

EADLE KEATAH TOH.

"GOD HELPS THOSE WHO HELP THEMSELVES."

VOL. 1.

CARLISLE BARRACKS, PA., NOVEMBER, 1880.

NO. 7.

On the 6th day 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 that day, the 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 and held up both hands. Speeches were in order. Everybody was happy and many reminiscences were brought out, and much incentive to continued effort. No. the least pleasing were the following lines by Miss —, read by herself. The protracted round of applause which followed, showed that her contribution was fully endorsed, and we are glad to place it here as a part of our permanent record.—Ed.

ANNIVERSARY DAY, 1880.

One year ago!
I cannot believe it,
And yet I know
It must be so,
I must receive it,
It cannot be doubted,
For I have full proof
That on the 6th of October,
The long journey over,
Came to this friendly roof,
One year ago.

One year ago!
Are we the same boys
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?

One year ago!
Can we be the girls,
With our "bangs," and our curls,
Our dresses so neat,
And our faces so sweet,
Who, tired and weary,
With thoughts sad and dreary,
On the 6th of October,
The long journey over,
Came to this friendly roof,
One year ago?

One year ago!
Yes, we are the very same
Who to these good Barracks came,
Where kindly friends a welcome gave us,
Did all they could to teach, and save us
From idle habits, 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,
While the Band under the arch
Of the stand
For the Band,

With their bugles and coronets, cymbals and drum,
Play old "A. B. C."—then with double-quick run
To our quarters we go,
And you hardly would know
We're the very same boys,
Who, on the 6th of October,
The long journey over,
Came to this friendly roof,
One year ago!

A year from now, and what shall we be?
We invite our friends to come and see;
You'll then be surprised to observe the way
We'll speak and spout, Anniversary day:
And of our improvement you'll have good proof,
But we shall always remember
The 6th of October,
When, the long journey over,
We came to this friendly roof.

FIRST ANNUAL REPORT

OF THE

INDIAN TRAINING SCHOOL,

Carlisle Barracks,

CARLISLE, PA., Oct. 5th 1880.

HON. R. E. TROWBRIDGE,
Commissioner of Indian Affairs.

SIR:—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 furnish a tabulated statement.

Under your order of Sept. 6th, '79 I proceeded to Dakota and brought from the Rosebud and Pine Ridge Agencies 60 boys, and 24 girls. This detachment reached Carlisle, Oct. 5th, 1879.

I then went to the Indian Territory and brought from the Cheyenne, Kiowa, Pawnee, and other tribes, 38 boys, and 14 girls, and returned to Carlisle on the 27th of October.

On both of these visits I was accompanied by Miss S. A. Mather of St. Augustine, Fla., from whom I received valuable assistance in the care and management of the youth.

With the consent of General Armstrong, I had brought from the Hampton Institute eleven of the young men, who were formerly prisoners under my care, in Florida, and had, at that time, been under the care of the Hampton Institute eighteen months. These formed a nucleus for the school, and rendered most valuable assistance in the care and management of the large number of new children, most of whom came directly from the camps.

The school opened on the 1st of Nov., 1879, with 147 students. On the 6th of Nov., we received six Sisseton Sioux, and two Menomonees. On the 28th of Feb., 1880, eight Iowa, Sac & Fox children reached us, under the care of Agt. Kent. On the 9th of March a Lipan boy and girl were sent to us by order of the War Department. They had been captured three years previous by the 4th Cavalry in Old Mexico. On the 20th of Feb. eleven Ponca and Nez Perces children were received from Inspector Pollock, and on the 1st of April ten Kiowa, Comanche and Wichita children were added to those previously received from that agency. July 31st Rev. Sheldon Jackson brought to us one Apache and ten Pueblo children from New Mexico. September 6th, Agt. Jno. D. Miles brought to us forty-one Cheyenne, Comanche and Arapahoe children from his own and the Kiowa agencies. This aggregated us two hundred and thirty-nine children in all.

Our losses have been twenty-eight boys, and nine girls returned to the agencies. Nine of these were of the former Florida prisoners, who, being sufficiently advanced to render good service at their agencies as workers, and examples to their people, and being rather old, and some of them heads of families, it was considered best to return them to their tribes, and fill up with children, great numbers of whom were anxious to come.

Of the remaining nineteen boys and nine girls returned, Spotted Tail, because of dissatisfaction on account of the non-employment of his son-in-law, carried away nine of his own children and relations; four of the others were allowed to go home with the chiefs for special reasons, and the remaining fifteen were returned because of imperfect physical and mental condition.

We have lost by death six boys, and have heard of the death of four of those returned to their agencies.

These changes leave us at the date of this report, October 5th, with 196 pupils, 139 of whom are boys, and 57 girls.

About one half of these have received instruction at the agency schools; the remainder came to us directly from the camps. Two-thirds are the children of chiefs and head men. About ten per cent are mixed blood.

The school work is organized into six graded departments, with additional side recitations.

In the educational department the instruction is objective, although object-teaching is subordinate to the study of language. This is the first point, the mastery of the English language. We began this study and that of reading by the objective word method. The object or thought is presented first; then language given to express the idea. We use script characters first, reading and writing being taught at the same time by the use of the blackboard. Drill in elementary sounds aids in securing correct pronunciation. Spelling is taught only in this way, and by writing. Numbers are taught objectively, as far as the knowledge of language will permit following Grube's method. Geography is taught by oral lessons and by drawing.

For beginners we use no text books. "Keep's first lessons for the deaf and dumb" has been serviceable and suggestive for teachers' use. To a limited extent we have followed this method. We use Webb's Model First Reader, and Appletons Second, "Keep's Stories with Questions," and in arithmetic, "Franklin's Primary," "Picture Teaching" by Janet Byrne, is especially adapted to Indian work, but is expensive.

We find pictures and objects of great service, furnishing material for sentence building and conversations.

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 could have done in the same period. They have been especially forward in arithmetic and in writing, and their correspondence with their parents and friends is becoming a source of great interest and satisfaction.

Industrially, it has been our object to give direction and encouragement to each student of sufficient age, in some particular branch. To accomplish this, various branches of the mechanic arts have been established, under competent and practical workmen, and a skilled farmer placed 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 changed, except for extraordinary reasons. A number of the boys who have passed the age of maturity, and have expressed a desire to become professional mechanics are kept continually at work, and are given the benefits of a night school; but the general system has been to work at the trades a day and a half or two days each week, and attend school the other days.

Under this system, we have a blacksmith and wagon-maker with ten apprentices, a carpenter with seven apprentices, a harness-maker with thirteen apprentices, a tinner with four apprentices, a shoe-maker with eight apprentices, and a tailor with three apprentices; there are three boys in the printing office, under competent instruction, and two baking bread.

The mechanical branches, except those of the shoe-maker 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 comparison.

The carpenters have been kept busy in repairing, remodeling &c., and in constructing the chapel and addition to the mess room. The blacksmith and wagon-maker, in addition to fitting up the shops and getting ready for work, has made a number of plows, harrows and other agricultural implements, has done all our repairing, horse and mule shoeing, and has constructed one carriage and two spring wagons suitable for agency use.

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

[Continued on fourth page.]

October 6th, 1880.

FEADLE KEATAH TOH.

Big Morning Star.

CARLISLE BARRACKS, PA., NOVEMBER 1880.

AGENCY SIGHTS.

We have recently visited several Indian Agencies to get additional pupils for this school. At the Menomonee Agency, under the charge of Agt. 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 done in the short space of a few months by Indians. Without any special direction from any white person, they handled the cattle, the horses, and the plows skillfully. 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 men. We visited the saw mill, found six 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 the work was done systematically and correctly and up to the capacity of the mill power. The Indian man in charge, at our request, showed us his record of lumber sawed and lumber delivered, debts and credits of the mill to different Indians. The whole was kept neatly and apparently correctly. We went into the grist mill adjoining and found an Indian in charge of that, and in a knowledge of what he was engaged in he seemed to have no lack. The bags of grain and of flour belonging to different Indians, standing here and there about the mill, showed that the milling system among the Menomonees was carried on about the same as among white millers. We found about seventy Indian boys and girls in the agency school. They were full of life and enthusiasm. They sang with vigor, they recited their lessons with fully as much intelligence as could be expected, and, promised to accomplish as much in the future, as the result of their education and training as any other children. 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, and is not intended in any degree, to reflect upon the children or their teachers. The greatest enemies we heard of, to the advancement of the Indians at this agency, were bad white men and whiskey.

At the La Pointe Agency, Bayfield, on the shore of Lake Superior in Wisconsin, the finest looking house in the town was pointed out to us by the agent, Dr. Mahan, as the work entirely of a full blood Indian. As there were a hundred houses in the town, many of them very fair in any community, we take it that this solitary instance is something of an argument in favor of Indian progress, capacity and civilization.

We found that Indians were engaged in all of the pursuits of other citizens, perhaps not averaging quite as well in point of capacity as the whites, but not very far short of it. We visi-

Presbyterian Board of Foreign Missions. We saw much that was hopeful and encouraging to those who work for the Indians, in the intelligence of the Indians immediately around the mission. The school is not as flourishing as formerly, but there were about twenty pupils, bright and capable. The work may go slowly but it is going surely forward.

We then visited the Sisseton Agency, in Dakota, under the charge of Agent Crissey. Here was the greatest progress. We know what the Sioux Indians are in their native condition, and the Indians now on the Sisseton Reserve, were, seventeen years ago, almost wholly in their native condition. True, at that time, those venerable missionaries Drs. Riggs and Williamson and others, had been at work among them for more than twenty years. But they then loved their old hunting life, and that their hearts were full of murder and savagery the great Minnesota massacre of 1863 clearly shows. We found them, at the date of our visit, scattered over a district of country sixty miles in length by forty in width, living upon lands individually selected by them for agricultural purposes, and every family sheltered by a house of some sort, instead of tepees as before. All of them with more or less land under cultivation, the whole reservation divided into districts, each district under the charge of a head farmer, who was an Indian, and who was required to make periodical reports to the agent on order, industry, health, mortality, and to report the amount of crops as actually measured, and in general, the needs of those within his district. 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 merit. He reported the product of the eleven farms in his district, for the year, to be something over 2900 bushels of wheat, and nearly 900 bushels of oats, besides garden truck.

We met many Indians on this reservation who were sharp, keen, intelligent men. Recently a rail-road came 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 good 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. More educational advantages for their young and the greater degree of intelligence which would be reached by this means, in a very few years, would fully prepare this people for the rights and privileges of citizenship.

These are things that partly attracted our attention at the several agencies.

"If you want to civilize the Indians you must keep from them schools and churches."

If you want to civilize the Indians you must keep from them intelligence and morality.

If you want to civilize the Indians you must keep from them civilization itself.

The first remark above was made by a somewhat celebrated scientist at a great meeting of scientific people in Boston, last summer. The two last we simply intended to give emphasis to the first. We think the biggest argument that we can make against this scientific conclusion is to say nothing about it.

We quote the following paragraphs from the

document so able and comprehensive.

These brief extracts will show how fully awake 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 that 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 law-maker, and it is fear of just criticism that holds the statesman in check.

The Cherokees 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 derive its fullest value.

I suggest and recommend the establishment of a manual labor department in connection with the Male Seminary. I am satisfied such a department, suitably conducted, would be of great benefit to our young men in giving them a practical knowledge of farming, without interfering with their mental culture. The soil is the best friend of our people. It is called "Mother Earth," and how to utilize the blessing should be an especial object of the training and education of our youth—situated as we are, as a nation.

THE JAIL.

If the condition of the finances, in your opinion, permit an expenditure for that purpose, I respectfully suggest that an appropriation be made for the establishing of work-shops in connection with the jail, by means of which, with proper management, the prisoners will be taught some useful trade, and the institution at the same time be made in a larger degree self-supporting. It is plain that the intention of the law, both as regards the punishment and reformation of the convict requires him to be profitably employed while confined. If so employed the expenses of his board and clothing to the Nation will necessarily be reduced to a minimum, or to nothing. But a suitable expenditure of money for material, etc., with 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.

"Ohettoint is everything I could ask, and is quite useful to me. I have him keep the time of Indian employes, and remain at the office when not on this 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 better for us and it pleases the whites, and it is best for our children to be taught. We all know that this is a good and kind man, he does all he can for the children, feeds them well, is kind to them. I asked for leave to send more children. I got permission, but at that time I had happen to me what grieved me very much, and I know that you all felt for me, but we all know that death is everywhere. They are as apt to die here as at Carlisle. A man can't expect to be happy every day of his life. He is happy one day and sad the next. We are like the whites, or can be, if we try. We are men the same as they. We can learn what they can if we try. I know and Smiley knows, how the children are treated. I know you are afraid to send your children for fear they may die, and you never see them. I

EADLE KEATAM TOH.

Big Morning Star.

CARLISLE BARRACKS, PA., NOVEMBER 1880.

MASON D. PRATT - - - - - Publisher
Subscription price—Fifty cents a year.

Entered at the Postoffice of Carlisle, Pa., as Second Class Mail Matter.

HOME ITEMS.

—Presidents Dreher of Roanoke, and Gerhart of Franklin and Marshall Colleges, favored us with brief visits in October.

—The boys engage in many a mimic battle since the snow came, and the shouts of victors and vanquished alike ring out merrily across the parade ground.

—We were encouraged by the approval of Professor Baird, President of the Fish Commission, and Secretary of the Smithsonian Institution, who was here recently.

—The continued improvement of the band gives evidence of faithful, persevering practice. We are always glad when pleasant days bring them out on the parade ground.

—The EADLE KEATAM TOH has again to acknowledge the kindness of the Smith Paper Co. of Lee, Mass., in donating a supply of paper that will serve for several editions.

—Dr. Hapbara, our school physician, is giving the students a series of lectures, in which in very plain, simple language, he instructs them concerning the care and preservation of their health.

—The need is much felt of a place of recreation for the boys out of school hours; there is a probability that the gymnasium will be put in much better shape, warmed, and in other ways made attractive.

—Rev. Mr. Cleveland, missionary at the Rosebud Agency and Philip Deloria, an educated Sioux and candidate for holy orders in the Episcopal Church, accompanied Bishop Hare on his visit to this school. Mr. Cleveland delighted our Sioux children by addressing them in their own language.

—Mr. Eby, the post trader from Crow Creek Agency, recently visited the school. He reports the Indians of that agency as doing well. They have now on their reserve 153 families living in houses that have doors, windows, and cooking stoves. Many of the Indians are earning money by cutting wood.

—On the 6th of November we welcomed fifteen new students; four boys and three girls from the Menomonees at Green Bay Agency, and four boys and four girls from the Sisseton Sioux Agency; an exceptionally bright and promising delegation. An Apache boy captured by the 4th Cavalry, in Arizona six years ago, has also been admitted to the school, thus making our total number 212.

—"In time of peace prepare for war," so during the bright autumn days our boys, under the direction of their instructors, were preparing for the coming winter. The farm details gathered and stored the vegetable crop. The blacksmith repaired stoves and grates. The carpenter put down new floors, and tightened doors and windows, and the painter transformed the various buildings from their dingy yellow to a fresh grey tint.

—We call attention to the advertisement which accompanies this issue of our paper, and which contains a price-list of the many excellent photographs of students here, of Indian chiefs who have visited the school, and views of the garrison, all taken by Mr. Choate of Carlisle.

Among these pictures are photographs of Ouray, Spotted Tail, Son-of-the-Star, and many other well known chiefs, taken in their picturesque native costumes.

—Recently at the Cheyenne Agency, Walter Matches, one of the Florida boys, was married to Emma, formerly a scholar at the boarding school. The teachers of the school, where the wedding took place, prepared an entertainment to which all the Florida boys were invited, and the occasion is described as having been a very pleasant one. The newly married couple are to live at the school, where they are both employed, and we wish for them a life of great happiness to themselves and usefulness to their people.

—Last winter the boys suffered greatly from the varying temperature of their quarters. Recently a steam heating apparatus has been put in by J. A. Marshbanks & Son, of Harrisburg, Pa., and we look forward to a greatly improved condition of health and comfort during the winter.

—Through an unfortunate combination of circumstances it was impossible for us to get our paper out last month. For this unavoidable sin of omission we beg the kind indulgence of our readers, and promise to spare no efforts in the future to make our "Morning Star" shine with a brighter radiance.

—On Thanksgiving day Capt. Pratt reminded the students of the ceremonies the Indians observe on returning from successful expeditions, and told them why we keep an annual Thanksgiving day. Among the other good things of the Thanksgiving dinner the children had sweet and Irish potatoes and crisp, white celery of their own raising. Most of all though they enjoyed the mince pie.

—Gen. Armstrong, of Hampton, was with us not long since. After spending the day in visiting the school, shops, and other buildings, he attended a little entertainment of singing and recitation given in the evening, by the students, in the chapel. He gave the children an excellent little talk, containing advice and suggestions which his wide educational experience enables him to present in a manner at once attractive and forcible.

—The wagon maker and apprentices are nearly closing up the work on a lot of six wagons made for the Indian Department. These wagons were the first made, and in the commencement the work went slowly, as a great deal of showing and care was necessary. Now the parts of labor are divided. Dan Tucker, an Arapahoe boy, with an assistant is competent for all the iron work, a Comanche and Sioux fit up the wheels and run the drill, a Cheyenne and Sioux do the painting, a Kiowa does the trimming, and others to such odd portions as they are capable of.

—The tailor shop is proving that we can get good work in this direction from our boys, and in matter of speed, experienced men say that they are up to the ordinary white apprentice. Several are able to use sewing machines. Their work for the past month is as follows, viz: 27 pairs of Pantaloon, 10 Uniform Coats, and five Vests. This represents the continuous work of two boys, as there are six in the detail who work two at a time. In all other departments of our mechanical work we have reason to feel satisfied with progress made.

Indian Training School.

Of late, the newspapers of the country have indulged in a good deal of talk about Indian parents and their willingness to have their children educated. Some have falsely stated that they are opposed to having their children sent away from the Agencies to school, and that the forcible taking of these is the prime cause of frontier troubles. About one year ago a call was made upon this Agency for children for the training school at Carlisle, Pa. Fifteen was the number allotted, but so great was the pressure by the Indians that permission was obtained to send twenty-five; and twenty-five others will start in a few days for that school, making fifty from this Agency. The calls made on other Agencies have met with a like response, the more influential men being most anxious to have their children go. If it were true that these children were taken by force, the Indian whose child is thousands of miles from him and in the hands of the white man would be the last to risk the consequences of war. The fact that these boys and girls are, for the most part, the children of the head men of the various tribes, is one of the many good reasons we have for believing Indian civilization practicable.

Those who have returned to the Agency from schools in the States are industrious and efficient workers, doing whatever they can to earn money and help them on the road to independence. They are also of great service to the Department and their people in that they urge others of their tribe to take the white man's road and thereby learn to take care of themselves. While there is yet much to be done, yet the progress in the past has been more satisfactory than was anticipated, and when we reflect that numbers of our own race need civilizing, we have little reason to apologize for the Indian.—Cheyenne Transporter.

In looking over the INDIAN JOURNAL, published at Muskogee Ind. Terr., we find many items of interest; among others the fact that the secretary of the Fair Association was a Cherokee, Mr. Joshua Ross.

The work of our boys received honorable mention there.

"The Indian boys of Carlisle, Pa., training school, have sent samples of their work—harness, tinware, clothing, shoes, &c. The boys are all children of your bretheren of the plains, and we trust for the credit of your higher civilization you will keep abreast of them in the scale of mechanical ingenuity and development."

"The following is the report of the committee appointed to examine the articles exhibited by the Indian Training school at Carlisle Barracks, Pa.:

"We, your committee to whom was assigned the duty of examining the articles on exhibition from the Indian Training School at Carlisle Barracks, Pa., beg leave to report that we have carefully examined the work and find that the harness made by apprentices representing the Sioux, Cheyenne, Comanche and Kiowa tribes, is in all respects good work and can compare favorably with work of a like kind manufactured at other factories. The tinware we find equal to the best. The samples of shoe-making and tailoring are first class, and we find that the work generally is highly commendable, and we sincerely hope that the International Fair Association will not only grant a premium on the articles, but that the institution deserves honorable mention in the records of your Fair."

D. N. MCINTOSH,
JNO. F. LYONS,
Committee.

There are also several notices of the Tullahassee Manual Labor School and its products. The school has been re-organized, and was formally opened Oct. 6th, by Rev. W. S. Robertson and his most excellent lady.

Mr. Robertson has been engaged in Indian educational work for more than thirty years, and has been most successful as a teacher.

At the late Fair in Ind. Terr., his school had on exhibition forty-two varieties of apples, sweet potatoes, yams, citrons, quinces, sorghum molasses &c., and Mrs. R. exhibited a very beautiful bunch of wild grasses, which she had gathered on the prairie.

Mr. Robertson lately visited our school at Carlisle, and expressed himself very much pleased with the thorough work done in the school-rooms, as well as with that in the shops. His visit was a pleasure and encouragement to us all.

When Bishop Hare of the Niobrara missionary Diocese was here, he favored us with a talk to the children in the Chapel. He said;

"I am so happy to see so many of you here in this beautiful place.

Out in the Indian country we do not have many bees. Perhaps you have seen them here buzzing about the flowers, or flying through the air. A bee hive is like the Indian camps. The bee starts out from his home to gather honey from the flowers, and at night he comes back and stores it up for the good of his family. So you boys and girls have come here, away from the hive, and are storing up honey for the people at the agencies, and as the bee goes home, you will go, I hope, carrying honey, taking a great deal of wisdom in your heads, a great deal of kindness in your hearts, and after a time what a change you will make there. You will have your farms, your shops, your nice homes out there in the Indian country. If you want to do your people good you must be good yourself and you must begin here and to be good you must obey your teachers. I am glad the Indians honor their chiefs. I like them for that, now Capt. Pratt and your teachers are your chiefs, and so you should listen to them as the people in the Indian country do to their chiefs.

Be happy here, laugh and smile a great deal. Don't be homesick, remember you will be going back before very long, when you have learned a great deal. Then your parents will be proud of you.

How much good the boys and girls gathered here can do when they go back to the Indian country."

sets of double wagon-harness, and 3 single sets of carriage harness.

In the tin-shop, we have manufactured 177 doz. of tin-ware, consisting of buckets, coffee-pots, tea-pots, pans, foot-baths, oil-cans and cups; and in addition, have repaired our roofs, spouting &c. to the extent of about a months work for the instructor and apprentices.

In the shoe-maker's shop, we have been unable, so far, to do much outside of repairing. We have half-soled and otherwise repaired about 800 pairs of shoes.

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, printing lessons, &c. and 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 meet successfully the issues of competition with his white neighbor.

The girls have been placed under a system of training in the manufacture and mending of garments, cooking, and the routine of household duties pertaining to their sex. All of the girls' clothing and most of the boys' underwear and some of the boys' outer garments have been manufactured in the industrial room, in all of which the girls have taken part and given very satisfactory evidence of their capacity. About twenty-five of the older girls do effective work on the sewing-machine.

At our recent Fair here, we placed on exhibition samples of the work of the departments, all of which attracted much favorable comment.

Under the authority of the Department, last Spring, I sent two boys and one girl to Lee, Mass. where they were placed in the family of Mr. Hyde, for the summer months.

Arrangements were made for twenty-five others, through Capt. Alvord of Easthampton Mass. A misunderstanding having arisen with regard to the ages and probable working qualities of the youth to be sent, I did not send this last party. Five girls and sixteen boys were placed in families in this vicinity for different periods during the summer months. The children have generally given satisfaction. The coming year, with a better understanding of the Indian on the part of the Whites, and a better understanding of English, and increased desire to work on the part of the Indian, there is reason to believe that all the children we may desire to put out during vacation, will find places. This plan is an individualizing process, and most helpful to the work.

The discipline of the school has been maintained without difficulty, and punishments have been called for but infrequently. When offences have been serious enough to demand severe punishment, the cases have generally been submitted to a court of the older pupils, and this has proved a most satisfactory method.

No trouble has arisen from the co-education of the sexes; on the contrary it has marked advantages.

The boys have been organized into companies as soldiers, and the best material selected for sergeants and corporals. They have been uniformed, and drilled in many of the movements of army tactics. This has taught them obedience and cleanliness, and given them a better carriage.

A lady friend in Boston gave us a set of brass instruments. Under the direction of a competent instructor, twelve of the boys have in a little over two months learned to play these instruments so as to give us tolerable music for our parades.

There has been no epidemic, and we have had but very few deaths that could not be traced to hereditary causes, or chronic affections.

The good people of the town have given us active sympathy and aid, and have welcomed the children to the different Sunday Schools and churches. All of the boys have been divided into classes, and regularly attend the different Sunday-schools of the town. This has been an inestimable benefit, and a great encour-

agement to teachers and scholars. Several of our older and more intelligent boys have become members of the Presbyterian Church, and in their daily conduct show a proper regard for their profession. The Episcopal church has baptized and confirmed most of the Sioux children.

The Rev. Dr. Wing, of the Presbyterian church, and Prof. Lippincott, of Dickinson College, have been kind enough to give us regular religious services on Sabbath afternoons.

Numerous letters from many parts of the Indian country, and from parents and relations of the children here, and from other Indians, show that there is an awakening among the Indians in favor of education, and industrial training for the young.

I have to acknowledge with gratitude the deep interest and liberal support of the Department, the hearty and efficient co-operation of teachers and other employes, and the sympathy and kindness of a multitude of friends all over the country, which, with the blessing of God, have rendered this effort, so far, a success.

With great respect,

I am your obedient servant,

R. H. PRATT,
1st. Lieut. in charge.

The Report of the Committee on the Exhibit at the County Fair from the Indian Training School.

To the officers and managers of the Cumberland County Agricultural Society. Gentlemen:

The committee appointed to examine and report on the exhibits from the Indian Training School, at Carlisle Barracks, under the charge of Capt. R. H. Pratt, report as follows.

The methods of determining the comparative merits of these exhibits, and the conclusions reached upon an examination of them, must necessarily, from the nature of the exhibits themselves, as well as from the character of the exhibitors, be somewhat different from the methods governing and the conclusions arrived at by a general committee in this exhibition. A new field of view is presented and a new basis of comparison necessary.

Your committee are much pleased to be able to express their great gratification with the results attained by these Indian boys and girls during their short training, as shown by the large number of articles on exhibition.

No one can look on the work here exhibited, and see the proficiency reached in the different departments of their industries without a feeling of the utmost surprise and satisfaction. This sentiment is shared by all visitors, as well as you committee.

Besides the exhibits of their industry, to which due attention will be called, were to be found many things now to be looked upon as relics. A case of Indian clothing, implements, ornaments and curiosities, attracted very general attention, and, by the thoughtful, could not but be contrasted with the articles manufactured by the children of the school.

There was seen a suit dressed with the scalps of the owner's Indian enemies, and a female's sack ornamented with elk teeth, near them plain and neat clothing made by the apprentice tailors and seamstresses of the school. Moccasins trimmed with beads, in contrast with shoes made by the Indian pupils. Bows and arrows for the hunt, and near by, excellent bread baked by Indian bakers, and grains, fruits and vegetables, raised in the field connected with the school, by Indian labor. Tomahawks, knife sheaths and tobacco pouches, greatly contrasting with the neat, well-made tables, tin cups, rattles and pans' fresh from the shops at the school. Rude and grotesque paintings, side by side with very fine specimens of penmanship and plain drawing, showing what rapid progress the boys and girls have made.

Among the articles exhibited were shoes, new and repaired, buggy and wagon harness, quilt, child's dress, boy's shirts, machine and hand-made, night-dresses, chemises, specimens of darning, pantaloons, table with inlaid top, tinware in great variety, bread, agricultural products such as corn, potatoes and vegetables of all kinds, also specimens of penmanship and drawing.

A number of the Indian boys afforded the crowds of visitors much entertainment by their exhibitions of pony riding, foot racing and shooting with the bow and arrow.

The following premiums were awarded.

To Julia, a Sioux, for quilt 50 cts.; to Justine, a Sioux, for shirt, 50 cts.; to Cora, a Pawnee, for shirt, 50 cts.; to Winnie, a Sioux, for night dress, 50 cts.; to Maud, a Sioux, for chemise, 50 cts.; to Susey, a Cheyenne, for darning, 25 cts.; to Emily, a Kiowa, for darning, 25 cts.; pantaloons made by Paul, a Sioux, and Alfred, an Arapahoe, are also worthy of notice. To Wiscoby and Grant, for shoes, each 50 cts.; to Guy and Samuel, for very good bread, each 50 cts. In the bakery, everything except the care of the yeast is attended to by the boys. To Joe Gun, a Ponca, for table with inlaid top, 50 cts. This specimen satisfied the committee that Joe will make a good woodworker.

To Roman Nose, a Cheyenne, for fine tinware, 50 cts.; to Primaux, a Ponca, for fine tinware, 50 cts. Very creditable work in this department by Myers and Unright. These exhibits of tinware show aptness and care, the result being very good work. To Julian, a Sioux, for handsome set of buggy harness, every stitch of which was made by himself, we award \$1.00. This set of harness compares very favorably with the work by pale face mechanics. To Morton, a Cheyenne, for harness, 50 cts., to Lawrence, a Sioux, for harness, 50 cts., to Toom, a Kiowa, for harness, 50 cts.

The display of penmanship and drawing was quite large and very satisfactory, there being nearly 100 specimens by as many pupils. The evidences of progress in this department were quite marked. To Elwood Dorian, Johnston Lane, Luther, Eva Picard, a Wichita, and Lizzie Walton, a Pawnee, for choice specimens, we award each 25 cts.

The successful competitors in the pony riding, foot racing, and bow and arrow shooting, were Roman Nose and Samuel, in running; Poco, a Comanche, Richard, a Cheyenne, Carl, a Kiowa, and Frank, a Wichita, in riding; and Cyrus, Etadleuh and Roman Nose, in shooting. We award to each a premium of \$1.00.

Very Respectfully,
CAPT. J. B. LANDIS,
CAPT. W. E. MILLER,
JOS. W. OGILBY,
Committee.

DARLINGTON, I. T., Oct. 24th 1880.

My Dear CAPT. PRATT:—A long time ago when you were here with the army I was a big chief among the Cheyennes, when I talked they listened to me and obeyed me. But when I saw that it would be better for me to take up the white man's road, this I did and gave my son to the agent to go to school. His name is Davis, he is a good boy and does not get foolish. I afterwards gave Oscar to the agent to put into school. When you wanted children for your school at Carlisle, I was the first of the Cheyennes to give you my children. Since I have taken up the white man's road I have kept straight on and have not been tired.

The Cheyenne chiefs that visited Carlisle this fall have told me that my boys are doing well, that at work Oscar is a chief—head and shoulders above the other boys. And that Davis is learning very fast, that he can read and write well, and understand and talk English very well.

To-day, as I think about the change that it has made in my children's life by taking up the white man's road and putting them in school, my heart is light—I am very happy.

I would like to have your photograph, also pictures of my two boys Oscar and Davis. I think it will make my wife and the boy's lady friends happy to see their pictures. All the Cheyennes are anxious to see your picture. When it comes they will all come to my tepee to look at it. When you want more Cheyenne Children I think it would be good to send Oscar for them. He could soon get all you want, for the Cheyennes would hear what he told them. I think it is good for the Cheyennes to send all their children to your school. Oscar's two sisters are going to the Arapahoe School now. That is all.

From your friend BULL BEAR.

HAMPTON INSTITUTE has a plucky class of twenty-five colored boys, who are working their way through school. Having no kind friends to pay for their food and clothing, the school gives them work during the day and they earn enough the first year to pay for food and clothing the two first years, and then they have the benefits of a night school. These opportunities the boys have improved valiantly, and won the honorable name of the "Plucky Class."