

No 75

FIFTY-SEVENTH ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS.

---

TO THE SECRETARY OF THE INTERIOR.

---

1888.

---

WASHINGTON:  
GOVERNMENT PRINTING OFFICE.

1888.

REPORT OF SCHOOL AT CARLISLE, PA.

INDIAN INDUSTRIAL SCHOOL,  
Carlisle, Pa., August 17, 1888.

SIR: I have the honor to transmit herewith my report for the year ending June 30, 1888.

The following table shows the population for the year:

Tribes.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.			In families and on farms.	
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.	Male.	Female.
Alaskan			2		2					2		2		
Apache	109	42		1	152	3		9	7	97	36	133	85	18
Arapaho	18	6			24	2				16	6	22	14	5
Aricikaree		1			1						1	1		
Caddo	1				1					1		1	1	
Cheyenne	22	10			32	1	1	1		20	9	29	17	10
Chippewa	2	3			5					2	3	5	1	3
Comanche	5				5					5		5	5	
Crow	7	2			9	1				6	2	8	6	2
Gros Ventre	2				2					2		2		
Iowa	1	1			2		1			1		1	1	2
Kaw	1				1					1		1	1	
Keechie	1				1					1		1	1	
Kiowa	3	3			6	1	1			2	2	4	2	1
Lipan	1	1			2			1			1	1	1	1
Menominee	1				1					1		1	1	
Miami	1	2			3					1	2	3	1	1
Modoc	1	2			3					1	2	3	1	
Navajo	5				5	1				4		4	5	
Nez Percé	4	1			5			2		2	1	3	4	
Omaha	6	1	4	1	12					10	2	12	6	1
Oneida	19	17	17	20	73	1				35	37	72	19	19
Onondaga	1	1			2					1	1	2	1	
Osage			6	1	7					6	1	7	2	2
Ottawa	1	4		1	6					1	5	6	1	2
Pawnee	9	6			15			1		8	6	14	8	6
Peoria		1	1		2					1		1	2	
Pi-Ute		1			1					1		1	1	
Ponca		2	1		3					1		1	1	
Pueblo	65	53			118	1	3			64	50	114	63	37
Quapaw	1	1			2					1	1	2	1	
Sac and Fox		1			1					1		1	1	
Seminole		2			2						2	2		
Seneca	3	2			5					3	2	5	2	2
Shoshone	2				2					2		2	2	
Shawnee				1	1						1	1		1
Sioux	39	13	25	16	93	4	3			60	26	86	40	15
Stockbridge				4	4							4	4	1
Tuscarora	1				1	1								
Wichita	1				1					1		1	1	
Winnebago	5	5	6		16					11	5	16	5	4
Wyandotte	2	5	1		8					3	5	8	2	4
Total	340	189	63	45	637	16	11	14	7	373	216	589	304	143

Average present during the school term, 563.

It will be seen that the Apaches constitute our largest element from any one tribe. This has not been altogether favorable to the interests of the school, but probably in no other way could the greatest good of an equal number of our wildest Apache Indians be as well served.

The work of the school-rooms has been carried on much the same as in former years. There has been an unusually large number of beginners. Only about one-third of the number enrolled have been in the fourth and fifth reader grades, covering in mathematics from common fractions, through decimals, denominate numbers, interest and proportion, square and cube root, and mensuration, with a general review, including elementary geometry. The fourth and fifth reader grades have also taken United States history and civil government. In hygiene, books No. 1 and 2 have been used in the third-reader and all higher grades, using in connection with the text-books Yaggi's Anatomical Chart and Manikin.

Public exercises were held one evening each month, at which pupils gave selected or

original speeches and compositions. Two debating clubs among the boys and one literary society among the girls have been maintained with spirit and with excellent results. Among the questions discussed were the following of special interest to Indian youth, viz:

*Resolved*, That the Indian Territory should be opened for settlement; that the Indian be at once admitted to citizenship; that stock-raising is better for the Indian than farming; that industry is more important to the Indian than book knowledge; that it is better for the Dakota Indians to have the Territory admitted as a State; that the industrial school for Indians is better than the day school; that Indian youth who have been educated at Government expense should not accept further help from the Government; that all Indian education should be in the English language.

I urge more than ever the value of workshops and manual training in schools for Indian youth; but to all industrial and literary training should be added association and competition with the whites during the time of their school life; this alone will insure to them confidence in their own ability to meet the issues of the common struggle for existence. The following statement gives the number of each tribe under instruction at trades during the year.

Tribes.	Car-penter-ing.	Black-smith and wagon-mak-ing.	Har-ness-mak-ing.	Tailor-ing.	Shoe-mak-ing.	Tin-nig.	Paint-ing.	Print-ing.	Bak-ing.	Steam-fitting.
Alaskan.....						1		1		
Apache.....	4	2	7	9	7		2			4
Arapaho.....			3	1	2	1			1	1
Caddo.....			1	1						
Cheyenne.....	1			3	1					
Comanche.....				2						
Crow.....	2	1	2					1		
Gros Ventre.....								1		
Iowa.....			1							
Kaw.....			1							1
Keechle.....						1				
Kiowa.....					1					1
Menomonee.....				2						
Miami.....								1		
Modoc.....						1				
Navajo.....		1								
Nez Percé.....		1								
Omaha.....	1				2		1	1		
Oneida.....	1	3	3		1			3	2	1
Onondaga.....				1						
Pawnee.....	1		2	2						
Peoria.....								1		
Ponca.....								1		
Pueblo.....	6	2	5	6				3		
Quapaw.....	1		1		1					
Sioux.....	4	3	5	7	15	5	4	1	1	2
Winnebago.....	2	2	1		3		1	1		
Wyandotte.....		1		1				1		
Total.....	23	16	32	35	36	8	8	17	4	10

The industries taught the girls embrace all that are essential to housekeeping, so far as can be taught in a large institution, and this instruction is largely supplemented by practical experience in suitable white families.

It is fortunate that this school is so situated that its capacity for agricultural instruction is not limited to the 300 acres of school land. Its facilities in this direction might at once be extended to cover the best of training for 1,000 boys. The system of placing pupils in families and on farms during vacation and leaving a limited number of these remain through the winter to attend the public schools has widened and its results have been more satisfactory. Three hundred and four boys and 143 girls have had these privileges for longer or shorter periods during the year. Out-pupils are visited and careful inquiry made covering the homes in which they live and their treatment while there, also their own personal conduct and habits, and the schools they attend are examined, and reports covering all these points become a part of our permanent record. Teachers having the care of our Indian pupils in the district schools universally speak well of them. It is a gratifying feature of this out-experience that those patrons who were the first to take hold of the system have been so well suited that they still continue to employ our students and prefer them to any other help. Their general testimony is: "They are pleasant to have about the house." "Are good to my children." "So respectful

to the ladies," etc. Of the whole number out during the year only 4 failed to give satisfaction, and no case of criminal viciousness occurred.

In regard to the conduct of students returned to agencies reports are conflicting; in many cases they are creditable, but in others quite the reverse. In order to measure success by these apparent rules a very thorough knowledge of the adverse circumstances to which they return and in which they are compelled to live is needed. Enough comes to us to satisfy that the work of Carlisle is an ever-increasing factor for good in Indian matters, and that by means of this and other schools of like character the great body of Indians may yet be brought into thought and touch with the outer world more rapidly than by any other means so far inaugurated. The Government can only hope to do away with our distinct Indian population and assimilate it through some organized plan having that purpose in view. The massing and herding on reservations separated from the intelligence and industry of the country is the reverse of every such purpose.

The mortality of the year was abnormally large, being 21 out of a total population of 637. Sixteen of these, 9 males and 7 females, were Apaches, 1 boy Cheyenne, 1 boy Lipan, 2 boys Nez Percés, 1 boy Pawnee. This great mortality among the 152 Apaches is more than three times that of all the rest of the school combined, though they number less than one-fourth of the whole. An explanation is found in the fact that when they arrived at Carlisle they were at a very low ebb physically, many of them suffering from chronic and incurable disease. All the deaths were from tubercular consumption or kindred affection. Aside from the Apaches, the health of the school has never been better. I repeat what I said last year, that the most potent element in rebuilding their naturally weak constitution is the country life and diet of the out-students. No disease of an epidemic nature occurred, and with the new buildings now complete and in progress of construction the general health of the school will surely improve, as exposure to colds and drafts will be lessened and general comfort greatly increased.

Every student who in any way becomes possessed of money deposits it, and is furnished with a small bank-book in which the amounts are entered to his credit. All expenditures are required to be approved on a blank provided for that purpose, and thus a general oversight is kept of the financial habits of the student and economy encouraged, while expenditures that are made are for legitimate and useful purposes only. The student is required to give the name and probable cost of the articles desired, and to state the balance of cash on hand, so that in a variety of ways they gain education from the handling of their small sums of money.

The interest of the public, and especially of the known friends of Indian education, continues. The amount contributed since the date of my last report is \$9,558.43, which has been expended chiefly in completing and equipping buildings then under construction.

It is our aim, along with our literary and industrial training, to implant in the minds of the youth committed to our care a knowledge of those cardinal truths of Christianity recognized throughout the civilized world as the foundation of social and family life. In this work the clergy and Christian workers of Carlisle have not abated their interest and help. The various churches continue Indian classes in their Sabbath schools, and our pupils of both sexes continue to be admitted into church membership. On the school ground Sunday service and Sabbath school are regularly held throughout the year.

The system of transferring pupils from agency schools designed to be established by paragraph 11 of circular No. 126, Office of Indian Affairs, May 15, 1884, has never been carried out, and we have been left to depend on chance applications and occasional visits to reservations by officers of the school. These loose methods are not designed to supply us with the most suitable material, nor to insure the best return for the expenditure of the public fund appropriated for us.

Very respectfully, your obedient servant,

R. H. PRATT,

*Captain Tenth Cavalry, Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF SCHOOL AT HAMPTON, VA.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,  
*Hampton, Va., August 24, 1888.*

SIR: My report for this year is based, as heretofore, upon reports made directly to me by the officers and teachers of our Indian Department, and in this connection I take the liberty of drawing your attention to a pamphlet just issued under the title of "Ten Years' Work for Indians at Hampton," which stands for our ideas and experience on this subject.