ANNIVERSARY DAY, 1880.

One year ago! I cannot believe it. And yet I know it must be so. I rejoice in it. It cannot be doubted. For I have found full proof that on the 6th of October, the long journey over, came to this friendly roof, One year ago.

Are we there then? Who, with trinkets and toys, Moccasins, blankets and paint, and a costume most quaint, On the 6th of October, The long journey over, Came to this friendly roof, One year ago?

Yes, we are there now! Who to those good Barracks came, Whose kindly friends a welcome gave us, Did all they could to teach, and save us From the toils and bad ways, And carry us safely through the maze Of reading, writing, and of talking, And even have improved our walking; This we learn at dress-parade, Where, like soldiers, we are made To face, and march, and counter-march, Then to wounds and toils, One of October sixth, 1880.

On the 6th of Oct., the Carlisle Indian Training School completed the first year of its history. At a little impromptu gathering of the school and its teachers and helpers, on the evening of the 5th, the boys and children were asked to vote for, or against, continuing the school work. Every hand went up in favor of continuing it, and some of the boys even stood up hold me by their hands. Speeches were in order. Everybody was happy and many reminiscences were brought out, and much incentive to continue efforts were put. Now the boys were asked if they would ever return, and the answer was all positive. The protracted round of applause which followed showed that their contribution was fully dunned, and we are glad to place it here as a part of our permanent record.—Ed.

INDIAN TRAINING SCHOOL, Carlisle, May 23d, 1880.

H. B. R. Snow.

Commissioner of Indian Affairs.

Sirs:—I have the honor to transmit the annual report of this school, required by your letter of July 18th, 1880.

In order that the whole number of students, increase and decrease, may be understood, I forward the following schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 5th</td>
<td>196 pupils</td>
</tr>
<tr>
<td>Nov. 3d</td>
<td>189 pupils</td>
</tr>
<tr>
<td>Dec. 31st</td>
<td>182 pupils</td>
</tr>
<tr>
<td>Jan. 1st</td>
<td>179 pupils</td>
</tr>
<tr>
<td>Feb. 1st</td>
<td>175 pupils</td>
</tr>
<tr>
<td>Mar. 1st</td>
<td>170 pupils</td>
</tr>
<tr>
<td>Apr. 1st</td>
<td>165 pupils</td>
</tr>
<tr>
<td>May 1st</td>
<td>160 pupils</td>
</tr>
<tr>
<td>Jun. 1st</td>
<td>155 pupils</td>
</tr>
<tr>
<td>Jul. 1st</td>
<td>150 pupils</td>
</tr>
<tr>
<td>Aug. 1st</td>
<td>145 pupils</td>
</tr>
<tr>
<td>Sep. 1st</td>
<td>140 pupils</td>
</tr>
<tr>
<td>Oct. 1st</td>
<td>135 pupils</td>
</tr>
</tbody>
</table>

The progress in our school-room work is most gratifying. It is not too much to say that these Indian children have advanced as well as other children, and have done in the same period. They have been especially instructed in arithmetic and in writing, and their correspondence with their parents and friends is becoming a source of great interest. Industriously, it has been our object to give direction and encouragement to each student individually, in his own particular branch. To accomplish this, various branches of the mechanic arts have been established, under competent and practical workmen, and a skilled teacher in charge of the agricultural department.

The boys desiring to learn trades have generally been allowed to choose. Once placed at a trade, they are not easily transferred, except for extraordinary reasons. A number of the boys have expressed a desire to become professional mechanics, a shoemaker with eight apprentices, and a tailor with three apprentices; there are three boys in the printing office, under competent instruction, and two baking bread.

In the mechanical branches, except those of the shoemaker and carpenter, were established last April.

All boys not under instruction at trades, have been required to work, periodically under the direction of the farmer.

The progress, willingness to work, and desire to learn, on the part of the boys in their several occupations, have been very satisfactory. Being guided and watched by competent mechanics, the quality of the work turned out challenges expectations. The carpenters have kept busy in repairing, modelling, etc., and in constructing the necessary buildings. In addition to the blacksmith and wagon-maker, in addition to fitting up the shops and getting ready for work, has been a large number of plows, harrows and other agricultural implements, etc., and has constructed one carriage and two spring wagons suitable for agricultural use.

In the harness-shop, the boys have developed a special capacity. We have manufactured 55

[Continued on fourth page.]
EDWARD KEATING TOPH.  
Big Morning Star.  
CARLISLE, PA. NOVEMBER 1900.

AGENCY SIGHTS.

We have recently visited several Indian Agencies to get additional pupils for this school. At the Menomonee Agency, under the charge of Agent Ebenezer Stephens, we saw a field of about one hundred acres, which had been cleared of under-brush and trees, a good fence placed around it, and was nearly half broken up. Four plows were running at the time we saw it, each held by an Indian. There were three Indians piling and burning brush. This work had been left in the hands of the men, as they had been away from the school for about a month. The men engaged in piling brush were energetic and industrious in their movements and, so far as we could see, the work in quantity and quality was creditable to any one. We visited the saw mill where the Indian men engaged in sawing and piling lumber and managing logs. Every Indian seemed to know what he was about. Thousands of feet of lumber were stacked up outside the mill in nice order. Hundreds of logs lay in the race. The mill was run with the greatest vigor while we were there and it was evident on order, industry, health, mortality, and to report the amount of crops as actually grown, and in general, the result of their labors for the past year, one report came in while we were with the agent. A fine bright Indian who spoke English fluently and was by his face a man of men. He reported the product of the eleven farms in his district, for the year, to be something over 20,000 bushels of wheat, and nearly 300 bushels of oats, besides garden truck.

We met many Indians on this reservation who were neat, keen, intelligent men. Recently a rail-road manager that way and wanted to cross their reserve. Appreciating its value they cheerfully sold sufficient land for the purpose. We found district school houses, and churches presided over by native ministers. Many of the Indians were living in comfortable two-story houses. As we rode around over the reservation we found them busy plowing and going to and fro in their wagons about their own business affairs. They are a very industrious race, and the great advantage of the children is the fact that they are led to be taught to meet the necessities of life and to be useful in the world. The greatest criticism we could make upon the school would be that they had not half as much room as good health and successful effort demanded, and that the clothing was miserably poor; which criticism does not in any degree apply to the Missouri Indian, as they have no school, and therefore no opportunity to acquire the advantages of civilization.

We have been trying to interest the Presbyterian Board of Foreign Missions in the establishment of work-shops in connection with the mission schools. These brief extracts will show how fully the Cherokee Chief is to the importance of practical education.

EDUCATION.

"Prominent among, and perhaps foremost in the elements for the preservation and advancement of nations as well as individuals is the influence of education. The more intelligent a people, the more wisely and carefully they govern themselves, and the more faithfully will the representatives to whom they necessarily delegate a portion of their duties, watch over their interests. It is intelligent public opinion that guides the national leaders, and this is just criticism that holds the statesman in check."

The Cherokee have an ample school fund, and the utmost care should be exercised in the application of that fund, in order that the people who entrust you with its management may receive its fullest value.

I suggest and recommend the establishment of a manual labor department in connection with the Male Seminary, in order that a sufficiently considerable fund may be placed at the disposal of young men in giving them a practical knowledge of farming, without interfering with their mental culture. The soil is the best of our people. It is called "Mother Earth," and how to utilize the blessing should be the chief local object of the training and education of our youth—"shaped as men and given a nation."

THE JAIL.

If the condition of the finances, in your opinion, permit an expenditure for that purpose, I suggest that an appropriation be made for the establishing of workshops in connection with the jail, by means of which, with some prudent regulations in regard to the use of the same, will first be necessary, should the plan be adopted of teaching the convicts useful trades."

Report from one of the Florida boys returned to his agency.

"Objection is everything I could ask, and is quite useful to me. I have him keep the three of Indian employees, and learn at the office when not on duty, except to recite his lessons in school."

P. B. Hunt, Agent.

When we visited the Sisseton Agency in October, after children for Carlisle, the Indians were called together to determine about sending them. Chief Renville, whose son John, a very bright and lovable boy, died here in August, made the following speech to his people.

"The whites are all around. We are farmers. It is best for us and it is best for our children to be taught. All we know that this is a good and kind man, he does not forget the children of the white man. He is kind to them. I asked for leave to send more children. I got permission, but at that time I had to happen to me what grieved me very much, that you all felt for me, but we all know that death is everywhere. You are all to die here as Carlisle. A man can't expect to be happy every day of his life. He is happy some day and sad the next. We are like the whites, or can be, if we try. We are men as the same. We can learn what they can if we try."

We wrote the following paragraph from the document so able and comprehensive.

These brief extracts will show how fully the Cherokee Chief is to the importance of practical education.

We found that Indians were engaged in all of the pursuits of other children, perhaps not averaging quite as well in point of capacity as those in the white towns for about half. We

In this way we see how much in the future, as the result of their efforts, the health of the community, we take it that this military exercise is something of an argument in favor of Indian progress, capacity and civilization.
In the Indian country we do not have many trees. Perhaps you have seen them here buzzing about the flowers, or flying through the air. A bee hive is like the Indian camp. The first time I saw a bee hive I thought it was a great thing, but now I know that these children are taken care of by the Indian. The bees are very hard workers, doing their best to make honey from the flowers, and store it up for the good of their family. They are kind to each other and show great kindness to the Indians.

So you boys and girls come here, away from the fire, and look at these marvelous things. The Indians have ever been good artists and their work is always very pretty. In the past they have learned many things from the white man, and have many beautiful things to show you.

When Bishop Hare of the Niobrara missionary society was here, he favored us with a talk to the children in the Indian home. He said: "I am so happy to see you here in this beautiful place. Out in the Indian country we do not have many trees. Perhaps you have seen them here buzzing about the flowers, or flying through the air. A bee hive is like the Indian camp. The first time I saw a bee hive I thought it was a great thing, but now I know that these children are taken care of by the Indian. The bees are very hard workers, doing their best to make honey from the flowers, and store it up for the good of their family. They are kind to each other and show great kindness to the Indians.

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Mr. Robertson recently visited the school at Sisseton, and expressed himself very much pleased with the thoroughness of the schoolrooms, as well as with that in the shops. He said that it was a pleasure and encouragement to see all.

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sets of double wagon-harness, and 3 single sets of carriage harness of tin-ware, consisting of buckets, coffee-pots, able, so far, to do much outside of repairing.

The tailoring department was only established the 15th of August. Already, our boys are able to do all the sewing on a pair of trousers, very satisfactorily.

Two of the boys in the printing office are able to set type and assist in getting off our school paper. One of them is so far advanced as to edit and print a very small monthly paper, which he calls the "School News," and which has won many friends for the school.

Our bakers make good, wholesome bread, in quantities sufficient to supply the school.

The products of the farm are given in the general statistics. In all these several branches of labor we have found capacity and industry sufficient to warrant the assertion, that the Indian, having equal chances, may take his place and most successfully the issues of competition with his white neighbor.

A misunderstanding having arisen with regard to the ages and probable working qualities of the young boys who have come to this school, an investigation was made, and a list was prepared two weeks ago of the boys between the ages of 8 and 16, who were placed in the families of Mr. Hyde, for the summer months.

Arrangements were made for twenty-five others, through the kindness of the Eastern and Western agents, to be placed in families of neighbors. One Indian, a white boy, a Kiowa, and Frank, a Wichita, in riding; and six girls, a Kiowa, for shirt, 50 cts. ; to Cora, a Pawnee, for quilt, 50 cts. Very creditable work in this department.

The committee report as follows.

The succcessful competitors in the pony riding, foot racing, and bow and arrow shooting. No trouble has arisen from the co-education of the sexes ; on the contrary it has marked advantage.

The following premiums were awarded.

| Place | Name            | Item                | Amount
|------|-----------------|---------------------|--------
| 1st  | Lieut, in charge |
| 2nd  | L. H. Pratt      |
| 3rd  | J. L. Smith      |
| 4th  | M. L. Smith      |
| 5th  | J. L. Smith      |
| 6th  | J. L. Smith      |
| 7th  | J. L. Smith      |
| 8th  | J. L. Smith      |
| 9th  | J. L. Smith      |
| 10th | J. L. Smith      |

I was the first of the Cheyennes to give my name of the "Plucky Class." We have improved valiantly, and won the honorable name of the "Plucky Class."