

He told all of us, teachers & boys & girls that we must all be ready to die, because none of us can know when we will have to go too. He told us all to think much about the land of the spirits, & to do what the good book, the book of our Great Spirit - God, teaches us. Then he prayed to God, & he asked the Great Spirit to look down upon you & the rest of Grand's friends & take away your sorrow. He prayed that you might learn about the good book. Then we sang hymns about the good land of the spirits, but our hearts were so sad we could not sing as we always do.

The teachers & the girls & boys want to look at Grand as she lay ten, & they cried a great deal because they loved your daughter. After that we all stood as they carried her & went down to the graveyard, when they are buried.

We did everything just as well as we could. All was nice, just as if you had been here. & we mourned for her because we loved her.

I send to you a letter which one of the little girls from the Indian Territory wrote to another girl



to tell her about Haud. You will see that all the girls from the other tribes loved your daughter as well as the Sioux girls.

I put in the letter too, one of the gowns which Haud had in her hand. All the other gowns were buried with her.

Haud's teacher says tell you she loved your daughter because she was so good in school, ^{and} because she was gentle in her ways.

Not long ago, just before she got sick Haud had a new dress which she liked very much. I will send you a piece of it.

You know I told you before that your daughter was sick when she came here, ^{and} all the time we have had to take great care of her. ^{and} because you know this I hope you will still help about this good work which the children have come here from your agency for, by making the hearts of the other people strong. I would be glad to have you write to me. ^{and} tell me what you think.

Your friend
 M. Hall
 Supt.



Dec 16th 80

Jon^o Richards Esq
Esteemed Friend

Sometime ago I asked you
to recommend me some one to take charge
of my Hospital work. I am glad to inform
you that the person recommended has been
thoroughly tried and found very satisfactory
indeed - your success and valuable service
in this matter invites me to apply to you again
I am to be without a suitable person to run
my Laundry after the 1st of January, and it
may be that in the large experience of your in-
dustrious & suitable person can be found who has
the strength, capacity and good character requi-
site to accomplish an work, and who would be
willing to come here and permanently take charge
of it. Your own experience and knowledge
of the subject renders it unnecessary for me
to give any additional specifications

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In the matter of salary I have only to say that we pay what is customary and right.

The needs of the work require several persons and we shall be able to give employment to more than one; which might be an encouragement.

We now have 212 students with a prospect of increase to about 250, we have a steam laundry and dry, coal and water inside of building.

Very truly yours
R. H. Pratt

1st St. 10th Corby St. N.Y.

P.S. We make use of the Indian girls in this country, of course we want only a very proper person in charge.

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December 17 80.

Hon. S. M. Jones
U. S. Senate
Washington D. C.

Dear Sir:

Since my visit to the Seminole Indians in Florida in June & July 1879, I have been in communication with a number of persons whom I met at that time, in regard to them, & particularly Capt. F. S. Hendry & his brother Geo. W. Hendry, from whom I have received quite a number of letters. I am assured by them, that the spirit of animosity against civilization, which these Indians have entertained for so many years, is breaking away. Captain F. S. Hendry has had a young Seminole in the school at Fort Meyer with his own children for a year past & it has had the effect of making the old men much more friendly to those who would help them than they have been for years. It seems to me that if a small appropriation was made to begin with, that these Indians could be broken of their savage life



All the way would open up for them to become of some value to the State. From what I saw of them I am very sure they could in time be made valuable aids in the cattle interests of Florida. In my opinion Capt. Hendry is capable of doing more for them than any one else that I met or heard of then.

I would expect to suggest that a small appropriation of three or four thousand dollars placed at the disposal of the Indian Department for the purpose of encouraging education for their children by providing them with a few agricultural implements paying some one to act as their agent by the instruction of such as can be induced to attend school, would be a wise thing to do at this time.

I make this suggestion because it has come to me in my correspondence of intercourse with the Department that there are no funds for these people & I know your long desire to do something to change their condition.

Very gratefully
 Wm. H. Hall
 Lt. Dir. U.S. Army

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December 18 80.

Lieut. Col. M. U. Sheridan,
Military Secretary,
Chicago, Ills.

Dear Col.

I am very much obliged to you for
the brief of correspondence in reference to the send-
ing of Indian prisoners to Florida, which is val-
uable in connection with what my friend want-
ed to write because it shows the origin of it all.

It gives one a sensation to see how well the
foresight of the General has been demonstrated.

Respectfully & truly yours.

R. H. Pratt
Lieut.

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Confidential

Dec. 20th 0

Dear Mr. Belzhoover.

I would like to know just what sort of an amendment is suggested by the Secretary. While I would not ask you to take any action in my behalf, and the Secretary's plan might be much better than mine, my own idea (if I can not have the promotion to something better than a Lieutenant, which I feel that 18 years of perilous service, and much commendation of my superiors entitles me to) would be to amend the Act detailing me thus.

Section 7 of the Act approved June 23rd 1879 is hereby amended by adding the words, "and while so serving the officer detailed under this act shall be entitled to the pay and allowances of a Major."

Would it not be desirably less noticeable as a paragraph in the Sunday Civil Bill?

Very truly yours,
R. H. Pratt
Lieut.

I may add that this would lift a load of debt, my zeal in this effort has brought upon me, and would give me the backbone I need if continue here.

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December 24 80

Geo. F. Stuart, Esq.
Philadelphia, Pa.

Dear Sir:

Enclosed herein please find a little
line table which may aid you on your work
here. The President of the Cumberland Valley
Railroad has been kind enough to tender passes.

It is to be hoped that the whole subject of Indian
education as it can be brought before you from this
standpoint will form the burden of your action.

The time has arrived when the country should see
that treaty stipulations which promise education-
al advantages to nearly everyone of the forty to fifty
thousand Indian children within the United States
are carried out. There is abundant evidence that
the Indians are ready for it.

With great respect

Your obt. servant

R. H. Pratt

101 St. 10th Bary, U.S.A.

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Decem 27 80

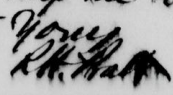
President W. C. Battell, Lafayette College
Easton, Pa.
Wednesday, forty minths each hour as they
can conveniently assemble. R. H. East

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Dear General Hawley- Jan'y. 3rd 80

I enclose a copy of a letter from the Secretary about my relief from personal burdens, which bear heavily upon me, in my duties here. I do not know what is proposed, but as the matter will come before the Appropriations Committee, may I not hope that you will do what you can for me? I must either have relief, or return to my duties in the line. I simply can't stand it. If the Committee could only see the work that is going up here, and understand the leverage it has upon a better state of things for the Indians, I am sure they would help me to stand by it. Respectfully Yours,


Miss Emily E. Conant, January 7 81
Woodstock, Connecticut.

Dear Friends:

Dr. Strickland gave me your letter with the request that I do what seemed wisest by best about it. The plan you have in mind of taking eight girls by educating them is in direct accord with the growth of our Indian educational system by you should be not more than half way on what you desire to do. May I ask you a few questions. Practical education is needed for the Indians. Could you instruct girls in all kinds of housework by sewing by in general in just such accomplishments as you can readily understand will be valuable to people in the lower walks of life by would you be willing to do this

With the Indians that we are handling, I mean those from the Comanche tribes, this practical teaching is all important. If you can engage in this kind of teaching by will wish to one to that effect by make



a direct proposition to take eight Indian girls
at the work named & will do what I can to for-
ward the matter. I should be very glad indeed
to supply the number from here. I believe in de-
taching the Indians from their tribes as much as
possible & in as much isolation from each other
as possible, while they are being educated.

The method pursued by the Chinese in this country
has been successful. I have no doubt whatever
would prove even more successful with the Indians.

I hope to visit New York as possibly Hartford &
Boston sometime this month. Perhaps then I could
meet you at some point & discuss the matter more
fully.

Very truly yours,
R. H. Ingham
Lieut. In Charge

Blue Tomahawk,
 Rosebud Agency, Dakota.
 My dear Friends:

January 8 81.

Your son Dennis is very sick indeed, so that I am afraid he may not get well. I have read what you say to me about sending him home, ^{we} have thought a great deal about it. The reason I do not do it is because he is so sick that if he should start on such a journey this cold weather he would die on the road. I want to take the same care of your son that I would like to have taken of my son. Every thing that we can do for him we will do. ^{And} although I cannot say I believe that he will get well, there is hope that he may. He is having the most tender care, the lady who is like a mother to the sick boys has taken him into her own room ^{and} she watches him day ^{and} night. The Doctor too never leaves him long. I never forget that I am now to be like a father to the boys here



And I want you to know how my heart is
towards you, that it is good to do all I can
for your boy.

In your letter you tell me that
you have lost two daughters, and Dennis prob-
ably has the same complaint. The seeds of
the disease were in him when he came here
and if he had been at home when he could not
have had such a comfortable house and such
good food and medicine I do not think he would
have lived this long. It is only within a
very few days that the doctor has thought that
there was any danger of his not getting well.

None of the other Sioux children from your
agency are sick.

I want to tell you again that the
reason I do not send Dennis home is because
I know it would kill him to travel in this
bad weather. I have been away part of the
time but now I will write to you every day and tell
you about your son.

Truly your friend
R. H. Pratt
Lieut



January 8th

W. D. E. Andrews,
 Yankton Agency,
 Dakota

Dear Major:

The following is about the best list
 I can give you on what is needed for the eighty
 public boarding school.

40 Desks, with one seat for each row, I would
 should advise you not to get the tops down to desks,
 1 Teacher's Desk for each school room.
 12 dozen common Slates, 6 X 8 ^{1/2} X 10
 12 " Spencerian Copy Books.
 1000 Slab Pencils, 18 Gross Steel Pens,
 2 Gross Pen holders, 2 Gallons Liquid Slating,
 4 inch Brush for applying Slating, 12 Gross Erasers.
 2 doz. Blackboard Erasers, One Set Mitchell's Wall maps,
 80 Webb's Model Readers, 1 Set Webb's Analytical Charts
 80 "Picture Teaching" from Cassell, Peter & Galpin, New York.
 6 sets Crossdrawing Cards, One Cabinet Organ.
 Singing or Hymn books, 2 Gross Lead Pencils,

4 doz. Pieces Ribbon. One Natural frame for each
 School room. Franklin's Primary Arithmetic, we
 like it best. Appleton's 3rd Reader. Haug's 1st
 Lessons in Geography. Whitney & Knowles Book "First
 Lessons in Language" we like.
 90 Iron bedsteads (ask for the kind we use) with 1/2 doz
 bed covers to fit. 160 pair Blankets, 3 pair.
 1 Quilt, White Spreads for Girls beds, Linen Spreads
 for boys. 100 1/2 lb. Hair pillows. 800 yds 1/4 wide Brown
 sheeting. 7 dozen Hair brushes. 4 dozen wash bowls
 1 doz. Pitchers. 3 doz. mirrors 8x10. Combs, fine & coarse,
 Goggles, Bunsen, & wash stands for each room.
 3 doz. Bracket Lamps. One doz. Stand Lamps.
 4 Students Lamps for teacher's rooms. 1 doz. large Wash tubs
 3 large Wringers. 1 dozen Wash boards. 200 gal. Pails
 1/2 doz. Glove blankets. 400 ft. wire line. One Catkin
 Mangle. 100 lbs. Sack Iron, 5 to 7 lbs. One Laundry
 Sizer, specify whether for wood or coal. 100 chains
 1/2 doz. sets of Chamber Crockery, complete.
 2 doz. tin water cans for students use.
 1 " " White Pitchers assorted sizes.
 Clothing for Boys. — You want one of each



suits for nice wear ^{and} two suits for ordinary wear
for a year. The nice suits you might find it
better to make yourself as we do. The ordinary
suits might be such as are furnished by the Ind-
ian Office though that clothing does not suit me.

Sky blue Kersey is the best goods that I can find
for the money. I can get 18 oz for \$1.60 ^{per} doz. oz.
for \$1.25 per yard ^{single width}. It will take an average of
three yards for a full suit. I touch up with scar-
let cord ^{and} braid ^{and} scarlet cloth for striking ^{for} N. C. O.
6 pairs of socks for each ^{for} students, (Specify sizes)
4 Shirts, Hickory or Cheviot

I think that three suits of underwear are enough
for a year, I would advise you to make them your-
self, use the best cotton flannel, 3/4 yds. to a suit.

2 Black felt hats for each boy, specify sizes.

2 Pair Brogan ^{or} one pair Boots for each boy, specify sizes.

Get the Dept. uniform buttons for boys suits, four
large ^{or} six small for each suit.

3 doz. Suspenders, assorted sizes for boys.

6 doz. Scarfs. 12 doz. Woolen gloves or mitts specify sizes,

1000 yds. 36 inch Brown muslin. 300 yds. Crath.

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Girls woolen dress goods, Girls cotton dress goods,
 Clean cloth for cloaks or shawls, quantities to suit number,
 6 pairs men's hose for each girl, ^{Specify sizes} 6 doz. Shimbles,
 75 doz. Thread, 50 to 55 black ^{or} white, Ten pounds black
 linen Thread, 35 Gross. Patch buttons, 10 Gross dress buttons,
 4 gross gross Agate buttons, 2 Gross. Leather ^{or} Patch buckles,
 3 Singer Sewing Machines, 200 yards bleached Muslin,
 12 doz. pieces tape, 2 lbs. Beer wax, 2 Gross Needles,
 3 to 7 150 yards carpet, or to suit house.
 Girls hats, One dozen pieces assorted Ribbons,
 2 doz. pieces ribbon web or ribbon, 3 for those each
 for girls, Specify sizes.

A range or stove large enough to cook for a hun-
 dred persons, 4 Copper Boilers, 16 to 20 gallons each,
 12 dozen dinner plates, 10 doz. Soup plates,
 18 dozen quart bowls, 1 doz. Syrup cups or molasses pitchers,
 20 doz. knives ^{or} forks, 1 doz. Carvers ^{or} forks
 56 yds. white oil cloth for table covering,
 2 dozen meat platters - 18 inch, 3 Steels,
 1 meat saw, 1/2 doz. Corned-knives, Fork cutter,
 Shopping bowl, Scales for kitchen.
 If convenient I think the laundry work, cooking



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any heating would be preferably done by steam.
 The foregoing estimates are principally
 by Mr. Standing by Miss Seuple, with my re-
 vision, and by adding what occurs to
 you, you will not find yourself much
 short of your needs.

Yours truly,
 W. H. Pratt
 Jr.

I have just read your report, and
 am much gratified that you have so
 high an opinion of our work.
 I do hope that a thorough and
 universal system of education for
 all our State children may be soon
 brought about. I do not think there
 is any safety, nor complete success
 assured, until, educational training of
 some sort, is brought to bear on the whole
 number of children.

RHP

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July 15

B. J. Richards
Leavenworth, Kans.

Dear Sir-

I have from Agent Miles
your Bill for two sets Harness. Enclosed
find my check for \$37.⁰⁰ covering
the same. Please make a new Bill
in my name, receipt and return
to me.

Very truly yours
R. H. Paul
Lieut.

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January 10 81.

President E. F. Fairchild.
 Care Hudson St.
 Kentucky.

Dear Sir:

Your son E. G. Fairchild writes me from New York asking me to write to you with reference to your undertaking to receive Indian children at your Institution.

He asks me "could they in their rooms be table board or treated as your other pupils?" I answer you if they were taken from the advanced pupils of agency schools, there would be no trouble about that. He asks about what extra teaching force would be required. In my opinion it is only necessary to treat them in that respect as we would other children. I have found it best here to put them into departments. In our 209 pupils are divided into eight departments each department under the care of a teacher. I do not know what your system may be but in my opinion you would have no difficulty

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in getting the Indians to adapt themselves to your system. I would think it advisable for you to have some one in your employ either as a teacher or superintendent of some kind who has had an Indian experience.

Your son asks if any Indians are sent could I go down to Penna. for two or three days. I give suggestions with the benefit of my experience. In answer to that I will say that I shall be very glad to go if I do all that I can to make matters easy and comfortable. Of course a great deal depends upon when the Indians come from how far along they are.

You can find Indian students that will take their places side by side with your best pupils, but the great mass of them are clear down. We have little trouble here, there is very little at Hampton. I think we may fairly say that your colored pupils give you more trouble than our Indian pupils do. But there are a good many of us who know the Indian well and adapt the work to the Indian character.

I should say that if you could send some one here to stop with us a few days it would help

the cause even more than any going to Penas
 Why could not your son pay us a visit.
 Very truly yours,
 R.H. Pratt
 Sheriff in charge.

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January 11 81
Agent Jno. D. Hiles
Darlington Ind. Ter.

Dear Sir:

Roman Nose has done as well as any
Tinner apprentices could do. He is now capable of mak-
ing a great many articles of the smaller tinware
such as well as ordinary pans, but there is no origi-
nality in him yet nor ability to cut his own patterns
or make larger or more difficult things. On the first
of April he will only have been working at the business
a year. He is quite determined about going home & is
getting married. Considering all the circumstances we
cannot blame him. Unless you can persuade his father
that it is the part of wisdom for him to stay here a year
longer I think we had better let him go. You could
get authority to buy a set of tinner's tools & a stock
of tinplate & he could take a set of patterns from
here. He could go out & make coffee pots pans,
sauce pans, cups, &c. for the Cheyennes & Arapahoes,
& send the enclosed letter to you. I have



enclosed several. With me about it,
Very truly yours,
R. H. Pratt
Lieut.

I could furnish you a list of such
tools and materials, and their probable
cost, as you would need.

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Jan'y 11 - 1

Dear General.

When I was in Wash-
sometime since, I spoke to you about
having a hundred Ind^s boys and our
band in the line Inauguration day.
You said you would speak to Col
Cobin, and see that I had an invitation.

I dropped Cobin a note about it since
but have no answer.

I think I can arrange the
matter of transportation, and make it
without expense to the Govt, and it
seems to me a good thing to do.

If you have other views, of course I
may not see all you do, please
advise me.

Respectfully yours
R. H. [Signature]
Lt.

Genl R C Donm
Adj't. Genl.

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January 13 81

Hon. Matthew B. Donald,
U. S. House of Representatives,
Washington D.C.

Dear General

I wish that you could get a delegation of the Indian Committee even in Congress to come up & see our school before the session closes.

It seems to me that the educational question with the Indians just now is the vital point.

Whether the Bill that you have proposed in the House which has been so favorably reported upon twice by the Indian Committee, is best or not of course is for you to determine. It seems to me there can be no wiser use of the abandoned military posts & barracks than the use of the enclosure, which has been urged by the War Department for several years past to concentrate the army into posts of large commands for purposes of economy, should be brought about, many more posts would be available for this purpose, & many of which all need for shelter & school

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purposes are satisfactory without material additional expense & many of them have an abundance of arable land where agriculture can be taught.

The use of these posts for a few years longer, before being sold as is customary, would be no detriment to the Government because the lands & property would be increasing in value all the time.

There is no doubt but that a well directed effort for the education & training of all Indian youth of suitable age can be made successful & certainly nothing will tend more to save us from a large pauper & vagabond population. I know that Indian children of nomadic parents, properly trained, can be made self supporting even the women. They can learn to speak the English language, they can take a fair education & trained industrially they can be made self supporting & industrious. I think these facts will be apparent to the members of Congress who may come to look at our work here.

The weakness of this effort & all other efforts to help the Indian up, is the leaving of such a large "fall down" element unhelped. By the matter

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we have now in force with the Sioux, Cheyennes, Arapahos, Kiowa, Comanches, Pawnees, Navajos, Utes, Shoshones, Camrocks & some other tribes, they have a full & complete claim upon the Government for educational privileges for all their children.

If in the future we find our country burdened & troubled with these people it will be in a great measure due to our failure in carrying out our treaty stipulations with them in this regard. We have promised to give to all the children school privileges and they are now ready to receive them, delays & inaction & discourage them. It is pressed upon one here continually that it would not be a difficult task to gather on to school training all the children of these tribes. Partial effort invites partial failure. All educational work for the Indians is good, & believe that the system of removing them from their tribes & placing them under continuous training in the midst of civilization is far better than any other method.

At an Indian school at an agency the civilizing influences are limited to the instructors, with perhaps a few examples of agency employes, with a tremendous

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pull against what they may do on the persons of
 the father, the mother, and all the members of the tribe.
 In fact such an effort might properly be called
 theoretical while here, or removed from their tribes
 placed in the midst of civilization the teaching is all
 practical, all the surroundings help. The industrious
 farmer, the mechanic is in sight daily. The evidence
 that every man must obtain his living by the sweat of his
 brow is constantly before the children and it becomes an
 easy matter for them to join with the sentiment of the
 community in that direction. We had great diffi-
 culty at first to get our boys and girls to work but now
 I am frequently asked by the students to be permitted
 to work more than our school regulations require.
 Boys that were esteemed too young to put at trades
 frequent the shops, witness the productions of the other
 boys in harness making, tin work, boots and shoes, clothing
 blacksmith and wagon making and they ask to be permit-
 ted to learn a trade. A few that I have put out on
 farms during vacation are anxious to go back. One
 boy, who for the sake of health is permitted to re-
 main with a farmer some time, has formed such a



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liking for farm work that he begs to be allowed to remain through the winter. The farmer finds him particularly useful in caring for the stock & doing the chores with his own boys so that he is glad to have him remain. He goes to school with the farmer's children & thus being isolated he learns English rapidly. His health has improved very much. A girl that I had allowed to remain with a farmer for some time formed such an attachment for the place that she calls it home & tries to go back to learn to milk cows & bake pies & cakes. My purpose is during the coming summer vacation to plant out all the boys & girls whom we cannot use in the shops & upon our farm with the good farmers of this valley. I am sure that if we could bring to bear such training as this upon all our Indian children for only three years, that civilization among the Indians in this country would be at an end. This bringing their children east among the whites is to many of them now, would be all in time, an open door by which they can enter civilization. I can see by their correspondence &



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by what they say to me when visiting here that they appreciate most highly this privilege ^{and de-} sires to make use of it. The Shyenne ^{and} Arapaho chiefs when here, after understanding what I intended to do in the way of putting children out, all of them asked that their children may be put out in this way. They want their children to see just how the white man lives, White Eagle, the Ponca chief who was here a few days ago, speaking for all the chiefs who were with him approved in the strongest terms all that he saw. He said among other things that for a very long time it seemed as though the Great Spirit had forgotten all about the Indians but just now when he saw what privileges their children had, how fast they were learning in the school ^{and} how well they worked in the shops that he believed the Great Spirit it was remembering the Indians ^{and} was now going to help them, leaving all the affection of the most loving father for his boys took of them crying and embracing each other warmly at parting he as well as the other chiefs cheerfully left their

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children here ^{and} said they would send more if I would take them.

This effort is to these far seeing leaders among the Indians, evidence that they are to be permitted to become like the whites, that their declarations that they want to travel upon the white man's road are at last accepted, that in fact there is a hope that they may become citizens of this country ^{and} as such have the rights, privileges ^{and} protection granted to other citizens ^{and} that upon this grave responsibility is thrust upon them they are to be in some measure provided ^{and} prepared for it by education ^{and} training in just exact the same way that the white man prepares for the same status, that is by education ^{and} training of their growing youth.

I invite your attention to the report of the Honorable Commissioner of Indian Affairs, pages III ^{and} VIII where our work is mentioned by the Commissioner ^{and} to what is said upon education by the several Agents on pages 26, 45, 48, 59, 69, 75, 84, 117 ^{and} 134. These testimonies from the Agents of the Tribes whose children are concerned here ^{and} ought to have great weight.



8.

This system which is so very new ^{and} necessa-
rily imperfect can be made to exert an influ-
ence upon the civilization of the Indians, greater
to my mind, than it is possible to effect with the
same expenditure in any other direction.

By every means that I have been able to bring to
bear I have invited inspection ^{and} criticism ^{and} if you
concur with me in the wisdom of a Congres-
sional visit I would specially desire that those who
are prejudiced ^{and} unbelievers in Congress should
be of the party. I believe that a visit might be
arranged so that by leaving Washington early you
could spend four or five hours with us ^{and} return the
same night. Could not this be brought about?

Very respectfully yours,
U. S. Grant
Grant

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January 15 81
 Hon. H. C. Pitzhoores
 U. S. House of Representatives,
 Washington, D. C.
 My dear Sir:

Months before I began this work I stated to the Secretary of War, pointedly, the pension under which I would be placed personally if compelled to carry it out on my Lieutenant's pay, how that by leaving Hampton and taking charge of the school I would forfeit ~~at least~~ a month's commutation of quarters, while my duties and responsibilities would be immeasurably greater. I had a letter from the Secretary in reply stating that he had suggested an amendment to the Army Appropriation Bill giving me the pay and allowances of a Captain and that the Secretary of the Interior would urge it.

The Army Appropriation Bill passed without any such amendment. Then before I began the work I had a fair talk with the Secretary of the Commission of Indian Affairs and they encouraged me to

believe they would supplement my Lieutenant's say
so that I might not be distressed in my personal af-
fairs. I went on as you know, ^{and} brought from
Dakota about sixty children ^{and} from the Indian
Territory about sixty and established the work.

I have labored eight ^{and} day in season ^{and} out
of season not only to advance the children in books
^{and} knowledge of English ^{and} in the trades ^{and} other in-
dustries but I have done everything in my power to
bring about a better state of public sentiment in
favor of Indian education, which I believe to be
the fundamental cure for all our Indian diffi-
culties. This course ^{and} the labor, has impoverished
me ^{and} I am distressed for the want of the very sup-
port that I felt was fully guaranteed to me by
the authorities. Recently I wrote to the Secretary
calling to his mind his promises before I began, then
stating my condition after an experience of more
than a year ^{and} that it would be necessary to do
something to relieve me. I received in reply the
letter, a copy of which I sent you. Unless the Sec-
retary's recommendation went into the Senate, I judge



disgrace to it.

As your home is in Barlied & you
are acquainted with the nature & progress
of the work I feel free to thus lay this mat-
ter before you.

Very truly yours,

R. H. Smith
Lieutenant

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Jan'y 18th

Hon. Gen. ^{Wm.} Edmunds
U. S. Senate

Dear Sir.

A month ago I received the enclosed words from Mr. Selig in reply to a letter detailing his promises, and my needs. I find that the promised action did not go into the House Apprs Com. It may have gone into the Senate Com. If not, I shall ask a small amendment on the Sundry Civil Bill, giving me, while on this duty, the pay and allowances of a higher grade. If this is not allowed I can see no other way but to return to my duties in the line where my duties and the demands upon me will be in keeping with my pay.

With great respect

R. H. Hall
Lieut.



Jan'y. 18th ,

Hon Carl Schurz
Secretary Interior
Dear Sir.

I find that the recommendation to Congress promised in your letter of the 18th Dec. is not received by the Appropriations Committee.

The Sundry Civil Bill would serve as well, and I am assured that your recommendation would accomplish the result.

I would suggest that an amendment to that Bill stating that, the Officer detailed under the provisions of section 7 of the Act approved June 23rd 1879 shall, while so serving, receive the pay and allowances of a Major, would be only just and right.

It might be necessary to add that this extra allowance shall be paid by the Paymaster, and the funds are appropriated.

Very respectfully
R. H. Ball
Lieut.

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Jan'y 18th 1

Hon. Carl Schurz
Secretary

Dear Sir:

If the recommendation promised in your letter of the 18th Dec, could reach the Appropriations Committee in time, the needed legislation might still be made, very properly, upon the Sunday Civil Bill.

There would certainly seem to be no impropriety in an amendment on that bill saying that "The officer detailed under the provisions of Section 7, of the Act Approved June 23rd 1879, shall while so serving, receive the pay and allowance of a Major."

Very respectfully
R. H. Hunt
Lieut.

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January 18 81

Shas. Haber Clark Esq;
"Gaming Bulletin",
Philadelphia, Penna.

Sir:

A few days ago I thanked you for an editorial on army matters, now I am indebted to your friendly hand I have no doubt, for an editorial in favor of our gymnasium. I feel very much obliged to you for what you have said. We do need the gymnasium very much. A small expenditure comparatively will give us a room 180 feet long by 40 feet wide with the appliances for muscular development now so universally acknowledged as necessary in all of our best schools. For rainy days and bad weather it will be invaluable for the boys.

Should the public be liberal in the matter I can go on and get up something for the girls as well.

Your reiteration of the idea that the Indian problem is to find solution in such schools as this and the one at Hampton I beg to confirm in the strongest manner. I do not believe that we are going to make

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any great progress towards the civilization and
 citizenship of our Indians until some true school
 and training method is adopted as universal in its
 training as the school system of the State of Pennsylv-
 ania or any other well organized commonwealth.

The efforts of these pioneers of earnest, self sacrific-
 ing men like Dr. P. F. Ryan who has given forty four
 years of his life for the lifting up of the Dakota, Ma-
 tthew Primarbury who spent over fifty years among the
 Shoshonis, Rev. W. S. Hamilton who has done so much
 toward the education of the Omahas, of whose Falla-
 house Mission which had ceased under his super-
 vision to educate some of the foremost men among the
 Omahas, during the last thirty years was destroyed by fire
 the other day, of Rev. Wm. Hamilton of the Omaha
 mission whose years of labor extend through a long
 life time and just now about to reach their fullest
 toward. I put this note forward because these men
 of such spirit have pulled the Government in its ef-
 forts, but I must add that all the spasmodic
 changeable, precarious, educational work that has
 been done by the Government itself has had a wan-
 ing. We have failed before and we shall continue

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to jail, I repeat this, we shall continue to jail
just as long as we let any part of our Indian
children go without any educational training. The
proportion of jailers will be exactly determined
by the ratio which the number of children who
are left without school training will bear to the
number of children who are given school train-
ing.

I have tried to bring to bear upon those in
authority constantly the treaty claims of the In-
dians for school privileges. The clause inserted
in all our great treaties of 1868, with the Sioux, Che-
rones, Comanches, Cheyennes, Arapahos, Kiowas, Sa-
cawches, Pawnees, Utes & Navajos, begins by mak-
ing this statement "In order to insure the civiliza-
tion of the tribes entering into this treaty the neces-
sity of education is admitted" & then the provision
goes on to guarantee on the part of the United
States, educational advantages for every child
between six & sixteen years of age. & the chiefs on
their part guaranteed to send their children to school
both by persuasion & if necessary by force. & the
Indian Agent is charged with the carrying out of

this clause. The clause "in order to insure
 the civilization of the tribes" was put then by
 General Sherman, General August, Genl. Terry, Genl.
 Harney, Governor Anderson, Mr. Danborn, Commr.
 Taylor, ^{and} other eminent men. They said to the In-
 dians, "This will insure your civilization". The In-
 dians said, "If civilization is what we need & you
 say it is so valuable to us, put it in, We are giving
 you a great many millions acres of land & you must
 do the best thing you have got for it." Congress ratified
 the treaties, Congress said "Education will insure"
 their civilization". The President ratified their treaties,
 The President said "Education will insure their civili-
 zation" so that education became one of the valu-
 able things which the Government gave to these Indians
 or agreed to give to them for all the millions of acres
 of land which the Indians gave up to us by these
 treaties. Civilization by education; ^{and} now thirteen
 years after these treaties were made we have the
 sickening spectacle of a proportion not to exceed
 perhaps ten percent of these Indian children par-
 ticipating in the school privileges promised in these
 treaties by Congress & by the President. Some

say that it can not be done. I has not been tried.

There has been no well directed effort made, educationally upon these tribes as a whole. I believe that Agent Giles of the Cheyennes of Arapahoe has worked harder, has brought the neglect of the Government in this regard ^{money} ~~and~~ ^{completely} to the notice of Congress by the Department than any agent, even for the reason that he has enjoyed the longest official life of any agent connected with these tribes.

Within a year his school accommodations have been increased by one hundred by gifts pupils, giving him a total accommodation for three hundred.

His school houses are full. As he says in his report this year that he is only supplying twenty five per cent; that the other seventy five per cent are waiting asking for their rights. Two years ago in talking over this matter, I asked him the question, "If the Govt would, provide you with the advantages it promised for the children of your tribes, how many children could you put in school within a given period?"

While walking, he stopped, looked one square in the face and said "Capt. Pratt I can put a thousand children in school within a month." The



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Cheyennes are no better than the Sioux
 in point of savagery. Had there been
 the same pertinacity of effort with the Sioux
 that there has been with the Cheyennes, the
 temper of the Sioux would have been the
 same. In fact I believe there has been no
 real obstacle to the carrying out of these ed-
 ucational treaties except a weak manage-
 ment and a want of acknowledgment of that
 sentiment in the first paragraph of the treaty
 clause "In order to insure the civilization
 of the Indians of the tribes, we strike
 off on new trails every four years or often
 or. Now it is citizenship, as though by the
 declaration of the courts, or an act of Con-
 gress a quick remedy would be applied that
 would heal all our Indian woes, Land in
 severalty is another scheme. Land in severalty
 is a good thing and citizenship is a good thing if
 put right end foremost, but if we want to
 give land in severalty and citizenship why
 don't we do it for those who are somewhat ed-
 ucated and prepared for it, like the Quindas



7
 For example of Seneca or nations New York or other
 tribes who are located in the States surrounded
 by civilization? why not begin it then? Why begin
 on the poor tribes who of all our Indians are the
 furthest removed from all knowledge of what civ-
 ilization of citizenship or education or lands in
 general means. The policy seems to me abso-
 lutely cruel, not because it is not good but be-
 cause it is so terribly misapplied. I had a little
 piece from a speech of Mr. Pleasant Porter an edu-
 cated Creek, whom I have met & found him the best
 of our members of Congress. He begs for delay in
 this scheme of lands in general of citizenship, this
 making up of the tribal relations of organizations.
 He acknowledges that his people are nearly educated
 up to it but not quite, that they are working hard to
 prepare themselves for it. If he an educated Creek,
 who is able to stand in Washington as the repre-
 sentative of his tribe & protect them against encroachments
 by wrong who can see so well the injury & calam-
 ity that would come upon his people is it not well
 to consider carefully & maturely, & to give citizenship
 & lands in general upon some principle based on



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the developed capacity acquired by preparation.
 Pleasant Porter says that he himself as well as
 many others of his tribe would personally be benefi-
 ted by having citizenship with all its rights and
 privileges but the mock of his people for want of ed-
 ucation are not prepared for it. He sacrifices his
 own interests for the interests of his people.

There are at the outside fifty thousand In-
 dian children within the limits of the United States
 of proper school age. You have in the schools of
 Philadelphia alone over one hundred thousand. Phil-
 adelphia takes care of her own children, as I need
 your reports it does not seem a difficult task you
 do it for your own safety for the future greatness &
 success of all your undertaking. You have no col-
 onial treaty commitment binding you to do it. Now the
 Government of the United States is somewhat larger
 and more powerful than the City of Philadelphia and
 has upon its hands less than half as many children
 in a state of the grossest ignorance, perfectly useless as
 a people in their present condition more than useless
 absolutely a burden. Yet it has solemnly promised to
 give education to them because that would ensure



their civilization ⁹ *As it does not do it. It is not giving educational advantages to more than fifteen per cent of all its Indian children today. There is no organization to work for the education of these fifty thousand Indian children. There is no material emphasis placed upon the advantages of their education, although Congress ¹⁰ by the President ¹¹ *As the parties to the matter all said that this would ensure their civilization. The money that is given for the fifteen per cent comes grudgingly. The Secretary asks hesitatingly for probably enough for twenty per cent ¹² *As the Congress that guaranteed the whole cuts it down to the fifteen per cent ¹³ *As so it seems to go on ¹⁴ *As on ¹⁵ *As on without any end, you in Philadelphia arbitrarily take in the way of school taxes from your citizens the sum necessary to educate your children. The Government of the United States laid its hands upon the territory of these Indians ¹⁶ *As took from them all the wealth they had, prepared its own terms, compelled their acceptance ¹⁷ *As gained twenty untold millions of wealth ¹⁸ *As almost incompensable space for improvements, granted ¹⁹ *As prosperity in the future. ²⁰ *As it has said we will give you a very valuable***********



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 consideration for all this, we will make you like
 our laws, you shall become educated civilized,
 part of us." The Indian said in the presence of
 our guns, "Of course we accept it, you say this will
 be very valuable to us. If we accept it, you say you
 give us school houses & a teacher for every thirty
 children. If that will make us all right." Only
 in all these fifteen years that have passed since
 this arrangement was entered into there has only
 been a feeble school effort made at most to ac-
 complish what was apparently so nicely arranged.
 It has not been the Indian's fault. There is ample
 evidence that the condition of things proposed might
 have been brought about.

I have written you this long letter as a sort
 of relief to my mind, it is purely personal, doubtless
 very much so it has passed through your own mind
 before. I think that whatever you wish on this sub-
 ject is good. If strong on this same strain, do what
 you can for us to secure education for all the
 children. The military post system of Governor
 Couder's Bill is a beginning. If the army concen-
 trates in large commands that will be still



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stronger, a few years use for Indian schools
will be as loss to the Government, they will only
be more valuable when the time comes to sell them.

Schools in the midst of civilization are best,
Industrial schools are best, but schools at agen-
cies are not without great value.

Very truly yours
R.A. Park
Lieut.

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January 19 81

Mr. G. Gilman
92 Townsend St.
Baltimore Md.

Dear Madam:

I will be able to come to Balt-
imore on the 3rd day of February, Sunday I will
reach there by the 10⁰⁰ A.M. train. I will bring
them or four of the Indians along. Whatever you
do about the stopping place for us will be sat-
isfactory. I think I will have Mr. Pratt with
me. You might ask for six persons.

Very truly yours,
R. H. [unclear]
Lieut

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VOL. 4

Jan. 21

J. C. Miller Esq.
Conlisle
My dear Sir

I do not see just how I am to overcome the objections sought to be overcome by engaging your services as musical instructor for the school. What we need is talent of a leading kind upon the ground, so that in all our gatherings we may have a uniform system.

After canvassing the matter I am led to the conclusion that it will be best for us to continue to rely upon the leadership we have, until we can secure something better as a permanent aid, always present.

Very truly yours
R. H. Heath
Jr.

Sometimes when out here call at the office
for pay for Wednesday night.

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January 21st 1861

Dear Governor,

Do what you think best with my letter. If they will help push the work in any way I shall be glad.

There is a well developed public press sentiment in favor of education for the blind and I am sure we have "agreed on" the Presby, memorialists and others. Old Mr. Riggs came here on his way to Wash^{ton} to meet the Com. and then returned and spent Sunday with us. He was an enemy. Said we were too far away. "Too far South" &c. for the South. Was sensitive about removal from agencies. He was thoroughly captured before he left. I gave him a big meeting in town, where he came out grandly, acknowledged his previous prejudice, and said he was cured. I invited him to come and Chaplain us for ^{the} a few months he is required to be east to oversee publications. He about said he would. Now if Congress will only push matters a little things will grow ^{and} grow rapidly.



January 21.

Quaker Examiner,
The Press, Philadelphia,
Penna.

Dear Sir:

The young editor, Samuel Townsend, has been at work some time upon the correspondence that you laid out for him. As I find upon inquiry that he has carried out the suggestions you desired me to look after by giving the age of the parties. I am perfectly willing that you should carry on any correspondence you desire directly with him. The very limited education he has & the much more limited education of most of those he calls upon for ideas will be apparent to you when you get his paper which I have just read.

I think your visit to the school will be most profitable & I shall be very glad to have you come at an early day. The sentiments of the "Press" is, as I have read it, in accord with my own.

I have sent you a copy of the last annual



report of the Commissioner of Indian Affairs,
 and, as a set of School News and our other school
 paper with a couple of letters on the subject which
 I happen to find, as the memorial of the Comy.
 tenans to Congress. We have been so pressed in
 our work here which has grown so rapidly that
 we have not found the time to get out anything in
 the shape of a pamphlet. Indeed being a Government
 school with our pupils' funds both supplied in
 a measure by the Government it has not been neces-
 sary. Well knowing that the work would in
 its own way demonstrate a very important con-
 dition of things in the progress of Indian enlight-
 enment we have relied upon the work and
 shew upon arguments before the public.

I state to you a few points as firmly estab-
 lished in my own mind as any fact can be.
 1st Education and industrial training for Indian
 youth, for all Indian youth, will in a very
 short period end all Indian disturbances. In
 a not very long period end appropriations to
 feed and clothe them. I do not believe that any-



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thing else will.

Second: Indian children have as much capacity to acquire education ^{and} to use it as any other children.

Third: The time has arrived when most, if not all Indian children could enter the full compass of their parents or be brought under educational training.

Fourth: In most of our treaties there is fair promise on our part to give educational advantages to their children. If you have a copy of "Revision of Indian Treaties" issued from the Government Printing Office, read article 7 on page 132, Art. 4 on p. 133, Art. 7 on p. 322; Art. 7 on p. 330; Art. 5 on p. 386; Art. 6 on p. 530; Art. 3 on p. 654; Art. 9 on p. 770; Art. 9 on p. 918; Art. 7 on p. 935; Art. 8 on p. 984. And you will see a part of the educational obligation of the Government of the United States to the Indians of our country.

Fifth: We have many vacant military posts belonging to the Government of the United States that would furnish good accommodations for



**MISSING
PAGE**

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industrial schools for Indian youth. If the concentration of the army into posts of large commands as is urged, takes place many men would be vacated. The continued use of these posts for a few years more before they are placed on the market for sale would only enhance their value.

Sixth, Education should precede lands in severalty citizenship and subordination to our law. To give these things to the Indians before education is casting pearls before swine. There is no short quick road to end our Indian troubles. In this case excellence can only be obtained by gradual labor.

I am so impressed with my first proposition that I expect it soon. all Indian youth should be educated. The education of any number short of the whole invites proportionate failure.

I may add that the experience of removing Indian children from tribal surroundings and placing them in the midst of civilization for education is undoubtedly the very best way of accomplishing their elevation. Under civilized



surroundings every lesson is practical with
savage surroundings very many lessons are
theoretical.

Every educational effort for the Indians
is to be encouraged. Industrial training is ab-
solutely necessary.

Very truly yours,

Leitch

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Telegram

January 25th St.
 Hon. Geo. F. Edmunds,
 U. S. Senate,
 Washington, D. C.

I have read Senate proceedings in Saturday's Record. Although it would take nearly the whole sum appropriated to pay debts made in the last sixteen months on account of being here, I cannot feel it right to accept this money because it comes from the small amount allowed for Indian education the ensuing year which is not one tenth of what is needed and could be profitably used.

The Senate supposed I was a Captain, I am a Lieutenant with a Lieutenant's pay, having no allowance because I serve here. I have an empty title of a Presidential parchment for Captain by rank for services esteemed meritorious between April sixty one and May sixty five. I thought you understood I was a Lieutenant because last year I gave you the letter from Secretary McCleary promising his influence of that of Secretary Schurz to clear from



Congress the pay & allowances of a Captain if I would undertake the work. Had that been done then would be no need of my asking now, I have here two hundred & thirty three children from tomorrow one tribe & am now coming. If Senators Plumb & Teller & Cochenill will come here & examine I am willing their report should govern my status & the perpetuity of this work.

The amount is all eight & will in time relieve me but I feel it is wrong to have it come from the limited Indian educational fund.

Two Paymasters were appointed yesterday from civil life. I was an applicant, as also for the vacant quartermasterships - anything to keep me afloat. In them out of your annual messages to Congress has the President commended my work but withholds the substantial support to keep me at it.

Service throughout the war, eight years cavalry service in the Indian country & the later five years work which I thank you for commending so highly would seem to show that 'Peace has its victories no less than war' is all gammon.

R. H. East



Jan'y 25th ,

Dear Col. Corbin

I have no reply from the Ind^l Office, and of course can make no move until I have their instructions.

I am sure my band and a hundred and twenty-five boys from twenty-one different tribes would be a fitting addition to the pageant, and I shall be sorry not to come.

I do not know what you might do with Deey Lehung.

Very truly yours
Wm. H. Hays

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January 26 81

Genl. Jos. B. Hawley, House Representatives
Washington, D.C.

Cannot it be understood I am only a Lieutenant
briest or allowances because I am here, I am not a Captain
See Congressional Record twenty second. I wish it could
be fixed to give me army pay of higher grade, I dont want the
Indian educational fund which is not one tenth of what it
should be.

Lieutenant Pratt.

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Jan. 26 81

Hon. Chad C. Pound,
House Representatives
Washington, D.C.

Please show Senator Edmunds my letter to you
of the thirteenth of twenty first January that he may
see there is a work to do.

R. H. Pratt.

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July 26th 89

Hon F. E. Pettiboon
Home Representations
Washington D.C.

Will you please see Senator Edmunds and
show him my letter to you dated the fifteenth.
W. Pratt

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Jan'y 27th 81

Col. W. G. Mitchell
Governors Island N. Y. Harbor

An amendment to appropriation bill is pending to supplement my lieutenant's pay and float me to carry out this work. Will not the General telegraph Senator Edmunds commending me. Is Genl Miles there, I think he would.

R. H. Ball

Jan'y 27th 81

Genl. R. C. Donnan
Washington D. C.

Please help me towards supplemental pay that I may be able to work this thing out. Send Genl Hawley copy of Secretary McCrarys letter to me Feb'y 21 1879 procuring influence for Captains pay. I ought to have a Major's pay here.

R. H. Ball

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Jan 27 81

Genl. W. B. Hagen
Washington D.C.

Please commend me to
Senator Edmunds for War and Indⁿ service. He is
pushing to supplement my lieutenant pay so I may
float until this school scheme is worked out. General
Hawley too.

R. H. Pratt

Jan 27th 81

Col. M. V. Shindler
Chicago Ills.

Will not the General telegraph Senator
Edmunds commending me. He offers amendment to
appropriation bill supplementing my lieutenant pay
to float me until I work this thing out.

R. H. Pratt

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Jan'y 21st 87

Hon. Preston B. Plumb
U. S. Senate

Dear Sir:

I believe you know Agent Miles, and will accept the fact that, he, being on the ground, and handling the Indians would know best what was the effect of our training upon the Indians sent to Florida as prisoners. I enclose you copies of two letters from him. One was written soon after the prisoners reached their Agency, and the other nearly two years later.

He seems to claim both spiritual and temporal reformation. Respectfully,
A. H. South

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February 2 81.

Richard M. Parker,
Carlisle, Pa.

Dear Sir

In view of the lease signed between us today by the several understandings we have had in connection therewith and the fact that you have signed the lease without any reservations this paper will witness that the reservations you desire to make of the mansion house and inclosure or yard in which it stands containing about three acres the ice house carriage house and sufficient land adjacent thereto to build a stable, also sufficient space in the spring house to keep the milk of one cow, together with the right of ingress egress and signs to such buildings as are mentioned herein is understood by us to be reserved to you until the first day of November next provided by providing your brother shall be unable to rent such suitable dwelling house in the town of Carlisle as he may desire it being understood that it is your desire that we shall have

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possession of the farm entire without reservation
 on the first of April next. To that end every ex-
 pect will be made. But should not the necessary
 dwelling house be secured which will enable you to
 vacate the mansion house for our use, then we ad-
 mit the right of occupancy of the mansion house &
 other buildings herein mentioned until the first day
 of November next.

Respectfully
 R. H. Poole
 Ch. In charge

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Feb. 5th 81

Dear Bro. Berry
I enclose \$10. Please
credit & make assessments paid
until exhausted.

Yours truly
R.H. Pratt

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Feb. 9th 81

Rev. Dr. Thos. Dinean
Baltimore, Md.

Dear Sir,

You probably have my letter today,
answering yours of Sat. last, received Monday,
and now I have yours of the 8th. I add to
what I have already sent you a paper, "The
Evening Bulletin" of Phila., containing a letter
on the subject, which gives additional ideas.
On the visit to your city with a party in a
week, it seems best to do all that can be
done, and at this time. If you get up
your meeting I'll come. Let me know as much
in advance as you can. Sincerely yours
R. H. S. A.

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Feb 10th 81

Miss S. L. Pierie
2403 Spruce Street
Philadelphia, Pa.

Dear friend-

In reply to yours of yesterday I have to say that the principal service we have for you now is teaching a night school of twenty young Indⁿ men, who are regularly at trades during the day. The hours at present are from 6.30 to 8.30. Then, beside that, to give some attention to boys and girls preparing for our semi-annual declamation exercises.

It is desirable that you come perfectly willing to work in any school capacity we thought best to place you. Come at once if you can.
Sincerely yours R. H. Holt

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February 11 81

Miss Emily J. Crown,
Woodstock Conn.

Dear Madam,

I have submitted your propositions to the Department and today receive the following reply,

Miss Crown's proposition to educate in her own home eight Indian girls at \$100. per annum cannot be favorably considered owing to lack of funds. With the little children whom the office is endeavoring to secure the accommodations for pupils will be nearly or quite exhausted, and the educational funds at the disposal of the office will not justify an enlargement of the work of educating Indian pupils at the east or beyond the full quota allowed for Berkshire and Hampden.

So it would seem that for this year at least nothing can be done through Government aid to accomplish your purpose. I have every reason

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to believe that the next Congress will give
the matter more liberal attention

Very respectfully yours,

H. Heath,
Lt. Lieut. 10th Savy.
In charge.

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Feb 11th 89

Hallet Kilbourn
Ed. Republican
Dear Sir.

In reply to yours of the 8th I answer
your questions in the order named, as follows.

- 1st Indian Training School Cadets.
- 2nd Jan 1st 1880.
- 3rd Lt. Akkatt 10th Coy, & Ind^l N. C. Officers.
- 4th Sky blue Kersey trimmed with scarlet. (Pine's Co's did this)
- 5th About 100 Boys & Band of Ind^l boys. (7 tribes, 17 yrs)
- 6th The 3rd March.

This school was organized by the
Interior Dept. in October 1879. Now contains 270
pupils of both sexes, representing twenty one

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separate tribes and languages. Mostly
from the nomadic Indians of the Plains.

The School is Industrial, educating the
boys to farm work and trades, and the
girls to housework cooking, sewing &
laundrying,

The band was first placed under
instruction the 15th of July 1880, at which
time ^{the} boys had ever undertaken to play
a horn, and what they have learned in
that line has been taught them without
interrupting their school or trades duties.

Very truly yours

Ch. Pratt

Ch. In charge

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Feb 15 81

J. M. Sinclair Esq.
Cedar Rapids, Ia.

Dear Sir

Of course you will understand that my action is solely & wholly in the interests of Indian Education, without any reference to the pros or cons of the Ponca question. I simply see that Standing Bear and his party, (with whom I sympathize as fully and deeply as any one) need, among other things, Education for their children, and feeling sure I can undertake the number specified, whether the Dept. concurs or not, I propose to. The Dept. has no knowledge whatever of my action. If you

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submission of the matter to Standing Bear
 through Mr. Williamson should meet with
 success, then I will at once undertake
 all the responsibility necessary to carry it
 out, and shall endeavor by every means
 I can, to make the sending of the children
 here profitable in its results to the children
 themselves, and through them to their parents
 and people. Whether S. Bear and his
 party can see and understand this or
 not, I fear is very doubtful. I am
 sure both yourself & Mr. Williamson
 can. My people here all join heartily
 with me in this sympathy for Standing
 Bears people.

Mrs. Pratt reciprocates cordially
 your remembrance & let.
 Cordially Yours
 R. W. Pratt

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Feb 15th 81

Juan Cristobal Garcia.
Lt. Gov. San Felipe N.M.

My dear Sir.

Your son has just handed me your letter to him containing your salutations to me. I highly esteem the confidence you have reposed in me by entrusting your son to my care for his education, when you have never seen me, and can only know of me by hearsay. It is evident, that when the leading men of your villages take hold of this matter with so much confidence there is the deepest earnestness and desire for it on your part. I, and all others who

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are concerned for the future of your people honor you for it, and shall make every effort to secure the fullest success and the best results to your children and your people from this opportunity.

I am very glad sir, to repeat to you what I have said in several letters to your Agent Dr. Thomas, that your children are our brightest and most rapid learners.

The two older boys from your Pueblo, Sheldon Jackson and James Shields are learning Wagon making and Carpentry as well as the literary accomplishments of the whites. They are apt with the tools. Your son is yet rather young for the mechanic arts. The whole number of Pueblo children enjoy excellent health and

are evidently happy and contented.

The ten new children under Dr Jackson reached us safely. We shall send their pictures home soon as they are a little wrosted, and properly clad.

Returning cordially your salutations. I am.

Very truly your friend,

R.H. Pratt

Ch. DuCharme School

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February 16 84.

Archibald Young, Esq.
Toronto, Ontario,

Dear Sir:

I have requested the Indian Office to send you a copy of its last annual report which contains on page 170, my first annual report of this school from which you will get some information in regard to us. Our school is young as you will see from our report & being entirely under the auspices of the Government our reports of our selves are necessarily limited to what we are required to send to the Department.

Our pupils now number 257 from 21 different Indian tribes, coming from Nebraska, Wisconsin, Dakota, New Mexico, Arizona & the Indian Territory. About one half of these children are from nomadic camp Indians & without previous training. The other half come mostly from nomadic Indians also, but have had some training in agency schools on their excursions.

We have had no difficulty in organizing this mass and bringing to bear at once upon the whole such systems

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of instruction as we found best to adopt. The pupils are organized into eight sections or school departments each section under one teacher with a principal teacher to direct the whole. Our instruction is in the English language wholly ^{and} of course governed by the stage of advancement of the pupils. The highest department is well into a higher arithmetic, studying geography, grammar ^{and} reading, while our primary students (some who have arrived within a week) are of course even lower than children of three or four years of age would be with us because they have still to learn the English.

We have established shops for instruction in the mechanic arts, ^{and} our older boys, at the same time they are receiving instruction in school, pass certain periods at the trades selected by themselves or by us as we thought they were best adapted. We have a blacksmith and wagon maker with six to eight apprentices daily under his instruction we buy the material ^{and} under his direction ^{and} careful management we build wagons suitable for Government use to issue to the Indians. We began the fish of last April ^{and} up to the present time



have manufactured eleven wagons of different
 kinds. We have a harness maker with six
 six apprentices under his management daily. This
 part of our mechanical instruction seems to meet
 with best results. Although we began only last
 April had our shops to organize ^{the} material to
 buy ^{and} our apprentices mostly speak only their
 Indian tongue, we have turned out about 110 sets of
 double harness well ^{and} carefully made ^{and} of even
 better quality than is usually bought under our
 contract purchase system. In the tin shop the
 master has three to four apprentices daily under his
 direction. This probably comes next to the harness
 shop in point of production ^{and} speed of acqui-
 sition by our pupils. We have manufactured some
 250 dozen tinware, mostly buckets, pans, coffee pots ^{and}
 boilers, cups, &c, such as are required for issue to our
 agency Indians. We have a shoemaker with four
 apprentices daily under his care ^{and} have repaired our
 own boots ^{and} shoes from the start. The apprentices
 are now so well instructed that we feel able to
 undertake the manufacture of all the shoes we



ing for our school the ensuing year.

From 5 four apprentices an daily end in-
struction in our tailor shop which was estab-
lished in September last. We make our own cloth-
ing for the boys on the ground. And those boys who
have been at the trade from the start are as com-
petent and create as any white boys could be, several of
them being able to make a pair of trousers in a day.
and to run the sewing machine with skill.

We have a carpenter with fourteen apprentices
and in this branch our boys have shown equal aptness.
In the necessary changes and in modelling to adapt the
old military barracks to the purposes of the school,
we have so far found ample occupation for the car-
penter and his apprentices.

A competent farmer manages our farm of 110
acres and all boys not receiving instruction at trades
come under his training.

The girls are instructed and trained in differ-
ent kinds of housework and in ~~the~~ the manufacture
of their own and the boys garments and on laundry
work.

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About thirty of our apprentices work continuously at their trades & attend a night school two hours, the others work two days each week & attend day school the remainder of the time.

We have no difficulty in maintaining discipline. Being in the midst of a civilized community object lessons are numerous & are quickly understood & accepted & attributed to this fact more than to any other the success reached in the management of so large a number of pupils gathered from so many sources. I have found it wise to let the students adjudge punishment for misdemeanors, organizing a court similar to a military court martial & having the boys examine into the causes of guilt & award the punishment. This enables some instruction in the principles of law & good order.

Being close to a quiet orderly town & its many people interested in the welfare of the school we have caught and obtained much help in their moral vigor. Our boys all attend the different Sunday Schools of the town & are accepted and treated as the other children of the schools.



We intend a vacation period of about three months from the 15th June to the 15th September. We during this vacation to plant such children individually in suitable families near us that allow large opportunity for learning civilized manners & customs as well as instruction in the English language, ignorance of which is the greatest barrier to Indian progress in this country.

Very truly Yours,

R. Wood

Sch. Lieut. 10th Aug.
In charge.

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February 16 84.
 Rev. W. S. Parsons
 Hurdages, Ind. Ter.
 My dear Sir:

In reply to your first question
 "Would you rebuild as a manual labor school for
 one sex or both?" My experience is limited to
 service in connection with schools educating both
 sexes & I am in favor of co. education. I believe in
 giving the Indian girls as good a chance as boys
 & it won't hurt any to give them a little better
 chance.

"As near or as far from the railroad as possi-
 ble?" I consider the railroad a civilizer besides
 its convenience & I think the seeing of the cars pass-
 ing to & from is helpful.

"In the midst of the native population or as
 far as possible from them" I would say in re-
 gard to that the influences should all be on the
 same line in which we are working. If we want
 to civilize people we want to bring to bear all the



civilizing influences, If parental influence is opposed to that I believe in getting away from it.
 I would put every Indian child into schools in the midst of civilized communities if I could.
 Trusting these answers may meet your inquiries satisfactorily. I am,

Very truly yours,
 Chas. Pratt
 Trust

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Feb 17th 87

Jane E Lemmy
Mechanicsburg

Madam.

In reply to your
application of yesterday I have
to say that our places are all
satisfactorily filled.

Very truly yours

R.H. Pratt

Ch. Incharge

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February 17 81.

Ernest Cull,
Roubid Agency,
Dakota.

My dear friend:

Your daughter Dora has
been sick for some time as to be in the hospital.
She has been well enough most of the time to be
up and dressed, but just now she is confined to her
bed. The doctor thinks she will be better in a
few days & I will write you let you know. We
will do all we can for her, & take the best care
of her.

Dr. Faulkner from your agency has been
here once & seen the children & he expects to come
back again before he goes back, & then he will
tell you all about it. If it seems best when he
returns to send Dora home I will do so.

Very truly your friend
R. H. Smith
Lieut.

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