

and far from the children's homes should be used as normal schools, to prepare those who have shown ability and aptitude at the local boarding schools to be teachers and leaders of their people.

I have the honor to be your obedient servant,

The COMMISSIONER OF INDIAN AFFAIRS.

R. W. D. BRYAN,  
*Superintendent.*

SITKA, ALASKA, *July 1, 1885.*

SIR: I have the honor to send you the following annual report of the Indian industrial and training school, Sitka, Alaska, for the year ending June 30, 1885:

As this is the first report to your office from this school, a brief preliminary statement is in order.

In the spring of 1876 nine Tsimpshian Indians came up the coast from Port Simpson, British Columbia, and took a contract for cutting wood for the military post then at Fort Wrangell, Alaska.

At the close of their contract, in the fall, as they were about returning to Fort Simpson, Clah, who had been the leader among those Indians, was persuaded to remain and open a school. Such was the anxiety of the people to learn that his school was attended by 60 to 70 adults, besides children. "These people," said a sailor, "are crazy to learn. Going up the beach last night I overheard an Indian girl spelling words of one and two syllables. Upon looking into the house, I found that, unable to procure a school-book, she was learning from a scrap of newspaper that she had picked up."

Touched by the eagerness of this people to learn, a soldier at the post wrote to Major-General Howard, then in command of that military district, asking if some society could not be interested to send them a competent teacher. The letter was placed in my hands in May, 1877, and immediately published in the Chicago Tribune. To gain a better understanding of this movement of the natives for a school, I made them a visit in August, 1877. In passing through Portland I found a teacher who had had large experience in mission work and Indian schools—Mrs. A. R. McFarland—whom I took with me.

Going ashore upon our arrival, August 10, I heard the ringing of the bell for the afternoon school, and went directly to the school-house. About twenty pupils were in attendance, mostly young Indian women. Two or three boys were present; also, a mother and her three little children. As the women took their seats on the rough plank benches each one bowed her head in silent prayer, seeking divine help in her studies. Soon a thoughtful Indian man of about twenty-five years of age came in and took his seat behind the rude desk. The familiar hymn "What a friend we have in Jesus" was sung in English; a prayer followed in the Chinook jargon, which is the common language of the various tribes on this coast, closing with the repetition, in concert of the Lord's Prayer in English. After lessons were studied and recited, the school arose, sung the long-meter doxology, and recited in concert the benediction. Then the teacher said, "Good afternoon, my pupils," to which came the kindly response, "Good afternoon, teacher."

The school was in full operation, but under great difficulties. They greatly needed maps and charts; they were also in great need of a school-house. At the time of my visit they were renting a dance-hall for a school-room. Upon the return of the miners for the winter the hall had to be given up, and the school was held in a dilapidated log house. I found that their stock of books inventoried as follows: four small Bibles, four hymn books, three primers, thirteen first readers, and one wall chart.

Mrs. McFarland was at once placed in charge of the school, with Clah as an assistant and Mrs. Sarah Dickinson, a Christian Tongass Indian, as interpreter. Early in the history of her school Mrs. McFarland found a difficulty in holding her girl pupils. According to the customs of their people, they were frequently hired or sold by their own mothers to white men and others for base purposes. And the brighter the girl the greater her danger; for, as she improved in the school, she began to dress more neatly, comb her hair, and keep her person more cleanly; the dull stolid cast of countenance gave way to the light of intelligence, and she began to be more attractive, and consequently in greater demand. To save these girls necessitated the establishment of a "home" into which they could be gathered, and thus taken out from under the control of their mothers. Consequently a home was added to the school in October, 1878, and kept in what was formerly the hospital building of the military post.

In July, 1879, I made a second trip to Alaska, taking with me Miss Maggie J. Dunbar, of Steubenville, Ohio, as teacher. Relieved from the care of the school-room, Mrs. McFarland was able to give her whole time to the boarding and industrial departments.

During that season I commenced the erection of a large two-story building, with basement and attic, 40 by 60 feet, for the use of the home and school, which was completed the following season at an expense of \$7,600.

In March, 1882, the school was divided, Rev. John W. McFarland taking the boys' and Miss Dunbar the girls' departments. In September, 1882, Miss Kate A. Rankin was placed in charge of the industrial department.

On the 9th of February, 1883, the school buildings were burned to the ground, and the school again found shelter in the old military hospital.

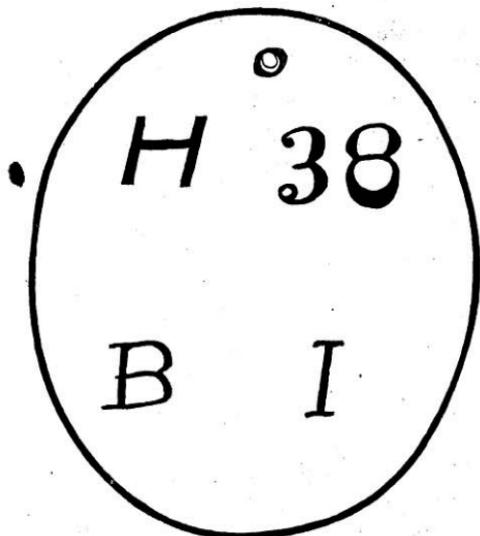
In the summer of 1884 the school teachers and pupils were removed to Sitka.

## SITKA.

In the winter of 1877-'78 I secured the appointment of Rev. John G. Brady for Sitka, and in April, 1878, a school was opened by Mr. Brady and Miss Fannie E. Kellogg. In December, through a combination of circumstances, it was discontinued. In the spring of 1880 Miss Olinda Austin was sent out from New York City, and reopened the school April 5, in one of the rooms of the guard-house, with 103 children present. This number increased to 130. Then some of the parents applied for admission, but could not be received, as the room would not hold any more. Miss Austin received the support and substantial assistance of Captain Beardslee, then in command of the United States ship Jamestown, Lieutenant Simonds and other naval officers, who proved themselves warm friends of the enterprise. In July the school was moved to the old hospital building.

In November some of the boys applied to the teacher for permission to live at the school-house. At home there was so much drinking, talking, and carousing that they could not study. The teacher said she had no accommodations, bedding, or food for them. But they were so much in earnest that they said they would provide for themselves. Upon receiving permission, seven Indian boys, thirteen and fourteen years of age, bringing a blanket each and a piece of tin for a looking-glass, voluntarily left their homes and took up their abode in a vacant room of one of the Government buildings. Thus commenced the boarding department of the Sitka school. Soon other boys joined them. One was a boy who had been taken out to be shot as a witch, but was rescued by the officers of the Jamestown and placed in the school. Capt. Henry Glass, who succeeded Captain Beardslee in command of the Jamestown, from the first, with his officers, took a deep interest in the school. As he has had opportunity he secured boys from distant tribes and placed them in the school.

In February, 1881, Captain Glass established a rule compelling the attendance of the Indian children upon the day school, which was a move in the right direction and has worked admirably. He first caused the Indian village to be cleaned up, ditches dug around each house for drainage, and the houses whitewashed. These sanitary regulations greatly lessened the sickness and death-rate among them. He then caused the houses to be numbered, and an accurate census taken of the inmates—adults and children. He then caused a label to be made of tin for each child, which was tied around the neck of the child, with his or her number and the number of the house



on it, so that if a child was found on the street during school hours the Indian policeman was under orders to take the numbers on the labels and report them, or the teacher each day would report that such numbers from such houses were absent that

day. The following morning the head Indian of the house to which the absentee belonged was summoned to appear and answer for the absence of the child. If the child was willfully absent, the head man was fined or imprisoned. A few cases of fine were sufficient. As soon as they found the captain in earnest, the children were all in school. This ran the average attendance up to 230 and 250; one day reaching, with adults, 271. In April Mr. Alonzo E. Austin was appointed principal of the school and Mrs. Austin was appointed matron.

On the 24th of January, 1882, the old Russian log hospital building that sheltered the school was burned, and the pupils were placed in an abandoned Government stable, which was roughly fitted up for them.

In the summer of that year, by the advice of the naval commander, the collector of customs and a few of the leading citizens, I selected a tract of land outside the village as a permanent location for the school, and erected "Austin Hall," a large two-story building, 100 by 50 feet in size. Mr. Walter B. Styles was placed in charge of the industrial department.

#### NEW BUILDINGS, ETC., 1884-'85.

During the fall and winter of 1884 the following buildings were erected: "Central hall," a two-story frame building, 130 by 59 feet in size (this building contains school-rooms, dining-hall and kitchens, both for school and teachers' mess, sewing-rooms, girls' dormitories, teachers' rooms, &c.; it was occupied January 1, 1885); a laundry, 1½ stories, 20 by 25 feet; a bakery, 1½ stories, 14 by 25 feet; and a wagon-shed, 30 by 10. Iron pipes have been laid for half a mile from the buildings to Indian River, furnishing the institution with an abundant supply of pure soft water.

#### EMPLOYÉS.

Sheldon Jackson, July, 1884, to March, 1885, superintendent.

A. J. Davis, March to June, 1885, superintendent.

William A. Kelly, June, 1885, superintendent.

Rev. Alonzo E. Austin, assistant superintendent and chaplain.

John Walker (Indian), July to March, industrial teacher.

Thomas Heaton, March to June, industrial teacher.

Mrs. A. E. Austin, boys' department, matron.

Mr. A. R. McFarland, girls' department, matron.

Miss Kate A. Rankin, sewing department.

Miss Margaret Dauphin, laundry and kitchen.

Miss R. A. Kelsey, school-room.

W. D. McLeod, machinist.

M. Cragin, watchman and assistant.

David Jackson (Indian), boot and shoe department.

Sergeant Myers, U. S. N., volunteer drill-master.

There have been in connection with the school during the year 47 boys and 90 girls, making a total attendance of 137. The average age of the boys has been 14 years, and of the girls 10½.

There have been one marriage and three deaths. One of the girls married the interpreter of the Takoo mission. A boy and girl have died with consumption, and a girl of pneumonia. This was the first death in the boys' department during the five years' history of the school.

The several tribes are represented as follows:

Tribe.	Boys.	Girls.	Total.
Kokwatons, of Sitka.....	22	12	34
Kaksahates, of Sitka.....	16	10	26
Hoochinoo.....	3	10	13
Kake.....	1	1	2
Hoonah.....	4	3	7
Yakatat.....		3	3
Stickine.....		30	30
Chilcat.....	1	6	7
Takoo.....		5	5
Hanega.....		3	3
Tongass.....		1	1
Stick.....		3	3
Hydah.....		1	1
Creole.....		2	2
<b>Total.....</b>	<b>47</b>	<b>90</b>	<b>137</b>

On account of causes hereafter mentioned the school closes the year with only 26 boys and 33 girls. Total present attendance, 59. All the pupils are required to be in the school-room half the day and the work-rooms the other half.

#### SCHOOL.

In the school-rooms they pursue the studies usual to the primary and intermediate grades and are making fair progress, when it is considered that their studies are in, to them, a foreign language. An analogous position would be to attempt to instruct the children of New York or Massachusetts in arithmetic, geography, grammar, &c., through the medium of Chinese teachers and text-books. Without any legal power on the part of the teachers or public sentiment among the parents to hold the children, and with the direct or indirect opposition of several of the Government officials, it has been very difficult to exercise the authority necessary to secure the best results in speaking English.

#### INDUSTRIAL.

All the manual labor of the institution is performed by the children themselves under the supervision and instruction of the teachers. There is not a hired servant about the establishment. The older and more advanced girls in charge of the divisions and of the teachers' kitchen are paid a small compensation; also the older boys in the carpenter-shop.

#### THE GIRLS.

The girls are divided into three classes and serve in rotation in each of the three divisions.

(1) *Kitchen and dining department.*—Much of the time and strength of this department is taken up in the necessary work of providing the daily meals. More and more attention will, however, be given to training the pupils in the best method of cooking meats, fish, and vegetables; the preparation of corned, smoked, and pickled meats and fish; the drying and preserving of berries; the care of winter vegetables, making yeast and baking bread; the care of milk, butter and cheese making; the proper washing of dishes and care of kitchen utensils and the care of store-room and pantry; also the setting, waiting upon and clearing off of tables; the care of knives, forks, spoons, &c.

(2) *The dormitory and sewing department.*—In the dormitory, halls, &c., the girls attend to the sweeping and scrubbing of floors; dusting and orderly arrangement of furniture; making of beds; care of slops; simple adornment of walls; cleaning and care of lamps; care of clothes, closets, bedding, &c. As they have nothing of this in their native homes it is a long step forward in their civilization. In the sewing department they are taught the usual cutting and making of clothes; the changing, mending, and patching of garments; knitting and darning; practice with the sewing machine, &c. They are fond of and excel in sewing and knitting, and it is doubtful whether any equal number of white girls gathered promiscuously into a school would do as well.

(3) *The laundry department.*—In addition to the usual weekly washing and ironing of the clothes, bedding, &c., of the pupils, special instruction will be given to the manufacture of lye from wood ashes, of soft-soap and starch.

#### THE BOYS.

The boys in a general way are divided into two classes for work. The smaller ones cut and carry in the fire-wood, keep the grounds cleaned up and do the chores generally. The larger ones cut and raft the logs for fire-wood, draw the seine when fishing, and work in the carpenter-shop. Much of the work of the past year, of extracting stumps, grading and ditching land, rafting logs and lumber, procuring and carrying rock for foundations and lumber for the buildings from the beach (there are no horses or oxen here) has been done by the boys of the school. They also did much of the work of erecting the main central building of the institution—a house two and a half stories high, 130 feet long, and 50 feet wide. This was done under the supervision of the head or "boss" carpenter, John Walker, himself a full-blooded Indian, educated at the Forest Grove Indian School.

Having no roads or appliances for getting logs out of the woods, the custom of the country is to find a suitable tree so near the ocean shore that, when cut, it will fall into the water. These are lashed together, and when the tide is in the right direction floated to their destination. The available trees near to Sitka having been cut off, the school boys are compelled to go from 8 to 12 miles away for their annual supply of fire wood. This adds greatly to the fatigue and danger of the work. Our boats have been driven ashore, and occasionally a raft scattered by a storm, but so far no lives have been lost, and the boys have gained practice in seamanship.

## FISHERIES, ETC.

A seine has been provided and the boys have packed thirty-four barrels of choice salmon for the use of the school. As fish are one of the chief commercial commodities of the country, and one which will furnish the natives with an ample and reliable means of support, special attention will be given to it. The boys will be instructed in the names, habits, and commercial value of the various kinds of fish in their waters; improved methods of taking and preparing them for market; the making and mending of nets; the management and repair of boats; rope-splicing and sail-making; swimming; naval drill; together with instruction concerning the tides and the use of the compass.

## CARPENTER-SHOP.

The erection of buildings for the institution during the past year has given a special impetus to wood work. The native races on this coast are noted for their skill in the manufacture of canoes, and carving in wood, stone, and metals, so that the boys very readily and quickly become skillful in the use of tools. As an encouragement to the boys, the school has very properly been given the contract of making the school furniture for all the Government schools in Alaska. During the coming year some attention will be given to the manufacture of household furniture. It is also hoped that a cooper-shop may be opened to provide barrels and casks for the salting of fish.

## AGRICULTURAL DEPARTMENT.

An injunction having been served on the officers of the school, through the malice of United States District Attorney Haskett and Judge McAllister, preventing work on the school property at the time the vegetable garden should have been planted, but little has been raised this season. In previous seasons the school garden has been the most flourishing one in the place. Since the dissolving of the injunction by the court, considerable has been done in removing stumps, and grading and ditching land. It would be well if the Government would set apart a special sum for the carrying on in connection with the school an

## EXPERIMENTAL FARM.

There is a wide diversity of views concerning the agricultural and horticultural capabilities of this region, and necessarily great ignorance. The early Russian settlers were here for furs, and the more recent Americans for trading and mining. No systematic effort intelligently prosecuted has been made to ascertain what can or cannot be raised to advantage. The industrial and training school of this distant and but little known section of the United States furnishes a basis for a department that shall make careful experiments extending over a term of years to ascertain the vegetables, grains, grasses, berries, and small fruits, apples and larger fruits, trees, flowers, &c., best adapted to the country; the best methods of cultivating, curing of and gathering of the same; tree planting and grafting of fruit trees; the development of the wild cranberry; cattle, hog, and poultry raising; and butter and cheese-making. If the Government will determine what can be done in this direction, both settlers and the natives will utilize the information gained. Such a course will add both to the wealth of the country and the comfort of the people.

## BOOT AND SHOE SHOP.

No systematic training has yet been given in this important department, although considerable has been done in the way of repairing shoes. More and more prominence will be given this department as the work develops.

## HOSPITAL DEPARTMENT.

As the work of the school becomes more systematized, special instruction will be given both sexes in physiology, the laws of health, common sanitary regulations, simple remedies, treatment of accidents (particularly cuts and gunshot wounds), treatment of persons rescued from drowning, cooking for, waiting upon, and nursing the sick.

## OFFICIAL INTERFERENCE AND THE RESULT.

The native races upon this coast are a docile people and easily influenced by those in authority. While the country was under naval rule, Captains Glass, Beardslee, Lull, Coaglan, and others gave their influence in favor of the school, and the school-room was crowded with pupils.

In the fall of 1884 the naval rule was superseded by that of the civil government. As the securing of the civil government was largely due to the friends of the school (see Annual Report of the Commissioner of Education for 1882-'83, Government Printing Office, 1884; note pages xlv and xlvi), they had a right to expect the friendly co-operation of the new officials. Further, the native races compose fifteen-sixteenths of the population to be cared for, and have a claim upon the attention of the officers. Still further, Congress had voted an appropriation for the education of these people, and the most important services the officers could render the Government and the country was to throw their whole official influence in favor of the education of the native races up to American citizenship. Had they done this—had they followed the example of the naval commanders that had preceded them, and made the natives feel that the officers really desired the regular attendance of the children at school—all of the native schools would have continued to make progress and produce results satisfactory to the Government.

But, very strangely and unexpectedly, Governor Kinkead (the few weeks he spent in Alaska of the year he was governor), United States Judge Ward McAllister, jr., United States Marshal Hillyer, Deputy Marshal Sullivan, and United States Interpreter George Kastrometoff, directly or indirectly threw their influence against the schools, and the native parents soon learned that the officers did not care whether they sent their children to school or not. The most open opposition, however, came from United States District Attorney E. W. Haskett. Secretly pushed forward by others, he sought to disturb the school in the occupancy of the land upon which are situated the school buildings and improvements.

Following the precedent made in the organization of the Territory of Oregon, and afterwards that of Washington, Congress, in the organic act providing a civil government for Alaska, enacted as follows:

*And provided also,* That the land not exceeding 640 acres at any station now occupied as missionary stations among the Indian tribes in said section, with the improvements thereon erected by or for such societies, shall be continued in the occupancy of the several religious societies to which said missionary stations respectively belong, until action by Congress.

Mr. Haskett, working upon the race prejudice of the Russian Creoles, made them believe that the Government was giving to the Indians land that their children would some day need. This resulted in two or three so-called "citizens' meetings," mainly composed of Creoles, at which resolutions were adopted and sent to Washington protesting against the industrial school being allowed the use of the land reserved by Congress for it. At these meetings the United States district attorney was the chief speaker, and in his incendiary harangues assured them that the school had no right to the land where its buildings are, and that if any Russian wanted any of the land claimed by the school all he had to do was to go and occupy it. As a consequence one of the simple-minded Creoles went into the front yard of the school, staked out the corners of a house, and commenced getting out the foundations. Several others were preparing to do the same thing.

This necessitated the immediate construction of a fence in front of the school grounds. Upon the setting of the posts, Mr. Haskett encouraged the Creoles to make a complaint that the school was obstructing a public highway, because the fence was not 30 feet from the center of a road used as a public highway, but which has no legal status as such. The fence was the same distance from the road as every other fence on it, and was built in uniformity with them. Through misrepresentations to the court an injunction was secured against all the officers and employés of the school, forbidding the completion of the fence, the clearing out of underbrush and grading of the land, the setting out of shade trees, construction of walks, or even any work upon the school buildings themselves. When the case was reached at the regular term of court the injunction was dissolved.

Upon the acquisition of Alaska in 1867, a company of United States troops was stationed at Sitka. In procuring their fuel they first cut the trees accessible to the beach. When those nearest to the beach were gone, they naturally cut those adjoining, all the time penetrating farther into the woods and farther from the beach. After the first rise of ground at the beach the land is swampy, and in order to get out the fire-wood the troops made a temporary corduroy road. The farther they penetrated the forest for wood the longer the road grew, until when the troops were withdrawn in 1877 it was nearly half a mile long. It commences on the beach and abruptly terminates in the woods. Its commencement, ending, and whole course is on the land reserved by Congress for the school.

In order to inclose the school buildings and secure better discipline, the superintendent of the schools will need to fence across this former wood road. This he has a legal right to do, but he has refrained from doing so, until the school constructed a better road at the side of the school grounds to take the place of the former wood road through them. The new road is better and more convenient to the village than the old one, and when extended will make a straight street from the beach to the cemetery. The cemetery has no road to it, but is reached by a trail through a swamp from the

wood road. Any other community would cordially acquiesce in this change, better both for the school and the general public; but here, through the feeling created by District Attorney Huskett, the change is met with the threat of mob violence.

The culmination of these difficulties occurred in March last. Upon the 11th of that month the United States mouthly mail steamer arrived, bringing an Indian woman of questionable character, who claimed possession of one of the girls in the school. The girl is a half-breed, about fourteen years of age, and an orphan. She is a good English scholar and quite attractive in her personal appearance. The woman claimed to be a relative (I believe a cousin). She had no papers of guardianship or any proof to support her claim; nor was she the guardian of the girl even according to Indian customs. The officers of the school very properly refused to let the child go. The woman then, at the instigation and with the assistance of some evil-disposed white men, took out a writ of habeas corpus. A special term of court was held at 8 o'clock in the evening. The officers of the school were refused a hearing, and the girl, who had cried all afternoon for fear that she would be taken away, was given into the custody of the woman. Thus a girl in process of training by the United States Government toward a virtuous and useful womanhood was by a United States court remanded back into barbarism and given over to a woman who took her down to Victoria, British Columbia, probably to be forced into a life of sin.

Last winter an Indian sorcerer and his wife brought their daughter, about twelve years of age, and placed her in the school for five years. A short time afterwards, having an opportunity of selling her to some visiting Indians, they came and asked to take her out of the school. This was refused by the superintendent. They then offered to send her brother in her place. The superintendent replied that he would take the boy if they wished, but would retain the girl. They then offered him \$10 in money if he would let the girl go. Failing to procure her, they hired two Indians to steal her. These men were concealed in the woods near by a week before they were discovered and captured. While these events were transpiring the first girl had been taken from the school on a writ of habeas corpus. Encouraged by this, the same white men, as in the first case, assisted the sorcerer in securing a writ, and the girl was produced in court. Upon this occasion the Judge ruled—

(1) That the verbal contract of the Indian parents in placing their child in school was not binding.

(2) That as a white man cannot make a contract with an Indian, a written contract would be illegal; and

(3) That if the officers of the school attempted to restrain the children from running away or leaving whenever they wished, they would be liable to fine and imprisonment.

These decisions may have been very good law, but they were certainly very destructive to the best interests of the schools in Alaska, to the native population, and to the community at large. These decisions left the officers powerless to maintain discipline. If a child failed in his lessons, quarreled with his schoolmates, neglected his work, or transgressed the rules of the school, and any attempt was made to correct him, in a fit of anger or sulkiness he could leave the school. The court had thrown the doors wide open, and evil-disposed men took special pains to inform the natives and encourage them to remove their children from the school.

To add to the difficulties of the situation, about that time one of the school girls died of pneumonia. She had careful nursing and every needed attention, even to the medical attendance of the surgeon on the United States man-of-war, the *Pinta*. After the burial some one started the story that the matron had bewitched the girl and caused her death. Soon there was an excited mob at the school clamoring to take their children home for fear the matron would kill them also. If the civil officers had then used their influence with the Indians to quiet the excitement and keep the children in school, they would have succeeded and both parents and children would have been thankful after it was all over. On the contrary, the marshal, the interpreter, and especially the United States district attorney, helped the matter along, so that through their influence and the superstitious fear of the Indians, in a few days forty-seven children were taken out of school and remanded back to the filth, superstition, degradation, and vice of their native condition.

Among those removed from the school was a girl seventeen years of age, who had been sold into prostitution by her own mother. In some way she had escaped and found both an asylum and a home in the school, but now she was turned loose to destruction.

Another girl of fifteen and her sister ten years of age had been picked up on the beach at a mining camp. They were without friends or home, almost without clothing, and in a starving condition. Through neglect and cruel treatment, the younger one was almost blind. These orphan sisters were taken into the school, fed, clothed, and kindly cared for. Medical attendance was provided and the blind one restored to sight. The sisters were making fair progress when the break came and they were taken in charge by an aunt. The elder one was sent into prostitution and the aunt

is living off the wages of the child's shame. The younger one after a little escaped from her relatives and returned to the school. When her aunt came for her she clung to one of the lady teachers and had to be taken away by force. Again she returned to the school and again was torn away. She returned the third time. It seemed so inhuman and outrageous to force the poor child into a life that she was making such desperate efforts to escape, that the officers of the school refused to let her relatives have her, preferring that, if she must be taken away, the responsibility should rest upon the court.

Another girl of fourteen, when about to be sold into prostitution for the benefit of a distant relative, escaped from her grandmother who was guarding her, and came to the school. As a result of the decision of the court, she, too, was remanded back to the care of her heathen relatives, and has been lost to a virtuous life.

Another, a girl of about seventeen, was being sold into prostitution by her stepmother and aunt. The two women quarreling over the division of the blood money, came to settle the dispute before Mr. A. T. Lewis, clerk of the court. Mr. Lewis, whose influence is on the side of humanity and the schools, took the girl from her unnatural protectors, and placed her in the school. She, too, has been sent back to her former abode of cruelty.

Some three years ago, a little girl was accused of witchcraft. The tribe bound her with a rope. A stalwart chief, holding one end of the rope, walked in advance, dragging the child after him, while another came behind, holding the other end of the rope. These men were the admiration of the tribe for their bravery in holding between them a puny, starved girl of ten. She was rescued by Professor Austin, who was in charge of the school, and given a home. During the troubles, she was returned to the tribe, and may yet be tortured to death as a witch.

Another was the slave of a prominent chief. After his death his two widows treated her so cruelly that she ran away, and was found hid under the church. She was taken into the school, and furnished protection and a home. A man that married one of the widows claimed her as his property, and tried to get possession of her, but in vain. But now that the school is powerless to protect the orphan, the escaped slave and the helpless child, she has gone out from under its care and her future remains to be seen.

Another, to prevent being married to her stepfather and becoming a plural wife with her own mother, ran away and came to the school. For a long time she did not dare visit her mother, and when at length she ventured to visit home, they locked her up in a room to keep her. After some days she again escaped and returned to the school. Now, under the hostile influences that surround the school, she has been led away and is living a life of sin in a mining camp.

And thus also among the boys.

One had been sold as a slave twice before he was brought to the school. Another had been shot as a slave and a bullet sent crushing through his shoulder. Another had been tied up as a witch and kept four days without food, when he was rescued. Another when born was about to be killed by his parents to save the trouble of taking care of him. A neighboring woman took pity on the babe and removed him to her own house. When the school commenced he was placed in it. Many others had come under the protection of the school through trials and dangers. They were making good progress in books and industrial pursuits, and advancing in the ways of civilization. The older ones were looking forward to the erection of American homes for themselves, when the break came and the work was greatly set back.

Thus an institution established at considerable expense, supported in part by an annual appropriation of Congress, and equipped for a good work, is crippled, and the purpose of the Government to civilize and educate the natives is hindered by the opposition of the officials previously named. For seven years earnest men and women, exiled from friends and society in this far out-of-the-way land, have toiled to overcome the prejudices of the natives and secure their children, that by means of industrial education the rising generation may be lifted out of the degradation of their fathers into that of intelligent citizenship.

And now to see it possible for United States officials and others in one month to take 47 children out of an industrial school, strongly emphasizes the need of such legislation by Congress that schools supported in whole or in part by the Government shall be protected from the malice of evil-disposed white men on the one hand and the whims of degraded, ignorant parents on the other. There is a great and growing work to be done by this institution, but in order to secure the best results it is necessary to have some law by which the children can be legally held for a sufficient number of years to form civilized habits of thought, work, and life.

Trusting that your office will prepare and present to Congress the needed legislation,

I remain, with great respect, yours truly,

SHELDON JACKSON,

*United States General Agent of Education in Alaska.*

THE COMMISSIONER OF INDIAN AFFAIRS.