

# EADLE KEATAH TOH.

"GOD HELPS THOSE WHO HELP THEMSELVES."

VOL. 1.

CARLISLE BARRACKS, PA., JULY, 1881.

NO. 12.



HARNESS SHOP AT THE INDIAN TRAINING SCHOOL.

## WHAT IS THOUGHT OF US THREE THOUSAND MILES AWAY.

"The Future of the Red Indian."

From the "London (England) Spectator," of May 28th.

"We notice elsewhere the accusation of neglect, and even of wrongdoing, in the matter of Indian Tribes, which an American lady brought against the Government of her own country. The accusation is proved only too clearly; but it is pleasant to be able to hope that a better time is at hand. The duty of protecting a helpless and injured race has been publicly recognised, and a scheme has been devised for fulfilling it which seems to have a fair promise of success, and which can, anyhow, claim an honest and kindly purpose.

The axiom that any effective action must begin with the children has been recognised, and a school has been founded in Carlisle, Pennsylvania—the type, it is hoped, of many more to be established hereafter—where Indian children may be received, separated entirely from adverse influences, and trained in the habits of civilized life. Some hundreds of them have been the subjects of this training, and with results that seem thoroughly satisfactory. Many of them came direct from 'the camps,' in a state of absolute savagery. 'When they were assigned to their sleeping quarters they lay down on the veranda, on their bellies, and glared out between the pailings of the railing like wild beasts between the bars of their cages.' They had to be taught 'everything, except swallowing, walking, and sleeping.' Little more than a year's teaching sufficed, according to the report of a competent observer, to bring these wild creatures up to the level of white children. 'Considering the length of time during which they have been taught, I could see no difference between them and white children.' Arithmetic and writing are, we are informed, the accomplishments in which they excel. As far as arithmetic is concerned, this seems to tally with the common experience of our own primary schools. Here all children start equal, nor do the facts of hereditary culture tell against rapidity of progress. The Carlisle School, which is visited by a committee of Indian chiefs, is worked on the industrial system. Two Indian boys manage the bakery; all the shoes used in the institution are mended, and some of them are made, by its inmates. All the tailoring is done at home, the coat appearing to be an easier article to manufacture than the shoe. There is a blacksmith's forge, a wagon factory, a harness shop. Nay, more there is a printing press, where all the type is set up by Indian boys. They even aspire to more. 'A paper is published by Samuel Townsend, a Pawnee boy, in which all the matter and work is furnished by Indian boys.'

They possess another accomplishment, to which few English lads would aspire. A Philadelphia journal tells us of a meeting to be held in that city, to which the superintendent of the Carlisle School was to bring a number of Indian boys and girls. 'Some of the children, also, will address the audience.' It is abundantly clear that these young savages from the prairies are apt to acquire the versatile industry and self-possession of their white fellow-citizens.

As we write, we have before us an interesting series of photographs vividly illustrating the process which these Indians—and there are adults as well as children among them—are passing through. Here is a picture of 'Sioux boys, as they arrived at the Indian Training School,' in October, 1879; 'boys,' it must be understood, being a somewhat elastic term, and including a considerable range of age. And here, again, is another, which shows them a year and a half afterwards. The change is marvelous. It must be seen, to be fully appreciated. We can only say that it surpasses the change from a crowd of country bumpkins to a drilled regiment, though this would seem to be about as great as human nature can admit of. When we examine the faces a little more closely, in the larger photographs which enable us to judge of feature, we find a type which seems to have not a little solid strength about it. The countenances have scarcely any beauty; in intelligence, we should say that they seem inferior to the average of our rural children, but certainly above that which we are accustomed to see in workhouse schools. One or two faces of marked vivacity and acuteness must be excepted. The older Indians present contrasts not less remarkable. A figure that has an air of an irreclaimable savage, as it stands in a group of 'Indians at Fort Marion,' appears transmuted into the likeness of an average Undergraduate, not very clever, perhaps, but quite civilized, after five years of training. This young man was, we understand, taken prisoner, with others of his tribe, in one of the savage wars which have been waged of late years by the United States against the tribes of the West. Another photograph shows a lad in entire Indian costume. It was his war dress. He brought it with him from the camp, which he has left forever, to take up his American citizenship. He desired to secure this likeness of himself before he gave up his Indian life. Curiously picturesque it is, with the tall crown of feathers, some two feet high, and the moccasins, while the long hair, perfectly white, we are told, streams over his shoulders. It can hardly be without a regret that we contemplate the disappearance of these romantic figures. As we turn over the photographs, names that call up many associations of history and romance present themselves. Here is 'Poor Wolf,' a chief of the 'polite and friendly' Mandans, not wholly extinguished, we are glad to see, by the small-pox. He wears the Indian dress. His bare breast is covered with tattoo-marks, a snake, a parrot, a drawn bow among them; but he wears a pair of spectacles. Here, again, is 'Red Shirt,' a Sioux chief, who shows us the only really handsome face in the whole collection. He has the moccasins, but he wears a black-cloth waistcoat a regulation collar and tie. 'Standing Buffalo,' a Ponca chief, surmounts a costume mostly Indian with a billycock hat. He is, we are told, in the Ponca police force. The change which is thus beginning to make its way will have to be complete. It is the only way in which the race can be saved from destruction. If that race is to continue, to put the matter in the shape of a paradox, it must disappear. It must assume the name and the appearance as well as the habits of the nation which is now what it once was, the American people.

Before this result can be accomplished, another change is necessary. The Indian Reserves must be divided, and the tribal system of tenure given up, for the individual possession which is more suitable to the conditions of civilized society. So settled and appropriated, these domains would cease to attract the greed of the white man, and the Indian would stand on the same footing as the other subjects of the American Government. His claims are put simply and forcibly in a petition addressed to Congress by the General Assembly of the Presbyterian Church:—"1. Give him a home, with a perfect title in fee simple. 2. Protect him by the laws of the land, and make him amenable to the same. 3. Give him the advantage of a good education. 4. Grant him full religious liberty." This policy it is urged, and doubtless with good reason, would bring about the end of those Indian wars and Indian wrongs which make, perhaps, the least creditable page in the history of the United States."



# Big Morning Star.

Entered at the Post Office at Carlisle, Pa., as second class mail matter.

INDIAN TRAINING SCHOOL, CARLISLE, PA., JULY, 1881.

## Report of the Committee Making the First Annual Examination of the Carlisle School, Held June 16th, 1881.

The undersigned, having had the privilege of witnessing the closing examination of the pupils of the Indian Training School, at Carlisle Barracks, under the management of Capt. Pratt, and of inspecting the operations of the Industrial Department of the same, desire to give expression of gratification caused and the impressions made upon them by all that they have seen.

And first of all we have to say that it has been with admiration, bordering on amazement, that we have observed the facility and the accuracy with which the children passed through the various exercises of the school room. The manifestations of advancement in the rudiments of an English education are to us simply surprising. In reading, geography, arithmetic, and especially in writing, the accurate training apparent in all the classes, and the amount of knowledge displayed, are in fullest proof, not only of skillful and successful teaching, but no less of aptitude and diligence on the part of the Indian children. Considering the brief period during which the School has been in operation, and the fact that the greater portion of these children entered it in a wholly untutored condition, the advancement made by them, as evince in the examinations we have witnessed, are conclusive at least of their capability of culture. We are fully persuaded that improvement equal to that which we have witnessed, in the case of these children of the plains, made in equal time by American children, would be regarded as quite unusual. And when the difficulties of communication, consequent upon diversities of language are taken into account, we can but feel that the results of which we have been the witnesses to-day justify our judgment of them as amazing.

What we have seen in the Mechanical Departments of the School has been matter of equal admiration. It was a happy conception of Capt. Pratt to combine industrial education with the instructions of the school-room. In this way the larger boys of the school are, while obtaining the elements of a good education, enabled to learn a useful trade. It is obvious to the least reflective that this must prove of incalculable advantage to them when the time shall have come for them to return to their respective tribes. Besides the ability it will give them in the matter of self-support, it can hardly fail to secure them enviable position and influence among their people. In the several branches of mechanical activity now being carried on in connection with the school, we have been no less impressed with the aptness to learn, and with their skill in work, than we were with their mental capabilities. In harness-making, tailoring, wagon-making, carpentry, and in tinner's trade as also in printing, the products of their labors evince skill which we think will not suffer in comparison with that of our own people under like conditions.

It but feebly expresses the judgment formed from what we have observed, to say that we regard the experiment made in this school to educate and every way improve Indian children, a very remarkable success. In a little more than a year these children have been brought from a very low point of natural ignorance and of barbarism to the possession of many of the benefits of civilization, while their capacity, and their earnest desire, as well as that of many of their parents, for its fullest benefits, have been unmistakably shown. We cannot forbear the decided expression of our judgment that this method of dealing with this unhappy people, is, by the results attained in this and kindred schools commended as eminently wise, and deserving of much wider adoption. In fact, we cannot hesitate to express our conviction that it ought to be made a fundamental feature of national policy in our future dealing with the Indian tribes.

In conclusion we desire to give distinct and emphatical expression to our belief that the general management of this enterprise is of the most excellent character. Capt. Pratt brings to his work rare intelligence in all that pertains to Indian character and to the requisites for its successful management. In him energy and enthusiasm are joined with a solicitude almost parental for the children under his care. In him, as indeed in all the teachers of the school, there seems a prevailing desire for the well-being of every child; and both he and they are to be congratulated on the success of their arduous and faithful labors.

Signed,

J. A. McCAULEY,	Prest. Dickinson College.
JOS. VANCE,	Pastor 1st Pres. Ch., Carlisle, Pa.
WM. C. LEVERETT,	Rector St. John's Ch., " "
C. R. AGNEW, M. D.	New York City.
F. E. BELTZOEVER, M. C.	
E. P. PITCHER,	New York City.

By invitation, received through Genl. Hartranft, from the committee having in charge the Bi-Centennial movement in Philadelphia, about sixty boys and girls attended and took part in the meeting in the main centennial building on the 4th of July. Some of the boys made speeches, the little girls sang "America" and the band played several pieces. The following letter has since been received:

PHILADELPHIA, July 12, 1881.

CAPT. R. H. PRATT, Dear Sir:—It gives me pleasure to inform you, and through you the Indian boys and girls of the U. S. Government School at Carlisle, that I am instructed by the President of the Bi-Centennial Association, and the Committee of twenty-five having in charge our recent Fourth of July celebration, to return the cordial thanks of this Association to yourself and those who accompanied you to our celebration. We were especially pleased to have you with us, and our celebration was a grand success. May your efforts in behalf of the best interests of the Indians continue to meet with cordial recognition, and redound to the glory of our country and humanity. Very truly yours,

CLIFFORD P. MACCALLA, Cor. Secretary.

DIED—at "Tullahassee Ruins," on Sunday, June 26th, 1881, of nervous prostration and debility, Rev. W. S. Robertson.

Mr. Robertson remained here the first two or three weeks of the month under medical treatment with apparent beneficial results. Feeling so much improved he returned home, only to be again prostrated from which he never rallied. The fire on Dec. 19th last, which destroyed the mission building, left to his care a corps of ten teachers almost shelterless in one of the coldest storms of the winter, and much property to be gathered together and protected. The exposure consequent, and added to this the long uncertain waiting for a reply to the telegram sent to the Secretary of the Board of Foreign Missions announcing the destruction of the mission building, and which came in a letter fifteen days later, conched in the form of coldest comfort, laid undue burdens upon his powers of endurance. Apparently the surroundings at his death were not commensurate with the intense devotion to his life work, which has characterized his labors through thirty-two years of missionary service among the Creeks. During these years the first and ever present object of his life has been to educate, elevate and Christianize the youth of the Creek Nation. It was the burden of his heart until it ceased to beat. In the last days of his sickness his wearied thoughts gave utterance to it as follows: "If the trus tees want me they will send me word," "If the Creeks will let me try I will do the best I can," etc, and his prayers were continually ascending in behalf of the people to whom he had given his life. He went to his rest from the ministries and watchful tenderness of wife and two daughters, Mrs. Craig and Miss Grace, the other daughter, Miss Alice, from Carlisle, Pa., not reaching home until Monday morning.

A grand life work is completed. There many be great advance in knowledge and in morals among this people, a wondrous structure of enlightenment may arise, but down deep and firm beneath its walls will be found a sure and enduring foundation laid by the unflinching hands of this Christian hero and martyr. His rest is beyond reach of troubling neglect, beyond doubting reproach, and God Himself hath given peace, everlasting and sweet.—*Indian Journal.*

For several months past we have been trying to induce our apprentice boys and others who have the means of making money, to deposit a portion of their earning in the savings bank on interest, instead of spending it as was generally their custom. A few of the boys had already opened bank accounts, but on the pay day at the end of June most of the others began this system of saving which will be of so much value to them in the future, so that now there are forty seven of our boys and girls depositors in the long established Carlisle Deposit Bank and although their earnings are small yet in the course of their school experience we are sure that many of them will gain snug little sums which will be very great helps to them when they go out from the school to begin life. Had we the space we would print the names of these boys and girls as a roll of honor.

While at Caldwell—the present south-western terminus of the Atchison, Topeka & Sante Fe R. R. and the point from which government freight is shipped to the various agencies and forts of the Indian Territory—I was informed by the shipping agent that he had the previous week loaded 200 Indian teams at that point. A trader also informed me that he much preferred the present system of trading with Indian to all barte systems, that now they paid cash derived from freighting &c., and were treated as any other cash customers would be, and the trader knew exactly the basis upon which he was doing business and could afford to sell much lower. The feeling of the border citizens toward the Indians has undergone a great change since he has become a working man. In the effort to earn money he also earns and receives the respect of people who however rough in manner and exterior admire pluck, and will always help those who help themselves.

Not one word of jealousy did I hear that \$30,000 or \$40,000 which used to be paid to white contractors for freighting, is now paid to Indians who do it and in this way make use of their surplus horses and energy which heretofore found its outlet only in the war-path and buffalo hunt.

A. J. S.



# Big Morning Star.

## TERMS OF SUBSCRIPTION.

For the EADLE KEATAH TOH one Year, - - - - - .50 cts.  
For the SCHOOL NEWS one Year, - - - - - .25 cts.  
For the two papers to one address one Year, - - - - - .60 cts.

Both papers are published monthly. The School News is edited and published by Samuel Townsend, a Pawnee boy. The EADLE KEATAH TOH will be furnished to clubs of ten or more at twenty per cent. discount! MASON D. PRATT, Publisher.

INDIAN TRAINING SCHOOL, CARLISLE, PA., JULY, 1881.

## SCHOOL NOTES.

- The end of volume one.
- Vacation commenced on the 1st.
- We have at present 109 children on farms.
- All the shops are kept running during vacation.
- Our first annual examination was held on June 16th.
- The foundation for our new hospital has been laid and the wood-work begun.
- Miss Wilson our nurse has left for a two weeks' vacation, during her absence Miss Mills attends to the sick.
- The placing of boys and girls for the Summer vacation among families, has, with a few exceptions, so far been satisfactory.
- The wagon shop is getting ready for shipment the wagons required by the Department. Two are for Oregon one for Washington Territory and two for Dakota agencies.
- Dan. Tucker an Arapahoe has done all the iron-work, and Chas. Kawboodle a Kiowa all the wood-work, including the wheels, on two wagons which are to be sent to Indian Agencies in Oregon.

THE FARM—Our harvest work has been pushed for the past week, perhaps never before was there such a variety of languages represented in one field, Northern Arapahoe, Southern Cheyenne, Comanche, Kiowa, Sioux and Menomonee are all learning together modern methods of harvesting. At this writing the crop is cut and more than half safely stored in the barn. The prospect for oats, potatoes, corn, &c., is good.

By private letter from the Cheyenne Agency we are informed of the arrival there of five boys recently returned on account of health, and that some of the boys are "tired of camp already and homesick for Carlisle." We are also informed that "a successful year of school work closed on the 30th June and the results were highly satisfactory." Agent Miles has over three hundred of his Cheyenne and Arapahoe children in boarding school, which although only about one fourth of the children under his care is yet a far greater proportion than any other agency can show. We note another very interesting statement in our letter. It is that "The condition of the President is the all absorbing topic of the day, even here on the plains, and among the Indians. Whirlwind, Little Robe, Raven and others are as anxious to see the daily bulletins from Reno as most of the whites and are as much rejoiced now that recovery is probable."

One of the contractors on the California Southern Railroad is reported to be employing Indians with satisfactory results. This is practically a new experiment, although for more than a century Indian labor has been occasionally resorted to on the Pacific Coast, chiefly in agricultural occupations at points where the services of white men were not to be obtained. It is, besides, an interesting and a hopeful experiment, for it may be predicted with a reasonable degree of assurance that, as a means of civilizing the Indian, daily and systematic work for which he is promptly paid and to the faithful performance of which he is strictly held, will accomplish more than treaties and training schools. Hitherto within the narrow limits which have prescribed his employment the Indian has been a reasonably efficient worker. The early mission buildings of California were built by the aborigines, they helped to plant and cultivate the first vineyards in that region, and they are still employed to a considerable extent in the vineyards of Southern California.—N. Y. Tribune.

### The Destiny of Our People.

"We are a very peculiar people with a very peculiar history, and connected in a very peculiar manner with the government of the country in which we live. We are an isolated people and yet living almost in the heart of the most powerful government in the world. Whence we came we do not know; and whither we go and what shall be our destiny we cannot tell. We are the occupants of a portion of a country whose government approached more nearly to perfection than that of any other country on the face of the earth. If we cannot live peacefully in connection with such a government we certainly cannot hope to improve our condition by fleeing to some other country. No, here we were born and here

we must die. But what is to be our destiny as a nation?

All the theories that have been advocated for the disposition of this troublesome people may be reduced to these two, either utter extermination by force of arms, or absorption through education into the great republic of the United States. The first theory, cruel and inhuman as it is, has a good many advocates throughout the country, and particularly in the Southern and Western states. But this theory is gradually losing ground, partly because it could be carried out only by the expenditure of an immense sum of money, and partly because every man, however degraded, still has in his heart something of the divine nature, —something that is ever rehearsing in an irresistible voice that incontrovertible truth of the unity and brotherhood of the human race.

Last winter a committee, appointed by the general assembly of the Presbyterian Church, presented to the President a memorial in which through their enthusiasm to benefit the "poor Indian" they advocated the lands in severalty system as the best policy. Representing as this committee did the entire body of the great Presbyterian church, it was feared their suggestion would go far toward settling the Indian question, but, fortunately for us, their memorial seems to have been almost entirely disregarded.

That we cannot continue long in our present situation is an established fact. The almost innumerable bills that have been introduced in Congress petitioning for the opening up of the Indian Territory must not escape our notice. Every year brings with it scores of petitions signed by thousand of citizens in the neighboring states and far more urgent than any preceding one.

In the face of such misrepresentations of the nature of this Territory and the condition on which we hold it as are being hearded through various papers of the country, can we hope to retain it as our perpetual home as the treaties guarantee? In the midst of a government holding sway over fifty millions of people, with an immense influx of foreign population outnumbering every year all the Indians of the United States combined, with emigration to the west of such gigantic proportions as to have no precedent in the history of this country: I say, in view of these things, does it not behoove us to be wise and prepare for the future?

I see in the near future a mighty standard waving over the heads of millions of free progressive pioneers, with the ensign "more land." I see also at no great distance the time when we will be forced to the inevitable struggle for existence. A few more years will find the states and territories of the great west as thickly settled as the middle states are at present; then will come the struggle for the balance of power. We must either increase our population until every acre of this Territory is utilized, or else be absorbed into the American people and lose our identity as a separate race.—A. P. McKELLOP in the *Indian Journal*.

The following are only fair specimens of the dozens of letters received from our Indian boys and girls asking for the chance to show their willingness and capacity to work.

MY DEAR TEACHER MISS PATTERSON:—You tell him Capt. Pratt. I want to going away this time. And you tell me what you think. because I like to work in the farming in the country. I did not get tired when I work hard every day. Please you tell him Capt. Pratt I want to going away. I am very much pleased I going with him Sam Clement.

MY DEAR FRIEND Capt. Pratt:—Please I want to go away in the farming the country. I am not tired when I work in the farming, because I like to work this time. I am not lazy when I work the country. I am very much pleased to tell you this time, and you tell me what you think this time. Now that is all from your friend. ELKANAH. Good bye.

MY DEAR FRIEND R. H. Pratt:—Now I want to you something now last year I came here this Carlisle school, and I want learn every thing, tell you hard now like to go to Philadelphia. I want learn something, and if you say no then be not good. What you think when I first came here he talk to me my father and my mother he say my father now my son don't you bad boy, you must try hard to learn every thing and to take white man's road. I like that my father say another thing, when you know how to work then you be good man, and when grow man then you make self every thing say. JOCK PULL BEAR.

### A Letter from one of Our Boys in the Country.

Millville, Columbia Co., Pa., June 19th, 1881.

Dear Teacher, MISS HASKINS:—I am going to write to you. This time I want to say something what I am doing. I have a good time, very nice. This morning I go to church. To-morrow I have work hard, I don't like lazy. I don't get lazy, I want to be industrious. When I came here from Carlisle Barracks and I want to know when I go, I want to-night work on farm. I want to learn to work to be strong boy, I don't get sick. I don't like to do nothing. I have work every day, I want to do white man's way, I want to try to do right. Good-bye.

LUKE PHILLIPS.



**Copies of Monthly Home Letters Written to Parents and Friends.**

FROM A SIOUX BOY OF 17.

MY DEAR BROTHER:—I tell you from my mind I am very happy here this time very well. I don't get sick. I will say a few words to you, but I can tell you nothing much. I wish to hear from you soon. I tell you what I am doing. Now I work in blacksmith shop, I make something. I like very much. But I cannot make yet all. I will try hard and by and by I can make everything I hope. I like to stay here very well. Now that is all, I shake hands with you with a good heart. Write soon, from your brother  
EDGAR SPIDER.

FROM A LITTLE SIOUX GIRL OF 12 YEARS.

“MY DEAR MOTHER:—I am going to write to you this Thursday. I am very glad I think to write to you. Please write to me very soon. My teacher her name is Miss Fisher. She is very nice teacher, I like very much. All boys and girls like try reading, and write, and work, all very happy try. Every day what you think, tell me. This morning I am very happy to go to chapel sing. My sister her name is Anna Raven, she is very good girl with me all the time. I like you very much. I like stay in this Carlisle School all the time. When this my letter you get, tell me pretty soon. Now that is all for this time. I say good-bye. From your loving daughter,  
REBECCA PERIT.

FROM A SIOUX BOY OF 15 YEARS.

MY DEAR FATHER:—I have been sick, but now I am very well, so I am very glad I am going to write to you a few lines. And then I ask you something. I want to know my mother. She sick yet or better. Dear father I want to know how are you and my relations. We are all well here. Another thing I want to tell you about what I study. I study hard. Arithmetic and Geography and Second reader. But I cannot read very well yet. But I will may be read very well after a while. Dear father I am always fond of at Carlisle. Because I am be glad I try to get knowledge, and Capt. Pratt what he says I listen, and I do it. And my teachers too. I try anything anywhere, in the school, or in the workshop, or in the band. This is all I have to say because I know only a few English words. Good bye at present. From your son, LUTHER STANDING BEAR.

FROM A SIOUX GIRL OF 12 YEARS.

MY DEAR LOVING FATHER:—I am very glad to write to you a letter this morning, I will tell you something about Carlisle School, the boys are making in the shop. They are making tin cup, they make very nicely, and some of them make some shoes and wagons. Edger and Ralph drill the boys. The boys drill very nicely. Capt. Pratt is gone to Philadelphia. I go to church every Sunday, in the white church. My teacher her name is Miss Fisher she is very good teacher. Miss Hyde is very good woman too. I am going in the dining room next month. I like to go to School every day, and like to write letters every day, I know little English. Dear father I wish you write to me very soon, I like to write to you all I like you all write to me very soon.

We go to the chapel every night we speak and sing in the chapel on Friday night. My friend her name is Leah she is very good girl every day she is kind to me. I like that girl. I know how to work in the sewing room. I love you all very much. I love my little sister very much.

The boys like to march every evening. Capt. Pratt is kind to all Indian children now. that is all I can say, “Good bye, good morning, good afternoon good evening” that is all for this time I shake hands with you all with a good heart. From your loving daughter RUTH MATHER.

FROM A SIOUX BOY OF 15.

MY DEAR GRANDFATHER:—I was very glad to get you kind letter two weeks ago. So I am very glad to see you kind letter So also I always remember you letter and I think you never do not remember My letter I guess. I am always very well, because I am belong to trades, So I will tell you about what I can do in the work shop I can maker the shoes I am learning very well in the shoe maker I work two days every weeks I have school three days every weeks because I read not very well yet and now again I will tell you some other things in the School room what I can do to right in the My lessons. and also My teacher is help me. all the times very well and again I tell you some thing about last Summer what I do I have go down to the (Lee Mass.) I have working at the Mass. Sometimes when one day very warm I am very tired I do not like to a farmer. When I am tired that is not right Sometime when I want working I take the basket and ladder and I climb up the trees I pick up the apples. When the basket is full I am walking I take home and again take the other basket again I go round walk and which one tree is good apples again I climb up the tree and now I came back to the new York. O, very beautiful big city great many people lives in the new York I see great many kind. big sea and I see great many steamboats they in the new York and again this Summer two boys going to the Philadelphia. Yesterday morning at half past ten O'clock they have

going way I think three months came home they glad to see their friend I am glad too. he want to the farmer that he want go and again at this Carlisle Indian School two boys very good farmer. George Walker and Moses Nonway. I think they like to the farming very good that is best way the work and leaning in the School room too. and you try never do not you like the tired you try very hard in the farming never tired when you work do not tired because the farmer is very best way because the farmer is earning money I have not learned much English yet. that is all now Good bye. from your Grandson.

STEPHEN.

The following letter from an old Indian Sergeant of Scouts, contains so much of the right spirit that we print it for the information of our readers. It is a sample of many others coming to us:

BROKEN ARROW I. T., June 26, 1881.

CAPT. PRATT, Dear Sir:—Having our boy attending at your school and also having heard your name which was familiar to me, I have been wanting to write to you. Mrs. Craig of Tullahassee Mission told me of you. If you are the same man I am thinking about, you will remember me at Ft. Gibson in 1867. I was the sergeant of scouts, and we started to Ft. Sill and turned back before getting through. I have now six boys and one of them is going to school at the old Tullahassee Mission. I am living about thirty-five miles west of Ft. Gibson. I am farming and also raising stock. You will please by return mail or in your answer to this letter let me know if there is any possible show for me to send another boy to your school. If so I will bring him when I ship cattle. I will feed cattle and ship them, and then could bring the boy to your school. I got a letter from my son Silas, it was the first time I ever saw his writing. I am glad to see that he is doing so well. The old Tullahassee Mission is to be rebuilt about thirty miles west of the old location, about three miles of my place. My opinion is that a wide mistake was made when the Mission was moved from its former location. It is now more from the rail-road back into the wild country which is not fit for scholars of the country to be in. The scholars will not have the chance for talking English as before. They will be surrounded by the natives where the English language is not known. And that is the reason I want to get my boys off in the States to school or all that I can. I know this by experience. I have no education myself, but I have traveled and found out these things. Not many days will roll around before the future will bring to the Indian race the times when the English must be had or the Indian will be no more. This is why English should be taught and the boys away to school should be encouraged. Good prospect for crops. Write immediately. Respectfully.

CAPT. DANIEL CHILDERS.

Letter from a Cheyenne Boy of 14, who is improving the vacation, to learn farm work.

BUCKS CO. DANBRO, PA., July 4, 1881.

MY DEAR FRIEND CAPT. PRATT:—I would like to tell you some things what I have do here. I tell you first around the country. We have twenty houses here and one hundred people. This week I work on the hay. Me and Davis I loed a great big hay. Some times I have go a head and make heap up the hay. Some times I have go make clean the cow stable and a horse stable too. Miss Ely send to me four postage stamps. That I make letter for you. Some times I have help hoe the corn. The people around here, they like to see me when shoot bow and arrow. I think they never see any body shoot with bow and arrow. I have not much time to write to me. Because I am going to bring the cows home. When I have much time I will write to you a long letter. Write soon please tell me at Carlisle. That is all I say to you,

from your boy, DARLINGTON.

MORDANSILLE, PA., June 12, 1881.

MY DEAR FRIEND:—You told me to write to you a little letter when I got there, and so I will. Well we got here all right, and we had a nice car ride too. Well Miss Burgess found places for all but one girl. Duke and I are staying together here, and one girl. We were threshing oats to-day and having a nice time. The man we are staying with is very kind to us, and we were hoeing potatoes too. Will you tell Charles K., I will write to him pretty soon. Joseph Wisecoby and Stephen are about one mile from us; Joe Taylor and Rogers are about half a mile from us, and Frank stays about four hundred yards from us. The others stay three and four miles from us. Frank was very sorry and made the tears come from his eyes. Some of the boys did not like it very well, but Duke and I think it is very nice, because we can ride horses and learn how to milk. Yesterday I was milking and the cow knocked my bucket clean over, but that was all right. By and by we will milk well. This is all I have to say. From your friend, JOE VETTER.

Chas. Howard, brother of Gen. O. O. Howard, was recently appointed Indian Inspector, vice J. L. Mahan, resigned.