

The Morning Star.

"GOD HELPS THOSE WHO HELP THEMSELVES."

VOL. IV.

INDIAN INDUSTRIAL SCHOOL, CARLISLE, PA., MAY, 1884.

NO 10.

FOR THE MORNING STAR.

APPLIED GRAMMAR.

If you meet the changes, each day that befall,
With rebellious hearts, and scowling faces,
What's around, with, or by, shall your souls
enthrall.

Prepositions govern objective cases.

But if meekly you meet them, hour by hour,
With glad surprise, you shall find yourselves
free,

For words of action, of rule, and of power,
With their subject nominative must agree.

SECRETARY TELLER'S VIEWS UPON INDIAN EDUCATION.

The Secretary of the Interior has defined his views upon the proper functions of Indian schools in the following letter to a Superintendent:

"DEAR SIR:—My attention has been called to your request to be allowed to purchase girls' shoes at \$3 per pair. I cannot comply with your request. I find that the ordinary shoe purchased costs 74 cents a pair. I have examined the same and find they are better shoes than those the country girls wore thirty years ago, and I have no doubt are worn by thousands of farmers' daughters to-day.

I take this occasion to give you my idea of the proper course to be pursued in the purchase of clothing, food, &c., and the general training of the children in your school. In the first place, allow me to say, while I consider it very desirable that they should receive some instruction in book knowledge, I do not consider that the main object of their attendance at school. That education is the best which enables a person to take care of himself to the best advantage. He who can feed and clothe himself without the assistance of others is, at least, partially educated, whether he can read or not. If you can teach him to speak the English language, supply himself with suitable food and clothing, make and maintain a home for himself and his family, you will accomplish a great work.

Care of the body is the first requirement to the attainment of civilization, and it is useless to give an Indian a scholastic education unless he has also the ability to supply his physical wants. The white boy and girl, brought up in a country where all the people are engaged in supplying their wants by labor, have no difficulty when thrown out on their own resources to do the same. The boy that has seen his father plow, mow and gather the fruits of the field, will do it without special instruction. Not so with an Indian; he must be taught how to hold the plow, how to prepare and keep in order his scythe, when to put in and when to harvest his crop, and a thousand things acquired by farmers' sons by observation, must be taught specially to an Indian youth.

But above all, the Indian boy must be taught the advantage of steady, continuous labor. He must be trained to do what he has never seen done and what he has been taught it is not manly to do. I want to impress on your mind that if you must neglect either, it should be his literary studies and not his manual labor exercises. I much prefer to know that he can plow, sow and harvest than to know that he has made great attainments in a literary way. I write this be-

cause I fear there is a very general disposition to overlook the great advantage of the instruction intended to enable him to support himself. I desire also to call your attention to the necessity of strict economy in the management of your financial affairs. The limit per capita will be doubtless in the vicinity of one hundred and seventy-five dollars.

It appears to me that, with the advantages of the farm, you ought to be able to keep within that sum, and still furnish all that is required for the proper care and improvement of the children. You must remember that the children have not come from luxurious homes, and when they leave school they will return to the reservation to take care of themselves. Great care should be exercised that they do not acquire habits of living that will be so far above their ability to meet that they will become discouraged, and fail to be benefited by their schooling. They will have plenty of good land, and if they have acquired habits of industry and economy, they will be able to take care of themselves in comfort, but not in luxury.

I think all the appointments about the school should be plain and inexpensive. They should be accustomed to plain clothes and plain living, having only occasionally enough of the luxuries of life to stimulate them to endeavor to secure for themselves all the advantages of civilization. I want as little as possible done with machinery, and I shall be pleased to know that you do your farm labor without the use of mowing machines and reapers, if possible.

Very few Indians will be able to purchase expensive machinery with which to carry on farming operations, and they should be taught to sow grain by hand, cultivate corn with plow and hoe, and cut grass with scythe and grain with hand cradle, and to take care of it after it is cut. I also suggest that you should teach both boys and girls to milk the cows. The girls should be taught to make butter, cheese and curds, as well as do all the household work, such as cooking, washing, making and mending clothes.

Very respectfully,
HENRY M. TELLER, Secretary."

THE CARLISLE SCHOOL.

Statistical Items.

| | |
|--|-----|
| Number of pupils at this date, | |
| Boys..... | 325 |
| Girls..... | 130 |
| Total..... | 455 |
| Number of tribes represented..... | 37 |
| Number out in families, | |
| Boys..... | 114 |
| Girls..... | 30 |
| Total..... | 144 |
| Whole number who have been so placed for longer or shorter periods since the school began, | |
| Boys..... | 353 |
| Girls..... | 135 |
| Total..... | 488 |
| Number of pupils who have returned home..... | 279 |
| Died at the school..... | 33 |
| Number who are or have been under instruction since organization, October 5th, 1879, | |
| Boys..... | 522 |
| Girls..... | 245 |
| Total..... | 767 |

Work of Sewing-Room.

Half of each day is spent by the girls in this department.

Manufactured during 1883 :

| | | | |
|--------------------|-------|--------------------|-------|
| Aprons..... | 395 | Drawers, pairs.... | 1,044 |
| Night-dresses..... | 108 | Skirts..... | 52 |
| Girls' coats..... | 98 | Pillow-slips..... | 505 |
| Chemises..... | 118 | Dresses..... | 302 |
| Shirts..... | 1,469 | Towels..... | 485 |
| Sheets..... | 261 | | |

Repairs during the month of April, 1884:

| | | | |
|-------------|-----|------------------|-------|
| Aprons..... | 366 | Drawers..... | 146 |
| Pants..... | 48 | Vests..... | 12 |
| Coats..... | 49 | Hose..... | 3,083 |
| | | Underwear, p'cs. | 457 |

Laundry.

From 4,000 to 5,000 pieces per week are washed and ironed by the Indian girls, under the supervision of a laundress and assistant.

The Dining-Room

is cared for by a matron, assisted by 18 Indian girls, each one in charge of a table.

The Cooking

is done by one cook with two Indian assistants.

The Bakery

is managed by Indians. An Arapahoe, who learned the trade here, is in charge, with two apprentices assisting. The baking amounts to a barrel and a half of flour into bread daily.

The Girls' Quarters.

The building occupied by the girls was formerly officers' quarters, and consisted of six two-story houses built together, making a block one hundred and fifty feet long. Doors have been cut between these houses, and a third story added, thus making one house capable of accommodating one hundred and forty girls. The rooms are of moderate size, three or four girls sleeping in single beds in each room.

Large Boys' Quarters.

These consist of twelve rooms, ten occupied as dormitories, and two as bath and clothing-rooms. Each room is under the immediate care of one of the older boys, the whole supervised by the disciplinarian.

The LITTLE BOYS' QUARTERS consist of 16 rooms occupied by 84 boys, under the care of a matron.

Industries.

The system of the school is half day work and half day study. The following occupations are taught:

| Apprentices. | | Apprentices. | |
|---------------------|----|-------------------|----|
| Baking..... | 2 | Carpentering..... | 11 |
| Harness making..... | 11 | Tinning..... | 7 |
| Tailoring..... | 17 | Shoemaking..... | 15 |
| Painting..... | 2 | Printing..... | 6 |
| Blacksmithing..... | 8 | | |

The products of the past year from the different shops have been as follows:

SHOE SHOP.—31 pairs of boots; 182 pairs of boys' shoes; 176 pairs of girls' shoes; and the repairing of 150 pairs of boots and shoes monthly.

TAILOR SHOP:—410 coats; 771 pairs of pantaloons; 343 vests.

HARNESS SHOP:—205 bridles; 190 halters; 197 sets of harness.

TIN SHOP:—4,305 tin pails; 7,498 cups; 1,072 coffee boilers; 145 funnels; 5,340 pans; 5,211 joints of stove-pipe.

WAGON SHOP:—11 spring wagons.

The effect of the work shops has been good from the first. The goods being sent to the Indian agencies in the west, is conclusive evidence of progress, and an incentive to those who receive them; and we invariably find that when an idle or mischievous boy is put at a trade his standing is raised in scholarship as well as conduct.

The Farm

products for the year were as follows:

1,530 bushels of wheat; 500 bushels of oats; 50 bushels of rye; 50,400 pounds of potatoes; 20 bushels of beans; and a full supply of vegetables, milk and eggs.

THE MORNING STAR.

EADLE KEATAH TOH.

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INDIAN SCHOOL, MAY, 1884.

AT least FIFTY Industrial Schools for Indian youth with 300 to 500 students each should be established at once, at points sufficiently remote from their reservations to insure regular attendance of the pupils. These should be in industrious communities, and the children, as rapidly as they can be prepared, should be placed in good families to learn agriculture and the other industries of civilized life, and to attend public schools with the children of our own race.

THE citizens of Lawrence, Kan., have given to the United States Government 300 acres of land near the city limits for an Indian Industrial School, and the department has already erected buildings to accommodate about 300 students.

THE citizens of Albuquerque, New Mexico, have given to the United States Government 60 acres of land close to the town limits; and the government is putting up about \$30,000 worth of buildings thereon for an Indian Industrial School.

THE citizens of Forest Grove, Oregon, are giving to the Government 200 acres of land on which the government will erect buildings for a large Indian Industrial School.

IT is evident that to reach complete success in Indian educational work and Indian civilization, there must be the most hearty co-operation between the Christian people of the United States and the Government. The Government acting alone would fail. The Christian people in the country acting alone to accomplish these great results would fail.

"A strong pull and a pull all together" will lift the Indians out of ignorance and pauperism into a condition of self-support and citizenship. The government has the power and force, while the Christian people of the country offer the strongest persuasive influences.

Forceful persuasion is what is needed over most of the field.

LAST year Congress enacted a law prohibiting us from paying our apprentices the 8½ cents for each half day's work which we had paid for three years previous, under a regulation of the department. The withdrawal of this payment meant injury to our industrial efforts. The mite of money gave the means to practically instruct in the knowledge of its uses—an all-important lesson for the Indians to learn. It was economy because the students worked better, and most of the money they earned was invested in articles of clothing and convenience, saving such supplies to the government; and when a student went out to live in a family it furnished the means to pay railroad fares.

The Senate this year leaves out the hurtful law. We believe the House will concur.

In the meantime we have been enabled to pay our more than 100 apprentices during the whole year, (in all over \$2,000) through the beneficence of a lady friend in Philadelphia.

Our Farm.

WANTED! \$13,734.

One of the most important branches of our industrial training at Carlisle is the agricultural. More than half of our boys will eventually find in agriculture their life work. It is healthful, profitable, and the most independent of all industries. With these views in our mind, at the organization of the school we at once began to devise means to give to this branch of our training the scope its importance demanded.

The government buildings here at Carlisle cover nearly the entire twenty-seven acres of land belonging to the property. Not more than eight acres are left for agricultural purposes. This compelled us to look outside for the land absolutely necessary for our use.

For the year 1880 we rented ten acres of excellent land joining the Barracks property. For this we had to pay \$200, twenty dollars an acre. This was the rental paid by the government for military purposes, and the lowest we could get. We gave it up after one year, and rented an adjoining farm of 109 acres at a rental of \$1,200 per year; at the same time we endeavored to get the government to make a purchase of suitable land.

We had this last property through 1881 and 1882. Finding it quite impossible to realize any profits, we gave it up and secured another farm of 157 acres, two miles and a half from the school. It being imperative that for school purposes we should make many changes to adapt any property to our needs, we ventured to purchase the farm for \$20,000, having \$4,000 given to us by friends of the school for a first payment, the balance of the purchase money, \$16,000 remaining in the farm on interest.

From the start we have had the unswerving encouragement and endorsement to Congress of both the Honorable Secretary of the Interior and the Commissioner of Indian Affairs. They have written repeatedly to the appropriations committees of both branches of Congress, and have gone before the committees in person, urging an appropriation of \$20,000 to buy a farm for the Carlisle school.

Last year the request was placed upon the book of estimates, and repeated this year. This book contains estimates of sums required by the different departments to cover the expenses of the government during the next fiscal year.

This year we renewed our efforts and were aided by the influence of many friends, and appeals were made to the committees and to individual members of the committees. While there seems to be a full acquiescence in the need of a farm for the school, the money is not given.

It is apparent that with the abundant labor at our command the farm will be constantly improving, and the value increasing so that there can be no question as to the economy of the purchase.

We have, by the aid of friends, paid \$2,266 more, making \$6,266 paid, and leaving \$13,734 yet due.

It seems to us that after this four years of effort and failure to get the money from Congress, it is high time to abandon the hope that Congress will hear us, and to make an appeal to the friends of the work, and free ourselves from debt.

We need \$13,734. Shall we have it?

The farm is held in trust by C. R. Agnew

and A. S. Larocque of New York City; Joseph K. McCammon of Washington, D. C.; S. Longstreth, Daniel M. Fox, James E. Rhoads and William McMichael of Philadelphia; Albert K. Smiley of New Paltz, N. Y.; M. C. Thaw of Pittsburg, Pa.; Wistar Morris of Overbrook, Pa.; Robert M. Henderson, J. A. McCauley and R. H. Pratt of Carlisle, Pa., who form the Board of Trustees of our charity funds.

Moneys may be sent to me direct or to any one of the other trustees of the fund.

R. H. PRATT,
Capt. and Supt.

The Senators and Representatives of Congress, who visited us on Saturday, the 10th inst., were especially pleased with our shops. We informed them, and we wish to inform all our readers, that we have the shops not so much through the aid of Congress as through the benevolent friends of the school. Congress refused to give us a pittance of \$1,500, that we might turn the old cavalry stables into shops for our mechanical departments, but a "Country Parson" gave us \$2,000; and many of the tools and machines are the gifts of other friends. Our printing office entire is the gift of two friends. Space will not permit us to mention the many appliances given that have so greatly aided our work. If the friends of the Indians had not worked together with the government the Carlisle school would not be.

THE Indian Appropriation bill as it has passed the Senate gives \$1,166,000 for education. The Senate Committees on Appropriations largely increased the appropriation allowed by the House, and the Senate added \$85,000 more than its Committee recommended. Truly we are getting forward in the matter of Indian education.

"Confidence is a plant of slow growth."

LORD CHATHAM.

OUR RETURNED PUPILS.

What a Missionary of more than Twenty Years Service in the Indian Country Writes About Several of them.

"I am becoming more and more attached to Carlisle from the work it does. Not the work done in the educational department, but the lessons in life that its pupils learn. I wish we could send a thousand, yes, every one of our young Indians away to such training as they receive there. When I heard of —, the laziest mortal I almost ever saw, before he went to Carlisle, going into the cornfield on his return, from choice, and have such strong testimony as has come to me about his industrious habits; when I went into her home the other day and found — there, pale, scarcely able to speak, and yet perfectly neat and tidy as to dress and hair, dragging herself around in an effort to make the house clean, I began to realize how excellent the Carlisle method is. It makes the old life intolerable to the young people who go there.

I am hoping that perhaps Capt. Pratt will succeed in keeping — from coming out here. I don't want to see any of them come back if it can be helped. I saw — to-day. He leaves to-morrow for his home to see after his cattle. He appeared remarkably well. There is in him the making of a man. — is doing very well indeed. — is also doing exceedingly well; and I hope to have her stay with me. Her father has consented to give up all claim upon her if I could take her."

PHOTOGRAPHS.

All Photographs of our pupils, school buildings, and the visiting chiefs are kept on sale by the MORNING STAR office. We hope in this way to help pay the expenses of keeping up our paper, and to spread an interest in Indian educational work.

SCHOOL ITEMS.

Sixteen of our advanced pupils are acting as assistant or monitor teachers, two in each section, one in the morning and the other in the afternoon.

In the 217 original home letters written by our students this month, some of which were good length, only 116 words in all were misspelled, showing that 101 of them were perfect in orthography.

Two of our Sioux boys, Luther Standing Bear and Clarence Three Stars, who are employed in Wanamaker's store, Philadelphia, made us a short visit at the time the Congressional party were here. Luther belongs to our brass band.

A map of Indian Territory, in Miss Moore's school room, made of clay and sand on a moulding-board by one of her class of girls, looks very natural with its hills and hollows, plains and rivers, and little paper tents with pins and tooth-picks for poles.

Miss Annie W. Morton, of Massachusetts, who taught in our school two years, was compelled by loss of health to give up teaching and go to Florida last fall. We are glad to state that the recuperative qualities of that genial climate during the winter have restored her health, and she returns to the work.

One of our teachers wishing to ascertain whether her pupil understood the meaning of "great deal," told him to go out and get a great deal of sand. He returned with a little handful.

TEACHER:—"Do you think that is a great deal?"

PUPIL:—"Yes, ma'am."

T.—Why?

P.—"Because I cannot count them."

Miss E. L. Fisher, one of our teachers, returned on the 15th inst., from a trip to Omaha Agency, Nebraska. She had in charge Frank Morris, an Omaha pupil, who went to his home on account of ill health. While in the west she visited the Indian school at Genoa, Nebraska. Next month we will give a full account of her observations both at the Genoa school and the agency.

We are in receipt of a package addressed to EADLE KEATAH TOH, containing three dozen handsome chromos and a dozen beautiful bright colored books, "Sunshine for Little Children," from Blair's Sons, Apothecaries, Phila. Thank you, gentlemen. They will furnish handsome adornments for girls' and boys' rooms. We shall have our carpenter boys try their hand at framing.

Some young ladies of Packer Institute, Brooklyn, have what they call "The Charity Society." The rule of this society is to impose a fine of one cent on each member who makes an unpleasant criticism on any one. We recently received from the treasurer the sixty cents accumulated, which had by vote been ordered sent to the hospital of the Carlisle school. We have invested the same in a pitcher and a pair of vases. We are sorry for the remarks, but much obliged for the money.

Dr. O. G. Given, our school physician, removed a pistol ball from the hand of Little Elk, one of our Cheyenne pupils. Fifteen years ago Little Elk was loading his pistol, when it went off, and the ball entered the thick part of the hand behind the little finger, fracturing the metacarpal bones of the little and third fingers, and lodging deep in the middle of the palm. The

operation was an ugly one, and Little Elk thought he could stand it without ether, but before the doctor got through he begged to be put asleep.

The Doctor performed another operation on the hand of Jack Mather, a Lipan boy, who was captured seven years ago in Old Mexico, by the Fourth Cavalry under Gen. McKenzie, and was sent to this school four years ago at Gen. McKenzie's request.

Jack, two years ago received an injury of the metacarpal bone of the index finger of his right hand, from an iron pointed arrow head. The result was caries. An operation last October failed to relieve this, and so the Doctor found it necessary to remove the entire bone and the index finger. Jack's hand is now all right except that he has but three fingers.

Congressional Visit.

In keeping with our previous custom, we invited the committees on appropriations, Indian Affairs and education, and other members from both houses of Congress interested, to visit our school and see for themselves its practical workings. This invitation we were enabled to extend through the kindness of the Pennsylvania Railroad, which gave a special train. The day was perfect. The party consisted of Senators Dawes and daughter, Manderson and wife, Mrs. Senator Plumb; Representatives Wellborn, son and daughter, James and wife, Stevens and wife, George and wife, Payne and wife, Perkins and wife, Follett and daughter, Oury and wife, Peters and wife, Atkinson and wife, Cutcheon and wife, Money and wife, Rodgers and wife, Pierce and daughter, Tillman, Johnson, Peel, Smith, Tassett, Skinner, P. B. Tully's daughter, Rev. Dr. Bartlett and wife, Mr. and Mrs. Warner, Washington, D.C., Mrs. Jno. Baily, Dr. Adams, Pittsfield, Mass., Mr. Spotswood of Government Printing Office, E. L. Stevens and Mr. Dixon of the Indian Office, Mrs. A. G. Sharp Post Office Department, Mr. Toole, clerk of House Committees, Irvine, messenger, Mr. Curriden of the Washington *Republican*, and others, to the number of eighty-two. The company arrived at noon and left at four P. M. with many expressions of appreciation. This was the largest party of our law makers that have ever visited our school.

Our Pupils in the Country—How we find them—What the Patrons say of Indian Help.

We take the following brief extract from a report of one, who, acting under our orders, has visited our pupils placed out on farms in Bucks and Montgomery counties this state, and in parts of New Jersey:

PATRON.—"We like our boy very much indeed. He works well and is very pleasant, never disobedient. I have but one complaint to make, he is a little rough with the horses. We want to keep him and will do what is right by him."

PUPIL.—"I like this place and want to stay."

PATRON.—"He is a very good boy. He seems reliable, willing to learn and has no bad habits that I can discover. His back is weak, and I have felt afraid sometimes we should be obliged to return him on that account, but hope he will get over it."

PUPIL.—"I like this place. This man is kind. I like to stay here and I will do my best."

"We can give the best of reports about our boy. Could not wish him to be better in conduct, or do his work with more care. He seems perfectly reliable, gentle with the stock, and is really of much service to us. As he has learned the shoe-making trade at the school,

when his shoes or boots need repairing he does it himself, so saves expense."

"We don't want to part with our girl, but if she must go, as her time is up, we want another good one in her stead."

PATRON.—"Oh! he is a pretty good boy but gets awfully stubborn sometimes. He can work well when he wants to, but he doesn't have a hard time, as he does nothing outside."

PUPIL.—"The people are kind but I don't want to stay here because I am not learning to do farm work. I want to learn to farm."

"It took a great deal of patience at first to teach her, but she is paying me now for all my trouble. She can cook a meal, or do most anything about the house. I work with her myself, and show her. Neither of us stop until the work is done." — is pleased with her place and looks well and happy.

PATRON.—"We have no complaints whatever to make of our boy. He does as well as it is possible for any boy to do; is perfectly reliable and we do not wish to part with him."

PATRON.—"He can plow, take care of a team, do all kinds of general farm work. He is quick in his movements, works hard and well."

PUPIL.—"I do not wish to return to Carlisle at all, but when my time is up I will go home. If things don't suit me there I will come back east."

PATRON.—"He talks too much, and was the most heedless boy I ever saw. I punished him once for not giving attention, since then he has done better and has improved greatly in the last few weeks. I don't want to part with him for I have got him taught my way now."

PUPIL.—"I have a very good place. I like everything about here. I am learning much about work. I don't want to go back to Carlisle."

The boy has grown stronger. His sun-burned face, rough hands, pleasant "Good-bye,—Come again," after turning our carriage for us in a business way, was ample evidence that he could not be better situated.

I found — plowing, by himself in a field. His report is excellent, but the place is not satisfactory in every particular.

— was cutting potatoes for planting. He has a good report and a good place.

"She is getting along nicely. She takes an interest in her work and does the very best she knows always. She has a good deal of the house work to do as I am not able to do much." I had a piece of excellent pie of her baking.

"She is very satisfactory indeed, except that she will forget. She makes nice bread, cakes, biscuit, rolls, butter and yeast."

On this trip I visited 64 pupils, 25 of whom were doing excellently, 8 very well, 6 fairly well, 4 badly, 19 who had been on such short trial that it was impossible to arrive at a just conclusion in regard to their capabilities, and two patrons were absent from home, from whom I received no reports.

The Indian pupils on farms are making for themselves a wholesome reputation as steady, reliable help.

While our Indian girls should be educated to feel that no part of house work is degrading, it is all-important that sufficient interest should be taken in their future welfare by persons having them in charge, to instruct them as early as practicable in cooking, baking and the other duties of house-keeping, besides washing dishes and scrubbing.

WHAT OUR PUPILS WRITE TO THEIR HOMES.

Extracts from Monthly Letters.

"I want to learn perfectly about my work this summer."

"I hope to get work this summer with some good farmer."

"I would like to see home but at the same time I like to be here."

"You don't know what good-by means, but I will say to you good-by."

"I want to see you when I come back have big farm and dress like white man."

"I would like to know how many things you have planted and how they are growing."

"Do you think that the white men that are famous all over the country have been to school just three or five years?"

"Dear brother, I heard that you are married, now you must earn your own living and have a land for your own self and work on it."

Tom Navajoe, says: "I am very well, all the time work its very hard. I don't care anyhow. You said my hand was too small to work, but I can work first rate."

"My brother-in-law I stay home that time me have no think but when I came here I have think, I am very glad to shake hands with you, you brother-in-law me."

"While I was away living with a white family I got behind my class. I did not learn very much about schooling, but I know a great deal about house-keeping and cooking, etc."

"You cannot imagine how well and happy I feel since I came to Carlisle School, seems as I have got rid of a heavy load. Thanks be to God, and to you dear mother for sending me here."

"I try to make myself in the blacksmith-shop, when I know, that is very good for me. Once I work outside all wet my hat and water come to inside my shoes, all wet my feet and I catch sick."

"If we go home this summer we will try to ask our mother, father and our parents if they will let us come back here again. I think they will let us if they want to let us have more education, and civilized."

"My work now is to sweep the girls' assembly room. It is eight or nine times larger than our sitting room at home, but I can get it done quick enough. I have made a great deal of bread since I told you of my first baking."

"How did the council turn out, have they lease the land? They will wish they had not when they do it. I think they had better hold on to their farms. They are able to work those farms if they want to. They are too lazy. That is what is the matter with the Indians."

"Father I do honestly say that I do not want to leave the noble task of educating myself until I truly understand the art of living thinking and acting and until I forget all the Indians bad habits and customs. I earnestly hope that sometime I will have judgment and application enough to leave my Alma Mater."

"The farmers around here are busy in their fields, but I think the farmers here work harder than western farmers, because there is too much stone in the ground and so that makes it very rough, but out west we can plow all day and never strike any rock, but here we strike stones every step. Although they get great deal more for their crops than we, because there are more people here than out there."

SORRY, BUT TOO LATE.

DEAR FATHER AND MOTHER:—I have just commenced to work at my trade. Oh! my! but it did make me sweat the first board that I sawed. I was sweating so that one of the boys said that my knowledge was coming into water. I sawed and did not give up, though my hands hurt me, where I had hold of the saw.

I think I will like my trade for I enjoyed

the first day. I hope I will be well smart and strong enough to learn it.

Now I must ask you, are you sorry because I had to leave you? I am sure you would not be if you knew how much of the chances those have lost who refused to give up their children. I am sure after a while they will be sorry, but too late. The ones who do not educate their children, after while they and their children will go after those that know some things, for their helps. Last Friday we had our speeches. One of the boys said, "Soon the end will come when the people will say, Let the Indians pay for their own schooling; and the ones that are in school will be well off if they have improved the time they have been at school."

I Loaned him Money.

"DEAR SIR—On Monday May 5th, I loaned \$2.75 to ———, a Sioux, and he promise honestly to pay me back when he arrive at Carlisle, also Mrs. ——— a quarter. Please see about it. If he has not got plenty of money, make him to go to some sort of occupation and earn for us. I expect you have heard what he has done, have you? Capt. I never forget to ask my good and faithful employer where-ever I go. I always try not to get into evil associates also I am not using this filthy tobacco which injures the healths of men, nor taste any of those intoxicating drinks except tea, coffee and water. Why don't you folks at Carlisle have a spelling school sometimes, I should like to know who stand the longest. I can't think of anything special to communicate with you so I better quit, hoping to hear from you soon.

ARAPAHOE.

A Kiowa Writes to his Brother in Indian Territory.

"In one or two of your letters you said something about my having been away from home for nearly five years, and your desire is, that I should come home.

First of all I will ask you one question, or more if you allow me to.

1st. Where is my home?

2nd. What have you for me to do?

3rd. Are you willing to take an interest in trying to live a new life?

4th. Am I able to help you as you wish me to?

No, not at all. It seems to me that the white people are my own race, and the Indians were whites.

This you may think very foolish talking but it is true. It is true I cannot spend all my life time here at the Barracks. I will let you know about what I decide to do."

BOTH RACES ALIKE.

AN ORIGINAL SPEECH BY VAN HORN, CHEYENNE.

Who is it that brought us here to this beautiful place among the civilized people? Who is it? It is by the influence of God. It is He that brings away all the Indian children from all their unworthy lives, so we are here simply because the better ways and everything that is good for us to have is here. What is the use of studying these things then? I am sure there is a good reason. You boys and girls want to be well educated and accomplished also, as all other people in this country do.

Now let us use the opportunities we have every day, and try hard to learn all that it is possible for us to know.

There is one important thing that we should have thirst after, that is the language I am just now speaking with you to-night. Our school father, wants every Indian boy or girl here to-night should learn to speak it entirely well. He knows what is good for us and why we should learn the English language. I believe all this will make us useful men and

women all our lives, so all now make up your minds to depart from all Indian ways. But give yourselves to the civilized life and become as a part of the people in this country. Look up always to one who is the strength of your lives. He will be glad to help you to get what you may desire to have for your own good.

You have observed and felt how the clouds and the air keep moving, passing swiftly by, so it is with every single minute that comes to us. Whenever you have something to do, go to work with all your might, then work will pay you. Do not waste time when the birds and the bees are so busy.

Why are not the Indians earning their own living, just as well as the white people in this civilized country?

Why is it that the Government is feeding them and permitting the white people to earn their own bread. How much better it would be to serve both alike. The English language and knowledge of books will bring us both alike. Dare to do your duties that are given to you boys and girls. Dare to be right. Make yourself useful to your own people, and to the people in midst of you, then you shall evermore be happy, during your life time in this beautiful world.

Education the Panacea.

The Indian question seems to be fast approaching a settlement of itself, and the honor of making it possible must rest with the philanthropists of the land. The old government policy of putting the Indians on reservations, and granting them supplies, rests upon the supposition that the Indian is unable to receive instruction, and hence, must be endured in his present condition and kept in place by such measures. As the policy implies no hope of improvement of the Indian, so it secures none. Indeed, it contains within itself the very seeds of failure, and the government seems never to have been more short-sighted than in this case. The idea that the Indian could be made tractable and restrained, when he was allowed to live in idleness and have all his wants supplied, is against nature.

An Indian—and most white men—are never too lazy to fight, and continual idleness tends to develop that very propensity. The results of the reservation policy have justified the natural order of things. Indian outbreaks have been frequent, and a great deal of mischief that "idle hands find to do" has been done.

The great panacea for the Indian troubles is proving to be education. Of late years the government has established industrial training schools for Indian children, notably at Carlisle, Pa., with most satisfactory results; another is building at Lawrence, Kansas, and all over the land, in various denominational and other schools, Indian children are receiving instruction.—[*The Earthenmite*.

A, Number One.

What a patron writes of one of our boys who has been living with him a year:

— leaves us to-morrow, after a long stay. He goes home to Indian Territory, *via*. Carlisle. I wish I could make him a present of this trip, so well deserved yet so costly to him! He is true blue! A. 1, every time!! He needs some schooling yet. His common arithmetic is very defective for ordinary life work—but he is a *man*—every inch. We are much attached to him and sorry to have him leave. Lately—for two months—he has been our dairyman, in *sole charge*, from the time the milk comes from stable, till butter cream etc., are shipped to city, also shipping and keeping all accounts. His books were somewhat "off", but his butter could not be excelled on any farm in the land. We paid him \$20 per month and "found." —.