

and have the ten who are to return home in readiness to do so immediately after their arrival. You will also report your proceedings in this business to the department.

I am, &c., &c.,

SAMUEL S. HAMILTON.

Col. WILLIAM WARD,
Choctaw Agent.

No. 48.

[The following notice of the Choctaw Academy, published in a Kentucky newspaper, is the production of a Choctaw Indian.]

As some relief from the discussion of politics, a brief account of an interesting seminary of learning in your vicinity may not be unacceptable to yourself, or uninteresting to your readers.

On the 18th and 19th inst., I attended the examination and exhibition of the scholars of the Choctaw Academy established at the Blue Springs, in Scott county, the residence of Colonel R. M. Johnson, who is the superintendent of the school. Taken altogether, it was a spectacle as interesting as could well be imagined.

The trustees attended at the school-house on the 18th instant, when various classes of the boys were examined in spelling, in reading, in writing, in English grammar, and in arithmetic. On these points they acquitted themselves very much to the satisfaction of the trustees, and of a number of ladies and gentlemen who were present. The classes, particularly in English grammar and arithmetic, exhibited a degree of proficiency rarely equalled by white boys under equal circumstances; and the readiness and facility with which they answered all questions put to them, was a striking evidence that they understood what they had studied. Owing to the indisposition of Mr. Henderson, the principal teacher, there was no examination in the department of geography; but many of the maps drawn by the boys were shown to the visitors, and gave flattering evidence of their capacity for drawing. The examination, upon the whole, redounded much to the credit of the boys, and of Mr. Henderson, the worthy principal of the academy. The exhibition took place on the 19th instant: a stage had been erected in a pleasant shade about one-fourth of a mile from the academy, where were collected, at an early hour, a very large assemblage of ladies and gentlemen from the vicinity. The scholars (100 in number, consisting of Choctaws, Creeks, and Pottawatomies) were formed into line at the academy, and, with colors flying and a band of music, were marched to the ground, with their excellent superintendent, Colonel Johnson, at their head. Here they were formed into ranks, and several brief addresses delivered to them in the Choctaw and Creek languages by some of the older boys of the institution. These were exhortations to good order and decorum, and to a proper self-confidence to all such as intended to address the audience. At 11 o'clock, the exercises commenced; these consisted of dialogue, and the delivery of speeches, original and selected. Most of the dialogues were delivered with much spirit and effect, as was evident from the high

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good humor of the audience. The speeches generally were interesting; some of the original addresses were strikingly so. Several of the addresses were not the less interesting, that they were delivered in imperfect or broken English. Energy and impressiveness of manner supplied the place of distinctness of articulation; and variety gave a zest to the exercises, which a uniform correctness perhaps could not have imparted. The exercises concluded, at about three o'clock, with several extemporaneous addresses in the Choctaw and Creek languages. This was done principally with the view of giving the audience an idea of the difference between the two languages; and, although not understood, was perhaps not the least interesting part of the exhibition. It was computed that not less than seven hundred people were present, all of whom appeared to be highly gratified with what they had seen and heard; indeed, to every philanthropic individual present, no prospect could have been more interesting than that of so many children of the forest, collected together for the purpose of acquiring a knowledge of the language, the manners, and the learning of the white people, and giving such unequivocal indication of their improvement. This consideration heightened the moral effect of the scene, and made it more highly impressive.

I cannot conclude this hasty account, without first offering a few reflections. The Indians have been gradually wasting away before the influence of the white people, till but comparatively few are left, and these few are threatened with extinction by the rapidly advancing tide of white population. The oldest and most experienced among them have seen their danger, and have anxiously sought for the means of diverting the threatened calamity. They have seen that the white people are flourishing, because they are industrious, and because they are acquainted with letters, and many other things, the knowledge of which is hidden from them. They have naturally agreed that, by an imitation of the whites, they would not only save themselves from extinction, but make some approaches to their prosperity and elevation of character. Under this impression, the chiefs have exhorted their people to become agriculturists, and they have encouraged the establishment of schools. The Cherokees, Creeks, Chickasaws, and Choctaws, all have schools among them. The Cherokees are doubtless farthest advanced in civilization; but the others are closely following in their wake. The Choctaws, particularly, deserve much credit for their attention to education: they have already eight or ten schools in their nation, towards the support of which they contribute \$6,000 per annum out of their annuities. Not contented with this, however, they determined to establish a school out of the nation, where their youths might the more readily learn the language and the manners of the whites. In pursuance of that determination, the Choctaw Academy has been established. It is a fact which needs no comment, that the Choctaws alone are, at this moment, paying for the education of their children a sum double in amount to that which has been appropriated by Congress for the civilization of all the Indian tribes within the limits of the United States! The Creeks also deserve much credit; they have twenty-five very promising boys at the institution. The Pottawatomies deserve equal credit; they have, I believe, no schools among them, and consequently can have but an imperfect idea of the value of education; yet they have sent eleven children to the Choctaw Academy.

From these facts, it will be seen that the Indians are alive to their situ-

ation, and are anxious to improve their condition. They have determined to assert the native dignity of their character, humanized and polished as it will be by education, and freed from the vices which bad white men have taught them. And will not every generous, every philanthropic spirit in the land, bid them God speed in an effort so noble, so glorious—in a cause so sacred, so dear to every principle of humanity?

Yours,

PUSHMATAHA.

No. 49.

Colonel Johnson to the Indian Office.

CHOCTAW ACADEMY, April 27, 1831.

DEAR SIR: You will see that General Clarke has made arrangements to send the thirteen boys. I feel greatly disappointed that he has not yet received any instructions from you on the subject. I feel confident the Secretary of War will not refuse to authorize your immediate orders to him to send on the boys, from the declaration of the Secretary of War to me, that the boys would be sent to this school. They will be sent by General Clarke; but he would no doubt feel happy in receiving your immediate directions. Do not neglect this, and let me hear from you on this subject.

Yours, in haste,

RH. M. JOHNSON.

SAMUEL S. HAMILTON, Esq.

ST. LOUIS, April 14, 1831.

MY DEAR SIR: I have the pleasure of receiving your favor, of the 25th instant, on the subject of the Indian boys authorized to be sent to your school, (Choctaw Academy,) under the treaty made last summer at the Prairie du Chien. The thirteen boys spoken of are not in readiness. It will require some time to obtain consent of the tribes concerned to send their children. The agents will be instructed to recommend to the Indian tribes to send their children, and use persuasive language to induce the Indians to send some of their children; and, when they are procured, I shall lose no time in sending them to your establishment. I have two boys of the Menomonies, given me last fall to take care of. I wish to send them to you; and will send them immediately, if you will take them at your useful institution, and depend on the appropriations for your advances to their education and improvement. I see no difficulty in sending the Indian boys to Louisville; from that place I am at some loss as to their getting on to the Choctaw Academy. Will you be pleased to write me on this subject? I have not received any instructions from the Secretary, in relation to those Indian boys mentioned in your letter; yet I have no doubt of his intention, and may expect to receive instructions soon after his recovery from the disease under which he now labors. I am in-