

L E T T E R

FROM THE

SECRETARY OF THE INTERIOR,

TRANSMITTING

A communication, with accompanying papers, from the Commissioner of Indian Affairs, in response to Senate resolution of January 24, 1882, calling for information relating to amounts expended for the education of Indian children, &c.

FEBRUARY 21, 1882.—Referred to the Committee on Indian Affairs and ordered to be printed.

DEPARTMENT OF THE INTERIOR,
Washington, February 17, 1882.

SIR: I have to acknowledge the receipt of a resolution of the Senate of the 24th ultimo, as follows:

Resolved, That the Secretary of the Interior be directed to inform the Senate what sums have been expended by the United States for the education of Indian children in pursuance of the obligations of treaties; to what extent such treaty obligations have not been fulfilled; what sums it would have cost the United States to perform so much of said obligations as has not been fulfilled; how much of the sums now expended in the support of Indians are expended in the support of children of school age; how much each year of the last five years has been expended for the education of Indian children, in pursuance of treaties or not in pursuance of treaties, for the five civilized tribes in the Indian Territory, for Indians not in said tribes, from trust funds and from the general Treasury; how many Indian children have been at school during each of the past five years, in said five tribes and not in said tribes; how much the whole expense of the government has been for the support of Indians by treaty, not by treaty, and from trust funds.

And in reply to said resolution respectfully invite your attention to the inclosed communication of this date from the Commissioner of Indian Affairs, to whom the same was referred for the required information, together with the inclosures noted therein.

The accompanying papers contain, it is believed, all the information in the possession of this department in relation to the subjects of inquiry presented in the resolution.

Very respectfully,

A. BELL,
Acting Secretary.

The PRESIDENT of the Senate.

DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
Washington, February 17, 1882.

SIR: By department reference, I have the honor to be in receipt of Senate resolution of the 24th ultimo requesting information in regard to expenditures made for Indian education.

The resolution is returned herewith, with some tables, which give replies to questions contained in the resolution, and which cover the five years, from 1877 to 1881, inclusive.

Table 1 gives the number of children in attendance on Indian schools during that time.

Table 2 shows expenditure, for Indian schools made from funds appropriated in fulfillment of special treaty provisions for education; from funds appropriated in fulfillment of treaty, but not more for education than for any other civilizing purpose; from appropriations made for support of schools, and for general civilization, not required by treaty; from the civilization fund, which is a fund not appropriated, but derived from the proceeds of sales of Indian lands, and which will be exhausted by the 30th of June next; and from trust funds. The expenditures for schools on reservations, and for the Hampton, Carlisle, and Forest Grove schools are given separately.

Table 3 shows the appropriations which would have been required annually for the last five years to fulfill the educational provisions of treaties with certain tribes whose aggregate population is 68,076, or a little more than one-third of the whole Indian population of the United States, exclusive of the five civilized tribes. This table also shows the amounts which have been *specifically* appropriated in fulfillment of those treaty stipulations. How much, in addition to those sums, has been taken from other *general* funds and applied in support of schools among those tribes could not be ascertained without an expenditure of time and labor which would be unjustifiable in view of the inability of the present clerical force of this office to keep up with current work. But when it is observed, by a comparison of tables 2 and 3, that the amount required to fulfill treaty stipulations with these 68,000 Indians is more than is expended *from all sources* for all Indians, I think it will be sufficiently evident that the government has broken its treaties on the very point where it would have been most to its *own* advantage, and in accordance with its own genius, to have kept them.

Table 4 shows the school funds of the "five civilized tribes in the Indian Territory." These tribes, who number 59,227, are not included in the preceding tables, for the reason that the office has no control of the expenditure of their funds. By law they are required to be placed to the credit of the respective nations, and the disbursement of the same is entirely under their control.

The New York Indians are also excluded from the foregoing tables, for the reason that the State of New York has extended over them her own common-school system. They number 5,235. If the example of New York were followed by other States, the "Indian problem" would be relieved of much complication. In this connection I desire to call attention to that part of my annual report which discusses the subject of Indian education, and inclose pages 32 to 38.

Table 5 gives the total expenditures for the Indian service from 1877 to 1881, exclusive of the "five civilized tribes."

These figures are necessarily approximate, but are so carefully collated as to form a reliable basis for comparison and deduction, and though not covering all the ground will, I trust, answer the purpose contemplated in the resolution.

In general I desire to say that where treaties have provided for the annual appropriation of a specified sum for education, those treaties have been fulfilled; but where they have specified that certain schools should be maintained, without specifying the sum which should annually be expended therefor, they have not been fulfilled. For instance, the Navajo

treaty provided that a building should be erected, a teacher employed, and a school supported, for every 30 children of school age in the tribe, for ten years. The ten years expired in 1881, and the only appropriations ever made in fulfillment of that treaty provision have been \$2,000 per annum for salary of two teachers! From other funds the office has succeeded in erecting a boarding-school building, which will accommodate about 75 pupils. The tribe numbers 16,000! It is only similar cases which can be included in table 3. Treaties with other tribes in the country either provide for the appropriation of specific sums, which has been made, or made a general provision for "education, civilization, agriculture," &c., or made no provision whatever for education.

I have the honor to be, sir, very respectfully, your obedient servant,
H. PRICE,
Commissioner.

The Hon. SECRETARY OF THE INTERIOR.

TABLE 1.—Number of Indian pupils attending school.

Year.	*Five civilized tribes.	Other Indian tribes.
1877.....	5,496	6,019
1878.....	5,993	6,229
1879.....	6,250	7,193
1880.....	6,098	7,240
1881.....	6,183	8,109

* It has been impossible to obtain from the five civilized tribes reliable statistics in regard to attendance at school.

TABLE 2.—Expenditures for Indian education (exclusive of "five civilized tribes").

	1877.	1878.	1879.	1880.	1881.
Appropriations made and expended on reservations in fulfillment of treaty provisions which pledge either specific sums for education or the support of specified schools.....	\$78,422	\$81,056	\$76,082	\$75,950	\$57,450
Expenditures for schools made from funds appropriated to fulfill treaty provisions which pledge assistance in agriculture, stock-raising, and general civilization, &c. Such funds may be used in support of schools when other demands have been met.....	22,114	25,841	23,518	23,993	70,160
Total expended for reservation schools from treaty funds.....	100,536	106,897	99,600	99,923	127,610
Expenditures for reservation schools made from general appropriations for "support and civilization" (not treaty).....	32,870	32,530	10,935	13,359	31,227
Expenditures of special appropriations for reservation schools (not treaty).....	20,000	30,000	64,000	75,000	75,000
Expenditures from civilization fund for reservation schools.....	3,885	5,135	1,984	25,228	36,606
Total for reservation schools from other than treaty funds.....	56,755	67,665	76,919	113,587	142,833
Expenditures for reservation schools from trust funds—total.....	11,393	14,057	11,037	11,698	21,061
Support Hampton, Carlisle, and Forest Grove Schools from civilization fund.....			2,669	26,992	65,748
Support Hampton and Carlisle Schools from Sioux fund.....				38,263	22,036
Total.....			2,669	65,255	87,784
Total expenditure for education.....	168,684	188,619	190,225	290,463	379,288

TABLE 3.—*Appropriations necessary to fulfill treaty stipulations in regard to education with certain tribes whose aggregate population is 68,076.*

	1877.	1878.	1879.	1880.	1881.
Amount required to erect school-houses in fulfillment of those treaties	*334,000
Appropriations required to support schools in fulfillment of those treaties	486,000	486,000	486,000	486,000	371,250
Amount specifically appropriated in fulfillment of educational provisions in those treaties.....	44,880	48,080	46,580	46,280	34,088

* This is a low estimate, and is for buildings (in addition to all those erected by 1881) which should have been built by 1877, in order to fulfill treaty provisions. Without such buildings the schools contemplated in the treaties could not be supported.

NOTE.—The decrease in 1881 is owing to the expiration of treaties with tribes in Washington Territory and Oregon.

TABLE 4.—*School funds of the "five civilized tribes of the Indian Territory."*

	Principal.		Annual interest.
	Treaty fund.	Trust fund.	
Cherokees.....		\$90,854	\$4,621
Delaware.. } Incorporated with Cherokees	\$457,304		22,865
Shawnee.. }	11,000		550
	100,000		5,000
			\$33,036
Choctaws		49,472	2,473
	120,000		6,000
			8,473
Creeks	200,000		10,000
Seminoles*			7,500
Chickasaws†.....			

* Required by treaty and law to expend annually from interest on general tribal funds, \$7,500.

† Schools supported from general tribal fund according to judgment of nation.

NOTE.—All these school funds are supplemented from general tribal funds, and the report of expenditures made by those tribes for education is as follows: 1881—Cherokees, \$52,300; Choctaws, \$31,700; Creeks, \$26,900; Seminole, \$7,500; Chickasaws, \$33,550.

TABLE 5.—*Approximate statement of the amount paid by the government for support of Indians by treaty, not by treaty, and from trust funds, in compliance with Senate resolution of January 24, 1882, (exclusive of the "five civilized tribes in the Indian Territory").*

Year.	By treaty.	Not by treaty.	Trust funds.
1877	\$2,502,421 60	\$1,279,527 19	\$317,875 14
1878	2,610,466 85	1,359,282 40	293,168 55
1879	2,486,944 98	1,471,428 98	355,957 36
1880	2,659,127 97	1,545,143 76	440,781 72
1881	2,403,017 09	1,884,306 65	354,649 20
Total	12,661,978 49	7,539,688 98	1,762,431 97

DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
Washington, February 13, 1882.

SIR: I have the honor to be in receipt, by department reference of 10th instant, of the inclosed letter, dated 9th instant, from the Hon. Secretary of State, forwarding a copy of a note dated 2d instant, from the British minister at this capital, asking to be informed whether this gov-

ernment has offered a reservation in this country to an Indian chief named "Big Bear" (who is supposed to be a British Indian), and in reply I have the honor to state that this office has not authorized any of its agents to make such an offer to any British Indian or Indians, and has no information that an offer of the kind has been made by any one connected with the Indian service or otherwise.

A copy of this letter is also inclosed.

Very respectfully,

H. PRICE,
Commissioner.

Hon. S. J. KIRKWOOD,
Secretary of the Interior.

[Extract from report of the Commissioner of Indian Affairs.]

INDIAN EDUCATION.

Schools for Indians are divided into three classes—day-schools and boarding-schools for Indians in the Indian country, and boarding-schools in civilized communities remote from Indian reservations. Although varying greatly in the extent and character of their results, each holds its own important place as a factor in Indian civilization.

In many tribes the less expensive and less aggressive day-school prepares the way for the boarding-school, and occupies the field while buildings for boarding pupils are being erected and furnished, or while Congress is discussing the desirability of appropriating funds necessary for their construction. It disarms native prejudice and opposition to education, and awakens a desire for the thorough fundamental teaching which the boarding-school gives. The sending of twenty Pueblo children to Carlisle is the direct result of the inroads made by day-schools on the superstition and prejudice of the most conservative tribe on the continent. In more civilized tribes, like those in Michigan and California, the government day-school supplies the place of the State common school.

Exclusive of those among the five civilized tribes, the day-schools during the past year have numbered 106, and have been attended by 4,221 pupils. Two schools have been opened among the Mission Indians, the first ever given these hard-working, much-abused people by either government or State. Three others will open soon. At Pine Ridge day-schools in the various Indian settlements are having a very good influence, pending the erection of the new boarding-school building; and they will be needed after its completion, in order to extend to the 1,400 children of the agency who cannot be accommodated therein some small degree of civilizing influence—an influence which will not be confined to the pupils, but will extend to the families in the vicinity of the schools, whose remoteness from the agency renders it specially important that some civilizing force should be exerted in their midst.

Of the 106 schools, one is supported by the State of Pennsylvania, and 28 are located in and supported by the State of New York as part of its common-school system. As a result, of the 1,590 Indian children of school age in that State, 1,164 have attended school some portion of the past year, and the average daily attendance has been 625.* This

*From the Annual Report Superintendent Public Instruction of the State of New York, January 5, 1881.

provision for Indian schools has been made by New York for twenty years, at an annual expense of about \$7,000, and last year the New York Indian agent reported that nearly all the Indians in his agency could read and write. For the support of these schools, New York does not depend on the uncertainties of a local tax, but gives to her Indians their *pro rata* share of the State school tax and of the income of the permanent invested fund of the State. The State law on the subject is as follows, being an extract from the "general school law of the State of New York":

SECTION 5. The money raised by the State tax, or borrowed, as aforesaid, to supply a deficiency thereof, and such portion of the income of the United States deposit fund as shall be appropriated, and the income of the common-school fund when the same are appropriated to the support of common schools, constitute the State school moneys, and shall be divided and apportioned by the superintendent of public instruction.

SECTION 6. * * * He [the superintendent of public instruction] shall then set apart and apportion for and on account of the Indian schools under his supervision a sum which will be equitably equivalent to their proportion of the State school money upon the basis of distribution established by this act, such sum to be wholly payable out of the proceeds of the State tax for the support of common schools.

The amount expended last year in the support of these schools was \$8,000, and the superintendent asks that on account of the establishment of three new schools another \$1,000 be added. New York is also expending about \$8,000 a year in the support of an Indian orphan asylum.

Were this example followed by other States—Michigan, Minnesota, Wisconsin, Nebraska, North Carolina, and California, for instance—States which have within their borders considerable numbers of Indians who are semi-civilized and practically self-supporting, the status attained by the next generation would attest both the wisdom of the course pursued and its economy. That it is cheaper for a State to educate her lower classes than to allow them to grow up in ignorance and superstition may be considered a truism, but, so far as it relates to Indians, the truth of it needs practical acknowledgment in many localities.

Sixty-eight boarding-schools have been in operation during the year, an increase of eight over last year. They have been attended by 3,888 pupils. Of the new schools six have been opened at Colorado River, San Carlos, Pima, Pueblo, Siletz, and Uintah Agencies. They will accommodate 351 pupils, and are the first boarding-schools ever provided for the 27,000 Indians of those agencies who represent a school population of not less than 5,000. A second boarding-school has been given the Omahas, who are waking up to the importance of education, and a boarding-school for boys has been established at Cheyenne River, where a mission school for girls has been in successful operation for several years. Delay in the erection of buildings has prevented the opening of the other five schools referred to in last report.

Three new school buildings have been completed, furnished, and occupied during the year, eight more are now ready for use, and five are in process of erection. These buildings will give accommodation for ten new schools, and additional room, which has been sorely needed, for three old ones. Buildings are needed at nine other agencies, for whose 16,000 Indians no boarding-schools have yet been furnished, and where there are now but six day-schools, with accommodations for 175 pupils. Another building must be erected for the Pueblo school, which is only temporarily provided for in a rented building not adapted for the purpose.

The interest, aptness, docility, and progress of the pupils is remarked

on by their teachers as being fully equal to that of white children. Their requirements, of course, are much behind those of white children. The first two school years, at least, must be spent mainly in acquiring the English language and the white man's way of living, lessons which the child of civilized parents learns in the nursery, and in these two branches progress is impeded by the reluctance of Indians to use any but their native tongue, and is seriously interrupted by the annual vacation, which returns the children to the old ways of speech, thought, and life. The interest of parents in education continues to increase, and some schools have been overcrowded.

The agency boarding-school is the object lesson for the reservation. The new methods of thought and life there exemplified, while being wrought into the pupils, are watched by those outside. The parents visit the school, and the pupils take back into their homes new habits and ideas gained in the school-room, sewing-room, kitchen, and farm. Though more or less dissipated in the alien atmosphere of a heathen household, these habits and ideas still have an influence for good, real, and valuable, though it cannot always be distinctly traced. The agency school takes the pupils as it finds them; the dull and frail have a chance with the quick-witted and robust; and since Indians are much less willing to send away their daughters than their sons, it furnishes the girls of the tribe almost their only opportunity for acquiring a knowledge of books and of home-making.

But so long as the American people now demand that Indians shall become white men within one generation, the Indian child must have other opportunities and come under other influences than reservations can offer. He must be compelled to adopt the English language, must be so placed that attendance at school shall be regular, and that vacations shall not be periods of retrogression, and must breathe the atmosphere of a civilized instead of a barbarous or semi-barbarous community. Therefore, youth chosen for their intelligence, force of character, and soundness of constitution are sent to Carlisle, Hampton, and Forest Grove to acquire the discipline and training which, on their return, shall serve as a leverage for the uplifting of their people.

The reports from these schools are in every respect encouraging. At Carlisle 295 pupils have been in attendance, of whom 29 per cent. were girls. They represent twenty-four tribes and fourteen agencies. Seventy are learning trades, and have been so faithful and successful in their labor that the articles manufactured and job work done by apprentices in the harness, shoe, tin, and blacksmith shops have netted the school \$776.62 over the cost of materials, salaries of instructors, and wages of apprentices—the wages being 16½ cents per day for the time actually employed. The carpenter and tailor shops have also more than paid expenses.

Stimulus to the industrial work of the school has been given by the clause in the Indian appropriation act of May 11, 1880, which provides that the Secretary of the Interior is "authorized, whenever it can be done advantageously, to purchase for use in the Indian service from Indian manual and training schools, in the manner customary among individuals, such articles as may be manufactured at such schools, and which are used in the Indian service." A market has thus been found for all articles manufactured, and this year the Carlisle school has shipped to forty-two Indian agencies 8,929 tin-cups, coffee-boilers, funnels, pails, and pans; 183 sets double harness, 161 riding-bridles, 10 halters, 9 spring wagons, and 2 carriages, valued (according to the low contract rates paid by this office for such articles) at \$6,333.46. The

parents are proud of the skill attained by their children, and the boys are interested to have specimens of their handiwork sent to their homes.

Among those "graduated" from the Cheyenne and Arapaho Agency boarding-school were found, last spring, sixteen young men who offered to pay their own traveling expenses from the Indian Territory to Carlisle, provided the government would there give them instruction in various trades. Their request was granted, but a similar request from one of the Sioux agencies has had to be refused for lack of funds with which to support the applicants after reaching Carlisle. Interesting details of the year's work at Carlisle will be found in Lieutenant Pratt's report, on page 184.

At the Hampton Institute, 81 Indian pupils have been in attendance, two-thirds of whose support is furnished by government, the remainder being obtained from charitable sources. The principal event of the year has been the return this month to their homes in Dakota of 30 of the 49 Sioux youths who went to Hampton three years ago, and with the returned Florida prisoners initiated the experiment out of which the Carlisle and Forest Grove schools have grown. Of the remaining 19 youths, 5 had died at Hampton; 12 had been previously returned to their homes, ten on account of ill health, one for bad conduct, and one at his own request; by consent of their guardians 2 will remain at Hampton for further training.

The ability of Indian youth to acquire civilized ideas and habits has been proved. Their ability to resolutely apply and continue them amid great disadvantages is now to be demonstrated. It cannot reasonably be expected that every one of a company of 30 boys and girls taken out of heathenism and barbarism will be transformed by a three-years' course of training into enlightened Christian men and women, with character and principles sturdy enough to successfully resist all the degenerating and demoralizing influences which they must encounter in their old homes. That white men with every inherited advantage fail under this test is too often exemplified upon Indian reservations. A longer stay at Hampton would undoubtedly have diminished the risk of relapse; but the promise made the parents that their children should be retained but three years could not be broken. Every endeavor, however, has been made by General Armstrong, with the cooperation of this office, to have suitable employment provided for these youth at the various agencies as interpreters, apprentices, assistant teachers, &c., and it is confidently hoped that the proportion who hold fast to the "new road," and induce others to adopt it, will more than compensate for the labor and money which have been expended in their education. It is just here that the government must look to missionaries on the various reservations for invaluable service—the continuance of the religious influence which was relied on as an indispensable part of their training at Hampton, and which is the foundation of American civilization.

All of the 22 Florida prisoners who remained North after their release from Saint Augustine have now returned to their homes. Three, educated by Mr. Wicks, of Syracuse, N. Y., in his own family, are devoting themselves to earnest missionary work among their people. The stand taken by most of the others, who spent two or three years at Carlisle and Hampton, is eminently satisfactory. Of those belonging to the Cheyenne and Arapaho Agency, Agent Miles says:

The last of the Florida prisoners returned to the agency during the year, and are, with the exception of one or two, standing firm on the side of right, and as a result from their careful training while prisoners in Florida and while at Hampton and Car-

lisle, they are the strongest lever we have at this agency in building up strength and hope for the future of their people. A majority of the Indian employé force of the agency is composed of these men, and a better class of laborers you could not find. Some are engaged in the shops at their trades, while one (Daniel Pendleton) is *preaching the gospel* to his people in their own tongue, and a better Christian man we do not find. Such results are indeed wonderful, and the example of these trained few, together with the seed from Carlisle and Hampton, and the well-directed efforts in the agency schools, is going to kill much of the "Indian" in the Indians of this agency in due time.

The school at Forest Grove has been in operation 20 months, and is now attended by 76 pupils. Unlike the Carlisle and Hampton schools, it began with nothing, and the school-boys, under skilled supervision, have themselves done most of the work of erecting necessary buildings and making the furniture. As in the other two schools, instruction is given in school-room, workshops, and kitchen, and the English language occupies the most important place in the school curriculum. At present its greatest need is sufficient land for farm and garden purposes. As Lieutenant Wilkinson's report on page 198 shows, the methods and results of the school are not only awakening an interest in its workings among neighboring white people, but are overcoming a wide-spread skepticism as to the practicability of Indian civilization. This disadvantage the school has had to contend with from the start. It has, however, the advantage of being near the Indian country, while out of it, so that the expense of taking Indian children to and from Forest Grove is much less than that incurred by the two schools in the East. Moreover, the pupils are not required to undergo a change of climate in addition to an entire change in the conditions of life.

Sixty-four of the Forest Grove pupils represent bands in Washington Territory and Oregon, the other twelve are from Alaska—the first step taken by the government toward the reclamation of the Alaska Indians from the lower depth of ignorance and vice into which they have been descending since the purchase of that country from the Russian Government. Twice the number of pupils now at Forest Grove could be accommodated, and could easily be obtained from the reservations and from Alaska, if the funds at the disposal of the office would justify the expenditure.

It becomes more evident with each year that the obstacle to the education of the Indian children of this generation lies not in their inability to be taught, nor in the indifference or hostility of the parents to education, but in meager appropriations. For the education of its 49,000 children of school age, in day and evening schools alone, the State of Rhode Island expends annually \$600,000. For the education of the same number of Indians (which is the about number to be provided for exclusive of the five civilized tribes in the Indian Territory) the United States Government last year appropriated, in fulfillment of specific treaty stipulations, \$64,000, and "for schools not otherwise provided for," \$75,000, making a total of \$139,000 with which to maintain day-schools, furnish books to all pupils, erect and furnish school buildings, and support boarding schools! From other funds appropriated for general civilization, but which can be applied to schools after other demands not more important but more immediately urgent have been met, the office has been able to expend about \$5,000. This, of course, has fallen so far short of meeting the needs of the service, that requests for increased school accommodations at various agencies have repeatedly been refused. For the current fiscal year an increase of \$10,000 was made by the last Congress, but this will hardly cover the increase in the cost of beef and flour consumed in the schools, to say nothing of maintaining

new boarding-schools opened this fall in the new buildings before referred to, of supporting throughout the year schools opened near the close of the last fiscal year, and of erecting new buildings at hitherto neglected agencies. Consequently requests for new boarding-school buildings at seven agencies and for needed enlargement of school buildings at five other agencies have already been refused, and unless a deficiency appropriation is made by Congress at its next regular session many Indian boarding-schools will have to be closed early next spring and the children remanded to the debasing surroundings from which the school was intended to redeem them.

It must not be supposed that by the appropriation of \$64,000, above referred to, treaty provisions with the various tribes have been fulfilled. This covers only *specific sums* called for by treaty. In the treaties of 1868, made with the Sioux, Navajo, Ute, Kiowa, Comanche, Cheyenne, Arapaho, Crow, Shoshone, and Pawnee tribes the educational provision is a general one, and is substantially as follows:

In order to insure the civilization of the Indians entering into this treaty the necessity of education is admitted; especially of such of them as are or may be settled on said agricultural or other reservations, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years to attend school, and the United States agrees that for every thirty children between said ages who can be induced or compelled to attend school, a house shall be provided and a teacher competent to teach the elementary branches of an English education furnished, who will reside among said Indians and faithfully discharge his or her duties as teacher. The provisions of this article to continue for not less than twenty years.

These tribes number in the aggregate 60,000, and have at least 12,000 youths of school age. For these children the tables herewith show that after a lapse of thirteen years only twelve boarding and seven day schools have been provided, which will accommodate respectively 858 and 565 pupils. To furnish day-schools only, according to the treaties, for the remaining 10,000 youth would require the erection and furnishing of 250 school-houses at an average cost of not less than \$800 each, total, \$200,000, besides an annual expenditure of \$150,000 for salaries of 250 teachers at \$600 per annum, and \$80,000 for books, school appliances, &c. (at an average of \$8 per pupil), or more than the entire amount expended during the past year at all agencies for both boarding and day schools. The shortsightedness and dishonesty of the policy hitherto pursued in this connection is beyond question. As Lieutenant Pratt says, after making a similar estimate:

The injury done by the United States Government to this large number of Indian boys and girls who have grown up during this period by withholding this promised and valuable intelligence, and the actual injury and loss to the country from their having been an ignorant, pauper, peace-disturbing, life-destroying, impoverishing, instead of an intelligent, producing element could not be stated in figures.