

The Morning Star.

"GOD HELPS THOSE WHO HELP THEMSELVES."

VOL. IV. INDIAN INDUSTRIAL SCHOOL, CARLISLE, PA., NOVEMBER, 1883. NO 4.

ANNUAL REPORT OF THE COMMISSIONER OF INDIAN AFFAIRS.

The report of the Commissioner of Indian Affairs for 1883, is in print; we make the following extracts:

"In reviewing the operations of last year it is gratifying to find that not only has no backward step been taken in the march of improvement among the Indian tribes, but some decided advance has been made. Particularly is this true in the matter of industrial school education. Some tribes have been persuaded to send their children to industrial schools that have heretofore successfully resisted all efforts to induce them to do so. Whatever of success has been attained in this matter is attributable largely to the increased appropriations which the last Congress wisely made for this purpose. Whatever differences of opinion may exist in reference to many questions of policy as applied to the Indian tribes, one question may now be considered as settled beyond controversy, and that is that the Indian must be taught to work for his own support, and to speak the English language, or he must give place to people who do. It is a grave mistake to suppose that in matters of detail and minor importance the same rule will apply to all Indians, because some are as different from others as the people of different nationalities; but on the subject of labor and language, the rule is and must be uniform and universal; and it is encouraging to know that the Indians of 1883 are in advance of the Indians of 1882 in this respect."

EDUCATION.

"The increase in the accommodations for Indian pupils which the school appropriations for the last fiscal year made possible, has been followed by a corresponding increase in the attendance of pupils. Exclusive of the five civilized tribes the number enrolled at boarding-schools during the year just closed is 5,143, an increase of 654 over last year. The attendance on the day-schools has been 5,014, an increase of 748 over the preceding year.

Of the 5,143 boarding-pupils, 4,396 have attended schools on reservations or in their immediate vicinity, 641 have been enrolled at Hampton, Carlisle, and Forest Grove, and 106 have been placed in various schools in the States.

Reservation schools.—The boarding and day schools on reservations have made a creditable record during the year. Eight new boarding-schools have been opened, making the whole number now in operation, exclusive of the three training-schools, 78. The new schools for the Blackfeet in Montana, Pah-Utes in Nevada, Warm Springs, and Umatilla Indians in Oregon, and the Shoshones in Wyoming, gave boarding-schools for the first time to 9,000 Indians. Those schools can accommodate, however, but 169 pupils and will soon need enlarging. The Devil's Lake Sioux and Klamaths have each been given a second school, and the Poncas have seen the long-delayed fulfilment of the promise that a boarding-school should be given them in the Indian Territory. Industrial training, mainly in farming and gardening, forms a part of the curriculum of agency boarding-schools. The schools have cultivated 1,526 acres, and raised 18,34 bushels corn, 4,952 bushels oats, and 19,34 bushels vegetables; made 1,171 tons of hay and 4,325 pounds of butter. But, as I said in my last report, industrial training, especially in workshops, needs more attention, and a much larger outlay of money for tools and materials and instruction. What Capt. Pratt

says in regard to the Carlisle pupils would apply to all reservation schools:

I think it very desirable that we should have experimental shops for the boys not learning trades, where, under the care of a teacher, even the youngest pupils might have some kind of manual training daily. I do not doubt that the gain in health, energy and clear-headedness would make any expenditure in this direction an ultimate economy. We invariably find that when an idle or mischievous boy is put to work at a trade, his standing is raised in scholarship as well as conduct. In some cases the improvement has been very remarkable; in not one has it failed of good results."

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Training schools.—No one can read the reports of the Carlisle, Hampton, and Forest Grove training schools, without being impressed with the growing interest and value of the work they are doing, and without wishing that it might be increased four fold. Each school has exceeded the number for which appropriation was made, and they have enrolled respectively 390, 109, and 151 pupils. At each training in industrial and mechanical arts has been kept in the foreground, and the acquiring of habits of faithful continuous work has been the point most strenuously insisted upon. The success attained is fully attested by the number and value of the articles manufactured in the workshops for the use of the schools, and also by the fact that at Carlisle and Hampton they propose to furnish for the various Indian agencies during the current fiscal year 2,000 pairs of shoes, 3,350 dozen articles of tinware, 22 dozen bridles and halters, and 450 sets of harness. During the year Carlisle has sent 10 spring wagons to Indian agencies. The details of the work in these schools have been given in previous reports and need not be repeated here. Their standing and importance are now so fully recognized as to need neither explanation nor defence. They have been visited and inspected by men and women from all parts of the country, friendly and unfriendly, critical and lenient, enthusiastic and skeptical. The verdict has been uniform that these schools should be continued and enlarged, and other similar ones established. A visit to either of these schools will remove the most obstinate prejudice against Indian education."

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"It gives me pleasure to report that within another year three new training schools will be in operation. Stone buildings to accommodate 150 pupils, at Chillico, in the Indian Territory, near the Kansas border and contiguous to Kansas settlements, will be ready for pupils in December. At Lawrence, Kans., three large stone buildings for 340 pupils will be completed in January. Near Genoa, Nebr., the old brick Pawnee school building, standing on what was formerly the Pawnee reservation, is being thoroughly repaired and enlarged, so as to furnish room for 150 pupils, and will be finished next spring. The contract price of these buildings is about \$82,000. A large additional expense must of course be incurred for heating apparatus, furnishing, outbuildings, fencing, &c."

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Co-operation of religious societies.—So far as I know, the educational work among Indians done by parties outside of the Government has never been fairly set forth. Of the seventy-eight boarding schools, exclusive of those among the five civilized tribes, fifteen, with an enrollment of 813 pupils, have been carried on under contract with religious societies, under which the selection of teachers has been left wholly to the societies, and the Government has assumed about three-fourths of the expense. In most cases the societies furnish the buildings. Eight schools with 306 pupils have been maintained by religious societies in their own buildings, the only Government assistance given being that the rations and clothing, which would have been issued to the pupils at their homes, were issued to them at the school and became part of the school supplies. Many other schools are indebted to societies and philanthropists for gifts of books, papers, &c., which add greatly to the attractiveness and interest of the schools. Religious societies maintain twenty-five day schools without and seventeen with help from the

Government, the aggregate enrollment being 1,908. The total amount expended during the past year by these societies for educational purposes, so far as reported, is \$74,689, besides \$70,142 expended on missionary work as distinguished from school work. To this should be added contributions amounting to \$13,278, made during the year to the Forest Grove and Carlisle training schools, and the \$26,668 which General Armstrong reports that Hampton expends on her Indian pupils in addition to the appropriation made by Government for their partial support.

This does not include \$30,504 expended by religious societies in the support, in whole or in part, of seminaries, academies, and missions among the five civilized tribes, nor \$24,149 devoted to establishing and carrying on schools and missions in Alaska.

This aggregate of \$239,430 by no means expresses the value of the assistance thus given to Indian education and civilization. The influence of men and women whose lives are devoted to the uplifting of the degraded and ignorant cannot be measured by dollars and cents. Moreover, the very fact that he represents a great religious denomination, that a Christian community is his constituency, and that the funds which come into his hand, have been consecrated by prayer and self-denial, gives to a man and his work a moral force and momentum which Government patronage does not impart. In my opinion, the best hope for the Indian lies in bringing him into the closest possible relations with the various religious societies whose sole business consists in working for the elevation of humanity, and who, from long experience, are presumably best informed as to the methods and men and means to be employed in such work.

Mention should also be made of the donation to the Government by citizens of Albuquerque, N. Mex., and Lawrence, Kans., of valuable tracts of land containing 65 and 280 acres, respectively. The donations were made with the understanding that the Government would erect buildings thereon to be used for Indian schools. Citizens of Genoa, Nebr., have also donated \$500 to so supplement an appropriation as to enable the Government to purchase a certain desirable tract of land adjacent to the Indian school building there. The widening interests in the civilization of the Indian as shown by such acts as these is one of the most hopeful indications in his favor."

I want to catch up.

DEAR MISS SEMPLE:—I said that I wanted to go to school every day for awhile, simply because I did not go to school for two months and a half this year, and that it seemed to me as if I am behind all of my class. Therefore I would like to go to school every day, for about one or two months this year. Of course I wish to learn my trade besides my lessons, but as I want to catch up my class first, I think there will be enough room for me to learn my trade in the tin-shop. What do you think of this?

In the Indian Territory with the Cherokees, Creeks and the other advanced tribes we find many persons as intelligent as we find in any other civilized community. Among the Rosses, Bushyheads, Budenots and others are college graduates who are not only wealthy and well-educated, but are also graceful orators, yet they are not citizens, and on this ground Comptroller Knox declines to grant authority to them to operate a National Bank in the Territory, as not being entitled to the privileges under the banking act.

FORTY ONE Indian youths have been received into the Feehanville Industrial School near Chicago. They are mostly from the Sioux country. This school is under the care of the Catholics.

THE MORNING STAR.

EADLE KEATAH TOH.

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INDIAN SCHOOL, NOVEMBER, 1883.

Capt. Pratt's Account of his Western Trip.— The Indians at Home.—Agency Schools.—Our Returned Pupils.

I started west on the 21st of September, and stopped over two days at the home of my childhood, in Indiana, to see my mother and many never-to-be-forgotten friends. A night's ride brought me to St. Louis, and a day was most delightfully spent in company with two sisters and a brother, who kindly showed me a few of the great things of this great western city. Another night's ride brought me to Lawrence, where I stopped that I might see my old and Carlisle's good friend, Chancellor Lippincott, now at the head of the Kansas State University, and that I might see the new Indian school. As all our readers know, Dr. Lippincott was called from his Professorship in Dickinson College, here at Carlisle, to take charge of the great University of that progressive western state.

The University building is one of the best constructed, for the purpose, I ever saw. Commodious and imposing it is set upon a high mesa overlooking the city and the surrounding country for miles. I doubt if any western state has equaled Kansas in liberality and far seeing plans for the education of the young of the state. Chancellor Lippincott has a grand opportunity to push forward a great work.

I visited the Indian school, accompanied by Chancellor Lippincott and his predecessor, Chancellor Marvin.

The citizens of the city of Lawrence have donated to the United States 300 acres of land, a mile and a half from the city limits. The United States has accepted the gift and commenced the erection of buildings.

The foundation of three large buildings were laid and the walls of one of them nearly completed at the time of my visit. Two of these buildings are intended as dormitories, dining-rooms, etc., while the third is to be used for school room purposes. I was told that it was intended to fill up all sides of the hexagon with like buildings. Perhaps no point in the west furnishes a more suitable location, nor a community more in sympathy with Indian education; and the Lawrence school is surely destined to become an important factor in the training of young savages to civilized pursuits. The school is within sight of the home of Mr. Haskell, Member of Congress from the district, who was chairman of the Committee on Indian Affairs during the last session of Congress.

A night's ride from Lawrence and part of the following day, and I reached Arkansas City, my point of departure for the lower Agencies; and also the point at which another Indian school, called Chilocca, is being established, under the auspices of the Department of the Interior. This school is about a mile south of the Kansas line, situated on an eminence overlooking its reservation of 1200 acres of most excellent farm land.

The little stream of Chilocca runs through the reservation, and at a number of points near the school building are never-failing springs of clear, excellent water.

The school building was large; and I was informed was intended to hold over 200 pupils.

It is built of beautiful stone quarried on the reservation, and is to be under the superintendency of Mr. Hadley, who has so well demonstrated his capacity for this new position by his successful management of the Cheyenne boarding-school at the Cheyenne and Arapahoe Agency, I. T.

Taking the stage at Arkansas City, in company with Mr. Standing, I rode thirty-five miles south to the Ponca Agency. Agent Woodin was away, but we were kindly received by the clerk, school superintendent, physician and others.

The school at the Agency has just been organized under a new management, Mr. Standing having vacated the superintendency to return and help at Carlisle. Mr. Holmes, the new Superintendent, has had experience in school work in Iowa, but was not familiar with Indians.

The building is a large substantial stone structure, with high ceilings, large halls, roomy apartments and with little crowding would accommodate all the children of the Poncas living in the Territory; but only about one third of the whole number were in attendance at the time of my visit.

That portion of the Poncas in the Territory, seem to be doing fairly well. We saw many small houses surrounded by patches of corn and other evidences of thrift.

We met Principal Chief White Eagle, whose son Frank has been a pupil at Carlisle for more than three years past. He was as much pleased with the accounts we gave of Frank's progress as would have been any Anglo-Saxon father.

We also met Capt. Primeaux, former chief of police, who has a son at Carlisle. Capt. Primeaux said he wanted his son to remain at Carlisle for three years more, or until he was a man, grown.

In a council held by Mr. Standing, after our visit, which had for its object the sending of children to Carlisle and the canvassing of education in general, Standing Buffalo, who spoke for the people, said in substance, "that all these efforts towards the education of our children are right and what we need. Indians are now as on a battle field, contending for their place among the people, surrounded on all sides by the whites, who are educated, while the Indians are not so, and are unable to attend to their own business affairs. We already begin to feel it is good and convenient to have among us those who have been away and learned English, whom we can call upon to talk for us when we meet the whites."

As the Poncas are so well supplied with school privileges, it was not especially urged that they should send children to Carlisle.

From Ponca Agency I went to Kaw and Osage Agencies, again accompanied by Mr. Standing. The Kaws have a large school house also built of stone; and from the very short period we remained there I was much gratified with the school outlook.

While the Osage building is commodious it will not accommodate more than about one fourth of the children of the tribe; and it is very much out of repair, greatly lacking in the water supply and other conveniences necessary for so large a family.

Twenty Osage boys and fourteen girls are at Carlisle. I met the parents of quite a number. The good accounts I was able to give of the children seemed to gratify them very much. Quite a number of girls from the Osages have been sent to the West Branch, Iowa, school, under the care of the father of Laban Miles, Agent of the Osages. We spent Sunday at this Agency, and on the following day had a very pleasant ride forty miles across the country to Pawnee Agency, where we expected to get quite a detegation of pupils.

Miss Burgess had conducted west a party of pupils returning from Carlisle to the Territory in advance of me and gone forward to Pawnee a week before. The day after my arrival, a council was called, at which were present all the chiefs and principal men. The question of sending children was laid before them, and the following is a synopsis of the responses, made by the chiefs:

Terrecox, Skedee said:—"Brother, I want you to understand one thing. We are on hands to do everything our great father wants

us to do. These people (referring to the other bands) can do as they please. Perhaps some will send children. For my part I am going to send my one girl."

David Ah-co-pock-ish, said:—"Father, my own interpreter is the one who gives us good strong advice. When our great father wants us to do something, there is sense in it. We used to go around and have Indian wars. We have quit that because our great father had a better way for us. He is taking care of us. If he were not I would not have this coat on. We have every thing we want. We have put girls in school lately, who don't know any English. Take a look at my sister in school; if she suits you I want you to take her. (Brings two boys forward.) Look at these boys. Take them. I want them to learn something, so that when I die they won't have to beg for a living. These boys can do good work for me, but I don't want them to stay here, I want them to go somewhere, where they will learn something. (Turning to the boys.) When you come back, I want you to repeat these chiefs. Don't abuse them. Treat them well. I want to feel proud of you when you come back. The Great Spirit may bless you."

Boss Sun, said:—"I begin to find, myself, it is very good to meet these boys. When I meet them they come up and speak, and that is very good. I expect there will be some Petehowrat boys to go. I wish you would tell the great father to take us down there. We have no business to attend to, but we want to go and see what kind of work you are doing. We are just as though a handkerchief were held before our eyes. We can't see what we are doing."

Tec-ta-sa-co-dick, Kit-ka-hock, said:—"You know yourself, when there is a river to wade through you want to know what kind of a stream it is. Whether the bottom is full of quick-sand or solid. We must see it so as to know what we are doing. We can't learn anything. We are too old. I have two girls and I want you to take the biggest one."

When told that if they would pay their own way there probably would be no objection to their going to Washington, Ah-co-pock-ish, said:

"When our great father was dealing with us about our lands we never had to coax to go to Washington; they called us by the dozen. That business is through with now, they don't want us to come any more. It will not break up the Government to let us go. You put what is like a sharp stick through the body holding us to the wall. We can't move when you say if we pay our own way, we may go."

Lasharo Tu-ri-he said: "Father, a good many are beginning to think that education is a good thing. You can see we have plenty of children. When they wanted the Agency school filled we filled it. I knew that you were coming. Some have made up their minds to send children to your school. Take the children out of this school. After you are gone we can fill it up again. I have no children old enough to send. Sometimes when I come here I don't find any one who can talk for me. It would be a nice thing if I had an educated son who could talk for me. I will do all I can among my friends to help get children.

We were especially pleased with the advanced ideas of Mr. Baptiste Bahylle, who has exerted a most wholesome influence over the Sekedee band.

(TO BE CONTINUED.)

Carlisle School.

Number of pupils.....	274
Boys.....	161
Girls.....	113
Total.....	435
Tribes represented.....	36
Of the whole number, there are on farms attending district school,	
Boys.....	53
Girls.....	30
Total.....	83

A number of our advanced students will probably be appointed to positions in the new schools at Lawrence, Kan., Genoa, Neb., and Chilocca, Ind. Ter.

BRIEFS.

SEGREGATION and isolation is what hinders Indian progress.

SUPERINTENDENTS have been appointed for the new Indian schools, as follows:

For Lawrence, Kan., Rev. Dr. James Marvin, recently Chancellor of the University of Kansas. For Genoa, Neb., Col. S. F. Tappan, well known in Indian management during the last twenty years. He was a member of the very large commission which made treaties with most of our nomadic tribes east of the Rocky mountains in 1868.

For the Chilocca, at Arkansas City, Kan., Mr. W. J. Hadley, recently superintendent of the Cheyenne Manual Labor school, at Cheyenne Agency.

NOTWITHSTANDING our own needs, which are very great owing to the largeness of our work, and notwithstanding the needs of Indian schools everywhere, we commend Dr. Minthorn's appeal to those interested in furthering the aims of Indian school work. We know that Dr. Minthorn, properly supported, can do noble work for the cause. His statement of the conditions under which he labors ought to make the cheek of every American blush with shame. Every city, town, village and country neighborhood provides school houses and accommodations to carry forward the education of its children, while the great nation, father of all these, having the sole guardianship of the Indian children, withholds millions of dollars due the Indians by treaty agreements for education, and so perpetuates the slavery of ignorance among them.

SCHOOL ITEMS.

About twenty cases of mumps have interfered with school work, somewhat, for the past two weeks.

Chicken pot-pie, pumpkin-pie and a treat of apples made the children thankful, on Thursday, the 29th.

In asking to have P. O. address changed, subscribers should state the former address.

Miss J. E. Remington brought three Onondaga and two Oneida pupils from the Onondaga reserve, N. Y., on the 13th.

Mrs. E. G. Platt, for three years one of our able assistants at Carlisle, has accepted the position of matron at the Indian school, Genoa, Neb.

The new boiler at the laundry has been put in position and does its work well. The old one serves a good purpose in furnishing heat for the shops.

A brand-new calendar clock graces the office, the gift of Mr. L. L. Mason of Jamestown, N. Y., a memento of his recent trip to Dakota with Capt. Pratt. Thank you, sir.

Dr. Craig, representing Miss Harriet E. Brooks of Churchville, N. Y., visited us on the 20th. The Dr. is a wide awake man and was much pleased with what he saw.

Our good friend, Susan Longstreth, of Philadelphia, in company with her cousin, Mrs. Ellen Collins, of New York, made us all happy by giving us a day's visit. No friend is more welcomed by teachers and pupils than she.

Alice Springer, an Omaha girl, died of Consumption on the morning of the 12th. She was a member of the Presbyterian church,

and while she was anxious to get well, was not afraid to die. Dr. Norcross, of Carlisle, officiated at her funeral.

We read that it is more blessed to give than to receive. Instead of receiving gifts the coming Christmas the school will send gifts to all our return pupils, about 140 in number. The children will also be given a chance to send presents to their friends at home. Quite a large amount of money has been raised by the officers and teachers for this purpose. The pupils have contributed over \$50.00 towards the general fund, and about the same amount for sending presents to their friends.

Wedding Bells

This is only the second time they have rung in our history as a school. Robert Stewart and Antoinette Williams were married by Dr. Norcross, assisted by Dr. Brown, at half past 11 o'clock on the 1st inst., and left the same afternoon for New Mexico where they will be employed in the school at the Navajo Agency. The ceremony, which was an impressive one, took place in the chapel in the presence of the whole school. Robert is a Creek, and was one of our most advanced pupils. He entered the school in Jan., 1881, coming from Dr. Robertson's Tullahassee mission school, which was destroyed by fire at that date. Antoinette is a Navajo, and came to Carlisle school from Blairstown Academy, N. J., in December, 1881. She has qualifications that fit her for many positions in an Agency school. They received quite a number of nice presents from their friends and teachers. Among others we noticed a handsome shawl, table-cloths, napkins, bed-spread, work-baskets, silver knives and forks, tea and table spoons, pictures, a handsome family bible, other books, etc. We are informed that they received a number of articles of furniture from their friends upon their arrival at their destination. An enjoyable dinner was served by Miss Noble at the teachers parlor for them and their friends. We hope they will succeed as they deserve in their new field.

Henry Kendall, aged fifteen, one of our Pueblo students from Isleta, named for Dr. Kendall of the Presbyterian church missionary work, after being with us three years, left us recently for a brief visit home, in company with Harvey Townsend, another Pueblo from the village of San Felipe. Both boys determined to return to Carlisle if their parents will let them. These two boys are so well known at Carlisle, that we think the following letter will be interesting to many of our readers.

ISLETA, NEW MEXICO,
Nov. 27th, 1883.

DEAR FRIEND CAPT. PRATT:—I have arrived home anyhow and the old people were just getting home from the place called Gallo, and they were very glad to see me because they did not know that I was coming. Last night I have been talking to my father and he seem to let me go back for he seem to be surprise with what I told him. He told me of a people that are now at a spring and they cannot drive them out and I told him if they only had the knowledge of the whites they could drive any man from there; but I told them they had eyes but not see and had ears and don't hear. Now the Agent is very willingly coming to speak to my father of my going back and try to get some other children. He passed to Zuni; he came with me from Santa Fe; and Harvey we could not stop at his place, so they had to pass about two or three miles from his place and had to walk back.

Now, there the great temptation is drinking wine, but I haven't taken yet and I hope I will never, and I have not smoken. When the officers gather here they smoke and I just get out.

Capt. I have found my old parents in a better condition than I left them when I went away. I will tell you when I get a letter from you. My love to all the teachers and pupils. Your school son
HENRY J. KENDALL

From Forest Grove School.

We gladly give space to the following, from Dr. Minthorn, Supt. of Forest Grove Indian school, and hope that none of our readers will omit to give it a careful perusal:

ED. MORNING STAR:—Seeing a little piece in your paper that I wrote some time ago for a Boston paper about some of our children going home on a visit, I thought you might like to hear something about the school. Some one at the Indian office called Forest Grove school the Carlisle of the Pacific coast. But I do not think it is much like Carlisle; we only have 156 children here. We could get more but that is all that Government allows us to take. There are 24,000 Indian children nearer to this school than to any other school of this kind. So that if only one child out of each one hundred children wanted to come here to school we could not take all of them, and if we could take 240 children instead of 150 we would then only be educating one Indian out of every 500 on the coast. I do not know how many Indian children would like to come here, but I think that more than one half of all the children would like to go to school if they had a chance. A short time since I was in Portland, and having some business at dock where the Alaska steamer, Idaho, was lying, the Porter came to me and said "I have two Indian boys on board that got on the steamer at Fort Wrangle, Alaska, and hid, and I did not find them until we were away out at sea, and they said they wanted to go to Forest Grove School. I put them ashore at Victoria, in British Columbia, and left them there, but they came by the first steamer, the North Pacific, to Port Townsend in Washington, Leonton, where the Idaho was discharging freight, and got on board again, and if you do not want them I will take them back to Alaska again." He then went down into the steerage and brought them up and they were nice, smart, healthy looking boys, full blood Indians and could not talk English, so that I could only wonder what was in their minds and what there was at Forest Grove so desirable as to induce them to come 700 miles in the steerage of a steamer, on short rations. I could not help wondering too, if here was not a good chance for some one to do some good in the world by giving these boys a chance to get an education, but there are not many people in this country looking for chances to spend their money that way, and there are so many such cases that it does not seem as though it was any use to begin. And Government does not seem any more ready to make provision for the work than private individuals. No money has ever been appropriated to provide buildings for this school. Such buildings as are here constructed by the Indian boys, the lumber and other material being bought out of the money appropriated for the support and education of the children. The lot upon which the buildings stand is very small (only four acres) and does not belong to the Government. What improvements have been made will probably be lost to the Government. We have no lease or other claim to the land and consequently do not feel as though we had many rights. We want Congress to appropriate more money for the support of the school so that we can take more children, and also to appropriate some money to build a suitable building for the accommodation of the school; and we want the good people of the country to give us money enough to buy us a farm, and we hope to get them. I like to see the letters written by the Indian children, and I enclose you a copy of a card written by one of our boys to a boy that had gone home. It was written with copying ink and the copy shows his hand writing as well as what he says. The subject of the card is a very difficult one to handle but Johnnie did his best to make himself understood.

H. J. MINTHORN;

September 14th, 1883.

DEAREST FRIEND:—I address the opportunity of writing you a few lines to informing you that I am well at present. Now dearest benevolent friend I will request you what is the reason that you neglect what you have promise that time you was here about the money that you had borrow from us. You stating dear friend that you will sent it as haste as possible can, so I hope that you will sent it now.
Your affectionate friend,
Capt. Johnnie Allexis.

An X marked on the outside wrapper or on the paper itself shows that the time of subscription has expired.

LETTERS AND PARTS OF LETTERS FROM OUR PUPILS IN THE COUNTRY.

"I try to save my money all I can, but I want so many things I guess I have to spend some of it."

"I am going to knit stockings this winter. Yesterday I bake four loaves of bread and today I bake pies."

"I expect so you are very willing for me that I remain in this community. I hope soon to overcome white man's ways."

"Miss E. if you can not see well enough to read my writing you can get your spectacles put on and read it because my writing is so small."

LAZY BOY.—"I don't want to stay this place because not good to eat everytime, just we keep busy."

"I do all the baking without any help. They said I bake nice bread. I know how to make butter, and I can milk. I hope these folks will not think I am lazy."

"I think it is the best thing to learn to be a farmer, so when we go home and get a place we do for ourselves, and not spend time lying in the shade in the summer time."

"Mrs. K. she said when I down work corn I go to myself work wash clothes. I am boy. I am no girl to wash clothes, and she said some time iron too. I don't like to wash myself clothes."

"I am get along all right and so forth with my lessons, but in one thing I have trouble, now. I got stick fasten now, but not soft mud tall, don't you forgether, it is this, Decimal fractions."

"We have 72 acres of farm on this place, 9 cows, 2 horses, 36 head of hogs and pigs. This farm is very stony and rough, so when I plow I pretty nearly fall down over the stones, but I try my best to plow and I succeeded."

"I make bread every week, first I get little trouble, but this time never get trouble. I make rusk and biscuit. I don't milk because we got one work boy hire, he bring the milk. I strain the milk. L. and I, we goes to church but they don't sing or read bible, they just think about God they own heart."

A Pueblo boy, who left us last week for his home in New Mexico, wrote a letter on the way, to his teacher, and among other things he related, was that the sales-boy on the train wanted him to buy "Peck's bad boy." He refused, he said, because he could be bad enough when he tried without reading such a book as that.

"Now I get up and fix the fire and get the breakfast started before Mrs. E. come down. I can fry potatoes and mush and make the coffee. I wash my dishes and keep a very nice kitchen I help churn, and Jennie and I wash every Monday. I like to live here very well. I want to be a good girl and learn all I can English. Miss T. wrote on the slate for me I tell her what to say."

"I went to the office for letters, and saw boys and many mens smoking. They asked me what are you after, I told them letter. Wait a minute. He said you like tobacco, I said No sir. Tell me what you do like to use it in the winter time. I told them I never use anything in my life, and every body laugh at me. I told them I won't take it, if you give it me. I use to smoking, but I stop since I came at Carlisle because when I smoking I get dizzying my head, and now I don't want use anything no more as long as I live on the land."

"I am at a loss to know what to do with myself after this month. I am much better than I have been, but I hardly think I shall resume my studies this year. I have done nothing toward study since I left Carlisle and the prospects are that I shall do less. I think there is nothing better for my health than the work I am doing now, for a time at least, which is general farm work. Confinement would kill me, now, I think, but M. has promised me work only this month. He said he thought he was unable to find me

work for the winter. If there is no work to be had of course I shall return to Carlisle, but if I can succeed in obtaining work, shall wish to stay out longer."

"Last week as I was coming home from school, I met a little colored girl, and I said "Good afternoon." She didn't say anything at all. I walked on. I turned around again, there she stood looking at me and I thought I play with her awhile. I said "Little girl, what are you looking at, anything wonderful?" "She says to me, "I am looking at you," I said, "Why?" "Because I never saw an Indian before." I asked her if she was afraid of me. She says yes, ma'am. She asked me if the Indians live in the trees or forests. I said, "Oh! yes, they do. Indians fly around in the trees just like birds." So you see this little girl didn't know anything about the Indians. She said she heard that every one of us lived in the woods. When I came home I laughed till I could not laugh anymore. That's the way some people are, don't know anything about the Indians."

"I am still here living with Mr. A. J. in harmony. I have learned many things here. I have seen an apple and peach drying, putting in the way that could be kept for more time. I have also help'd to do them concern apples and peaches. I often said that I had no idea that apples and peaches were dried in so simpler way before. I have learned to know that the leading importance in farm raising are wheat and corn, but the most interest is wool raising. If a farmer has three or four hundred head of wool sheep, he is considered as a wealthy farmer. Wheat and corn raising are the next in business. Wheat sells at \$1.00 per bushel and corn sometimes at \$1.00 also, but depending on the circumstances. Apples and peaches, it pay more when are sold for apple or peach butter, which are .50 per gal., no other way is payable; but I can say that when apple or peach becomes to be butter it cost a labor. Remember that apple has to be boiled out and down the whole day, and some one has to stirred, to keep from burning, the whole time. It is worthy of the price if it could be sold at 50 cents. This at the end in respecting to farm experiences."

DEAR SCHOOL FATHER;—I am very glad to hear that you have come back to Carlisle. I have been hard at work while you were gone. I get the meals now, very often when Mrs. B. sleeps too long in the morning I get the breakfasts. I made some bread yesterday and it was very nice. I have made bread a good many times this summer and every time it has been better than Mrs. B's last baking. This time her's was not done enough, so that her husband could not eat it, so we had to toast it. I am studying my books now. I will soon finish my old fractions, then I will be in Decimals. My Geography I like best, because I have to draw so many maps. I can draw Dakota for you now. I was very glad to see Miss. Ely, she came to see us. I asked her and now I will ask you if I can come there on Christmas to spend a day or two, please. I am well and happy and am still getting fatter, I weighed myself down celler yesterday but could not stop to see what it was, I know it was more than 95 lbs, I must stop now, please write soon and tell me all about your visit. Good by, From your school daughter.

A boy who is anxious to have more of his tribe at Carlisle.

Dear school father, one thing I want to know that is this: I don't know why you don't get some more Pueblo children. Did you afraid to go to New Mexico. I guess may be the Pueblo is the wildest of all than other Indians. Take one if the Pueblo boys and go with you, see if you can get any. I know some of the Pueblos they are afraid to send their children. I like to see some of them.

Returned Pupil to his Agent.

DEAR SIR. Brother Wiggins wanted me to write a little note for him to you, and tell you that he want to go to Carlisle with me. Please to speak to Capt. Pratt about this young man. I want my brother to be a man I want him to do something, and to be something in the world, and I want to have him to get all the knowledge he can. Please to help my brother to go to Carlisle.

Yours truly,

YOO PESHA PALLAQUIANNA.

The story of a Pallaquianna. The old Indians say that their grandfathers used to tell this story that I am going to tell about. Once there was an Indian boy in New Mexico who was a good singer and could play flute very nicely, for that was his business. Once he had a small patch of melons, south of his camp. He was not a lazy boy, he always got up early in the morning and put on his deer skin shirt, for that was all the clothing they used to have in the old times, and then he would go up on top of a hill and where he always went and prayed to a big stone which was on top of that hill, for those people who lived in the old times they did not know that there was God; and when he got home he would sing and sing all day long and the tune he used to sing many a times was this:

Tee ha, tee ha, zee-innacu, ittan-nie, mas-zaunic, skeca ha, pay-hu-hu-ca-na, ha-he, heow heow.

Here, here down in the hollow where my beautiful vines are growing, more I sing more they seem to be growing.

For those people they believed that singing and dancing made the things grow more beautifully. These things are what the Pallaquianna used to do. Written by

SANTIAGO QUINTANO, Pueblo.

ENCOURAGING.

We have many encouraging letters from friends of our work. The following from one whose 88 years speaks to us with such venerable benignity, encourages our efforts and hopes.

POPLAR RIDGE, CAYUGA CO. N. Y.

DEAR FRIENDS, TEACHERS, AND PUPILS OF CARLISLE SCHOOL:—I have just been reading MORNING STAR for last month and am much pleased and gratified with the evidence it affords of the improvement of the children as well as of the care and interest of the teachers and care takers in so laudable a work. Hoping it will enable many to become useful citizens in this great government, and also promote their happiness and prepare them for an enduring happiness when our Heavenly Father, the great and good Spirit may see fit to call them to another state of existence or spirit land, farewell. I believe I have sent a little money, I don't know how much but I inclose one dollar hoping to receive the paper as I have done. I am nearly 88 years old, and may never be able to write to you again. May God help you all and I believe he will if you are obedient children for he delights in the welfare and happiness of us all.

From your friend,
JOHN SEARING.

GRATIFYING.

The following is so gratifying to us, THE MORNING STAR folk at Carlisle, that we venture to send it out to the branches of the family in all parts of the United States and the scattered sprouts in England, France, Germany, Spain and Austria.

DEAR CAPT. PRATT:—I enclose you herewith one dollar for the MORNING STAR. I have been in receipt of it for some time and have not paid up my subscription, so please place this to my credit.

There is nothing that I take to my home that is seized so eagerly, and read with more pleasure by the whole family than this little MORNING STAR. Like a star, it shines and cheers with its light, and like the morning star it is the harbinger of the day which I believe is already dawning upon the poor Indians, who so long have been buried under the darkness of heathenism, and wronged and oppressed by his white brothers. It not only shows its pleasant light, but it has heat, it warms our hearts toward our poor red brothers.

A boy, when asked about his parents, said his father was half white man and half Irish. His mother was Indian. Question:—"What is he?"