

LIBRARY OF
STATE UNIVERSITY COLLEGE
OF EDUCATION
AT NEW PALTZ, N. Y. EIGHTEENTH

ANNUAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

STATE OF NEW YORK.

TRANSMITTED TO THE LEGISLATURE FEBRUARY 26th, 1872.

ALBANY:
THE ARGUS COMPANY, PRINTERS.
1872.

rously donated it to the State. It is also proper to add, that every child of school age in that district has been present at school some time during the year. This has also been true of the children over five and under sixteen years of age in six other districts.

For statistical information, reference is made to the tables accompanying this report. (See No. 10, appendix.)

Respectfully,

C. E. BENTON,

Superintendent Indian Schools.

FREDONIA, December 13, 1871.

(C.)

ONEIDA AND MADISON RESERVATION.

Hon. A. B. WEAVER, *Superintendent of Public Instruction:*

SIR.—In accordance with your request, I respectfully submit the following report concerning the Indian schools under my supervision.

The financial and statistical statement, showing most of the facts pertaining to the schools under my charge, has already been forwarded to your Department. They are designated as the Oneida and Madison county schools, and are taught by Misses Clemens and Phillips. The educational condition of the pupils is gradually improving, and they manifest a greater interest in their schools from year to year. The parents, also, seem to realize and appreciate more fully the advantages to be derived from them, than they have at any former period.

One thing that I exceedingly regret, and that retards the progress of these schools, is the frequent change of teachers, caused, as a general thing, by a meddlesome disposition on the part of white neighbors to influence the minds of the Indians against the teachers employed. But an improvement is apparent in this respect, and the patrons are becoming more willing to leave the

selection of the teachers to the superintendent, than to listen to the recommendations of this class of persons. When the Indians become prejudiced against their teachers, I find it necessary to make a change, often when there is no reason to doubt their capacity or faithfulness, in order to secure the interest of scholars and parents. I am obliged to employ, for the most part, young teachers, as those older and more experienced have a choice in situations, and choose according to their convenience. The present teachers are doing all in their power for the welfare of the children.

The schools are properly supplied with books and apparatus. The school-houses are in good condition. The fuel for the Madison county school is purchased mostly by the Indians, some of whom are good and thrifty farmers. In the Oneida county district, the fuel is furnished by the State, by buying standing timber which the Indians willingly cut and draw to the school-house. This is all they are able to do.

I have no other recommendations to make, than a continuance of your liberal policy toward these schools.

Your obedient servant,

N. L. TILDEN,

Superintendent of Indian Schools.

ONEIDA, December, 1871.

(D.)

ONCAGA RESERVATION.

Hon. ABRAM B. WEAVER,

Superintendent of Public Instruction:

SIR.—In obedience to the request made by you, I send herewith the annual financial report of the Indian school on the Onon-daga reservation, and, in addition, I beg leave to reaffirm the opinion expressed by me, in every annual report from 1864 to 1871, "That, while the great State of New York cannot withdraw her aid from Indian schools, without doing herself and her

dependent proteges a serious wrong, she should change her general Indian policy so as to make American citizens of the Indians, who still remain within her limits, at the earliest practicable day." Nearly two hundred years of treating the Indians as independent nations protected by treaties and international councils and contracts from annihilation on the one hand, and from citizenship on the other, and of preparing them to become worthy of citizenship, while withholding every inducement to self-support and independence, has proved the folly of such a course. So long as the Indians are allowed to preserve their tribal relations, their vassalage and hereditary chieftancy, they can learn nothing of self-government and self-support, and we must continue to punish their criminals, educate their children, and, to a very considerable extent, feed and clothe them by State munificence, or private charity. Let them be tried as other men are, and no longer be carried in the arms of the State, like overgrown feeble children, to learn how to walk, or be led upon the shore of the river of progress to learn how to swim by seeing others swim. While urging the duty of our legislators to throw the Indians upon the muscles and brains which God has given to them as well as to the negro, and the foreign emigrant, for the care of themselves and their families, I would not ignore the fact that soggy brains unused to forethought, and flabby muscles unstrung by indolence, are not to be compelled at once to meet all the requirements of full citizenship; but they should speedily be called into use, and these people should learn how to do, by doing. The beginning should at once be made, if ever tax-paying, arms-bearing, voters are to be made from Indians. Two or three centuries of treating them like semi-idiotic children has nearly wiped them out. Let us inaugurate a change. Until we do, however, (and as a help to making the change successful,) the State should keep up the Indian schools; for I have learned, during fourteen years of supervision, that those families of Indian children, whose parents can read, are more regular in attendance, more industrious and cleanly than others, and that those, who send to school most regularly, raise most corn and wheat, and prosper most in every way. I fully concur in the words of your report of 1870, "that unless the State does something to prepare and stimulate them to overcome the indolence and ignorance

which characterize the race, each generation will grow up quite as worthless as was the one preceding."

Respectfully your obedient servant,

J. KNEELAND,
Superintendent of Indian Schools.

SOUTH ONONDAGA, Dec. 11, 1871.

(D.)

ST. REGIS RESERVATION,

HON. ABRAM B. WEAVER, *Superintendent of Public Instruction:*

SIR.—In response to your request for a report of the Indian schools under my supervision, I submit the following:

School, No. 1, makes poor progress. The only reason I can assign for the slow advancement of the pupils is, they do not attend regularly. They go to school only when they please. Their parents seem to have no control over them, and, when they come to the age of fifteen or sixteen, they cease entirely to attend school, and rove about and seek for dress.

In the fall, at least one-half of the families go to other parts of the country to pass the winter, thus depriving the children of school. If the teacher punish the children for bad behavior, they stay away.

School, No. 2, has a larger and more regular attendance, yet is subject to the same disadvantages as those mentioned, which affect the other school.

Your obedient servant,

HENRY BERO,
Superintendent Indian Schools.
HOGANSBURGH, December 14, 1871.