Extract from the Annual Report of the Secretary of the Interior.

For the benefit of such of our readers as may not have seen the full text of the annual report of the Secretary of the Interior, we reprint that portion of it relating to Indian education. The views of the Secretary express the results of four years' experience not only at the Department of the Interior but at the various schools where he has held a personal and official oversight over the whole field of Indian work, but are derived from the practical knowledge he has obtained by personally visiting most of the reservations.

"EDUCATION."

"Expressions of an anxious desire on the part of the Indians belonging to the so-called wild tribes to have their children instructed in the ways of civilized life have grown so numerous and urgent, that the inadequacy of the means provided at the disposal of the department for this purpose has become particularly painful. I stated in my report for last year that many school days upon the Indian reservations have, in many respects, proved an insufficient agency for the education of Indian youth. The simple reason is that they do not withdraw the pupils from the influences of their home surroundings in such a manner as to facilitate a change in their habits of daily life. To this end the particular branches of knowledge, not only in the elementary branches of knowledge, but also in house-work, mechanical pursuits, and other civilized occupations, is in just as much necessary as to teach Indian children how to live as how to read and write. The appropriations made by Congress permitted the opening of only three additional boarding-schools during the past year; but arrangements were made for the establishment of thirteen more schools of this kind, which, however, will become particularly painful, if provisions are not made for the establishment of thirteen more schools of this kind during the present season, and for the establishment of thirteen new schools of that kind, which, however, will satisfy the demands of only a limited number of Indians who have so far been without such facilities. In order to put these schools in full operation, further appropriations by Congress at the next session will be required. I desire to call special attention to the report of the Commissioner of Indian Affairs upon this subject. He sets forth plainly how utterly insufficient the means at the disposal of the department have been so far to afford to even one-half of the Indian children on the different reservations the most necessary educational facilities; and I deem it my duty to repeat that false economy in this respect at the present moment, when the desire for the education of their children is so general and so urgent among the Indians, would be particularly unwise.

In my report of last year I spoke of the promising results of Indian education at the normal school at Hampton, Va., under the direction of General Armstrong. The number of Indian children at this establishment has increased constantly. The institution has been visited by many persons interested in that important work, and the gratifying results gained have been evident to all.

Last year I spoke also of the Indian school at Carlisle, then just established by this department, under the superintendency of Captain Pratt, as an experiment. It may now be said that this school has become permanent, and is by the Indian pupils there as well as at Hampton in the acquisition of elementary knowledge as well as in agricultural and mechanical work has been sufficiently to demonstrate the capacity of the Indian as civilized persons. The pupils are instructed not only in the English language, in reading, writing, higher mathematics, geography, &c., but are employed in housework, and a considerable number of the boys are employed as apprentices in blacksmithing, carpentering, shoe-making, harness-making, wagon building, &c., in printing offices, and in farm work. The progress made by some of them has been remarkably rapid, and in almost every case has been such as to create high and favorable opinion. The school is now able to produce some articles to be used at the different Indian agencies, such as shoes, harness, &c., and when and the pupils return to their tribe they can be profitably employed, not only in the mechanics but also in instruction of their people.

A similar school has been established at Fort Grove in Oregon, under the superintendency of Lieutenant Wilkinson, for the education of Indian boys and girls on the Pacific Coast. It has been in operation since February last, and under its influence the whole system of instruction found themselves earned out. A considerable number of the children are instructed not only in the English language, but in reading, writing, higher mathematics, geography, &c., and in farm work. A considerable number of the pupils are engaged in the printing office, and are instructed in household economy and cooking, and as such are employed in the school. The school is now able to produce some articles to be used at the different Indian agencies, such as shoes, harness, &c., and when and the pupils return to their tribe they can be profitably employed, not only in the mechanics but also in instruction of their people.

The favor which these schools find with the care of only a limited number of pupils, the education received by a comparison of the number of children of school age, but the system is capable of great extension, if only the necessary facilities are afforded. They are now in operation at Eastern Cherokee and placed in boarding schools in the different tribes of the Tunna, Cheyennes, Arapahoes, Kiovvas, Comanches, Pawnees, and other tribes. The number of children is at present about 1,800. The progress they have made in the arts of the white man is at present not so far in excess of our views to accommodate them. A considerable number of them are admitted to these schools, but the system is capable of great extension, if only the necessary facilities are afforded.

"GOD HELPS THOSE WHO HELP THEMSELVES."
Of the very meager tribal funds of the Creek Nation, a large portion is spent for educational purposes, and a number of youth are sent away to various schools by the national authorities. To them the letter which we quote is addressed by Albert P. McKeil, the young man whose achievement in winning the Inter-School track meet at Wooster University two years ago, formed the subject of a paragraph in almost every newspaper in the country. Before going to Wooster Mr. McKeil was a student at Tullahoma Mission, where he laid a good foundation. He is now in the Sophomore year of a Collegiate course, and recently he began with an especial view to entering the ministry. The following is an expression of his thoughts on every hand to the attacks of designing schemers has caused him to relinquish this idea and to determine instead to prepare himself to be his legal defender.

"WOOSTER OHIO, Dec. 12th 1880. To the Creek boys in the States--

DEAR FRIENDS:--I have before me to-night a paper which I think I saw that Mr. WJ. A. Apuka has returned home. He has been a student at Central College, Woosterville, four years, being one of the finest students that were sent off to school in the States by the Creek Nation. I am glad to announce that he is a thought that invariably comes up hearing such an announcement; and that is the responsibility thrown upon us in consequence of the rare opportunities we enjoy, and our obligations to the good education. I want it understood that I am not writing this for Mr. Apuka, who deserves great praise for holding out for education, and for his noble aim and noble work, but I have done nothing for what others had done as well.

Having all our expenses paid and not being compelled to work during vacations, and what little time we can snatch from our studies hours, we think that we might teach the Creek boys how to support us at school, we are very apt to undervalue the golden opportunities we enjoy. Although the expression, 'where much has been much shall be required' is Biblical, yet it seems to me that it might not appropriately apply under present circumstances. We have been sent here by honorable and thoughtful men with a great purpose in view. They desire the rising generation to be under a greater obligation to use the enjoyment enjoyed by their leaders. We are at school in the States are the very ones who can help to give back to our people. Are we living our lives in such a way that we might think that we have much been much shall be required to hold on to the right use of the education enjoyed by our leaders. We who are students in the States are the very ones who should help to give back to our people. Are we living our lives in such a way that we might think that we have

This is a question for our serious consideration. What more noble work we can engage in than that of preserving our people from every thing that tends to degradation and annulling our rights. Had I the power of Gladstone or the energy of a Parnell, I would deem myself the happiest of mortals, and the preservation of our people would be the sole object of my life. I treat you, as students of the same nation as myself, as living members of the family of the Creeks and I try to tell you my people. Then I see that the white man makes his children go to school all the time they are growing up, so they have good minds full of knowledge and I see too, that he teaches his children to work, so they may have good bodies and good minds. But the Creeks do not know how to work the white man's way and they have few men among them, who have learned to teach their children to work. When I was a boy the Indians did not want education, and they lived in their camps and hunted the buffalo and ran horse-races, or went off to war and fight the other whites or the whites and went to Texas to steal horses. The children ran around the camps without much clothing. Some of them wish to be educated, but others cannot get them or combed their hair, and they were very dirty. Most of the Indians are that way now, and I wish to see them all educated. I know how to work. They want to become civilized, and if our good friends among them will not get tired of trying to educate us and teach us something, I think we may become good civilized men and women and take care of our lands.

A. P. McKeil."

From the Indian Journal of December 24th.

"Letter better, and the hearts of the Creeks are greatly encouraged, as they learn the news of the burning of Tullahoma Mission, by which the education of 100 Creek children is destroyed. A news in telegraphic form was flashed back from Hon. Secretary of the Interior Schurz: Send 25 children to the central school. The Creeks owe it to their friends in the States, and above all to themselves, to show to the world by united efforts in pursuit of a higher type of living, that they worthily appreciate this action of the Secretary, and we unsparingly pledge them to the effort."
FRED: KEHAT TON.
Big Morning Star.

CAROLINE BARRACKS, PA., JANUARY, 1883.

MASON D. PRATT.

From the Indian Journal.

"Perhaps all of the peculiar congregations that have assembled, our town has had its share in variety, but in all its bosom never such a one as gathered in the Presbyterian Church last evening. Nearly one-half of the large audience was composed of girls, some of whom had been sent to go to Carlisle in acceptance of Secretary Schurr's magnificent proposition. In the pulpit sat two women, Rev. W. S. Robertson and Rev. R. M. Longridge. As a most suitable setting for the bright and nervously interested congregation of these absent children, history of fathers and mothers, grave with the solicitude of parental love and companionship, the children, but rather a reassembling of these, that greater opportunity exists than they have ever known, might be opened up, to prepare for a nobler and wise type of man and womanhood in the generations to come. As a speaker remarked, this is an echo in the history of the Creek people, and surely it is such a well defined opening to possibilities both to those who have gone and to those who remain, that every honest worker for Indian progress, is justified in believing that the door to fellowship with other nations, is for them at last, open."
What shall be done with the Crows?

A Letter from the Plains.

A Letter from a Chey.

Winter, Dec. 11th 1880.

Dear Mr. [Name]:--I am anxious to see my two boys, and I am not going to be kept waiting for them. I did not know what the big package was. I was very much delighted to see so many fine things. Boston is a good city, and I like it very much. I arrived at a hotel, and it is very high. I looked all around the city of Boston. I was very much delighted to see so many fine things. Boston is a good city, and I like it very much. I arrived at a hotel, and it is very high. I looked all around the city of Boston.

When Almighty God undertook the redemption of Israel from their Egyptian ignorance and degradation, He gave them instructions for their physical as well as their spiritual well being. In His providence the temporal welfare of any people are interlaced, and that no amount of spiritual effort will by itself, rescue the Indians from their wretchedness or save them from the ignorance that darkens their mortal brains. There will be no escape in getting 60 pupils if you wish them. The above is written by me as Bull Bear told me to write to you long time ago that you did not write to me, you don't like to write to me, you don't want to write to me. I want to tell you these things. I have been very busy, and I have been very busy, yet (not with my gloomy outlook) by careful management, become self-sustaining. I have 1000 pupils in my school, and I am very glad when I think of them. They are pleased with the idea. In fact, they are enthusiastic and anxious to get their children educated. There will be no escape in getting 60 pupils if you wish them. Temporal Welfare of the Indians.

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