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Charles Alexis	Port Madison	2/4	18	Washington
Arthur Bensell*	Siletz	4/4	23	Oregon
Gertrude Brewer*	Puyallup	2/4	17	Washington
Nicholas Lewis *	Puyallup	1/4	19	Washington
Theresa Chesaw	San Poil	2/4	18	Washington
Alfred T. Gillis*	Wintone	2/4	17	California
William Ingram	Wylacki	2/4	18	California
William Mahone	Makah	4/4	18	Washington
Josephia Maria	Covelo	4/4	19	California
Andrew Picard*	Umatilla	2/4	20	Oregon
John Raub	Clallam	4/4	19	Washington
James R. Smith	Wintone	1/4	18	California
Joseph Wallen	Snohomish	1/4	21	Washington
Vina Woodworth	Skokomish	2/4	19	Washington
Thomas Young	Wintone	2/4	23	California
Stephen Knight	Yuki	2/4	23	California

CLASS OF 1903

Eugene Geffee	Alaskan	2/4	18	Alaska
Emily Downie	Clallam	1/4	18	Washington
Martin Wallen	Snohomish	1/4	19	Washington
Lena Wilbur	Klickitat	4/4	21	Washington
Lottie Lane	Puyallup	4/4	20	(Mrs. Joseph Dean, Tacoma)
* Deceased				

CLASS OF 1904

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
William Elodgett	Wintone	2/4	20	Calif.
Oloise Sullivan	Alaskan (Stickeen)	2/4	18	Alaska
Percy Johnson	Chinook	2/4	20	Wash.
Jesse Crook*	Siletz (KHAMAKA)	4/4 (Skoton)	22	Oregon
Fay Charles	Klamath (Shasta)	3/8	20	Oregon
Mrs. George Fitzpatrick, Siletz, Ore.				
Lulu Beach	Lummi	1/4	16	Wash.
Blanche Davis*	Clallam	1/4	18	Wash.
Cecelia Johnson	Chinook	2/4	24	Wash.
Haynes De Witt*	Auk, Alaska	4/4	20	Alaska
Emma Williams* (Valedictorian)	Crow, Alaska	2/4	17	Alaska

NOTTO: "No Steps Backward".
Graduating from 8th Grade.

CLASS OF 1905

Charles F. Payne	Umatilla	1/4	22	Oregon
Richard Long	Shasta	4/4	16	Oregon
Delia Clark	Wintone	2/4	21	Calif.
Lottie Woods	Skagit	2/4	19	Wash.
Bessie Boles	Hyda- Alaska	2/4	14	Alaska

CLASS OF 1906

John Benson	Alaska	4/4	21	Alaska
Asa Bagnell*	Rogue River	2/4	18	Oregon
Fortunata Jame	Tagalo P.I.		21	Philippine Isle
Leon Parker	Wailiki	1/4	16	Calif.
Lizzie Galbreath	Piegan	1 1/4 1/4	20	Montana
Julia Selatsie	Wasco	4/4	20	Wash.

* Deceased

CLASS OF 1907

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Robert Cameron*	Wailaki	1/4	18	California
Peter Casey	Stickeen	2/4	19	Alaska
Henry Dillstrom	Modoc	1/4	17	Oregon
Robert Davis*	Lummi	3/8	22	Washington
Phillip Spahan	Digger	2/4	19	California
Nora Van Pelt	Checto	2/4	17	Oregon
George Washoe	Washoe	4/4	23	California
Peter Seltice*	Courd' Albene	4/4	23	Idaho
Apis Goudy	Yakima	4/4	20	Washington
Ella Brewer	Puyallup	2/4	18	Washington
Lizzie Frazier	Klamath	1/4	15	California
Dora Gray	Wintone	2/4	19	California
Josie Peone	Lake	1/4	15	(Colville) Washington
Sarah Pierce	Klamath	2/4	16	California

Class Colors: Green & Gold

Class Motto: TRY, TRUST & TRIUMPH

Operata: "The Japanese Girl"

Baccalaureate: July 28, 1907. Rev. J.R. Comer, D.D.

* Deceased

CLASS OF 1908

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Gordon Hotbucket*	Quileute	4/4	19	Washington
Webster Hudson	"	4/4	19	Washington
Louis John	Cisallan	4/4	17	Washington
Joseph Lane*	Klamath	2/4	20	Oregon
Harry Queachapalma	Warm Springs	4/4	23	Oregon
Katie Brewer*	Puyallup	2/4	17	Mrs. Katie Mason Wash.
Belle Dillstrom	Modoc	1/4	15	Oregon
Louise Murry	Crow- Alaska	2/4	18	Alaska
Tillie Souvigner	Cathlamet	1/4	18	Washington
Martin J. Sampson	Swinomish	4/4	20	Washington
Bessie Chiloquin*	Klamath	4/4	21	Oregon
Alfred Lane	Klamath	2/4	21	Oregon

*Deceased Graduated 8th Grade

Class Colors: Red & Cream

Class Motto: "Onward and Upward".

Baccalaureate Sermon- Rev. Philip E. Bauer- July 29, 1908

Solitary- Louise Murry

Valedictorian- Alfred Lane

Operetta- "The Japanese Girl"

CLASS OF 1909

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Ralph Allen	Thompson	1/4	18	Washington
Alex Cajete	Pueblo (N.M.)	4/4	20	New Mexico
Joseph Dillstrom	Modoc	1/4	21	Oregon
Calvin Darnell*	Clatsop	1/4	17	Oregon
Albert Garry	Spokane	4/4	24	Washington
Fred Lewis	Alaska	2/4	19	Alaska
Clarence Lewis	"	2/4	15	Alaska
Edward McClelland	Klamath	3/4	19	California
Thomas McCully	Alaska	2/4	24	Alaska
Walter Miller	Warm Springs	4/4	23	Oregon
Levi Sortor	Kalama	2/4	24	Washington
Eugene Williams*	Klamath	3/4	23	Oregon
Micheal Wilson	Walla Walla	4/4	22	Idaho
George J. Williams*	Yakima	4/4	20	Washington
Leon Reinkin	Alaska	2/4	18	Alaska
Sarah Brewer*	Puyallup	2/4	14	Washington
Violet Bourner	Walla Walla	1/4	19	Oregon
Vernie Cliffe	Simpson	1/4	17	Alaska
Katie Henry	Piute	1/4	23	Oregon
Margaret Lowry	Washoe	2/4	17	California
Loulin Brewer	Puyallup	2/4	16	Washington

Baccalaureate- July 25, 1909 Rev. Davis Erret, Salem, Ore.

Class Colors: Purple & Gold

Class Motto: Victory, Labor's Crown.

Salutatorian- Loulin Brewer

Valedictorian- Margaret Lowry

CLASS OF 1910

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Harry Jones*	Santiam	4/4	19	Oregon
Frank Souvigner	Walla Walla	1/4	18	Washington
Amos Smoker	Hoopa	2/4	18	California
Orin French	Lummi	2/4	20	Washington
Allah Madison	Alaska	3/8	16	Alaska
Dorothy Case	Hyda- Alaska	1/4	17	Alaska
Rena Mann*	Klamath	1/4	17	Oregon
Ester Napoleon	Puyallup	4/4	19	Washington

Class Colors: Yellow and Black
 Class Motto: Steadfast and True
 Salutatorian- Orin French
 Valedictorian- Harry Jones

Wednesday July 27, 1910

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CLASS OF 1911

Eugene Anderson	Digger	2/4	21	California
James Benjiman	Nez Perce	4/4	21	Idaho
Henry Darnell	Clatsop	1/4	19	Oregon
George Kross	Puyallup	4/4	20	Washington
Joseph Purns	Yakima	3/4	22	Washington
James C. Smith	Warmsprings	2/4	18	Oregon
Antoine Francis	San Poil	2/4	22	Washington
Anna Buck	Esquimo (Alaska)	4/4	20	Alaska
Hazel Butler*	Yakima	2/4	20	Washington
Minerva Mecum	Klamath	1/4	18	Oregon

Class Colors: Blue & White
 Class Motto: Loyalty

Baccalaureate- Sunday June 18, 1911
 Rev. Philip Bauer, Salem, Ore.

Salutarian- Minerva Mecum
 Valedictorian- Henry Darnell

CLASS OF 1912

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Edward Stengar	Colville	2/4	21	Washington
Henry Olsen	Simpsonian	1/4	19	Alaska
Lee Evans*	Rogue River	3/4	23	Oregon
Roy Churchill	Alaska	2/4	18	Alaska
James Minesinger	Flathead	2/4	22	Montana
Burney O. Wilson*	Digger	3/4	17	California
Galusia Nelson	Aleut	4/4	21	Alaska
Burford Spencer*	Checto	4/4	20	Oregon
Mary Costa	Thlinget	2/4	19	Alaska
Ruth H. Brewer	2/4allup	2/4	14	Washington
Annie L. Wilson		1/4	21	Washington
Lelia M. Wilson		1/4	19	Washington
Viola Ferris	Klamath	4/4	18	Mrs. Short California

Graduated 10th Grade

*. Deceased

CLASS OF 1913

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
James Evans	Alaska (Thlinget)	1/4	19	Metkalata, Alaska
Benjamin Wilcox	Alaska	2/4	19	Ketchikan, Alaska
John Service	Clatsop	1/4	20	Oregon
David Billings	Rogue River	2/4	18	Marial, Oregon
Dewey Billy	Digger	4/4	23	California
Herbert Reinkin	Alaska	1/4	18	Alaska
Nick Hatch	Aleut	1/4	18	Florence, Oregon
Paul Kinninook	Alaska (Tongas)	4/4	23	Ketchikan, Alaska
Joseph Dunbar*	Snohomish	3/4	20	Washington
Frank Johnson	Thinglet	4/4	19	Alaska
Ralph Sellev	Piegan	2/4	18	Montana
Emma Shepard	Eyak- Alaska	2/4	20	Alaska
Maud Lowry	Washoe	2/4	20	California
Ethel Laura Wilson		1/4	18	Washington
Irene Martin	Plumas	4/4	22	Orvikille, Calif.
Ethel Roberts	Eel River	3/4	17	California
Fannie Adams	GrosVentre	2/4	20	Montana
Patrick Barret	Thlinget		18	Alaska
Calista Reinville	Walla Walla		15	

Graduating from 10th Grade

Class Colors: Purple & White
 Class Motto: Patience and Perseverance
 Valedictorian: Frank Johnson
 Baccalaureate: June 15, 1913 Dr. William Wallace Youngson, Portland
 PLAY: "Evangeline" June 18, 1913

CLASS OF 1914

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Reginald Downie*	Puyallup	1/4	18	Washington
William Service	Clatsop	1/4	16	Oregon
Jerry Lloyd Reese	Snoqualmie	1/4	15	Washington
William Reddie	Nyda	1/4	20	Alaska
Charles Skan Johnson	Thlinget	4/4	22	Alaska
Michael Frank McLeod	Kenai	1/4	19	Alaska
Robert W. Service	Clatsop	1/4	18	Toledo, Oregon
Lavina Wilbur	Klickitat	4/4	19	Washington
Ruth Liphart	Klamath	1/4	17	Oregon
Eleanor McCully*	Kake	2/4	17	Alaska
Cora Zeigler	New River	1/8	15	California
Charles Eader	Sioux	2/4	20	Montana

RECEIVING INDUSTRIAL CERTIFICATES

Gideon Hanbury
Andrew Walker

Simpson
Puyallup

Alaska
Washington

Tailoring Dept.
Engineering Dept.

Class Colors:
Class Motto:

Green & White
Effort Wins Success

Baccalaureate:
Graduating Exercises:

June 21, 1914
June 25, 1914

R. W. Avison, D.D. First M.E. Church

Valedictorian:

Charles James Eader

CLASS OF 1915

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Henry John	Smith River	4/4	20	California
Elwood Towner	Rogue River	2/4	17	Oregon
Gilbert Connor	Nez Perce	7/8	17	Oregon
Nicholas Oroloff	Alaska		21	Alaska
William Lewis	Thlinget	2/4	15	Alaska
Paul Liphart	Klamath	1/4	18	Oregon
Richard Busby	Thlinget	2/4	17	Alaska
Henry Davis		9/16	15	California
Geo. William Campbell	Alaska	2/4	18	Alaska
John Johnansen	Kodish	2/4	19	Alaska
William Clark	Squaxen	1/4	20	Washington
John McNeil	Assiniboin	4/4	20	Montana
Edwin Zeiglar	New River	1/8	17	California
Edward Cottonware	Cowlitz	2/4	19	Washington
Lubova Biftsoff	Aleut	1/4	20	Alaska
Jessie Tuffti	Warm Springs	4/4	24	Oregon
Mary Bartlett	Nez Perce	1/4	18	Idaho
Gertrude McCoy	Unpqua	4/4	18	Oregon
Grace Brown	Colville	1/4	15	Washington
Ella Lawrence	Nez Perce	3/4	20	Idaho
Mary Mae Lavadore	Walla Walla	1/4	15	
Annie Loftus	Thlinget	1/4	16	Alaska

Baccalaureate: May 23, 1915 Rev. William J. Cartwright, Portland-
 Graduating Exercises: May 27, 1915

CLASS OF 1916

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Irving Shepard	Eyak- Alaska	2/4	18	Alaska
John Beyers	Aleut "	2/4	16	Alaska
Frank Pratrovitch	Thlinget "	2/4	22	Alaska
Frank Chamberlain	Grosventra	1/4	19	Montana
Clyde Fields	Alaska	4/4	20	Alaska
Peter Alpheus	Klamath	3/4	19	California
Earl Nuckolls	Digger	2/4	19	California
Russell Adams	Rogue River	3/4	19	Siletz, Oregon
Edward Gilbeau	Chippewa	3/4	22	Michigan
James Kennerly	Piegán	2/4	20	Montana
Charles Owens	Assiniboin	1/4	23	Montana- Ft. Peck
Fred Karlux	Kodiak	2/4	16	Alaska
Zelinda Brigham	Walla Walla	1/4	17	Oregon- Umatilla
Dorothy Talbot	Nakah-Clallam	1/4	21	Washington, Neah Bay
Aurelius Talbot	Makah-Clallam	1/4	22	Washington, Neah Bay
Marie Garret	Klamath	1/4	16	California, Rio Del
Rosie O'Brien	Colville	3/8	18	Washington
Martha Sprague	Coos	1/4	20	Oregon, Templeton
Isabel Lavadore	Walla Walla	1/4	18	Oregon, Umatilla
Ada Carson		2/4	16	Oregon, Siletz
Violet Norwest	Rogue River	2/4	17	Oregon, Grande Ronde
Adelaide Zeiglar	Hoopa	1/8	17	California, China Flat

Graduating from 8th Grade

(NO GRADUATING CLASS OF 1917)

CLASS OF 1918

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Edward Gilbeau	Chippewa	3/4	23	Michigan
Marie Shaiskinoff	Aleut	2/4	17	Alaska, Unalaska
Agness Swanson	Aleut	1/4	17	Alaska
Catherine Reed	Umpqua	3/4	20	Oregon
Agnes Morais	Flathead	2/4	17	Montana
Mamie Frisk	Eskimo	2/4	18	Alaska
Myra Rauzi	Wintone	3/4	17	California
Mae Adams	Rogue River	3/4	19	Oregon, Siletz
Leona John	Klamath	4/4	21	California, Smith Riv.

GRADUATED 10th Grade

The Class of 1918 presented the play "The Mouse Trap" By
Wm. Dean Howells

OUR COLORS: Our Class, 1918
"Black and Red somewhere in France is Rouge et Noir."

Our School, Chemawa
"All hail to our dear Red and White."

Our Country, U. S. A.
"O'er the land of the free and the home of the brave."

<u>CLASS OF 1919</u>				
<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Allen Shepard	Eyak	2/4	17	Alaska
Frank Johnson	Nez Perce	4/4	16	Idaho
George Lekanuff	Aleut	2/4	21	Alaska
Logan Fann	Wintone	5/8	22	California
Wade Minthorne	Cayuse	4/4	22	Oregon - Umatilla
Elizabeth Rainville	Walla Walla	1/4	18	Oregon- Umatilla
Julia Gromoff	Aleut	2/4	17	Alaska
Catherine Wilder	Klamath	3/8	16	California
Veletha Frazier	Little Lake	3/4	19	California-Round Valley
Muriel Bush	Colville	1/4	15	Washington
Bertha Grimes	Yontockert	2/4	19	California, Smith River
May Belle Heay	Makah	1/4	16	Washington-Neah Bay
Sadie Knowles	Flathead	5/8	18	Montana
Mary Unge	Aleut	1/4	19	Alaska
Eleanor Hauk	Blackfeet	2/4	17	Montana
Julia Mills	Klamath	1/4	19	California, Hoopa
Florence Hoover	Shasta	3/8	16	California
Isabel Lavadore	Assiniboin	1/4	20	Montana
Alicia Kimball	Snoqualmie	5/16	17	Washington

GRADUATED 10th Grade

The Class of 1919 presented the play "The Windmills of Holland"
June 5, 1919.

<u>CLASS OF 1920</u>				
<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Fred Wilder	Klamath	5/8	15	California
William Kennedy	Blackfeet	3/4	20	Montana
Charles A. Williams	Eskimo	2/4	17	Alaska
Arthur W. Johnson	Shasta	4/4	20	California
Andrew White		4/4	20	California
Gus Gartiez	Piute	2/4	15	Nevada
George Berry	Assiniboine	3/4	23	Montana
Theodore Fayer		1/8	18	
Louise Silverthorne	Pitt River	3/4	19	
Anna Sexton	Eyak	2/4	18	Alaska
Effie Davis	Hoopa	4/4	18	California
Margaret Chamberlain	Gros Ventre	3/8	17	Montana
Rose Goff	Chippewa	1/4	18	
Marina Nelson	Aleut	2/4	21	Alaska
Ruby White *	Klamath	2/4	18	Oregon - Klamath Ag.
Mary D. Ware	Osage	4/4	18	Oklahoma
Anna D. Miller	Copper River	2/4	18	
Elizabeth Montgomery	Klamath	4/4	18	
Hattie Martin*	Rogue River	4/4	16	Oregon

CLASS COLORS: Blue and White
 CLASS MOTTO: Service

Operetta "The Emperor's Daughter" June 1, 1920
 Commencement Exercis May 30th, 1920 to June 4, 1920

* Deceased

CLASS OF 1921

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Louis Colby	Klamath	2/4	18	California
Clarence Edwards	Flathead	2/4	16	Montana
William Frazier	Linte Lake	2/4	17	California, Round Val
Edwin Liligren		2/4	17	Alaska
Roy Nuckols	Digger	3/4	21	California
Daniel Orton	Rogue River	2/4	16	Oregon, Siletz
Ellen Beall	San Poil	1/4	18	Washington
Mable Blodgett	Flathead	5/8	19	Montana
Harriett Cain	Assinboine	1/4	15	Montana
Theresa Gua	Colville	3/4	20	Washington
Katherine Loftus	Thlinget	2/4	18	Alaska
Nancy Matheson	Kodiak	2/4	19	Alaska
Clara Morais	Flathead	2/4	17	Montana
Opal Pearson	Klamath	1/4	17	Oregon

CLASS OF 1922

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Lawrence Davis	Aleut	2/4	14	Alaska
Charles Ell	Piegan	2/4	24	Montana
Wilfred J. Evans	Hyda	4/4	18	Alaska
Frank Sookim	Thlinget	4/4	18	Alaska
Wallace Morgan	Piegan	1/8	16	Montana
Stanley Orton*	Rogue River	2/4	15	Oregon-Siletz
Alex Petellin	Aleut	1/4	19	Alaska
Joseph Racine	Piegan	2/4	21	Montana
Jones Spencer	Cowlitz	4/4	19	Washington
Albert Spearson	Piegan	5/8	25	Montana
George Thomas	Blackfeet	2/4	25	Montana
Charles J. Evans	Eskimo	4/4	20	Alaska
Mildred Bennett	Salmon	1/4	17	California
Elizabeth Churchill	Thlinget	2/4	15	Alaska
Frances Fitzpatrick	Klamath	2/4	15	Oregon-Siletz
Rosa Gray	Eskimo	2/4	16	Alaska
Ethel Henry	Suquamish	2/4	17	Washington
Ione Henry	Suquamish	2/4	18	Washington
Edna Hill	Klamath	2/4	18	Oregon, (Agency)
Dorothy Anna Holst	Thlinget	2/4	19	Alaska
Joyce Simmons	Squoxin	4/4	20	Washington
Tacoma Snyder	Fish River	2/4	21	Alaska
Laura Waun	Snohomish	2/4	20	Washington
Dewey Sampson				Nevada
Frank S. James				

GRADUATED 10th GRADE

*Deceased

(Over)

The Class of 1922 had the privilege of presenting the pictured interpretation of the

FIRST INDIAN SUITE

and

the Operetta AMERICANS IN YUCATAN

for the first time before any audience. For this privilege they were deeply grateful to the Author and Composer

Mr. Ruthyn Turney

-----O-----

The First Indian Suite

By Ruthyn Turney

I

Dawn- Light in the East

Darkness ; quiet; a faint cool light; earth throbs with waking; the woodbird's first call, the mate's response; brighter and brighter the glow; greeting to the risen sun !

II

Dance - Tribal Ceremonial

The campfire; the storyteller's traditional epic; the story symbolized in the dance.

III

Lamentation- The Death of a Warrior

Silent grief; the eulogy; the tributes of friends; the mourning.

IV

The Hunt- Braves on the Chase

Preparation; departure; sounds of the distant pursuit; the return.

-----O-----

AMERICANS IN YUCATAN

an

Operetta in Two Acts

by

RUTHYN TURNERY

CAST

Captain Ely- Who lost his ship, The Billows.....	Wallace Morgan
James Francis- Shipwrecked Able Seaman.....	Joseph Racine
Jack Davis- Also shipwrecked.....	Lawrence Merculief
Chink- A Chinese survivor.....	Wilfred Evans
Chino- Also a survivor.....	Charles Burchert
Manual Garcia-Suitor of the heiress, Mercedes...	Alex Petellin
Jose Guaymas- Friend of Manual.....	Albert Spearson
Mercedes- Charming heiress of Yucatan Millionaird..	Ethel Henry
Dolores- Maid and Confidante of Mercedes.....	Rosa Gray
Teresa- Renowned dancer.....	Dorothy Holst

CHORUSES

CLASS OF 1923

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Alex Beauvais	Flathead	3/8	17	Washington
Roy Courville	Flathead	3/4	21	
Carney French	Lummi	2/4	16	Washington
Frank Johnson	Eskimo	2/4	18	Alaska
Robert Johnson	Kodiah	2/4	17	Alaska
William Minthorne	Umatilla	4/4	18	Oregon
George Phinney	Nez Perce	5/8	20	Idaho
Albert Orsen	Thlinget	2/4	19	Alaska
Carrie Anderson	Eskimo	1/4	17	Alaska
Erne LaClair	Yakima	3/4	17	Oregon
Anna LaRance	Chippewa-Rocky Boy	2/4	18	Montana
Oka Paulina	Piute-Poplar	4/4	19	Montana
Addie Mevill	Klamath	2/4	17	California
Cecelia Smith	Sioux	2/4		Montana

GRADUATED 10th Grade

<u>CLASS OF 1924</u>				
<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Jack Abraham	Walla Walla	4/4	20	Oregon- Umatilla
Alex Ashenfelter	Eskimo	2/4	16	Alaska
Charles Buchert	Eskimo	4/4	20	Alaska
George Chys	Aleut	4/4	17	Alaska
Earl Crofoot	Colville	1/4	17	Washington
Charles DePoe	Rogue River	3/4	16	Oregon -Siletz
John Dexter	Eskimo	2/4	19	Alaska
Richard Evans	Eskimo	2/4	16	Alaska
Alex Kyle	Yakima	4/4	20	Washington
Ernest Hill	Clallam	2/4	19	Washington
Eli Karabelnikoff	Aleut	3/4	18	Alaska
Jesse Michell	Flathead	2/4	20	Montana
Alpheus Norwest	Rogue River	2/4	20	Oregon, Grand Ronde
Robert Peratrovich	Thlinget	3/4	14	Alaska
John Petellin	Kodiak	1/4	18	Alaska
Francis Peterson	Snokomish	4/4	17	Washington
Merton Porter	Chippewa	3/8	18	Minnesota
Titus Samuels	Nez Perce	4/4	18	Idaho
Wilbur Ridley	Simpsonian	4/4	18	Alaska
Lloyd Tillotson	Ponco	2/4	17	
Charles Van Alstine	Yakima	1/4	17	Washington
James Van Alstine	Yakima	1/4	15	Washington
Joe White	Nez Perce	3/4	21	Idaho
Viola Byers	Aleut	3/4	20	Alaska
Edna Crofoot	Colville	1/4	17	Washington
Matrona Gregorioff	Kodiak	2/4	18	Alaska
Nora Gray	Eskimo	2/4	16	Alaska
Eunice Hailcloud	Cree	4/4	20	Mtana (Blackfeet)

CLASS OF 1924 (Continued)

NAME	OS	TRIBE	BLOOD	AGE	
Clara Hamilton	31	Cree- (Blackfeet)	3/8	16	Montana
Emily Johnson	32	Eskimo	2/4	12	Alaska
Sadie Napoleon	31	Puyallup-Yakima	1/4	17	Washington
Eva O'Bryan	31	Gros Ventre	1/4	17	Montana
Minnie Patawa	32	Umatilla	4/4	20	Oregon
Mary Esther Robbins	31	Yakima	3/8	16	Washington
Rose Seed	31	Sioux-Ft. Peck	2/4	20	Montana
Sadie Seed	32	Sioux-Ft. Peck	2/4	17	Montana
Ann Lee Thomas	31	Eskimo		17	Alaska
Luella Williams	31	Crow	1/4	17	Montana

GRADUATED FROM 10th GRADE

NO GRADUATING CLASS FOR 1925

NO GRADUATING CLASS FOR 1926

CLASS OF 1927
(First Class to Graduate From 12th Grade)

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Jack Abraham	Walla Walla	4/4	21	Oregon (Umatilla)
Albert Bercier	Chippewa	3/8	21	North Dakota
Albert Colgrove	Hoopa	2/4	18	California
Reginald DePoe	Rogue River	3/4	21	Oregon (Siletz)
Charles DePoe	Rogue River	3/4	19	Oregon (Siletz)
Floyd Dupuis	Flathead	2/4	20	Montana
Louis Dupuis	Flathead	2/4	18	Montana
Archie Greycloud	Sioux	7/8	20	South Dakota
Raymond Haldane	Simpson	4/4	19	Alaska
Elmer Logan	Rogue River	4/4	19	Oregon- (Siletz)
Augustine Logan	Rogue River	4/4	17	Oregon- (Siletz)
Clifford McLeod	Flathead	1/4	17	Montana
Charles Moon	Eskimo	2/4	22	Alaska
Richard O'Bryan	Gros Ventre	1/4	19	Montana
Lawrence Pratt	Sioux	2/4	19	South Dakota
Donald S. Smith	Sioux	1/8	19	
Coquille Thompson	Coquille	5/8	20	Oregon (Siletz)
Percy Woodcock	Quienault	1/4	18	Washington
Josephine Alberts	Chippewa	1/4	20	North Dakota
Edna Audette	Umatilla	2/4	17	Oregon
Willamette Blakesly	Bannock	2/4	17	Idaho
Mabel Bremmer	Chippewa	3/8	19	Montana
Gertrude Cassie	Puyallup	2/4	19	Washington
Mable Desautel	Colville	1/4	18	Washington
Harriet Hill	Klamath	4/4	19	Oregon (Agency)
Flora Dexter	Eskimo	2/4	19	Alaska
Evelyn Iyall	Cowlitz	3/4	17	Washington
Grace Johnson	Fish River	2/4	19	Montana (Blackfeet)

CLASS OF 1927 (Continued)

NAME	TRIBE	BLOOD	AGE
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Anna Petrovitch	Thinget	2/4	21	Alaska
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Ferol Porter	Chippewa	3/8	19	Minnesota
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Nellie Rhinehart	Thlinget	2/4	17	Alaska
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Florence Shurvloff	Aleut	4/4	21	Alaska
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Grace Peterson	Skohomish	4/4	21	Washington
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CLASS OF 1928				
NAME	TRIBE	BLOOD	AGE	
Tom Anaya	Smoke River	4/4	22	Alaska
Jacob Atkins	Colville	4/4	26	Washington
Reno Booth	Simpsonian	2/4	21	Alaska
Terance Booth	Simpsonian	2/4	20	Alaska
Henry Bowker	Sioux	2/4	22	South Dakota
John Copeland	Klamath	1/4	17	Oregon- Klamath Agency
Walter Eagle	Lemhi	4/4	21	Wyoming
John Edelman	Kenia	1/4	21	Alaska
Solomon Fleury	Sioux	2/4	23	South Dakota
Moses George		4/4	21	Washington
Royal Holst	Thlinget	2/4	20	Alaska
George Johnson	Thlinget	4/4	22	Alaska
William Johnson	Coos	1/4	21	Oregon
William Markistum	Makah	3/4	20	Washington
Peter Rasmussen	Kenia	2/4	21	Alaska
Donald Roberts	Thlinget	2/4	17	Alaska
Cecil Stanger	Shoshone	1/4	20	Wyoming
William Williams	Snohomish	4/4	20	Washington
Raymond Jones	Haida	3/4	22	Alaska
Anna Augusta	Cor D'Alene	1/4	19	Washington
Lila Crofoot	Colville	1/4	19	Washington
Oxenia Hendriskon	Kenia	3/4	18	Alaska
Olive Diaz	Tule River	2/4	19	California
Ivy Dupuis	Flathead	7/16	18	Montana
Alfred Kipp	Blackfeet	3/8	18	Montana
Wera Marion Korter	Yakima	4/4	18	Washington
Matilda Larsen	Gros Ventre	1/4	21	Montana
Margaret Maupin	Sioux	2/4	20	
Aletha Northover	Yakima	2/4	23	Washington

CLASS OF 1928 (Continued)

NAME	TRIBE	BLOOD	AGE	
Dorothy Parker	Blackfeet	5/16	18	Montana
Ruby Paul	Blackfeet	1/4	19	Montana
Agnes Pertrovitch	Thlinget	2/4	21	Alaska
Pauline Pratt	Sioux	2/4	19	
Clarinda Quenel	Chinook	1/4	19	Oregon-Grand Ronde
Josephine Redstone	Sioux	4/4	18	Montana
Evelyn Roberts	Thlinget	2/4	18	Alaska
Delores Santos	Kasha	2/4	19	California
Rose Smith	Sioux	1/8	19	
Rachel Tanner	Coos	1/4	19	Oregon
Matildia Turcotte	Assininboine	2/4	21	
Emily Ivanoff	Eskimo	1/4	22	Alaska
Odessa Johnson	Coos	1/4	19	Oregon
Marion Kwina	Lummi	4/4	21	Washington
Eva Bean	Aleut	3/4	20	Alaska
	Alaska	1/4	21	
	Sioux	1/4	20	
	Sioux	1/4	20	
	Alaska	1/4	20	
	Washington	1/4	19	
	Washington	1/4	19	
	Alaska	1/4	19	
	California	1/4	19	
	Montana	1/4	19	
	Montana	1/4	19	
	Washington	1/4	19	
	Montana	1/4	19	
	Sioux	1/4	19	
	Sioux	1/4	19	

<u>CLASS OF 1929</u>					
<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>		
Alfred Barnard	Yukon	2/4	22		Alaska
Ernest Brunoe	Wasco	4/4	23		Oregon
Daniel Constantino		2/4	17		Washington
Earl Crofoot	Colville	1/4	22		Washington
Lawrence Crofoot	Colville	1/4	18		Washington
Archie Demert	Thlinget	2/4	20		Alaska
John Frennier	Sioux	3/4	22		South Dakota
Frank George	Nez Perce	4/4	17		Washington
Russell Hayward	Simpson	4/4	19		Alaska
William McCorkle	Warm Spring	4/4	23		Oregon
Clifford Meacham	Wasco	7/8	19		Oregon
Karl Muller	Aleut	1/4	18		Alaska
George Meacham	Wasco	7/8	21		Oregon
George Nicholson	Colville	2/4	21		Oregon
Fred Rickard	Colville	2/4	21		Washington
James Oliver	Quinsult	3/4	21		Washington
Francis Ross	Arickars	3/4	22		North Dakota
William Wall	Crow	4/4	22		Montana
John Wishart	Flathead	1/4	18		Montana
Lucy Baughman	Wasco	1/8	18		Washington
Bernice Blakslee	Sannock	2/4	19		Idaho
Dora Brown	Gros Ventre	2/4	20		Montana
Brosilina Cimino	Chippewa	2/4	20		Minnesota
Elizabeth Coddling	Coos	1/4	18		Oregon
Mayme Contway	Sioux	1/4	16		Montana
Spyna Howard	Blackfoot	2/4	21		Montana
Susie Grounds	Blackfoot	3/4	21		Montana
Wilma Kipp	Blackfoot	3/8	19		Montana

1929 (Continued)

NAME	TRIBE	BLOOD	AGE	
Nancy Louden	Klamath	3/4	18	California
Majorie Montgomery	Klamath	3/4	20	California
Martha Packineau	Gros Ventra	2/4	24	North Dakota
Anns Phillips	Spokane	7/8	19	Washington
Cleo Plasteur	Lummi	1/4	16	Washington
Margaret Sears	Sioux	5/8	19	North Dakota
Emma Sexton	Aleut	1/4	23	Alaska
Bernice Sheldon	Snohomish	3/4	19	Washington
Vina Smith	Sioux	1/4	21	Montana
Delilah Snyder	Shoshone	3/8	23	Wyoming
Ruth Snyder	Shoshone	3/8	22	Wyoming
Freda Strom	Quineault	2/4	18	Washington

CLASS OF 1930

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Joseph Matte	Gros Ventre	2/4	23	Montana
Minnie Partain	Wayman Sioux	1/4	19	North Dakota
Alex Lyle Gouley	Aleut	1/4	21	Alaska
Cecile Anona Pepion	Blackfeet	2/4	22	Montana
Blanche Vera Vassar	Sioux	2/4	20	South Dakota
Micheal B. Solomon	Lummi	4/4	20	Washington
Rose Punkinseed	Sioux	4/4	22	South Dakota
James McKay	Lummi	3/4	21	Washington
Robert Perkins	Aleut	1/4	20	Alaska
Frances Tanner	Coos	1/4	18	Oregon
Charles Elles Morgan	Blackfeet	1/8	20	Montana
Lillian Hayden	Quianult	7/8	19	Washington
Julian Smith	Sioux	2/4	20	Montana
Edna M. Aubrey	Klamath	2/4	21	California
Joseph Arnold McKay	Lummi	3/4	19	Washington
Matilda P. French	Yakima	5/8	19	Washington
Flora Harper	Kyakuk	9/16	20	Alaska
Antoine Paul Howard	Sioux	5/8	19	North Dakota
Emily Selatse	Yakima	4/4	21	Washington
Joe Alexander	Suquamish	2/4	20	Washington
Anna Jane Henry	Duamish	3/4	21	Washington
John Davis	Walla Walla	4/4	21	Oregon- Umatilla
Marcus A. Simmons	Rogue River	3/4	20	Oregon- Grand Ronde

CLASS OF 1931

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
James Kelly	Colville	1/4	19	Washington
Charles Motchman	Mulato	2/4	19	Alaska
Lawrence Pete	Cowlitz	3/4	21	Washington
Louis Parizeau	Flathead	7/16	23	Montana
Harold Masten	Hoopa	2/4	17	California
William McGovern	Blackfeet	1/4	21	Montana
Ronald Booth	Tsimpaian	2/4	21	Alaska
Frank Archambault	Sioux	2/4	18	South Dakota
Herman Goudy	Yakima	4/4	21	Washington
Edgar Simmons	Rogue River	3/4	24	Oregon-Grand Ronde
Robert S. Archambault	Sioux	2/4	18	South Dakota
Warren Wilder	Klamath	1/4	20	California
Victor K. Smith*	Yakima	2/4	23	Washington
Mary Lohyines	Sioux	3/4	21	North Dakota
Thelma Norman	Blackfeet	1/4	18	Montana
Marie Picard	Colville	2/4	21	Washington
Nedra Galbreath	Blackfeet	1/4	17	Montana
Edith Doore	Blackfeet	3/8	21	Montana
Mary Mae Williams	Klamath	3/4	19	California
Serena Twiggs	Sioux	3/4	20	North Dakota
Margaret Bedard	Colville	1/8	21	Washington
Perry Smith	Simpsonian	2/4	20	Alaska
Fred Sanberg	Coos	1/4	19	Oregon
Matthew James	Yakima	4/4	21	Washington
Silas Close	Sioux	4/4	22	South Dakota
Frank Johnson	Coos	1/4	21	Oregon
Ira Booth	Simpsonian	2/4	19	Alaska
Lottie Kipp*	Nez Perce	3/4	18	Idaho

*Deceased

CLASS OF 1931 (Continued)

NAME	TRIBE	BLOOD	AGE	
Eleanore Sanderson	Klamath	2/4	19	California
Martha Decelles	Gros Ventre	2/4	23	Montana
Ida Pelican	Colville	1/4	19	Washington
Adell Sam	Yakima	4/4	26	Washington
Leatrice Blanche Kipp	Nez Perce	7/8	20	Idaho
Grace Marshall	Hoopa	2/4	17	California
Helen Monroe	Blackfeet	2/4	23	Montana
Armenia Plouffe	Flathead	2/4	21	Montana
Mable Halsey	Sioux	3/4	21 1/2	South Dakota
Ella Contway	Sioux	1/4	18	Montana
Cecelia Steve*	Snoqualmie	4/4	19	Washington

*Deceased

CLASS OF 1932

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Everett Thomas Sanberg	Coos	1/4	17	Oregon
Bennie Pikitari	Yukon	2/4	16	Alaska
Dowd Franklin	Klamath	2/4	21	California
Terrance Courtney	Thlinget	4/4	20	Alaska
Frank Flasteur	Lummi	4/4	17	Washington
Lonnie Weeks	Assiniboine	2/4	17	Montana
Matthew John	Yakima	3/4	19	Washington
Melvin Wilson	San Joaquin	4/4	20	California
George Thompson*	Coquille	5/8	18	Oregon- Siletz
Dominic Dogeagle*	Sioux	4/4	21	South Dakota
Dennis Brown	Chippewa	1/4	20	Montana
Peter Paquette	Chippewa	5/16	19	Montana
David Littleswallow	Chippewa	4/4	21	North Dakota
Leroy Pepion	Blackfeet	3/4	20	Montana
Jesse J. James	Modoc		19	Oregon- Burns
Christine Muller	Aleut	1/4	19	Alaska
Thelma Doore	Blackfeet	3/8	19	Montana
Gerise Hogan	Crow	3/4	20	Montana
Margaret Hoptowit	Yakima	5/8	20	Washington
Essie Bedard	Colville	1/4	18	Washington
Charlotte Jordan	Sioux	2/4	19	
Josephine Hughes	Aleut	2/4	18	Alaska
Florence Osborne	Bannock	5/6	19	Idaho
Ellen Nicholson	Colville	3/4	21	Washington
Eleanor Markistum	Makah	2/4	20	Washington
Ethel Proctor	Sioux	3/8	18	Montana

CLASS OF 1933

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>
Fred Motchman	Mulato		Alaska
Howard Churchill	Hyda		Alaska
William Demert	Thlinget		Alaska
George Gougou	Colville		Washington
George Pepion	Blackfeet		Montana
Leonard John	Klamath		Oregon- Agency
Louie Randall	Blackfeet		Montana
Mildred Smith	Wasco		Oregon- Wapwings
Andrew Peterson	Skokomish		Washington
Emma Celestine	Lummi		Washington
Alice Ladderoute	Flathead		Montana
Gertie Queshpama	Yakima		Washington
Edna Wesley	Yakima		Washington
Frank Dumont	Chippewa		North Dakota
Ester Hillman	Karook		California
Robert Thomas	Chippewa		North Dakota
Nancy Reynolds	Colville		Washington
Leo Cottonoir	Eowlitz		Washington
Leroy Grenier	Flathead		Montana
Peter Levay	Sioux		Montana
Melba Arnoux	Blackfeet		Montana
Lillian Billy	Umatilla		Oregon
Lucy Billy	Umatilla		Oregon
Alma Hatch	Snohomish		Washington
Alice Jones	Shoshoni		Wyoming
Frances Jones	Shoshoni		Wyoming
Luella Moore	Lummi		Washington
Caroline Parker	Makah		Washington

CLASS OF 1933 (Continued)

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>
Sophie Powakee	Nez Perce		Idaho
Gertrude Thomas	Blackfeet		Montana
Anna White	Flathead		Montana
Howard Abbott	Lummi		Washington
Harold Berys	Dumaiish		Washington
Mark Penter	San Juan		Washington
Westley Larson	Umpqua		Oregon
Violet Adams	Blackfeet		Montana
Zona Afraid-of-Horses	Sioux		South Dakota
Aletta Goodbird	Sioux		South Dakota
Nina Jack	Yakima		Washington
Dora LaFrance	Chippewa		North Dakota
Marie LaFrance	Chippewa		North Dakota
Alice Slater	Chippewa		North Dakota
Margaret Sampson	Sammish		Washington
Oscar Braden	Yakima		Washington
Kenneth Galbreath	Blackfeet		Montana
Raymond Ignace	Coeur D'Alene		Idaho
Louis Pitt	Yakima		Oregon- Warm Springs
Chester Pepion	Blackfeet		Montana
Vincent Pratt	Sioux		South Dakota
Elizabeth Ides	Makah		Washington
Lena Louie	Coeur D'Alene		Idaho
Ben Iyall	Yakima		Washington
Eddie Nanpooyah	Nez Perce		Washington- Nespelem
Carl Whitman	Gros Ventre		North Dakota-
Oma Woodcock	Quineault		Washington
Simion Bean	Eskimo		Alaska

CLASS OF 1933 (Continued)

NAME	TRIBE	BLOOD	AGE
Lawrence Horn	Blackfeet		Montana
Andrew Hatfield	Cowlitz		Oregon- Siletz
Melvin Davis	Assiniboine		Montana

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Vocational Graduates 1933

Howard Abbott*	Arnold McKay	Class 1930	Academic
Simeon Bean *	Peter Paquette	" 1932	"
Harold Berys *	** John Peltier	<u>N. Dakota</u>	
Oscar Braden *	Eddie Nanpooya *		
Howard Churchill*	Andrew Desautel	Washington	
Leo Cottonoir *	Violet Adams*		
Melvin Davis *	Melba Arnoux*		
William Demmert*	Lillian Billy *		
Frank Dumont *	Lucy Billy *		
Kenneth Galbreath *	Emma Celestine *		
George Goujon *	Alett Gonbird *		
Leroy Grenier *	Alma Hatch *		
Andrew Hatfield*	Esther Hillman*		
Lawrence Horn *	Elizabeth Ides *		
Raymond Ignace *	Alice Jones *		
Ben Iyall *	Frances Jones *		
Leonard John *	Alice Ladderoute *		
Wesley Larsen *	Dora LaFrance *		
Peter Levay *	Marie LaFrance *		
Fred Motscham *	Lena Louie *		
Mark Penter *	Luella Moore *		
Chester Pepion *	Caroline Parker *		
George Pepion *	Sophia Powakee *		
Andrew Peterson *	Gertie Queahpama *		
Lewis Pitt *	Nancy Reynolds *		
Vincent Pratt *	Margaret Sampson *		
Lewis Randa l *	Alice Slater *		
Earl Whitman *	Mildred Smith *		
Terry Courtney	Edna Wesley *		
** Charles Huber	Anna White *		
Charles DePoe	** Elsie Bartow		
Jesse Jim	** Alice Clarmont	<u>Montana</u>	
Patrick Kelley	** Mae DeCelles	<u>Montana</u>	
Alex LaFramboise	** Lydia Pepion	<u>Montana</u>	
Eustace Markistrum	Ethel Prector	Class 1932	Academic

Names marked * Graduated with 1933 Class Academic

Names marked ** Graduated with 1933 Class Vocationally

CLASS OF 1934

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Irene Thomas	Chippewa			North Dakota
Collins Anderson	Blackfeet			Idaho
David Berger	Chippewa			Montana
Lorraine Dennis	Blackfeet			Montana
Lenore Harris	Shoshone			Wyoming
Leo Hunter	Makah			Washington
Francis Thomas	Klickitat			Oregon- Wamsprings
Nellie Hughes	Aleut			Alaska
Gertrude Lukin	Blackfeet			Montana
Dominic Belgarde	Chippewa			North Dakota
Marie Farron	Yakima			Washington
Herman Grant	Ute			Utah
Issac Shoulderblade	Cheyenne			Montana
Amanda Mesteth	Sioux			South Dakota
LaVerne Ulmer	Clallam			Washington
Uriah Alexander	Cayuse			Oregon
Adam Williams	Swinimish			Washington
Cassie Ball	Klamath			Oregon- Agency
Carolyn Mahone	Makah			Washington
Eugene Kyote	Cheyenne			Montana
Dorothy Parker	Makah			Washington
George Lucel	Yakima			Washington
Glarence Emmons	Sioux			South Dakota
Marjorie Martin	Skagit			Washington
Hildred McCarty	Makah			Washington
Walter Majhor	Sioux			Montana
Charles Peterson	Makah			Washington
Vera Rogers	Nez Perce			Idaho

CLASS OF 1934 (Continued)

<u>NAME</u>	<u>TRIBE</u>	<u>BLOOD</u>	<u>AGE</u>	
Edna Wells	Nisqually			Washington
Jasper Andy	Yakima			Washington
Ruby Dean	Puyallup			Washington
Cyril Archambeau	Sioux			South Dakota
George Peltier	Chippewa			North Dakota
Helen Conway	Blackfeet			Montana
Bernice Clairmont	Flathead			Montana
Leonard Vivette	Zowlitz			Oregon- Siletz
Rudy Maysce	Pomo			California
Christine Bailey	Quineault			Washington
Anita Farrow	Walla Walla			Oregon- Umatilla
Pansy Rutherford	Blackfeet			Montana
Maudie Marshall	Hoopa			California
Joseph Arlee	Flathead			Montana
Winifred Parker	Cheyenne			Montana
Violet Johnson	Coos			Oregon
Marceline Seltice	Cour D'Alene			Idaho
Hamilton Green	Makah			Washington
Elmer George	Klamath			California
Pearl Boyd	Peoria			Washington- Colville
Nancy Jordan	Coos			Oregon
Elmer Hootchew	Shoshone			Idaho
Roy Meachem	Wasco			Oregon -Warmsprings

Graduation: May 24, 1934
 Salutatorian- Irene Thomas
 Valedictorian- Adam Williams

Invocation- Rev. H. C. Stover
 Address- Dr. E. W. Warrington
 (Oregon State College)

VOCATIONAL GRADUATES 1934

	<u>Tribe</u>	<u>State</u>
Patrick Gates	Lummi	Washington
Claude Jones	Chippewa	California
Whitney Comeau	Blackfeet	Montana
Alva Hawley	Sioux	South Dakota
Loris Ponzo	Shoshone	Idaho
Mary Iyall	Yakima	Washington
Hazel Thomas	Klickitat	Oregon-Warmsprings
Clara Charles	Lummi	Washington
Louis Orr	Colville	Washington
Edith Masten	Hoopa	California
Norma Silverthorne	Flathead	Montana
Mary Menard		Oregon- Grand Ronde
Evelyn Sanberg	Coos	Oregon
Helen Shaughnessy	Eskimo	Alaska
Leona Normandin	Flathead	Montana
Joseph Spencer	Yakima	Washington
Margaret Drew	Coos	Oregon
Nellie Boe	Gros Ventre	Montana
George Nicholson	Colville	Washington
Grace Selestine	Lummi	Washington
Evlyn Spanish	Blackfeet	Montana
Evelyn Charles	Lummi	Washington
Tony Benson	Yakima	Washington
Margaret Andrews	Yakima	Washington
Margaret Landigren	Chippewa	Wisconsin
Florence Ironring	Sioux	Montana- Ft. Peck
Charles Butler	Makah	Washington
Philomena Redfox	Sioux	North Dakota
Woodrow Thomas	Blackfeet	Montana
Lucille Redstone	Sioux	Montana
Philomena Kwina	Lummi	Washington
Benjiman Felicia	Sioux	South Dakota
Edna Naligan	Tlinget	Alaska
Kathryne Smith	Wasco	Oregon- Warmsprings
Edith Wells	Nisqually	Washington
Catherine Bailey	Sioux	Wyoming
Myron Anderson	Blackfeet	Montana
Delphine Swann	Chippewa	Idaho
Joseph Johnson	Umatilla	Oregon
Kathryn Sherman	Blackfeet	Montana
Elsie Bisson	Flathead	Montana
Earl Stanhope	Cherokee	Washington-
Evelyn Placid	Lummi	Washington
Urban Brunoe	Wasco	Oregon - Warmsprings
Edna Wells	Nisqually	Washington
Hazel Scott	Warmsprings	Oregon
Ella Edwards	Blackfeet	Montana
Ben Palmer	Wasco	Oregon-Warmsprings
Juanita Newman	Flathead	Montana
Hazel Charley	Quinault	Washington
Henry Kuka	Chippewa	Montana
Alice Bachman	Flathead	Montana
Olive Archambeau	Sioux	South Dakota

CLASS OF 1935

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Clifford Olson	Chippewa	Printing	North Dakota
Theresa Decelles	Gros Ventre	Commercial	Montana
Adeline Kitt	Cour D'Alene	Beauty Culture	Idaho
James Andrews	Nez Perce	Agriculture	Idaho
Archie Jamison	Seneca	Machinist	Montana
Alfreda Swann	Chippewa	Nursing	Idaho
Clara Bozeroff	Eskimo	Home Economics	Alaska
Rita James	Lummi	Home Economics	Washington
Frank Madplume	Blackfeet	Carpentry	Montana
Rose Bullshoe	Blackfeet	Home Economics	Montana
Dan Motanic	Umatilla	Printing	Oregon
Myrtle Spanish	Blackfeet	Commercial	Montana
Rose Belcourt	Chippewa	Home Economics	Minnesota
Joseph Johnson	Umatilla	Sheet Metal & Plumbing	Oregon
Albert Fortwood	Arapahoe	Electrician	Wyoming
Gertrude Adams	Gros Ventre	Commercial	Montana
James Tory	Snohomish	Agriculture	Washington
Evelyn George	Clallam	Commercial	Washington
Elizabeth George	Nez Perce	Home Economics	Idaho
Robert Strong	Yakima	Cooking	Washington
Ruth Henry	Clallam	Home Economics	Washington
Louis Orr	Colville	Tailor	Washington
Stanford Solomon	Lummi	Machinist	Washington
Elizabeth Polotkin	Cour D'Alene	Beauty Culture	Washington
Gertrude Dupree	Cour D'Alene	Home Economics	Washington
Alex Shippentower	Walla Walla	Bakery	Oregon-Umatilla
Willard Pepion	Blackfeet	Commercial	Montana
Kathleen Gates	Skagit	Home Economics	Washington
Caroline Shane	Crow	Home Economics	Montana
Elmer Berrys	Duwamish	Electrician	Washington
Gilbert Glen	Crow	Carpentry	Montana
Bessie Brown	Assinaboine	Beauty Culture	Montana
Nellie Sommers	Sioux	Beauty Culture	Montana
James Dupuis	Flathead	Drafting	Montana
Ben Palmer	Bannock	Carpentry	Oregon-Warmsprings
Esther Arquette	Wasco	Home Economics	Washington
Beulah Boyd	Peoria	Commercial	Washington
Thomas Parker	Makah	Barbering	Washington
Simean Bean	Aleut	Leather Craft	Alaska
Myrtle Dupree	Cour D'Alene	Nursing	Washington
John Spencer	Yakima	Auto Mechanics	Washington
Annid Murphy	Sioux	Nursing	North Dakota
Naomi Mesplie	Yakima	Home Economics	Washington
Virgil Nucholla	Ukiah	Agriculture	California
Dorothy Shumaker	Skagit	Home Economics	Washington
Eli Dumont		Auto Mechanics	Oregon
Cecilia Osborne	Shoshone	Nursing	Idaho
Elsie Farrow	Walla Walla	Bakery	Oregon-Umatilla
Melvin LaCourse	Colville	Barbering	Washington
Rosemary Cultee	Quineault	Home Economics	Washington
Louis Jamison	Seneca	Machinist	Montana
Laura Walters	Blackfeet	Commercial	Montana
Lloyd Baker	Rogue River	Auto Mechanics	Oregon-Sildtz
Brenda Booth	Simpsonian	Home Economics	Alaska
Helene Kern	Assinaboine	Beauty Culture	Montana

CLASS OF 1935 (Continued)

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Leo Tehee	Cherokee	Leather Craft	Oklahoma
Frank Friedlander	Colville	Drafting	Washington
Addie Weeks	Klamath	Home Economics	Oregon- Agency
Opal Mercier		Beauty Culture	Oregon
Sam Scott	Wasco	Commercial	Oregon- Warm Springs
Vivian Baraby	Flathead	Beauty Culture	Montana
Leslie Charley	Wishram	Carpentry	Washington
Aubrey Cleveland	Quillayute	Cooking	Washington
Josephine Small	Cheyenne	Home Economics	Montana
Josephine Juneau	Nuxalk Blackfeet	Nursing	Montana
Willie Jones	Snohomish	Shoe Repairing	Washington
Louis Youpe	Chippewa	Machinist	Montana
Alice Spott	Klamath	Home Economics	Oregon- Agency
Pressley LaBrecche	Blackfeet	Bakery & Cooking	Montana
Alice Alexander	Lummi	Home Economics	Washington
Peter Betger	Chippewa	Machinist	Montana
Orthelia Craine	Klamath	Nursing	Oregon- Agency
Lenore Barnhart	Yakima	Home Economics	Washington
William Spotted Eagle	Blackfeet	Carpentry	Montana
James Large	Shoshone	Shoe Repairing	Wyoming
Mary Brown	Lummi	Home Economics	Washington
Dorothy Stevens	Klamath	Home Economics	California
Wilfred Cline	Nooksack	Machinist	Washington
Sam Shoulderblade	Cheyenne	Carpentry	Oklahoma
Alice Tonasket	Colville	Commercial	Washington
David James	Quinalt	Cooking	Washington
Mary Charles	Nisqually	Commercial	Washington
Velma Hayward	Simpson	Commercial	Alaska
Ruth Alexis	Suquamish	Commercial	Washington
Ada Simmons	Nisqually	Home Economics	Washington
Madeline Antoine	Colville	Home Economics	Washington

CLASS OF 1936

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Susie Anderson	Crow	Commercial	Montana
Frank Amyotte	Chippewa	Tailoring	North Dakota
Marguerite Arcasa	Colville	Commercial	Washington
Hazel Charley	Quinault	Commercial	Washington
Mildred Courville	Muckleshoot	Commercial	Washington
Louis Granbois	Chippewa	Shoe & Harness	Montana
Florence Grenier	Flathead	Nursing	Montana
Cyetta Heenan	Yukia	Commercial	California
Dorothy Henderson	Blackfeet	Commercial	Montana
Thomas Jones	Delaware	Barbering	Oklahoma
Hadley John	Yakima	Tailoring	Washington
Louise LeVay	Sioux	Commercial	Montana
Thelma Moore	Lummi	Commercial	Washington
Onalee Normandin	Flathead	Nursing	Montana
Orville Onley	Yakima	Leathercraft	Washington
Elsie Smith	Assiniboine	Commercial	Montana
Hazel Strom	Quinault	Commercial	Washington
Stanley Timentwa	Colville	Auto Mechanics	Washington

CLASS OF 1937

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
William Settler	Nez Perce	Carpentry-Drafting	Washington
Martha Bingham	Pomo	Commercial	California
Florence Wolftail	Blackfeet	Commercial	Montana
Gerald Smith	Sioux	Auto Mechanics	Montana
Charles Patton	Lummi	Plumbing	Washington
Josephine Reynolds	Colville	Commercial	Washington
Inez Bird	Blackfeet	Commercial	Montana
Noble Sanderville	Blackfeet	Commercial	Montana
Harold Smith	Sioux	Commercial	Montana
Alvina Sampson	Sammish	Commercial	Washington
Henry Si John	Cour D'Alene	Barbering	Idaho
Naomi Mesplie	Yakima	Commercial	Washington
Wilma Mesplie	Yakima	Commercial	Washington
Harry Wilder	Klamath	Printing	California
Cyrus Katchia	Kasco	Shoe Repairing	Oregon-
Charles Sheldon	Shohomish	Cooking	Washington
Agnes Thorpe	Shoshone	Commercial	Idaho
Matt Adams	Sioux	Commercial	Montana
Oliver Jackson	Quillayute	Barbering	Washington
Lucille Cross	Puyallup	Home Economics	Washington

<u>NAME</u>	<u>TRIBE</u>	<u>CLASS</u> <u>OF</u> <u>VOCATIONAL</u> <u>Training</u>	<u>1938</u> <u>STATE</u>
Contad Mail	Assinaboine	Commercial	
Mildred McCrory	Quinault	Commercial	Washington
William Sigo	Suquamish	Welding & Mechanics	Washington
Marjorie Wynne	Spokane	Home Economics	Washington
Josephine Juneau	Blackfeet	Home Economics	Montana
Alpheus Bighorn	Sioux	Auto Mechanics	Montana
Margaret Arcasa	Colville	Commercial	Washington
James Gerard	Blackfeet	Commercial	Montana
Ann Flasteur	Lummi	Home Economics	Washington
John Decker	Flathead	Printing	Montana
Lovey Jackson	Quillute	Printing	Washington
Zena Hogsed	Musie	Commercial	Montana
Vernon Jackson	Wasco	Carpentry	Oregon
Carol Reed	Snohomish	Commercial	Washington
Pressley LaBreche	Blackfeet	Commercial	Montana
Mary Black	Quillute	Commercial	Washington
Wilma Yellowrobe	Assinaboine	Commercial	Montana
Raymond Track	Assinaboine	Auto Mechanics	Montana
Emma Pohipe	Bannock	Commercial	Idaho
Matilda Socula	Moses	Home Economics	Washington
Alec Douglas	Haida	Stationary Engineering	Alaska
Irene Ward	Shoshone	Commercial	Wyoming
Duane Duffy	Umatilla	Cooking	Oregon
Agnes Hall	Cayuse	Commercial	Oregon
Aletha Whizz	Yakima	Commercial	Washington
Henry Champine	Blackfeet	Agriculture Project	Montana
Roy Track	Assinaboine	Commercial	Montana
Dorothy Hayward	xxxxxx Tsimpshean	Home Economics	Alaska

CLASS OF 1938 (Continued)

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Preston Bell	Assinaboine	Auto Mechanics	Montana
Edith Switzler	Wasco	Commercial	Oregon
Wilma Adams	Skokomish	Home Economics	Washington
Forrest Norton	Hoopa	Baking	California
Hazel Charles	Skagit	Commercial	Washington
Mary Covington	Colville	Commercial	Washington

<u>NAME</u>	<u>CLASS</u> <u>OF</u> <u>TRIBE</u>	<u>1939</u> <u>VOCATIONAL</u> <u>Training</u>	<u>STATE</u>
Mary Murphy	Blackfeet	Home Economics	Montana
Alice Menard	Rogue River	Commercial	Oregon
Dennis Haldane	Tsimpshian	Electrician	Alaska
Dorothy Sothorn	Quianult	Commercial	Oregon
Albert Myers	Klamath	Cooking	Washington
Iris Lee Hogsed	Munsee	Commercial	Montana
Wilson Spencer	Warm Springs	Painting-Interior Decorating	Oregon
Erna Chamberlain	Gros Ventre	Commercial	Montana
Evelyn Ceyrene Purser	Suquamish	Commercial	Washington
Melba Boyd	Peoria	Home Economics	Washington
Charles Farron Jr	Yakima	Tailoring	Washington
Ruby McHenry	Lummi	Commercial	Washington
Raymond Andrews	Yakima	Auto Mechanics	Washington
Kathleen McLean	Sioux	Commercial	Montana
Edward Archambault	Sioux	Machinist & Welder	Montana
Lincoln Jamison	Seneca	Auto Mechanics	Montana
Verna Riggs	Rogue River	Home Economics	Oregon
Isabelle Francis	Yakima	Home Economics	Washington
Loetta Denny	Sioux	Commercial	Montana
Taylor Arthur	Warm Springs	Agriculture	Oregon
Katherine Scowlale	Yakima	Home Economics	Washington
Bernice Thorpe	Shoshone- Bannock	Home Economics	Idaho
Ester Walkingeagle	Sioux	Home Economics	Montana
John Hayward	Tsimpshain	Carpentry	Alaska
Bernadine Celestine	Lummi	Commercial	Washington
Terry Cochran	Gros Ventre	Painting	Montana
Ola Mae Short	Klamath	Home Economics	California

<u>NAME</u>	<u>TRIBE</u>	<u>CLASS OF 1939</u>	<u>STATE</u>
LeRoy Wilder	Klamath	VOCATIONAL Training Painting & Interior Decorating	California
Jennie Nelson	Colville	Commercial	Washington
Bertha Blakeslee	Bannock	Commercial	Idaho
Irving Dowd	Rogue River	Auto Mechanics	Oregon
Edithe Track	Assiniboine	Commercial	Montana
Millie Myers	Clallam	Commercial	Washington
Elias Quasempts	Umatilla	Printing	Oregon
Margaret Thomas	Blackfeet	Home Economics	Montana
Theda Aguilar	Wasco	Home Economics	Oregon
Marjorie Matheson	Puyallup	Dressmaking	Washington
Roy DeBray	Chippewa	Shoe Repairing	Montana
Mildred Rush	Shoshone	Home Economics	Montana
David Plentyhoops	Crow	Barbering	Montana
Esther Plenty Hawk	Crow	Home Economics	Montana
Gladys Foster	Palute	Home Economics	Oregon
Joe Reddoor	Takkaningx Sioux	Tailoring	Montana

<u>NAME</u>	<u>TRIBE</u>	<u>CLASS OF 1940 VOCATIONAL Training</u>	<u>STATE</u>
Henry Scalpcane	Cheyenne	Commercial	Montana
Annabelle Allen	Clallam	Commercial	Washington
Thomas Pablo	Flathead	Agriculture	Montana
Manford Weeks	Assiniboine	Commercial	Montana
Irene Arcasa	Colville	Commercial	Washington
Dan Pablo	Flathead	Agriculture	Montana
Ferris Tatshama	Colville	Commercial	Washington
Elizabeth Arthur	Warm Springs	Home Economics	Oregon
Arthur Shilo	Yakima	Baking	Washington
Stanley Wilder	Klamath	Auto Mechanics	California
Emmett Douthit	Rogue River	Carpentry	Oregon
Elsie Contraro	Duwamish	Home Economics	Washington
Julia Gunnier	Yakima	Home Economics	Washington
Donna Mae Courville	Duwamish	Commercial	Washington
Everett Oatman	Nez Perce	Barbering	Idaho
Wilma Wannassay	Cayuse	Home Economics	Oregon-Umatilla
Willie Miller	Yakima	Auto Mechanics	Washington
Joe Hayward	Tsimshian	Printing	Alaska
Nema Hogsed	Munsi	Commercial	Montana
Fred Lodge	Gros Ventre	Carpentry	Montana
Jim Alexander	Suquamish	Shoemaking	Washington
Elizabeth Dalson	Pomo	Commercial	California
Robert Gunnier	Yakima	Baking	Washington
Milo Enich	Skagit	Carpentry	Washington
Pauline Cook	Chickasaw	Commercial	California
Stephen Hall	Cayuse	Carpentry	Oregon

CLASS OF 1940

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Arlene Bingham	Pomo	Commercial	California
Fred Grant	Haide	Printing	Alaska
Minnie Menard	Rogue River	Home Economics	Oregon
Adam Bearcub	Assiniboine	Commercial	Montana
Eleanore Nanamkin	Colville	Home Economics	Washington
Adam Bird	Crow	Barbering	Montana
Dorothy LaBonte	Chinook	Home Economics	Oregon
John Cobell	Assiniboine	Auto Welding	Montana
Dorothy Miles	Umatilla	Home Economics	Oregon
Orville Danzuka	Warm Springs	Baking	Oregon
Mildred Lorenz	Lummi	Commercial	Washington
Glenn Elack	Quilleute	Baking	Washington
Sina Thompson	Coquille	Home Economics	Oregon
Viola Firstshoot	Assiniboine	Home Economics	Montana

CLASS OF 1941

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Lucille Nessbaum	Blackfeet	Home Economics	Montana
Glenn Seyler	Colville	Shoe Repairing	Washington
Lorraine Short	Klamath	Commercial	California
Arthur Van Pelt	Umatilla	Printing	Oregon
Fred Samuels	Colville	Printing	Washington
Rosanna Stacona	Warm Springs	Commercial	Oregon
Walter Mesplie	Yakima	Auto Mechanics	Washington
Nellie Walters	Blackfeet	Home Economics	Montana
Lulu Frye	Rogue River	Commercial	Oregon
Pershing Sam	Umatilla	Machinist	Juanita Pahl Oregon
Juanita Pablo	Flathead	Commercial	Montana
David Halfmoon	Umatilla	Carpentry	Oregon
Marjorie Skahan	Yakima	Commercial	Washington
Lavina Frye	Rogue River	Commercial	Oregon
Roosevelt Suppah	Warm Springs	Shoe Repairing	Oregon
Pearl Deernose	Crow	Commercial	Montana
Max Jackson	Wasco	Welding	Oregon-Warmsprings
Sammy Danzuka	Warm Springs	Electrician	Oregon
Marie Hall	Blackfeet	Commercial	Montana
Alvin Bobb	Suquamish	Auto Mechanics	Washington
Doris Ingewanup	Shoshone	Commercial	Idaho
Doris Nanamkin	Colville	Commercial	Washington
Frank Backbone	Crow	Carpentry	Montana
Grace Berger	Chippewa	Commercial	Montana
Leslie Brendible	Tsimshian	Printing	Alaska

CLASS OF 1941

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Eugene Booth	Tsimpshian	Electrician	Alaska
Theda Ashue	Yakima	Commercial	Washington
Francis Berger	Chippewa	Machinist	Montana
Emma Pohipe	Shoshone	Arts & Crafts	Idaho
Melvin Woundedeye	Cheyenne	Barbering	Montana

CLASS OF 1942

<u>NAME</u>	<u>TRIBE</u>	<u>VOCATIONAL Training</u>	<u>STATE</u>
Alfred Parr	Cayuse	Radio	Oregon
Marie Mount	Gros Ventre	Home Economics	Montana
Alex Stenger	Colville	Shoe Repair	Washington
Carolyn Davis	Karuk	Home Economics	California
Charles Sams	Umatilla	Carpentry	Oregon
Anna Miles	Umatilla	Home Economics	Oregon
Wilfred Teton	Shoshone	Carpentry	Idaho
Lillian Case	Rogue River	Home Economics	Oregon
Clarence LaRoque	Chippewa	Tailoring	Montana
Margie Reynolds	Colville	Home Economics	Washington
Floyd Tyler	Makah	Carpentry	Washington
June Ford	Chippewa	Home Economics	Montana
Stanley Williams	Swinomish	Carpentry	Washington
Viola Redelk	Sioux	Home Economics	Montana
Edith Sisson	Cherokee	Home Economics	Oregon
Harold Joseph	Snohomish	Baking	Washington
Dorothy Clark	Flathead	Home Economics	Montana

CLASS OF 1949

<u>NAME</u>	<u>TRIBE</u>	<u>STATE</u>
William Belgarde	Blackfeet	Montana
Frieda Kathryn Bent	Aleut	Alaska
Helen LaVern Campbell	Nespelem	Washington
Ralph Charles	Clallam	Washington
John Crane	Flathead	Montana
Danny Foster	Klamath	Oregon-Agency
Anthony Barney Hyde	Mission	California
Florence Ingawanup	Shoshone	Idaho
Victor Jackson	Klamath	Oregon- K. Agency
Lawrence James	Kashia	California
Ernestine Lane	Lummi	Washington
Vernon Lane	Lummi	Washington
Phyllis Rena Miller	Klamath	Oregon-Klamath Ag
Jimmy Parker	Yakima	Washington
Leora Marie Plummer	Blackfeet	Montana
Delores Luana Racehorse	Shoshone	Montana
Alvin Settler	Yakima	Washington

Salutatorian- Frieda Bent

Valedictorian- Florence Ingawanup

Class Colors- Green & Gold

Baccalaureate Program- Sermon "Your Future With God And Country"
The Rev. Joseph J. Neuville