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| P       | OFFICE OF<br>INDIAN AFFAIRS. |      |
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R. H. Pratt  
Carlisle

Jan. 27- 80

Enc. printed copy  
of a paper he ex-  
pect to issue in  
the interests of the  
school

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United States Indian Service,

TRAINING SCHOOL FOR INDIAN YOUTH,

CARLISLE BARRACKS,

Carlisle, Pa.,

January 27<sup>th</sup>, 1880

Dear Mr. Hayt

I send you a copy of a little paper we propose to issue in the interests of the work here. We hope to get a better press and material soon, A Phila. lady gave me \$50. towards one, and I have some hopes of more from another source soon.

I am glad to report continued good health, and good progress. The corners are well knocked off now, and our boys and girls are quite models of good behavior, studiousness, and in neatness are making great strides. The new uniforms for the boys are done, but the buttons have not arrived. Mr. Kain promises them very soon.

I shall be able to get adjoining land, I think. I had just about concluded an arrangement for several fields on the right of the lane coming out, when the owner died. I think



the heirs, who are two old maids, will be glad to let us have what we want. I have shoemakers and Tinner Tools, a plenty, through Charity, and can go ahead on the industrial feature soon.

Newell writes me quite a party of children want to come down in the spring with the Chiefs. I would insist on having more girls than boys hereafter until the difference in numbers is rectified. and also on restricting the age to not over 16, and few will not be too young.

But I intend to write officially of this.

I have asked Senator Edmunds to bring my case before Congress. My own affairs worry me. I am running under all the time.

With great respect

R. H. Pratt

I am sure you must be right in the grand. Leeds seems to come to the front in everything against you. That ought to settle it in your favor.



# EADLE KEATAH TOH.

"GOD HELPS THOSE WHO HELP THEMSELVES."

VOL. I.

CARLISLE BARRACKS, PA., JANUARY, 1880.

No. 1.

## THE INDIAN TRAINING SCHOOL.

Pursuant to the directions and in furtherance of the wise and humane policy of the Honorable Secretary of the Interior, a training school for Indian youth of both sexes has been duly organized and is now in good working order at this point. Instead of educating soldiers to go to the western plains to destroy with powder and ball, it is proposed now to train at this institution a corps of practical, educated, and Christian teachers, who will by precept and practice, induce their tribes on the plains to adopt the peaceful pursuits of Christian people.

The necessary work attending the conversion of the buildings into such shape as was found requisite for the new work to be carried on, was in part performed by the Florida boys. The upper and one of the lower rooms of the South Barracks are used as dormitories for the boys, and the other lower rooms are fitted up as a laundry, bath-room and reading rooms. The boys have been divided into three companies, are furnished with good comfortable clothing, sleep on iron bedsteads and have warm bedding. They are required to observe cleanliness and order in their dress and care of quarters. The guard and police of the buildings and grounds is performed by the boys. So far the representatives of the eleven different tribes have lived together harmoniously, although there has been an occasional quarrel between the members of the same tribe—the only effect of the presence of many dialects being to stimulate a desire to acquire English, as every word of English learned is a word in common for all of the eleven tribes.

A chapel has been built and the pupils are assembled there every week day morning, Sunday afternoon and evening, and occasionally on a week day evening, for the purpose of joining in singing and prayer. The pupils have joined the Sunday Schools of the different churches in the city, and are beginning to respond to the earnest and kindly efforts of the teachers to instill into their darkened minds Christian truths, and a desire to seek God and to know His word.

The need of departments for agricultural and mechanical instruction, which must play an important part in the civilizing work of the school, is very keenly felt and every effort will be made to have those departments in good working order at as early a date as possible. A carpenter and blacksmith shop has been fitted up and shoe-maker, saddler, tinmer and turner shops have been determined upon and will be pushed forward until they become fixed facts. The agricultural training feature of the school has been duly considered and it is hoped that before many days arrangements for the proper instruction of the pupils in this most important industry may have been completed. In any event the twelve acres pertaining to the Barracks will be made the most of. Nothing increases ones confidence in oneself so much as the possession of the knowledge that one can perform an act useful in its results to oneself and to others, and the great importance of filling the minds of the pupils with sound, practical knowledge, which will be of every day utility to them when they return to their people, can not be over estimated. It is the desire to develop them in every way which will tend to increase their respect for themselves and the respect of their people for them. When the pupils return to their people, the boys will be able to mend a plow or other tool; to make a chair, a table, a house; to explain when and in what kind of soil to plant, and how to cultivate their lands. The girls will be able to sew, to cut and make clothes, to do all kinds of house-work and their part of the duties pertaining to farm life. These things must be taught to them practically, and to do so effectually requires the establishment of separate departments devoted especially to

agricultural and mechanical instruction, and we hope in our next issue to be able to state that the pupils are receiving such instruction.

The Guard is allowed to pass all pupils having a written permit from the Superintendent of the School or the officer in charge of the boys. Under certain restrictions, it has been considered proper to allow the pupils the privilege of visiting the city.

The general health, deportment and obedience of the boys have been very good thus far, and they are happy and cheerful in the performance of all their duties. The hearts of all the workers in this effort to ameliorate and elevate the condition of the Indian youth placed under their charge, have grown strong and hopeful by the success thus far achieved, by the earnest desire of the pupils to learn, by the kindly sympathy and beneficence of the many friends, who have become interested in this work, and by the generous support extended to the enterprise by its originators—the Hon. Secretary of the Interior and Hon. Commissioner of Indian Affairs.

### EDUCATIONAL.

The educational department of our school has had the brief existence of about two and a half months. Without waiting for the arrival of "white men's clothes," the eighty-two Sioux, who were our first recruits, were gathered into the school-room and the difficult work of teaching the language was begun. It would be hard to imagine a more novel sight than that presented by the motley assembly, or to collect a more undisciplined mass of youthful humanity. The faces of nearly all were painted, their arms adorned with bracelets, and their ears weighed down by rings or elk-teeth pendants. Some were wrapped in gaily embroidered blankets; others were happy in the possession of jackets or breastplates heavy with embroidery or elk-teeth. All were eager to learn, but it was soon evident that the barber and tailor must take precedence in the work of civilization. The daily sessions were short, and not much was effected until blankets had disappeared. Gradually the delightful vision of bedaubed faces, barbaric ornaments and picturesque costumes ceased to attract the gaping crowd, and now it may be confessed that the school has lost its early charms for the curious. It is fast assuming the characteristics of a well graded, well-organized public school. Six teachers and 153 scholars assemble daily in the six comfortably furnished school rooms. All have a mind to work, and we trust the EADLE KEATAH TOH may before many months record satisfactory results.

We read in the Cheyenne Transporter, dated Saturday, December 20th, 1879—"Sunday School, last Sunday, was well attended by the Agency people, and also by camp Indians. At the close Powder Face gave the children a very good talk. He urged upon them the necessity of making the best of the advantages they have in school, encouraged them to learn—all they could of "The white man's road." Not only to learn what is in his books, but how to do all the work that the white man does. He told them that he was on that road and that he thought that God was pleased to see them there, that if they all did the best they could they would be happy now while they lived and also after death." Light is surely breaking in upon the beclouded minds of our western Indians and the time has arrived to sow the good seed. Oh! for more strong-hearted, earnest workers in this neglected portion of the Lord's Vineyard—"Sound the loud timbrel." We feel our hearts throb with delight, while looking upon the breaking of the warm light of God's love through the black clouds of superstition, which have for so many years darkened the hearts of our red brothers and shut them out from the full enjoyment of the many blessings God has showered upon Christian people all over the world.



## GREETING.

Miss Mary H. Brown, of Philadelphia, Penna., a warm friend to the Indians, gave us a small printing press. One of the lady teachers is a practical printer. Thus we are enabled to give information of this work to many friends. We shall not assume newspaper or editorial functions, but rather talk to our friends in a correspondence way. Our kind friend gave a name for the paper we might print. We have put it in one of the many Indian dialects spoken here. It is a happy name, indicating that the night is ended, and soon the sun will rise. This is not prophetic. We are sure it is so. Almost all the Indian tribes are anxious to have school privileges for their children. Not over 15 per cent of the Indian children in the United States can attend school. The great reason is want of opportunity. Many of our treaties with the larger tribes promise education to every child of the tribe from the ages of six to sixteen years. One of our largest tribes—the Navajoes, who are entirely self-supporting, have not a child in school, according to the last annual report of the Commissioner of Indian affairs.

Our treaty of 1868 obligated us to provide for this tribe educational advantages for all their children. "Lack of facilities," is why none are in school; so says the last report of the Commissioner. If Indians ever become able to cope with the whites in the affairs of our civilization they will reach that state through the same educational training the whites attain their capacity. Eighty-five per cent of our white population, left without school privileges and Christian light, would be a serious, not to say disastrous, drawback on our civilization, and in like manner will the same proportion affect the Indians. Our treaty promises are to teach all children elementary English. This carried out would remove all Indian troubles very speedily. Indians who send their children to school do not war nor continue in savagery. A son or a daughter at school shows the parent's desire for education. With children at school the parent will strive toward a better life, and better hostages for good behavior and personal influence in right doing could not be devised.

We have, at Carlisle, one hundred and fifty-four Indian youth, representing eleven different tribes. Forty are girls. The place will accommodate five hundred. Dozens of like schools could be established now, while the tide of inclination flows in the right direction. The aim is to teach English, trades, agriculture and whatever will make them feel independent, self-reliant and at home among the whites. It will take long and patient effort. It can be done. We shall try hard and welcome all help.

## THE GIRLS.

The many friends of the school will perhaps be interested to hear directly from the girls quarters, and surely they deserve more than a passing notice, such as our space only allows us to give at this time.

You could hardly find thirty-eight girls in any school or of any color that would get along with one another so amicably. They have been with us for more than three months, and yet there has been no serious quarrel, and scarcely a case of unpleasantness—certainly nothing in any way to give us cause for trouble or anxiety. Their ages vary from ten to twenty-three years. Only one of the girls is married. Sarah Mathew

daughter of Spotted Tail, and wife of Charlie Tackett, one of our interpreters. Occasionally, (and the cases are becoming more and more rare) there is one of them who has an attack of home-sickness, but they are of short duration, and ordinarily any one will find if they will give us a visit, as happy a set of girls as one could desire. Their hearts are very tender, and easily worked upon, and a few days ago, when we went to the room of one of the Kiowa girls, who had that day heard of the death of her father, we found two of the Sioux girls sitting with her, and showing very plainly by their faces, that they felt very sorry for her in her great trouble. Of course, as is the custom in the Indian tribes, the girls have been brought up to work and labor, but hardly in the same way in which they are taught here. Once when we were talking with them through the interpreter, we asked them if they wanted to learn to sew, sweep, clean etc., in "the white man's way." Nearly every girl made a ready reply, but one of them brought out her answer with so much force, that we inquired particularly what it was she said, and the answer was, "She say she do want to learn awful bad." And they are learning, and learning rapidly, some of course more readily than others. The pleasure and delight the little girls take in learning anything new, and their great desire to excel the larger girls, is remarkable. They are so young they have not learned as yet to conceal from their faces the feelings in their hearts, and so it beams right out in their bright eyes and smiling lips. Not many days ago several of the little girls, without a suggestion from any one, took it upon themselves to mend the stockings of the large girls, who were at work in the dining room, and considering their age and experience, they were well mended. And so it is with everything they undertake, and "The half has not been told," and can't be. The only way for you to understand it is to come and see for yourselves.

## RELIGIOUS TRAINING.

As stated in the article on first page entitled "The Indian Training School," delegations of pupils attend the different Sunday Schools and Churches in the city. The contact with, and the example and precept of the refined Christian people composing said churches cannot fail to have a benign influence upon the pupils and tend to wed them to the better, purer life of the good people among whom they mingle every week to praise and worship the Creator of all men.

At our new chapel—the Christmas gift of the Hon. Secretary of the Interior, the children are assembled every morning, uniting in singing and prayer, and every Sunday afternoon service is conducted by one of the clergymen of the city. Thus day after day the truths of the Christian faith are brought home to them and habits of thought acquired by them, which they will find it difficult to cast off, if they should desire to do so, when they return to their people. If the soil is rocky or covered with thistles and thorny shrubs, the first work of the careful husbandman is to remove these drawbacks to the best growth of the seed he desires to sow and he then introduces fertilizers, strengthens the soil and when all is ready, plants. Many a thistle and thorny plant has deep seated roots in the hearts of our savage pupils and it is only by patient and persevering effort that we can hope to eradicate them and fit the soil for receiving the good seed, which will bring forth fruit meet for repentance. All these varied influences which will be brought to bear upon their minds and better nature will act like the warm sunshine and rains of spring to prepare the soil, and kindly hands are ready to sow the seed, and to protect the growing plant. Even the poorest soil can be converted to usefulness by patient toil and persevering effort and with God nothing is impossible.

## HOME ITEMS.

—Rosebud Agency wants to send us more children. We have room and want to take them but the Commissioner says there is no money.

—Miss Helen Hyde, who has been visiting friends and relatives in Colorado and Kansas during the past year, is spending a short time with her sister, a teacher of this school.

—Dr. McCauley, President of Dickinson College, addressed the pupils on Christmas evening, explaining in well chosen words the reason why Christian people celebrate the 25th day of December.

—Mrs. Kennedy, of Chambersburg, Pa., who has shown so much interest in the work going on at this school, visited the school several days ago with her daughter and a party of young people.

—Eleven of the boys were present at the reception of Gen. Grant at Harrisburg Pa. They evinced considerable surprise at the great crowds of people thronging the streets, and were especially interested in the gaily uniformed bands.

—One of the Cheyenne pupils, Abraham Lincoln, died on the 16th inst. His disease was Pleuro Pneumonia followed by Cerebro Spinal Meningitis. The funeral services held at the chapel were conducted by the Rev. Dr. Wing, of Carlisle.

—New bedsteads of a substantial make, with a few pictures and tables, where the boys can play checkers and dominoes, have added considerably to the comfort and appearance of the boy's quarters, though there is ample room for many more pictures.

—Miss Susan Longstreth and Miss Mary H. Brown of Phila., Pa., paid the school a visit not long since, brightening up the hearts of the children by their kindly sympathies and many little playthings which they distributed broadcast among them.

—A number of clergymen paid the school a visit, on the 23rd inst. Having seen the pupils in the school-rooms and visited the buildings, they met the children and teachers at the chapel, where one of their number delivered a very interesting address.

—Commissioner Hayt, during his visit expressed himself very much pleased with the work thus far accomplished, and directed Capt. Pratt to build a chapel and purchase new clothing for the use of the pupils.

—One of the girls received a letter the other day from a friend in Ind. Ter., conveying the sad intelligence of her sister's death. After mourning her loss for two days she received another letter from the same individual, stating that her sister was enjoying good health.

—General Marshall and Mr. Robbins, two officials of the Hampton Normal Institute, visited the school on the 15th inst. We were encouraged by their kindly sympathy and hearty appreciation of our work and hope they may find time in the near future to pay us a more extended visit.

—Professor Keep and Dr. Porter, well known educators of the deaf and dumb, during a recent visit here, were struck by the many features held in common by the Indians and the deaf and dumb in their sign languages. The teachers received a number of valuable hints from the learned gentlemen with reference to the work of teaching the dusky pupils English.

—Inspector Pollock, of the Interior Department, visited the school during the past month bringing with him many presents and messages from the parents of the pupils. He had a little talk with the pupils before he left, giving them sound advice.

The Major is conversant with the language and habits of the Sioux, having at one time been Agent at the Rosebud Agency D. T.

## PRESENTATION OF HYMN BOOKS.

Christmas, with its trees and gifts had scarcely passed, ere a new evidence of the Christian brotherhood to which they have been introduced, was afforded the Indian pupils of Carlisle school in the presentation to each of them of a copy of "Gospel Hymns" Nos. 1, 2 & 3 combined, by the 34th St. Reformed Sabbath School, New York. About sixty of these were individual presents from scholars or others connected with that school and contained the name and address of the donor—the idea being to encourage a correspondence between the giver and receiver which would be beneficial to the latter, at any rate. The remainder were presented by the school at large. It was a noble gift, and no present could be more acceptable than were these Hymn books to some who received them. The gift was the more acceptable for being accompanied by a visit from the Superintendent, Mr. Pitcher. The distribution took place in the chapel at the evening collection, and many a hearty "Thank you" was heard from lips not much accustomed to the expression of sentiment or feeling.

## "WHY DOES IT BURN."

Professor Himes, of Dickinson College, gave the Indian boys a number of experiments at the college laboratory, on Tuesday the 13th inst. The clear and terse explanations of each experiment by the Prof., added to the interest, and when he touched off a quantity of powder with a drop of water the surprise of the boys was unbounded. The boys were highly delighted with their treat, and the school authorities feel greatly indebted to Prof. Himes for his kindly interest in the pupils and generous gifts of time and ability to aid in the work of enlightening their darkened minds.

—The school has received an urgent appeal from a number of the leading chiefs of the Navajoe tribe of Indians, one of the strongest, most industrious and independent of the western tribes. Heretofore this tribe has held aloof from the government's efforts to educate Indian children, and they now pray to be allowed to send their children to this school. The greater number of Indian children receiving advantages of practical education the better, and it is earnestly hoped that the request of these chiefs can be granted.

The following extract was taken from the "Carrier's Annual New Year's Greeting," of The Carlisle Herald.

"The Garrison, where tap of drum was rule, Is now the famous Indian Training School. In days of yore, the Soldier there was taught That RED MEN'S USE WAS ONLY TO BE FOUGHT. But note the change! the reign of Peace is near, The ploughshare conquers deadly sword and spear. The cunning pen shall in their swarthy hand A swifter missile be than burning brand— Their only WATCH-FIRE shall be REASON'S LIGHT Their only WARFARE BATTLING FOR THE RIGHT."

—At the kind invitation of Mrs. T. B. Kennedy, of Chambersburg, fifteen of our pupils and a number of our teachers enjoyed a ride on the Cumberland Valley Railroad, on the morning of the 17th, and participated in a festival given to the students at Wilson College, and the pupils of the Union school at that place. Having contributed their little to the enjoyment of the occasion, they were duly entertained by the Professors at Wilson College and highly pleased with the kindness shown them by the good people, they returned on the afternoon train to Carlisle. It is hoped that the authorities will be able to give the pupils frequent trips into the surrounding country. The change of scene, and contact with good people will renew their interest and spur them on in the performance of their school duties.



# HURRAH! HERE'S HOPE FOR US! COLORED CHILDREN HELPING INDIAN CHILDREN.

PHILADELPHIA, Jan. 5, 1880.

CAPT. PRATT—SIR: I have twenty dollars in my possession, an appropriation of the Colored Sunday School of the Church of Crucifixion in this city, for your work amongst the Indians in your school in Carlisle. Will you kindly inform me as to the best way to use it for the welfare of the children.

CARLISLE BARRACKS, PA., January 6, 1880.

MY DEAR MISS MATHER: I intend writing to you to-day and want to tell you about my trip off to Indian Territory. Last summer I was at Lee, Mass. Live with Mr. A. Hyde all summer to work for him. Well after awhile, about in September, I went out to the Indian Territory with Making Medicine, after some Indian children to bring them East. Well we went on from station to station. We went through New York, Pennsylvania, Ohio, Indiana, Illinois, Missouri and Kansas. Well when we got to the end of the railroad at Wellington, then we got the stage and went out from Wellington to Colwell. At Colwell we got another stage for Cheyenne Agency. We went on all day and all night. When we got to the Agency we got very tired. About two hundred miles from Wellington to Cheyenne Agency. When we got at the Cheyenne Agency I stayed there about two days for rest; then after the two days passed, then I went out again to the Kiowa Agency. When I got there I saw a great many Indians around the Agent's house. They looked at me but they could not tell who I was. Well, I went in the house and I found the Agent there. Afterwards they knew that I am a Kiowa, and they asked me what I am come for, and I told them what came there for, and they said, well we will let you take our children, quite a number of them, but after disappointed, so I got only fifteen. They are now at Carlisle Barracks, at school. When I was at Fort Sill, I seeked all about what the Kiowas, Comanches and Apaches doing, and I found them very poor, and hungry. The reason is because they don't know how to make things to grow from the ground—such potatoes, corn, sweet potatoes, cabbages, and all such things, like the white people does their way—so they can help themselves and do better.

Your truly,

ETAHLEU DHANMOE.

The following letter from Prof. Porter, of the Deaf Mute College, contains so much of value to Indian Educators that we print it in full:

NAT'L DEAF MUTE COLLEGE, WASHINGTON, D. C.  
January, 8, 1880.

MY DEAR CPT. PRATT: I am about to send you the sheets of an article which I wrote for the New Englander and which has some pages about the Indian languages that may perhaps interest you and Lieut. Brown. I need not tell you that I was greatly interested in what I saw at your school, and regard its success not doubtful and as a matter of pre-eminent importance. I have thought that perhaps the suggestions by Mr. Keep and myself should not have been confined so much as they were to the first steps in the instruction. There is a process of which constant use is made in teaching the deaf and dumb, but of which I illustrate in words and of phrases by giving a variety of sentences in which the word or phrase is employed. Take, for instance, the word produce. Illustrate by sentences such as these: Some trees produce apples; Some trees produce nuts; Sheep produce lambs; Vines produce grapes. The earth produces grass, corn, trees, &c.; That field produced 100 bushels of corn last year. At a later stage, such examples as—Industry produces wealth; Drunkenness produces crime &c., would be in place. For simpler and easier words this method comes in at a very early stage of progress. The word leave, for instance, might be illustrated in this way by a variety of familiar examples. Original sentences of a similar kind are required of the learner. There is a

point upon which I should think there would be need of very determined effort on the part of the instructors. I refer to the tendency to employ broken English. I think that may prove one of the greatest difficulties you will have to contend with. With this also, and of course the tendency to use Indian idioms and Indian order of words, the only way must be not even to allow, except in extreme cases, any such violation of correct usage to go uncorrected. I mentioned to you about the description of a large number of Indian signs given by Maj. Long and copied into the Annals of the Deaf and Dumb, some years since. There are no spare copies to be had here. I will get one sent you from Hartford, if possible.

Yours Truly,  
S. PORTER.

The following original letter from one of the Florida boys, who is under the special training of Dr. Caruthers, speaks for itself:

TARRYTOWN, Dec. 12th, 1870.

MY DEAR FRIEND CAPT. PRATT: Several days ago the Dr. received your letter and read part to me. Before he got it I wanted to write to you, but I did not certainly know where you are. You are so busy, just like a crow, never long time in one place you stay; but I hope now you can rest a little. I am very glad to hear about your new school, and I hope that in every ways good will come to it, and many people hear about it and help it to go on. I think hard to take children away from parents—they must feel bad because they can't all understand why, but by and by they will know it is all for good. I suppose you think I ought very good English speak by this time, but I cannot very well yet. I know a great many words, but not how together to put them. I think the hardest of all languages is English. I try hard but don't get along fast. I forget more every day Cheyenne and Kiowa, and can't speak good English, so I am afraid that after while I cannot talk any kind of language. I often think of that time we altogether at the Fort St. Augustine, and how you teach us there, and all those kind ladies, Mis Gibbs and my own teachers and others, without pay, and I feel sorry I could not do something to show I am grateful. Days and days they taught us. I cannot forget it and I wish I was very rich and could pay them; but I know they do so because they are full of faith in God and faithful. I pray for them and you Captain Pratt—for all you have done for us, and I hope God will pay you all. I hope the new Indian scholars you have care of now will not any way trouble you or get sick. I keep pretty busy about different things. I wrote to Etahleu not long ago but get no answer yet. Give my love to Mis Pratt, if please, and all my friends, and with loving kindness I am  
PAUL C. TSAIT-KOPE-TE.

Prof. Himes, in his "Sketch of Dickinson College," says, in reference to Carlisle, and these barracks:

"Among the contributions of the county to the revolutionary army were Magaw, Armstrong, Irvine, the five Butler brothers, and others, whilst, during the dark days of the winter at Valley Forge, Ephraim Blaine, grandfather of Senator Blaine, as Commissary General, by the use of his private fortune and credit, made it possible for Washington to hold together his suffering and disintegrating army. As the town was remote from the seat of war, it was a place of rendezvous for recruits and of confinement for prisoners. During his first captivity Major Andre was on parole in the town, and the Hessians captured at Trenton were employed in the erection of the barracks in the north-eastern limits of the borough. These have remained a United States military post to the present time. They will garrison two thousand men, and have been the home at different times of some of the leading officers on both sides during the war. On the night of July, 1, 1863, they were burned by order of General Fitz Hugh Lee, but have since been reconstructed so accurately upon the same plan, that the student of ante bellum times would scarcely suspect that they had experienced the rough usages of war."