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present high level by that class of immigrants which the national-origins scheme will discriminate against, and I hope it will be brought to a higher state by the enactment of legislation which will be carrying out the platforms of both parties.

Mr. SCHAFER. I will state that the people of the great State of Wisconsin are absolutely opposed to the national-origins clause, and so are the members of the American Legion in my State. I am not talking about the few officers who may claim to speak for the Legion. The national-origins clause should be repealed. The gentleman is making a fine argument for its repeal.

Mr. McCORMACK. Some argument has been advanced on the question of certain nationals failing to assimilate. What is the best test of assimilation? To me it is what percentage of immigrants from different countries indicate their permanence and love for America by becoming a citizen. The records of the census of 1920 are interesting in this respect. I will simply read it and allow you to draw your own conclusions:

The census of 1920 shows that the foreign born from England proper, who were here when that census was taken and who were naturalized, is 64.8; Scotland, 65.6; Wales, 73.5; Ireland, 72.2; Norway, 67.3; Sweden, 69.5; Denmark, 69.6; Netherlands, which has a marked gain, 58.1; Belgium, which has a gain, 55.3; Switzerland, 64.0; France, 60.1; Germany, 73.3; Canada, French, 47.0; Canada, others, 58; and other countries, ranging from 44.7 down to 8.9, every one of the latter of which, under national origins, will gain, with the exception of Rumania.

The argument has also been advanced by certain people that America must maintain a British ascendancy in order that our institutions of Government might be preserved. They say that the operation of the national-origins clause will bring that situation about. Since when has the United States had to depend upon any other country for its existence? The last time that history records that we were a dependency of England was prior to 1776. Yorktown, with its victory, brought about the consummation of our independence. In that conflict for independence, 10,000 men of Irish blood served from Massachusetts alone. Those of German descent, particularly from Pennsylvania, showed their love for the cause of freedom. Likewise, those of Swiss, Swedish, French, Scotch, and other nativities, rendered yeoman service. No one excelled the other. They fought inspired.

We can not deny, and would not want to deny it, that those of English blood and extraction have contributed in every way in the settling of the Colonies, in the War for Independence, and in building up our country and protecting it in time of danger, but we should not discriminate against others who have likewise done their duty.

The operation of the national-origins clause is an affirmative statement by the Congress of the United States that the continuity of our Government is dependent upon England. Such a declaration of subservience should be abhorrent to all who consider themselves Americans.

Mr. Chairman, both parties through their standard bearers in the recent campaign went on record as favoring the repeal of the national-origins clause. Between now and March 4 action will have to be taken in order to prevent its operation. While both parties have responsibilities, the party in the majority will be directly responsible for this iniquitous, discriminatory law unless proper action is taken to repeal or defer its operation. [Applause from both sides of the aisle.]

I have received the following telegrams from American Legion posts:

SOUTH BOSTON, MASS., *February 11, 1929.*

Hon. JOHN W. McCORMACK,
House of Representatives, Washington, D. C.:

Post opposed to statement of Legion representatives. Do not know of any slackers in this district of nationals mentioned. District predominantly Irish. Exceeded quota in every instance. * * *

COLUMBIA POST, No. 51,
AMERICAN LEGION, SOUTH BOSTON, MASS.
JAMES F. VAUGHN, *Commander.*

BOSTON, MASS., *February 11, 1929.*

Hon. JOHN W. McCORMACK,
Congressman, Washington, D. C.:

Michael J. Perkins Post, American Legion, resents any individual attempting to represent the thought of the American Legion when he says that our neighbors in Europe, whether they be Scandinavian, Jews, English, Greek, Polish, or Irish, are alien slackers. Fortunately our allies and ourselves united as one people * * *.

JOHN J. LYDON, *Commander.*

Mr. SANDLIN. Mr. Chairman, I yield 20 minutes to the gentleman from New Mexico [Mr. MORROW].

Mr. MORROW. Mr. Chairman, ladies and gentlemen of the House, the Indian problem has been a problem in the United States since the inception of the Government. The Indians were here when the white man first discovered America. It is true that the Indian was the first owner and that he was in control of a large part of the American Continent when the white settlements commenced upon the shores of America.

The Indian may have been mistreated by the white men, but in the conquest and settlement, in the civilization of any country, it appears that the world has always developed and passed through the same stages to bring about a real civilization. The Indian is entitled to proper and just consideration at the hands of this Government.

Much criticism is raised as to the manner in which the Indian has been and is being treated by the Bureau of Indian Affairs of the Interior Department.

An article appeared from the pen of Vera Connelly in the February number of Good Housekeeping Magazine. This article, entitled "The Cry of a Broken People," was placed in the RECORD on the Senate side. The article reflects upon the treatment of the Indians in various States; specific charges are made against two Indian boarding schools in the State of New Mexico, namely the Albuquerque and the Santa Fe Indian Schools.

The Santa Fe Indian School has 500 boarding-school students, and the Albuquerque Indian School has from 800 to 875 students. Let me give you a picture of the equipment in the two schools:

Statistical statement, Albuquerque Indian School

Fiscal year 1928:	
Value of school plant (real property) (revised 1928)	$517,804
Number of buildings	47
Employees	62
Total salaries	$91,427
Capacity	850
Number appropriated for	825
Per capita allowance	$225
Average attendance	847
Per capita cost	$197
Area of school land, acres	154
Area of school land, acres cultivated	100
Value of agricultural products	$22,705
Value of other school products	$7,339
Indian moneys proceeds of labor (school earnings) expended	$1,503
Fiscal year 1929:	
Attendance, Sept. 30, 1928	864
Average attendance for October	895

SUPPORT

The Albuquerque School, of New Mexico, is located in the very heart of the Indian country, convenient to all Pueblos, to the Navajos, the Apache, Hopi, and Zuni Tribes.

The school has a capacity increased from 850 to 900. The average attendance for the past year was 847. The school offers work through the twelfth grade, and industrial training is given in all grades above the third. The school grounds cover 154 acres. One hundred acres are cultivated, 24 acres are in pasture land, corrals, and ditches, and 30 acres are in the school campus.

A dairy herd of 86 cows produces milk for the pupils. An average of 60 cows produce milk at one time. It is the intention to increase this herd to 110 or 120 in order that each pupil may have 1 quart of milk daily, and to produce milk for the new hospital, with a capacity for 110. During the fiscal year 1928 the following was produced on the school farm:

Forage for stock	$3,500.00
Garden and dairy products	16,500.00
Total	20,000.00
Expenditure made for use at school for forage, garden, and seed	8,629.50

Statistical statement of the Santa Fe Indian School

Fiscal year 1928:	
Value of school plant (real property) (revised 1928)	$309,217
Number of buildings	41
Employees	43
Total salaries	$59,320
Capacity	500
Number appropriated for	450
Per capita allowance	$225
Average attendance	490
Per capita cost	$197
Area of school land (acres)	128
Area of school land (acres cultivated)	58
Value of agricultural products	$7,400
Value of other school products	$717
Indian moneys, proceeds of labor (school earnings) expended	$1,000
Fiscal year 1929:	
Attendance, September 30, 1928	478
Average attendance for October	491

SUPPORT

The Santa Fe nonreservation boarding school, located in north central New Mexico, has a capacity for 500 pupils and carries work through the ninth grade. The total enrollment for the past year was 540. The average daily attendance was 490. The school farm comprises

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a total area of 117 acres. About 58 acres are under cultivation. Ten more acres could be used for garden purposes.

This school maintains nine fairly good cows, which average $4,500 worth of milk per year. Because of the dry climate in this locality it is thought more economical to depend on purchased milk than to increase the present dairy herd.

	1930	1929	1928
Superintendent's salary	$3,000.00	$2,800.00	$2,750.00
Drayage	250.00	200.00	308.79
Repairs and improvements	11,750.00	11,500.00	9,261.44
Total	15,000.00	14,500.00	12,320.23

Besides these two schools, the following Indian schools are maintained in New Mexico:

	Students
Mescalero School	150
Jicarilla School	150
Charles H. Burke School	600
Shiprock School	400
Zuni Pueblo	150

It is the policy of the Bureau of Indian Affairs to place children in the boarding schools when they have reached the sixth grade, and to keep them there until they finish from the ninth to the twelfth grade. A child, from 6 years of age (with but few exceptions, when they are sent to the boarding schools at such early age) are sent to day schools, and come home at night; they go to the day school until they have reached the sixth grade.

The Government has expended vast sums of money in the erection of modern, well-equipped school buildings and dormitories. All modern conveniences, heat, lights, water, sanitary facilities, outdoor swimming pools, and so forth, are provided. The subcommittee of the House Appropriations Committee, in charge of Interior Department items, consisting of Mr. CRAMTON, of Michigan; Mr. FRENCH, of Idaho; and Mr. TAYLOR, of Colorado, visited many of these schools in 1926, and especially the schools at Albuquerque and Santa Fe. I accompanied this committee. These schools were found modern and well equipped. The students were in splendid physical and mental condition. Great progress is being made by the Indian school pupils both in their physical appearance and in educational advancement.

The principal of the Albuquerque Indian School states that about three years ago, when they were seeking an instructor in music, but two parties qualified were found in Albuquerque who had the proper music degree; one of the two was Mary Young Nesbitt, an Indian girl. She is now instructor of music in the Indian school, having under her charge 32 Indian girls in piano and as many in voice. During the celebration of Armistice Day in Albuquerque the Indian school band furnished the music which led the parade. This shows conclusively that this school is modern in every way.

The Government has spent hundreds of thousands of dollars in establishing these boarding and day schools in many of the Indian reservations of the State. The Albuquerque, Santa Fe, and Charles H. Burke Schools are examples. Great advancement is being made in the education of the Indian children. It has long been determined that the taking of the boys and girls, especially after they reach the sixth grade, from the day school and putting them in boarding schools tends to lift them from their Indian habits to adopt the manner and method of living of the white boy and girl. In this education we are fitting them for their future success in life.

The Government spends upon each one of these students, during the period they are in school, $225 per school year.

In order that this matter may be brought directly before you, to refute the charges made, it is necessary to get some idea of what really is occurring to the American Indian.

For many years the Indian population was decreasing, and it was said that within a short time the race would disappear. Since modern methods were established, to take care of the Indian child in infancy and teaching the Indian mother proper care and treatment at childbirth, the Indian population has been increasing. To-day perhaps there are more Indians in the United States than at the time Columbus discovered America.

The Navajo population in New Mexico is increasing, and certainly the Navajos are not a poverty stricken people. The Navajos in Arizona and New Mexico have immense herds of sheep and cattle; it is said that they have something like a million and a half head of sheep and goats; more sheep on their reservation than there is in possession of all the New England States and some of the Middle Atlantic States combined:

Note the resources of the Navajos, New Mexico and Arizona:

Eastern Navajos:	
Sheep	110,000
Goats	50,000
Head of cattle	1,500
Individual income from this source last year	$375,000
From sale of blankets and silverware	$60,000
In salaries and wages	$30,000
Northern Navajos:	
Sheep	122,500
Goats	40,000
Cattle	5,000
Income last year	$525,200
In crops	$50,000
In blankets and native handiwork	$85,000
In salaries and wages	$150,000
Southern Navajos:	
Sheep	400,000
Cattle	35,000
Income last year	$800,000
Sale of blankets	$159,860
For 2,000,000 pounds of pinon nuts	$103,812
For Government wages	$111,340
From outside sources	$240,000
Western Navajos:	
Sheep	300,000
Goats	40,000
Cattle	5,000
Income last year over	$100,000
In crops	$30,000
From sale of blankets and other native products	$149,500
In salaries and wages	$50,000

New Mexico has an Indian population of nearly 25,000. This includes some 10,766 Pueblo Indians; that peaceful tribe which became a part of the United States at the time of the treaty of Guadalupe Hidalgo; by that treaty the lands then in the possession of the Pueblo Indians went with them. It is true that their lands have been encroached upon, that they have intermarried with the whites, and much land has been absorbed in that way. But they still possess large tracts of valuable land, some irrigated and some timber and mineral land.

By the working of the Pueblo Indian Board restitution is being made for land that has passed from the Indians and settlement in money is being made where the land can not be reacquired. So the Government is not unjust in dealing with the Pueblo Indians.

The Navajos were the warlike Indians who kept the United States and Mexico in turmoil for more than a century. They were finally subdued and placed on the Navajo Reservation, comprising some 13,350,000 acres of land in Arizona, New Mexico, and Utah. The Navajos have become industrious and are rapidly changing their habits and becoming more Americanized. This is especially true of the younger Indian generation; the boys educated in the industrial Indian schools, like the Charles H. Burke School at Fort Wingate, N. Mex. It is said that boys going out from this school immediately request the building of more modern homes for their families in place of the crude hogan occupied by the Navajos for so many years.

The Navajos become good laborers on the railroads; they go into the railroad shops and learn the trade; they also work in the sugar and cotton fields. The Navajo population in New Mexico is now 10,709.

The Mescalero Apaches are also found in New Mexico. They are also making progress; they have large numbers of sheep and goats, and have one of the finest timber districts in New Mexico. The Apaches in New Mexico number 1,311.

We also have a few Utes on a small reservation in New Mexico. Most of the Utes are in southern Colorado. In New Mexico we have but few Utes.

The people of the State of New Mexico are pleased with the manner in which the department has handled the Indian situation in that State. They appreciate the cooperation given in the effort to give the Pueblo Indians what they are entitled to in land and education. This same cooperation has been given with the Navajo and Apache Tribes. The Assistant Commissioner of Indian Affairs, Mr. Meritt, has made personal investigations and has helped a great deal in the development of the Indians. He has been prompt to recommend action in granting the Indians more land to protect their watershed; also the granting of more lands for grazing purposes. The bureau has been prompt in settling quarrels between tribes and has adjusted land-title controversies among the Indians themselves. The Taos Pueblo Indians received a grant of land last year to protect their watershed. Various other grants of land have been made to the Indians since I have been a Member of Congress.

It is always a pleasure to assist in these matters when one knows that they will benefit the Indians. It is true that selfish interests wish to crowd the Indians out; but the Indian in the Southwest is being rehabilitated. It is not my purpose at this time to interfere with Indian management in any other State; I speak for the New Mexico Indian schools only. I represent

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that State and I am familiar with the conditions existing in the Indian schools of the State.

I believe I can truthfully say that the Indian boarding schools at Albuquerque and Santa Fe are well conducted and that they are among the leading Indian schools in the way of management and equipment in the United States. Of course, there is always some complaint. But this is true also of the ordinary large family in our country; there are always complaints among members of the family. The Indians, due to their tribal and other conditions, are largely considered in the nature of a big family, and some members of the family will complain of the treatment given them by the white men. But you find this condition among the whites; some are always complaining against the Government, its methods, and its laws and opportunities.

To bring the matter more clearly before you I desire to insert here some matters which have been brought to my attention. One is an article written by Mrs. Isis L. Harrington, principal of the Albuquerque Indian School, which is entitled "Lo, the Poor Taxpayer." Mrs. Harrington compares the Indian population with the white people:

LO, THE POOR TAXPAYER

ALBUQUERQUE, February 4.—The population of New Mexico consists of whites and Indians. The white population is town and rural. The Indian population is village and rural.

The whites enjoy the protection of our Government by accepting the responsibilities of citizenship along with the heavy taxation that accompanies it. The Indians enjoy the protection of our Government without the responsibility of citizenship and taxation.

Taxes and rents must be paid by the bulk of white citizens, whether they eat or not. Taxes and rents are vague terms to the majority of Indians of the Southwest.

The Mexican sheep raiser raises his sheep, conforms to Federal and State laws of sanitation for them at his own expense. The Indian sheep raiser raises his sheep.

The Mexican sheep raiser rides a burro. The Navajo sheep raiser drives an automobile.

The Mexican sheep raiser sells his wool and sheep to pay his lease bill and heavy taxes, stinting himself to eke out an existence for his family till next shearing time. The Indian sheep raiser sells his sheep and wool. What he does with the money is his own business.

The white parent must provide a school for his child, feed, clothe, and equip him with books, and keep him in school for a certain length of time. The Indian parent may send his child to a school provided for him by the Government, where all equipment is furnished and transportation paid.

Hundreds of New Mexico rural school children whose parents are taxpayers have never seen a bathtub, kitchen sink, or inside toilet. It would be hard to find as many Indian school children not perfectly familiar with all three in the entire United States.

Many rural school children in New Mexico count it a great treat when the county agent puts on a show of lantern slides depicting the life cycle of germs, bacteria, and plant fungi, or when the forest ranger by the same means shows how forests are protected. Many Indian schools have their own motion-picture machines, showing the same high-class pictures one sees in the city. The Albuquerque Indian school children have motion pictures every alternate Saturday night. Lantern slides bore them dreadfully.

The public-school child who can furnish his instrument, music, and instructor has a chance at some musical training. The Indian school child needs but the willingness. Three years ago, I am told, but two persons in Albuquerque and vicinity had degrees in music. One was an Indian girl, Mary Young Nesbit, instructor at the Albuquerque Indian school, instructing 32 girls in piano and as many in voice. Mr. Taxpayer, did you notice your large family of none-too-well-clothed and fed fellows adoringly following the Indian school boy band in the Armistice Day parade? Some day it will dawn upon those little chaps just how they got that way.

Mrs. White Citizen, when your baby is due where will you go? Who will pay the bill? In the Albuquerque Indian school hospital a month or so ago I visited the maternity ward to see two young mothers, both former students, and their two healthy baby boys. Mothers and babies had received the best of professional care from a first-class physician and two registered nurses. When these two young Indian mothers—Mrs. Maggie Howard Wilson and Mrs. Lulu Hathorn Tsyitee—were strong again they returned to their homes, both in Albuquerque. There was no charge. All were glad to have them come. They are following the teaching of the old school in which both finished second-year high.

And Mrs. Taxpayer, where did your daughters go for a job after finishing high school? Girls from the Albuquerque Indian high school are making good in positions paying from $1,080 to $1,200 per year. And your son. Maybe he had to drop out when he finished the eighth grade.

Now, Mr. Sick White Man, are you paying to bask in the glorious sun of New Mexico in an expensive sanatorium or are some of you tucked off in a mountain cabin chasing the cure? Or have you a ragged scrap of canvas stretched from the side of a discarded freight car under the shade of which you lie on a cast-off Army cot with a few poor cooking utensils in which you prepare whatever food you caught? The Government has provided sanatoria in the Southwest for tubercular Indians, and each year is building more.

Mrs. Taxpayer, is it a problem for you to dispose of the left overs from your table or do your youngsters rush to the cupboard as soon as they return from school and clean it out before you can say "scat"? And do you have all the good, fresh meat your boys can eat at least once a day? At the Indian school at Albuquerque it is a difficult problem to dispose of the left overs. Twelve large dish pans, heaping full, after the noon meal. And one poor boy didn't have enough to eat.

And, Mrs. Taxpayer, do you ever have to chastise your children? If not, then why do you complain so numerously and vehemently to superintendents of Indian schools when his students prowl about your premises, break your window panes, or run down your car with his truck? The big complaint about educated Indians is from their disobedience and lack of responsibility. Not long ago, after an Indian boy had driven his truck broadside into a woman's sedan, he was asked by an officer: "Why did you do that"

It is said the boy answered without the shadow of a smile: "She was driving a Dodge. I thought she would dodge."

At Indian schools there is as little discipline as possible. Government employees are much more charitable and lenient with Indian children than they are with whites. So are you.

If you think the Government does not protect the Indian just try to collect a debt off him. If you feel that he isn't protected by Uncle Sam, let him run into your car with his. If you think the noncitizen Indian is subject to the same laws you are, try to get a court to try him.

Mr. Taxpayer, when investigating the schools and hospitals you are providing for the Indians, see that every school and hospital of every kind in your entire State receives the very same thorough investigation. Then, and not till then, will there be a basis for a judgment of any value.

The Indian is as noble, self-reliant a race as you will find. Pablo Abeita, the sage of Isleta, gave an excellent statement of his problem. The Indian is deluged with a brand new civilization and must be given a chance to fit himself to his new surroundings.

Mr. Taxpayer, you must do that. You are willing to do it. But, are you going to pay for every frill and fad foisted upon the Indian's unwilling shoulders by sob sisters, sentimentalists, sensationalists, and parlor bolshevists who, while they might be the first to decry its plight, would certainly be the last to get right down and work for his real good as do Government workers—both Indian and white—in the field and in Washington?

The Indian himself is beginning to see a bit of what is going on behind the smoke screen let down in the name of his welfare by those whose main object is to keep the Indian down while they pillage and exploit him. Those forces can not get at him freely until the Government steps aside. Taxpayers and citizens, both white and Indians, you are the Government.

(MRS.) ISIS L. HARRINGTON,
Principal United States Indian School, Albuquerque, N. Mex.

Now note the report made on the Santa Fe Indian School. This investigation was made by a committee consisting of Gov. R. C. Dillon, Dana Johnson, editor of the Santa Fe New Mexican, and Dr. George Luckett, director of public health. Their report, in part, was as follows:

Food was found to be abundant, clean, and of good variety. Check of individual weight charts shows steady gain in weights. Clothing was found adequate, warm, and of good quality. Pupils receive hospital care from resident physicians and trained nurses.

DISEASE UNDER CONTROL

New building under construction will afford improved modern hospitalization. Disease is apparently under good control. There are now 42 cases of trachoma, which the physicians and nurses say is a decrease of 25 per cent during the present school year, and the number represents 8 per cent of the enrollment. The physicians report that all precautions are being taken to prevent spread of the disease. There is one tubercular case this year, the physicians said, and that patient was removed to a hospital at Laguna.

No jails could be found, and the superintendent and disciplinarians say that pupils are never locked up.

Sleeping accommodations appear clean and adequate, with the exception of some crowding in two rooms of the girls' dormitory.

CHILDREN HAPPY

We found no evidence of overworked pupils.

Cleanliness, sanitation, ventilation, and general living conditions were found to be good. None of the children made complaints, and they appeared to be contented, normal, happy, and healthy.

Let me read you a letter written by one of the Indian students at the Albuquerque Indian School. The letter is written in English characteristic of the Indian boy learning the language:

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INDIANS WELL TREATED

[EDITOR'S NOTE.—The following letter, written by Huskie J. Burnside, Albuquerque Indian School student, takes issue with reports recently published in Good Housekeeping magazine that Indian School students are not well treated.]

EDITOR TRIBUNE:

I never been mistreated since I came to U. S. Government school. I'll try to explain myself how I was to be treated since I have been in roll the United States Government Indian School.

My the first I went to school in the Navajos Reservation boarding school at the Fort Defiance, Ariz. It was the eleven years ago now, since that time all the teachers and all the boss they surely treat me just fine like my own mother.

Because I am always obey my school rules and regulation when I was attending a school at the Ft. Defiance. After when I finished third, and the same time my brother Isidore Burnside he written a letter to me from the Albuquerque Indian School.

As he said in that letter, "brother this is the best school I ever attending now, so you can come to this school after when you finished six grade," said he.

VERY ANXIOUS

But I didn't finish six grade, because I was very anxious to to Albuquerque Indian School. Just as soon when the school start in September the first in the year of 1921. I asked my mother and father if I could go to the Albuquerque Indian School and also I have explain about that letter I got from my brother Isidore.

After a while my mother, father and the rest of my folks they are agree with me to go to Albuquerque Indian School. At the same time my father said to me before I leave to Albuquerque, Mr. R. Perry he is good man and he is one of my the first friend at the Ft. Defiance the time when he was superintendent at the fort.

Also he said, "Mr. Perry he use to treat me nice when I was Indian policeman at the Ft. Defiance," he said.

I don't see why some of the people they said the American Indian are mistreated and also they said Santa Fe boarding school and Albuquerque Indian School childrens are hungry.

OWN HARD LUCK

Maybe they mean some of boys and girls they are sleeping in and too lazy to get up in the morning on account of that they miss their breakfast by their own hard luck and then they will started to work from 7.30 to 11.30 o'clock.

If they are on time for breakfast formation they wont be hungry at all. Not only breakfast formation, as also church and school and daily formation.

As you all know, the person who are disobey the United States Government rules should be punishment like a man. Just the same as we do here at the Albuquerque Indian School. Of course some of the boys and girls they are usually disobey the rules of the school regulations. So we are the Indian childrens have to be punished by the disciplinarian and matron in order to training our mind for the next generation.

I came to this school here in the year 1921, Sept. 9. From there on up to this time I don't seeing anything wrong here at the Indian School. We always have plenty of food to eat by three time a day, and we have plenty clothing to wear.

We are the Indian boys have plenty a shop equipment, such as auto mechanics, engineer, tailor, blacksmith, carpenter, shoe and harness, and the same way in line of girls department, and they have place to learning such as home economy, nursery, sewing and laundry.

PLENTY OF EQUIPMENT

All of these different department they have plenty of equipment to work with and plenty of machines each of these department.

The same way in gym. We have all kinds of athlete equipment here in Albuquerque Indian School, such as basket ball, baseball, football and boxing outfit, etc. All these equipment take charge by Mr. J. E. Jones, and also teach us how to use it.

I think Albuquerque Indian school is the best school, better than any other Indian service. I tell why, because Albuquerque Indian School they are built me to be a man, and they are the ones development my mind and how to act and how to be a gentleman, and how to be polite and etc.

A. I. S. is the best school that's why I have been stay here for eight years now.

HUSKIE J. BURNSIDE.

Editorially, the State Tribune, a newspaper published daily in Albuquerque, said as follows:

POOR STUFF

John Collier, secretary of the Indian Defense Association, has issued a battery of heated charges since New Mexico became actively interested in a story to effect that Indian students in this State are being starved, maltreated, and poorly fed.

Collier has said:

That the governor's investigating committee was a whitewash at instigation of the Indian Bureau.

That the Hugh A. Carlisle Post of the American Legion is under influence of the Indian Bureau.

That middle Rio Grande conservancy is for exclusive benefit of the non-Indian settlers.

To which we say:

Let the Senate investigating committee come to New Mexico and learn for itself whether New Mexico is misrepresenting current conditions at Indian schools here. In hearings before that committee in Washington there has so far been no complaint of schools in this State. They have, in fact, been upheld as models for the service.

We have seen no statement from John Collier broadcasting this fact to the world. Yet it is one phase of the picture, a rather vital phase, we should say.

If the Hugh A. Carlisle Post is under influence of the Indian Bureau, then that influence has been so subtly exerted that few if any legionnaire has realized it.

Mr. Collier has amazing occult powers if at Washington he can read a simple telegram and determine therefrom that the sender and all his associates are webbed in the tentacles of the Indian Bureau.

The local Legion commander asked the editor of Good Housekeeping whether he would carry another article in event a Legion committee was able to disprove charges about New Mexico schools.

On the strength of this wire Mr. Collier broadcast to the world that the Legion is in cahoots with those who are stamping the Indian underground.

Mr. Collier has likewise broadcast a charge that middle Rio Grande conservancy does not benefit the Indian, that it is unfair. Congress has heard this charge several times, has investigated it, and disapproved it.

Anyone with a grain of cerebral tissue knows that tripling the area of fertile land of any people will benefit that people.

Cost of reclamation for Indians will be adjusted in the form of liens only on newly reclaimed lands, the liens never enforceable so long as the property remains in hands of the Indian.

That is the sort of arrangement that Mr. Collier is fighting. Why does he object to an economic project that promises to increase the wealth of his Indian wards; to heighten their comfort and prosperity; to help make them truly independent?

So far as New Mexico is concerned the facts are obscured by activities of two sets of extremists—those who declare smugly that the Indian is being too well treated and those who rant in season and out that the Indian is being slaughtered spiritually, economically, and physically.

The Indian will never secure justice from the covetous or from the professional uplifter. The public will never learn the truth from either of these groups. Unfortunately both of them are active.

We hope the Senate Indian Committee, in which we have confidence, will do a thorough job of investigating.

After reading these reports we ask, Why this attack upon the Department of the Interior and particularly why the attack on the manner in which the Indian children are treated in the boarding schools of my State? The motive for these attacks is questioned. The statements therein made have been treated as false by the committees investigating conditions in the State of New Mexico. [Applause.]

Mr. WELSH of Pennsylvania. Mr. Chairman, I yield 10 minutes to the gentleman from Ohio [Mr. JENKINS].

Mr. JENKINS. Mr. Chairman and gentlemen of the committee, I rise to reply to the distinguished gentleman from Massachusetts [Mr. McCORMACK], who spoke to us so entertainingly a few moments ago upon the question of the national-origins clause of the immigration law. This question has been before a committee in the other branch of Congress for consideration, and the newspapers of this morning say that yesterday that committee made its report, and the committee stood about as follows: Seven members of the committee were opposed to the Nye resolution and four were in favor of it. What is the Nye resolution? The Nye resolution is a resolution providing for another postponement of the national-origins clause. In 1924 the immigration law was passed, carrying with it the national-origins clause. In 1926 the Congress postponed the going into effect of that provision of the law, and in 1927 Congress again postponed it. The Nye resolution seeks to do the same thing this year. The report of the committee is adverse to that resolution; but, of course, no one knows what the future developments will be with respect to that legislation.

Mr. ROY G. FITZGERALD. Mr. Chairman, will be gentleman yield?

Mr. JENKINS. Yes.

Mr. ROY G. FITZGERALD. This matter is of great interest and I am delighted that the gentleman is discussing it. Will the gentleman please develop somewhere in his address the situation which has grown out of the inability on the part of the administrative departments of the Government to set up the proper schedule for quotas on a proper basis, and whether the

Cong. Record, 70th Cong., 2d sess.,
Feb. 14, 1929, 70, pt. 4: 3477-80.