

The Morning Star.

"GOD HELPS THOSE WHO HELP THEMSELVES."

VOL. III. INDIAN INDUSTRIAL SCHOOL, CARLISLE, PA., OCTOBER, 1882. NO. 3

Extract from Miss Fletcher's Letter.

Not having space for the interesting report which Miss Fletcher has forwarded to us we select portions of it to present to our readers. Although Miss Fletcher arrived with her company before Prof. Lippincott came with his we received the Professor's report first and for that reason it was given last month to our readers, however we think it will be their judgment that Miss Fletcher's did not spoil by keeping.

CAPT. R. H. PRATT, Supt. Ind. Industrial Training School, Carlisle, Penn. DEAR SIR:—Allow me to submit the following report of my journeys in connection with Carlisle students.

At 2 P. M., on Monday June 19th 1882, I left Carlisle with forty-one Indian children. They were returning to their respective Agencies in accordance with the promise given their parents nearly three years since.

A special car was provided at Carlisle for Chicago, by the Penn. R. R. Co., and every attention was shown throughout the journey thus making the travel as comfortable as possible. The first hours of the journey were rather tearful. Some of the girls cried convulsively and declared they could never be happy away from Carlisle. Not a few of the boys indulged in private cries and all were sober faced. The excitement of travel and the recuperative power of youth, soon however, effaced the signs of sorrow.

At Chicago the courtesy of the Penn. R. R. was exchanged for the courtesy of the Chicago, Milwaukee and St. Paul R. R. Mr. J. Gilbert, the Passenger Agent met us and rendered every attention. All who looked in on the children expressed surprise and interest. Surprise that less than three years could make so great a change, for some people thought they recollected these same children as they appeared on their way East. Every one seemed to feel an interest in their homeward bound Indians and expressed kindly feelings toward the race. Of course many queer questions were asked. Some persons seemed to think that Indians in their native State possessed no distinct speech. "They have a sort of jargon, haven't they?" said one to me. Another asked, "Don't the children like to be taught how to talk?" I was questioned whether I was not afraid. One man said: "The Indian in them might break out you know, and they might kill you, and you might wake up and find yourself dead, you know." I assured this anxious individual that I was not in the least afraid of such a waking up. While it was well to afford the people opportunity to see and talk with the children, care and discrimination had to be exercised. There were men who would offer the boys cigars and urge them to smoke, and well meaning but foolish people who would torment the children with silly questions. They bore these prying attentions well and were quite sensible about it all, but they seemed to regard the white people as "queer." At Calmar, Iowa, a good dinner was enjoyed and the spirits of the party rose in consequence. During the afternoon Bishop Hare, in whose diocese the homes of the children lay, came on board the train. After supper he visited our car and was present at the evening hymn. At one of the stations the Bishop took advantage of the quiet to speak to the children. He recalled the past customs of their people and reminded the boys and girls of the new life that had been opened to them at school and of the duties incumbent upon them through the knowledge they had received. His words of counsel were listened to attentively and at the Bishop's request the children sang several songs. A note was given me by the Bishop addressed to the Rector at Lower Brule Agency requesting that a service be read and a welcome given

to the children on their arrival at the Agency en route for their homes. We reached Mitchell, D. T., early Thursday morning. As I was told that the small-pox was prevalent in the town none of the children were allowed to go from the train during our stay at the station. The lunch baskets afforded a hearty breakfast and our morning hymn followed. By 8 o'clock we were off once more. As the train sped across the apparently endless prairie I heard for the first time snatches of Indian song and one of the boys could not resist the temptation of firing off his revolver from the end of the car. The unbroken lines of country, the absence of houses and compact settlements, revived old associations, and more than hinted at the need, that the training schools for the Indians should be in the midst of a dense industrial atmosphere, so to speak, and that the children should stay long enough to grow up in it and become permeated by its influence. Order and good conduct were unbroken, however. At twelve o'clock the last lunch basket was emptied and the boys and girls began to get ready to meet their friends. Shoes were blacked, fresh collars put on, the girls gave finishing touches to their dress, and soon every one was prepared as if for inspection. As Standing Bear was combing out and rebraiding his long hair the little girls watched him, and one said: "He is like a woman!" Evidently she had forgotten that Indian men wear their hair long. At a few minutes past 1 o'clock the train ran up along side the ample platform at the terminus station of Chamberlain. No one there to welcome us. For a few minutes the children looked perplexed, but they accepted the disappointment with philosophy. Shortly after our arrival Cook, the father of Grace, made his appearance. He had come rapidly across the plains and his reward was great in the delight of once more seeing his daughter. He was greeted cordially by the returning boys and girls and stayed the night with us. After supper, the Rev. Mr. Hubbard met the children in the parlor and made them an address of welcome. The town of Chamberlain had grown up since the Indian boys and girls had been at school, and it was pleasing to have the hand of fellowship extended by the pioneer white people to these educated Indians.

On Friday about 10 A. M. Quick Bear and Two Strike arrived. They had crossed the Missouri in a little skiff, and walked several miles, the great heat of the day added to their fatigue. Quick Bear was radiant at the sight of his son, though he found it difficult to recognize in the lad before him the boy who went away nearly three years ago.

A steamer took the party across the river. As we neared the landing, gaily painted Indians rode through the bushes up to the very brink and stood peering at the Indians on board. The boys and girls cried, and as I strove to comfort them said: "The Indians are all painted and look so horrid!" A boy asked me, "Was it always so?" "Yes," I replied, "had you forgotten the paint?" "Yes, em" was the answer. The repulsion wore off, however, by the time the boat was fairly tied up and in a few minutes every one was on horse back, in wagons or afoot. I dispatched the Bishop's letter by one of the Hampton boys and soon after I saw him on a wild little pony. He dashed by me with true Indian fling and shouted: "I'm going to get him!" The Rector was away from home and "him" was the Indian Catechist who lived six miles off. Later when supper was finished I saw the rider and his reeking horse return and soon the bell from the chapel called us to prayers. I went round to each wagon, near which were seated groups of Indians and invited them to join us. Stephen interpreted

and told the people that we were going to thank God for our safe journey and to sing songs of praise. At the church porch the Catechist met us. He was dripping with perspiration from his hard ride, but his welcome was none the less cordial as he wiped with a towel his streaming face. The service and address were in the Indian tongue, none other being at Mr. Walker's command. At the close he passed through the audience and took each boy and girl and Indian by the hand. It was pleasant to note how many of the students rose to receive his greeting with a creditable ease of manner. This introduction to a Reserve, seemed to link the present to the good resolves of Carlisle.

The next day being Sunday the Catechist invited us to an early special service. His station of work was among the Camps at White River. We breakfasted not long after daylight and waited for the signal which should call us to church. Before long we saw it. A white cloth was discerned flying from a pole which leaned against the school house. Up through the wet grass we made our way. The clouds hung heavy on the bluffs and soon the air was thick with falling rain. The shelter of the school house was welcome. The neat desks and seats the improvised altar, the air of thoughtfulness spoke of the missionary care of Mr. Walker. The service was read in Indian, the songs were chosen from the Gospel Hymns and sung by the children in English. Every one joined heartily in the worship and several expressed pleasure that the Sunday had been so entered upon. After the service the rain held up and while the children ran back to camp I went to the house of Mr. Walker. Mrs. Walker received me in her tidy room. The clouds were breaking and by 9 o'clock the sky was clear and the sun hot. We broke camp and moved off to the White river which lay before us. It is a rapid ugly stream full of quick sands and dangers. The horses plunged, fell, struggled and gasped in the boiling water, which looks like dirty white wash and leaves a troublesome stain on leather. The Indians stripped and pulled at the wheels and whipped and shouted at their jaded ponies. The boys were efficient and nearly all of them took off their clothing and worked away breast high in the surging stream. At last all were over, pretty well splashed and soaked. The trunks were raised on sticks of wood to allow the water to run off freely, in this way serious damage was prevented. By day-break nearly all the Rosebud Indians were off, they desired to reach the Agency in time for the beef issue. The Lower Brule teams now formed our only company for it would have periled our horses to overtake the other Indians. We jogged along over the endless rolling plains, grass and sky the only things to be seen. At noon we stopped when as far as the eye could reach, the ground was a rich mosaic from the brilliant flowers. Many were fragrant. The girls made bouquets and put garlands in their hair. Every one seemed happy, the outlines of the Buttes were becoming more familiar and "This is our country," was a frequent exclamation. We camped at night at Haystack Buttes.

At 3:30 A. M. we were stirring. The morning star has seldom risen on a more weary company let us hope. Every thing was cold and soaked. By 8 o'clock the sun came out with blistering heat and the horses must rest for they can travel no further. We stopped at a creek about ten miles from Rosebud. The ponies were turned loose the Indians crept under the wagons to smoke and the girls and boys retired.

CONTINUED ON FOURTH PAGE

THE MORNING STAR.

EADLE KEATAH TOH.

INDIAN TRAINING SCHOOL, CARLISLE, PA., OCT., '82.

Entered in the P. O. at Carlisle as second class matter.

Annual Report.

INDIAN TRAINING SCHOOL, Carlisle, Pa.

To the Honorable the Commissioner of Indian Affairs
Washington, D. C.

SIR:—I have the honor to present my third annual report.

The following table gives statistics of number and changes of students during the year.

Tribes.	Connected with school at date of last report.		New students received during year.		Returned to Agencies.		Died.	Remaining at school.	
	Boys	Girls	Boys	Girls	Boys	Girls		Boys	Girls
Apaches	1	1	1	1	1	1		1	1
Arapahoes	14	10	5	6	2	3		17	13
Caddoes	1	1	1	1	1	1		1	1
Cheyennes	34	8	8	10	3	1		30	12
Comanches	11	11	1	3				11	11
Creeks	10	15						10	15
Delawares	1		1					1	
Gros Ventres	1							1	
Iowas	3	2						3	2
Kaws	1		4	1	1			3	1
Keechies	1							1	
Kiowas	8	4	3	7	2			4	5
Lipans	1	1						1	1
Menomonees	6	3	1	2				5	3
Miamies			1					1	
Modocs			2					2	
Navajoes			1					1	
Nez Percés	3	2	1		1			4	1
Northern Arapahoes	11	2		1	2			8	2
Omahas			20	11				20	11
Osages	11	5	10	10	1			20	14
Ottawas			1					1	
Pawnees	2	2	2					9	4
Poorias			2					2	
Poncas	7			2				5	
Pueblos	10	8		2	2			10	8
Sacs and Foxes	1							1	
Sioux Rosebud	27	9		25	9	1		1	
Sioux Pine Ridge	9	6		5	5			4	1
Sioux Sisseton	5	5		1	1			4	4
Seminoles			2					2	
Shoshones	2							2	
Towaconies		1							1
Wichitas	2	3	4	1	1			1	5
Total	180	87	75	51	62	28	4	2	188

Although I have succeeded in increasing the proportion of girls it will be seen that we still have an excess of eighty boys.

The capacity of our buildings is comfortable for three hundred pupils, one hundred and twenty-five of whom should be girls. The plan you have sanctioned, of placing out a number in farmer's families enables a material addition to this number and I have every reason to confidently assume the care of the sixty-five Sioux and twenty Navajoes ordered in addition to our present number of two hundred and ninety-six, or a total of three hundred and eighty-one.

No feature of our work is more productive of good results than that of temporary homes for our students in good families. In this way barriers of ignorance and prejudice between the races are removed and Indian youth have opportunity of measuring their own capabilities with those of white children. The order and system so necessary in an institution retards rather than develops habits of self reliance and fore thought. Individuality is lost. They grow into mechanical routine. The thousand petty emergencies of every day family life they do not have to meet. Placed in families where they have individual responsibility they receive training that no school can give. Eighty nine of our students have thus had homes for all or part of the vacation and I have found suitable homes for forty eight the ensuing winter, the usual arrangement being that they shall work morning and evening for their board and clothes and attend public schools. The number placed out for vacation this year was not so large as last year for the reason that the sending home of our larger boys and girls made it impossible for us to spare all that were applied for. It was required that those taking students should defray their traveling expenses and pay them some wages.

In order to make the results of this work a matter of permanent record, I addressed a circular letter of inquiry to all who had our pupils during the vacation, asking full and frank replies.

The questions and the answers, so far as received, are as follows.

1st. Question, Was the general conduct of the pupils good, fair or bad?

Answer, "Good" 36, "Very Good" 22, "Excellent" 8, "Very satisfactory" 6, "Fair" 3.

2nd. Question, "Was the pupil generally industrious or idle?"

Answer, "Industrious" 33, "Very Industrious" 18, "Generally Industrious" 17, "Remarkably Industrious" 3, "Fairly Industrious" 3, "Idle" 3.

3rd. Question, "Please give the kinds of work performed?"

Answer, "General Farming" 37, "General housework" 17, "Light farm work" 7, "Light household duties" 6, "Blacksmithing" 5 "Harvesting" 4, "Fruit Culture" 1.

4th. Question, "In comparison with other races was the pupil quick and apt to learn or the contrary?"

Answer, "Quick and apt" 27, "Equal to any race" 14, "Compared favorably" 8, "Quite equal to average" 8, "More apt than majority of whites" 7, "About the same as other races" 7, "Willing but slow" 3, "Slow to learn" 2.

5th. Question, "What wages were paid?"

Answer, No regular wages 17, per month, \$1-one, \$2-three, \$3-seven, \$4-thirteen, \$5-fourteen, \$6-four, \$7-one, \$8-three, \$10-three, \$15-three, per day during harvest \$1.50 six.

In every case wages were paid directly to pupil.

6th. Question, "How was pupil treated, as member of the family or otherwise and with what effect?"

Answer, "As members of family with good effect, 58, "Like other white helpers" 10, "As member of family with doubtful effect" 2, "As domestics" 6.

I quote from remarks accompanying some of the replies received, about our pupils.

"Says he wants to learn every kind of work and we try to give him a share of the various kinds, as he never worked on a farm before."

"Deficient in good will to incite to worthy action, an even temperament, rather careless of future events."

"A fine girl and will make a bright woman."

"A very good temper, hardly ever angry."

"Always kind and polite in his deportment."

"Respectful and obliging."

"Will make a very useful woman"

"Well pleased with the boys."

"Willing and anxious to learn, a good kind boy a favorite with white boys he is allowed to associate with."

"At school stood high in her classes and still higher in the estimation of her teachers and fellow-pupils."

"Very conscientious, not governed by eye service, but obedient, of a pleasant temper and in all respects trustworthy."

"Extremely tractable, more so than white children of the same age."

"Kind, even tempered but generally reserved."

"The more that is made of him the better he is."

"Unwilling to be told about work that was not done right."

"No fault to find with them."

"I could rely upon him when out of my sight. He did not need constant watching."

"Fast losing all trace of Indian ways and falling in with those of white men."

"Satisfied with his conduct in all respects."

"Does not always obey my wife as promptly as he should."

"Says he wants to stay in this country."

"Sometimes sullen and stubborn, much like other children."

"Deserves great praise." "A gentleman."

"I tried to teach him English Grammar in order to improve his language which was very defective but found that he did not sufficiently understand the meaning of the words."

"They imitated the better qualities of their white companions and were disgusted with their vices."

"Were quite popular, held their own socially and industrially."

The students above reported on, belonged to different tribes as follows, Cheyennes 14; Creeks 13; Arapahoes 10; Pueblos 10; Osages 9; Sioux 8; Comanches 6; Pawnees 3; Northern Arapahoes 3; Apaches 2; Iowas 2; Menomonees 2; Poncas 2, and the Nez Percés; Ottawas; Miamies; Lipans and Kiowas each one.

On the 19th June the students from the Rosebud and Pine Ridge Agencies in Dakota who would have completed their three year's course in October, returned to their homes, with the exception of four boys and one girl from Pine Ridge and one boy from Rosebud, who refused to go home even with the promise that they should return to the school. These Sioux children came to the school October 5th, 1879, right from camp, never having been in school, and not knowing any English.

When they returned most of them had gained a material knowledge of plain English, the most advanced read in the Third Reader, were working in the four rules in Arithmetic, had begun to study Geography and could write fairly intelligent English letters. There were various degrees of aptness shown. Two boys were so hopelessly dull they could not be taught to read, but they excelled in labor. The same difference in natural ability was shown in the acquirement of industrial knowledge.

The students from the Cheyenne and Arapahoe and Kiowa, Comanche and Wichita Agencies, who would have also completed their three year's course in October, returned to their homes on the first of July. Their progress was about the same relatively as that of the Sioux, but a number of them had been in agency schools before coming to Carlisle.

Three years in school is not education, and judgments based upon the success or failure of those who have made this mere beginning can only be imperfect.

Before returning students I wrote to their respective agents stating what each one could do and asking work for them. Agents Hunt, Miles and McGillycuddy promptly responded to this request, furnishing employment so far as practicable to these returned students, and I have some very satisfactory accounts of a number of them.

In school room work the maxim has been to "make haste slowly," trying to lay strong and sure foundations. As the students have become more familiar with the English language and more accustomed to habits of study they have taken greater interest in school work so that it has been easier for both teachers and pupils. In the lower grades the teaching is almost entirely from objects, and the word method which is used, makes our students remarkably correct in their spelling. Every lesson is made to serve a two-fold purpose of instruction and whether it be reading or arithmetic the mastery of the English language is held to be not less important than the mastery of the lesson. The more advanced pupils have had a daily exercise in English composition in keeping a diary of the events of school life. Younger students were given pictures to describe in their own words and by this exercise were successfully trained, not only in writing, spelling and reading but in quickness of thought and observation. An evening study hour under the direct supervision of the teachers of their several sections has been of great benefit to the older students. Our annual examination was held on the first of June but school exercises were continued through the month.

Our students must, sooner or later, earn their own living and we endeavor to give industrial instruction the precedence over the only less important training of the school-rooms. The system of having the boys who are learning trades work half of each day and attend school the other half, has been continued with the most satisfactory results. The gain both in the acquirement of literary and of labor knowledge has been almost as great as if the student were confined wholly to the one or the other.

The most satisfactory progress of the year was in English speaking. A reward was offered to all who should for a week speak nothing but English, then a second reward for speaking only English for a month, both rewards were earned by nearly the whole school, thus successfully demonstrating to them that they could talk English. It was then strongly insisted that they should talk nothing else, and a daily record was kept in the case of each student.

The result was that in a very short time Indian

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THE MORNING STAR.

EADLE KEATAH TOH.

Published Monthly in the Interests of Indian Education and Civilization.

INDIAN TRAINING SCHOOL, CARLISLE, PA., OCT., '82.

TERMS OF SUBSCRIPTION.

For the MORNING STAR, One Year, - - 25 cents.
For the SCHOOL NEWS, One Year, - - 25 cents.

We have to thank Maggie Stands Looking for a gem roll of butter made all with her own hands. It could not be better.

Maj. Bowman Agent for Pawnees sends us two ears of corn raised by the Pawnees. We cannot imagine how those of which Pharaoh dreamed could have been plumper and fuller.

Samuel Townsend the former editor of the SCHOOL NEWS and also its printer who spent the past year in Bloomsburg of this State serving an apprenticeship at his trade, is again in our office at work.

The Agent for the Osages, Maj L. J. Miles writes of last winters measles and now small-pox among his people amounting almost to a pestilence thinks it dangerous to try to gather a school lest the disease spread more widely. His own children were sent to Iowa for safety.

Charles Kihega, the editor of the SCHOOL NEWS, who was on a visit to his people the Iowas at the Great Nemaha Agency, Nebraska, has returned to us apparently full of life and spirit ready for another year's labor in the editorial chair in addition to his school duties.

The school rejoice in the possession of a new piona for the girls quarters. It is a gift from the personal friends of Miss. M. R. Hyde matron for our girls Chikering & Co. supplying it at reduced rates because of their interest in Carlisle School. May the hearts of all those who united to confer this favor upon us be as glad as are ours when we hear the notes from this sweet toned instrument sounding over our grounds.

[CONTINUED FROM SECOND PAGE.]

languages were entirely laid aside. Ignorance of our language is the greatest obstacle to the assimilation of the Indians with our population. It will be better for all when tribal names, distinctions and languages are obliterated. The plan of exclusive schools for Germans was tried in the State of Pennsylvania and found to be foreign to the interests of the commonwealth in that it banded together a large mass of people to peculiar and special interests in each other rather than in the general welfare. Exclusively Indian schools will keep the Indians a separate and peculiar people forever by educating them entirely to race sympathies and limiting their ambitions and aspirations to mere tribal affairs. Without experience outside the tribe they will never gain courage for other than tribal life. Theory fails, but experience does the work.

The total number of apprentices under instruction during the year was 134. Forty-two is the largest number our limited shop room will allow to be at work at once, but by the division of apprentices into morning and afternoon sections we are able to keep eighty-four under daily instructions.

During the eleven months from Oct. 1, 1881, the date of my last report to Sept. 1, 1882, our manufactures have been,

13 Spring Wagons,	\$1,040 00
1 Buggy,	80 00
177 Sets Double Harness,	3,320 52
6,744 Articles Tinware,	970 32
160 Pairs Shoes	320 00
	5,713 84

The values given are at the Government contract price.

In addition to the above have been current and needed repairs. In the shoe-shop about 1800 pairs of boots and shoes have been mended, mostly half-soled. The tin shop has had much outside work in repairs to roofs, pipes, etc. The blacksmiths shop has had repairing of farming implements, horse shoeing, etc. The carpenter and his apprentices have finished the hospital building and have been kept busy by numerous repairs and changes to buildings. Most of the clothing for our 180 boys has been made in the tailor shop.

After some little difficulty with instructors who insisted that Indians could not be taught to make yeast, I have succeeded in getting a Cheyenne and an Arapahoe boy trained to make their own yeast and bake the bread, and now the bakery is under

the entire charge of Little Elk, one of our Cheyenne boys baking a barrel and a half of flour a day into bread.

The farmer has had under his direction all the boys not in the shops and has been very successful in teaching them—the large ones particularly—in the skilled parts of farm labor. Our crops of wheat, oats and rye were cut with a cradle, raked and bound by the boys, who also cut the hay with scythes, and so through all the various branches of agriculture we have held to the system that would be the greatest advantage to them because of their poverty and inability to procure machinery when they begin life for themselves.

Our two school papers are now entirely under the mechanical management of Indian boys, the smaller paper, "The School News" being edited by them. It has a monthly circulation of 2000 copies.

Our manufactures were very much decreased by delay in receiving shop supplies after the beginning of the new fiscal year,—the delay extending through July and part of August.

Your order of December 20th directing that no further payments be made to apprentice was also unfortunate. The small wages they had received (16½ cents a day for time actually employed) was a great stimulus giving them a present and tangible result of their labor. I held them to their work but zeal and interest was gone. Through your recent order authorizing me to resume payments to them I hope soon to recover the lost ground. The majority of the apprentices deposit most of their earnings in the savings bank. It is desirable that they should all have a little capital to begin with when they go out from school and if earned and saved in small sums through a long period they will use it more wisely than if it comes to them by any easier method.

In the sewing room the girls make all their own garments, a portion of the boys clothing and underwear, and all the sheets, pillowcases, &c, used. Each girl is especially trained in mending and plain sewing, all who are large enough learn to use the sewing machine. The past year has shown much improvement in the quality of work in this department. A number of the older girls are becoming quite skillful in cutting and fitting dresses. In the laundry the girls wash and iron about 2500 pieces each week, with very little outside help, and in a very creditable manner.

Miss Corson of the New York Cooking School gave a very successful course of lessons in cookery and facilities for instruction in the culinary department have been improved.

It is so arranged that each girl takes her turn not only in the sewing room, laundry and kitchen but in performing general household duty so that she may become equally skilled in all the various branches of domestic knowledge.

Discipline is maintained with as few regulations as possible. A multiplicity of requirements perplexes the pupil who even with the disposition to obey has difficulty in remembering them all. If many minor points are insisted upon there is danger that important principles will not receive due prominence. Adherence to the few rules laid down and then suggestions rather than commands on less essential points we find the best course. Tact and patience are the great requisites.

The moderate amount of military drill received by our boys is of great value as a means of physical training and giving habits of prompt, unquestioning obedience. The girls come so constantly under the individual influence of their matron and teachers that their management is greatly simplified.

There have been few cases of special discipline. The custom in aggravated cases, of trial by a court composed of the older pupils has been continued with success.

All our students attend Sabbath School, the girls in our own chapel, the boys at the different churches in Carlisle. Sabbath afternoon services have been conducted by Rev. Dr. Lippincott of Dickinson College to whom I am greatly indebted for faithful and zealous services as Chaplain. These influences have produced gratifying results.

We impress upon our students the importance of such labor knowledge as will enable them to earn a living among and in competition with white people. If they cannot succeed here where everything helps how can they succeed among their own people where everything hinders? But why should they be remanded to such trial and failure? Evidence is not wanting that if the avenues to civilized life are opened they will enter and take no mean part. Treated like other folks they act like them. In contact with civilized life they speedily become civilized. The Indian question is broad as the country. Each State is to blame. Why should there be east or west in its settlement? Why should not every State have schools and these schools be made introductory to civilized contact and so in time all Indian children grow into a knowledge of and a desire for American citizenship.

I have received in contributions during the year \$7,243.31, which has supplemented the short allowances from Government and enabled numerous advantages that would otherwise have been lost. A

large proportion of this material sympathy has come from the Society of Friends, though many others east, west, north and south have aided as well. To these and to the other friends who have taken our pupils into their families during vacation and for winter schooling we are much indebted for the degree of success obtained.

Very respectfully, your obedient servant,

R. H. PRATT,
Lieut. and Supt.

We are under great obligations to many of our friends in this and other States for their kindness and helpfulness in giving our pupils a place in their homes where the customs and labors and amenities of civilized life could be more impressed upon them than it is possible they should be in a school of this size. As we have embodied in our report the general testimony of those who had our pupils in charge with regard to their capabilities and accomplishments we give the names and address of those who have been our co-workers in this way; thus presenting an opportunity for all who would like any farther testimony on the subject to address those persons.

Reuben Rich,	Millville,	Penna.
C. C. Heacock,	Pine Summit,	"
Thos. Wilson,	Millville,	"
Isaac Heacock,	Greenwood,	"
J. C. Sellers,	Ernst,	"
John A. Campbell,	Bellville,	"
J. S. Keller,	Orwigsburg,	"
B. H. Snavely,	Lime Valley,	"
John Bachman,	Strasburg,	"
Mr. Huber,	Willow St.	"
Howard Rupert,	White House,	"
Wm. Young,	Reading,	"
Taylor Ealy,	Schellsburg,	"
A. W. Spear,	Lightstreet,	"
Louisa Wright,	Morrisville,	"
Stephen Betts, Jr.,	Pineville,	"
Phineas Briggs,	Dolington,	"
Jno. E. Wiley,	Brainbridge,	"
Reuben S. Kratz,	Plumsteadville,	"
Henry Kratz,	Danboro,	"
Sam. Carey,	Dolington,	"
Edwin Johnson,	"	"
J. T. Scudder,	Fairville,	"
John Buckman,	Newtown,	"
H. A. Alvord,	Mountainville,	N. Y.
A. P. Young,	Millville,	Pa.
A. P. Kester,	"	"
Chandlee Eves,	"	"
L. P. Kline,	Mordansville,	"
Mr. Williams,	Middlesex,	"
James J. Leedom,	Brownsburg,	"
Amos Miller,	Carlisle,	"
Jackson Ikeler,	Millville,	"
H. Compromst,	White House,	"
Chas H. Hepburn,	Carlisle,	"
Mr. Elifritz,	"	"
Mr. Schall,	York,	"
Jacob Kester,	Mordansville,	"
Capt. Carns,	Carlisle,	"
Mrs. J. B. Parker,	"	"
Levi Schultz,	Martinsville,	"
Josiah Wilson,	Oak Grove,	N. J.
Aaron Kester,	Mordansville,	Pa.
Wilbur Eves,	Pine Summit,	"
Tacy Moore,	Aquetong,	"
John H. Reed,	Ernst,	"
Jos. Wismer,	Aquetong,	"
G. A. Potter,	Bloomsburg,	"
E. J. Albertson,	Fairmount Springs,	"
Wm. B. Mather,	Greenwood,	"
Miss E. D. Edge,	Downington,	"
Rev. Mr. Barbour,	Dillsburg,	"
Mrs. McCandlish,	Newville,	"
Wm. Wiley,	Brainbridge,	"
W. W. Mast,	Coatesville,	"
Jno. Patterson,	Peru Mills,	"
Mrs. Vickars,	Lionville,	"
Jas. Brewster,	Newville,	"
Wm. McLaughlin,	"	"
Jas. Johnson,	Dillsburg,	"
Wm. G. McGowen,	Reading,	"
J. Topliff Johnson,	535 Chestnut St. Phila.	"
Jonas Leopold,	Setzler's Store,	"
Mrs. Penrose,	Carlisle,	"
David Miller,	Camp Hill,	"
Geo. C. Buckman,	Newtown,	"
John R. Eves,	Greenwood,	"
John F. Potter,	Bellefonte,	"
Rev. Dr. Norcross,	Carlisle,	"
Mrs. Craighead,	Craighead Station,	"
Wm. Davis,	Penn's Park,	"
Abdon Longshore,	Dolington,	"
Wm. Lloyd,	"	"
Uriah Borton,	Rancocas,	N. J.
Oliver Smith,	Yardleyville,	Pa.
Abram Vail,	Quakertown,	N. J.
Thos. Eastburn,	Langhorne,	Pa.
Benj. Satterthwaite,	Trenton,	N. J.
Jacob Warner,	Pineville,	Pa.

el to make their final toilet. I lay down in the shade of the wagon and fell asleep from the weariness in the midst of flowers and night. After awhile I awakened. Some one had arrived. It was Daniel's brother who had heard from the Indians who had arrived during the small hours of the night, that his brother was coming and had driven out to meet him. As we were old acquaintances there were many questions to ask. The young Indian replied: "Father and mother, wife and children are well but an old relative died yesterday!" After a few more sententious remarks, Daniel being all ready and waiting the two brothers jumped into the wagon and rattled off to their father's house. In my wagon were the four smallest girls. Along the journey they had sung a good deal, and to day they are very valiant in their resolves to speak only English, indeed they had hardly used any thing else on the journey. They declared they were going to resist all temptations to be like the Indians." Poor little souls! They did bravely however. The horses were at last put to the wagon and we were once more on the sandy road. By and by we tip the steep hill below which lies the forlorn huddle of Rosebud Agency, over the hills men bedizened with paint and beads were galloping and shooting the bewildered floundering cattle which had been driven one by one out of the corral. At the roadside we came upon a family butchering a beef as we neared them the men ran out to us their hands dripping with blood and crowded on our wagon looking hard at the shrinking children, evidently they were looking for some expected friend. The little girls were silent and startled, one old woman caught hold of one child crying out with her joy but the child pulled back. We pushed on past more beeves with their legs in the air and the white fat of their sides glistening where the hide had just been stripped. Every body paused, knife in hand to see us pass. At last one child was captured, lifted clean out of the wagon. It was no use to resist or to insist on a more orderly delivery. Two only were with me when I reached the stockade. Lulu had refused to go with any Indian and the clerk who had an Indian wife took her home with him. A telegram from Dr. McGillicuddy informed me I could have transportation to Pine Ridge and I left Rosebud early the following morning. All the children were safe with their parents, relatives or other wise provided for. On the evening of June 29 I reached Pine Ridge and was cordially received by Dr. and Mrs. McGillicuddy. The Pine Ridge children followed in a day or two and reported at the Agency.

I visited in the homes of several of the children. The parents seemed proud of the advance of their boys. One came and stood over his son saying: "It is good my boy knows how to work!" I found the parents generally disposed to send their children to school. Throughout Pine Ridge Agency there is a stir toward advancement. The effective discipline of the Agent has stimulated mental activity, and education is regarded as giving an importance. There are some old chiefs who deplore the loss of the good old times but public opinion is advancing and their lamenting talk carries less weight than it did. Too much must not be expected of these Indians. Just now education is looked upon by them as a sort of superior magic. It is to be feared some white folks do the same, and immediate results are demanded. This is impossible. Disappointment and reaction must be looked for here and there, but the general tendency will be upward. Education so modifies the Indian that he never recoils to his older condition. Speaking English is regarded by the people as very important and much satisfaction was evinced when one of the boys would talk or interpret. At the time of my departure there was prospect of a large delegation offering, boys and girls would accompany me and ask if they could go to Carlisle.

From Rosebud Agency I went to Ft. Randall D. T. to visit Sitting Bull's camp.

This company of Indians are in just the condition to make a good start forward. Sore experience is in the past, work and hope are closely allied in the future. The number of the camp is small and manageable, the people fairly homogeneous and a large proportion appear to be men and women of more than average ability. This is a practical and practicable suggestion

and I would earnestly commend it to the proper authorities.

From Ft. Randall I proceeded to the Omaha. August 13 eleven girls and fourteen boys started for Carlisle.

The Omaha Indians now face a future wherein their individual powers can find scope for action. Their lands are secured to them, they can now build up homes which no one can take away, and education given to their children means substantial progress and redemption from barbarism without a peradventure. The parents of the children gave up their little ones for five years willingly. Some came forty miles on the way. The parting was most pathetic. As I looked on the group where stood mothers with their little ones clinging about their necks, the tears falling plentifully, the father near by, red-eyed but resolute. I wished that all who find it difficult to see a man in an Indian might have been there with me. One old woman who was parting from her elder boy, mingling her grey hair with his glossy black locks as she bent over him, he was her only son save the baby in her arms, several little graves filled the space between these two, this woman said to me: "Ah! friend, it is best my boy goes, but my heart cries, and it will cry, but no one shall hear it. By and bye I will be able to keep back the tears, I shall think, my boy is learning and will do much in the future when he comes back and will be happy and good!" In spite of a weeks travel, night and day, and the unavoidable inconvenience and fatigue every one was in good humor and not a quarrel had occurred or an ill tempered word uttered during the entire journey. Saturday evening, August 19, found us safely housed at Carlisle a tired but happy company.

Respectfully,

ALICE C. FLETCHER.

Sept. 14, 1882.

Extract of a letter from a gentleman on a visit to Carlisle, to his family in Baltimore.

"In former years the government had located here the famous Carlisle Barracks, where it kept a garrison of some two or three hundred soldiers and officers, the latter of whom with their families contributed not a little to enliven the place. Now however these have been removed giving place to the much more laudable purpose of a school for the education and training in useful pursuits of Indian boys and girls, for the slaughter of whose parents the soldiers, (here no more) used to be rained. Thus tardily fulfilling a sacred duty, long ago owing the plundered aborigines! Well, the world is moving, in the right place at last! Just as I am writing this I see a troop of these Indian children neatly attired marching to church. And a very interesting group they do certainly appear. They may not exactly seem handsome according to our notions of beauty, but they do possess expressions of countenance, the result, no doubt of kindly treatment and good training which to a calm observer goes much farther. Why, there was not the least trace of savage life or brutality visible in the countenance of any one of them. I only wish there were no more brutality or degradation about so many of the white children in the slums of our larger towns. Take any set of people, harass and goad them into a perpetual condition of resistance for centuries and see if they will not develop into tigers? Or keep them in a state of oppression and bondage and see if they will not degenerate into the lowest criminals if not actual brutes? I have in my mind's eye a white race which has dwelt on one of the most favoured islands of Europe for over a thousand years possessing all the while the advantages of christianity and civilization in and around them, and I'll be bound to say they commit more murders in a week than the Indians do in a year.

The last Saturday night of Sept. our children began anew the effort to Speak Only English. During the few weeks since our new pupils began to arrive, license has been given to speak Indian in order that the strangers might be cheered in their new home and those who have been here for a year or more might learn the news from home. The greater number of the children think this may again be an English speaking school by Christmas.

When Etahleuh left us for his home in the Territory we requested him when he had seen his people and noted their condition on their farms, in camp and their school to write giving his view of the situation as we wished it not only for our own benefit but to give to the readers of THE STAR. We give here his first letter but shall hope for a further account when he has visited his people and the school is gathered in.

KIOWA, COMANCHE AND WICHITA AGENCY,

Anadarko, I. T., Sept. 14th 1882

CAPT. R. H. PRATT,

Carlisle Barracks, Pa.

DEAR SIR:—I am sorry to say that the health of my people is very poor indeed, both Kiowa and Comanche. I just heard that there are a great many dying. The Indians are in a great need of food, they are certainly very willing to work whatever they find to do, but there are no employments for them to perform. I believe if the Indians only have the farming implements they are certainly willing to work on their farms. I don't know just how many acres of lands are under operation. I saw several farms on the Washita above the Agency and the crops are in good condition. Pea-rus, Be-ko and Pah-ley are doing remarkably well, they are living in the houses made of logs and they have cows, chickens and pigs, and also they have corn field in well fenced. Those three above mentioned old Florida prisoners are doing well. Ohettoint, H. Taawayite, and Paul C. Tsaitkopata are living now in the camps and I don't know what they are doing out there. Well Capt. Pratt I couldn't tell you all about the results of the Florida men Woman's Heart, White Horse, Black Horse, Bad Eye, Wahow, Al-wlip, Site mine, ty, Mo-ah, Kople, and Quo-ah, I don't know what to say about them, they just ignorant and filthy can be, as any other Indian would be. The Cheyenne Florida men are doing excellently most of them, I heard that Howling Wolf and Soaring Eagle are not doing as well as the others. The things here not are going on regularly and in good shape, as I thought it would be, this disturbs and prevents me all my tryings. I think the Indians are doing all their best they can, to get to the Standing-point of civilization, but you know it takes a good deal of time to civilize the Indians. If a white man or lady wants to work amongst the Indians, he or she has to have a great deal of patience. The good, patient christian man and woman ought to be employed among the Indians so he or she can help the Indians along in the right track and teach them patiently and earnestly what they ought to do and how they ought to live. Now dear Capt. Pratt, I am come to close writing. Sometimes I will go out among the camps to gather up the children, then I will ask the Indians about the stocks, and take an account of it, and will tell that in my next and also I will take the notice of our school here when it opens and will give you. I want to help my people if the Agent give me an opportunity to do it. Please pray for me dear Capt. Pratt, that God might give me prosperity, strength and knowledge to help my people along. I remain as ever your boy.

E. DOANMOE.

The following letter has been recd. from Billy Conepacho, the only member of the Florida band of Seminoles who has had any civilized training, Billy is with Capt. F. A. Hendry at Ft. Myers Fla. who has been an earnest, faithful friend to the poor Seminoles.

FORT MYERS, Fla., August 8, 1882.

CAPT. R. H. PRATT—DEAR FRIEND.—I trust you I am glad to see some time I like to see what part of the Indians you had, because want to help learn English language and the Capt. Hindey told me and you up to the North and learned English language and more and I been as schools and a here to an three months, now schools out now I go to the Indian place came back after while but other Indian no like school but I like get myself it is old Indian while books nor let boy but I like get school myself because I want to learn our English language because English is a great many words what I want to learn I think I come to the see you after while.

BILLY CONEPACHO