

contracted with either the Presbyterians or Methodists to carry on Manual Labour Schools, as far back as thirty-two years ago. I am thirty-eight years of age, and was educated at one of these schools. About twenty years ago the control of the schools was transferred entirely to the Creek nation. The schools were still carried on by teachers appointed by the religious boards, but under contract with the nation, (that is, the Creek nation). Since then, we have established what is called the neighbourhood schools system—day-schools in fact—among the five civilized nations. Day-schools carry no disadvantage, because the child's home is a civilized home."

Mr. Porter here assured me that the five "civilized" nations were accurately so described. But Colonel Brown, of the Seminoles, stated that they never could, in his opinion, cope with the white man in either cunning or industry. The Principal of the school, Mr. Porter added, was always a white man. The children made good progress in the ordinary branches of an English education, but not in the higher branches of study. It was impossible to show the Indian the utility of advanced studies.

"What," repeated Colonel Porter several times, "the Indian needs most is to be taught to work, and to apprehend values. When the Indians settle down and farm they accumulate property, cattle, hogs, and cereals. Our people are a farming people, but they never farmed until they were educated. When first the Indian is set to work, he takes best to raising stock, and then he gradually passes on to agriculture. The first animal he wants is a horse, then cattle, after a time he wants hogs and sheep. It is hard to get him to raise wheat. But he comes to it after a time. He likes to work with his hands. It is hard for him to understand machinery. Cotton is becoming quite an industry with us. Last year we raised \$40,000 worth. The Creeks do not hunt, save for pastime."

Colonel Wm. P. Ross, (Cherokee), spoke as follows: "I was President of the Board of Education last year. We had in operation about seventy-eight primary schools, (that is, neighbourhood or day schools), where the children are taught the ordinary elements of an English education. We have two high schools taught by white teachers—one male, the other female; in each there are two departments, one primary, the other academic. Last year we had an aggregate attendance at all our schools of 2,800 children, and an average of something less than 2,000. We have a Board of Education, consisting of three members, who have charge of all the schools in the country; they examine teachers and pay them, or rather they give certificates upon which they draw their pay from the treasury through the Chief. We support our schools out and out, and the majority of our teachers are Indian teachers. About \$75,000 a year is expended for educational purposes. The first public schools the Cherokees had, west of the Mississippi, were established in 1842. There were schools