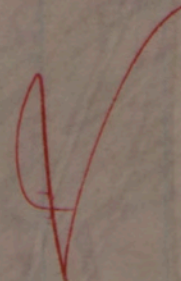


N. H. Pratt
Carlsile
Sept. 30, 82

Subs. annual
report for
1882

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File



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	2										
Kiowas	8	4	3	3	7	2	-	-	-	4	5
Lipans	1	1	-	-	-	-	-	-	-	1	1
Menomonees	6	3	1	-	2	-	-	-	-	5	3
Miamies	-	-	1	-	-	-	-	-	-	1	-
Moodocs	-	-	2	2	-	-	-	-	-	2	2
Navajoes	-	-	-	1	-	-	-	-	-	-	1
Nez. Perces	3	2	1	-	-	1	-	-	-	4	1
Northern Arapahoes	11	2	-	-	1	-	2	-	-	8	2
Omahas	-	-	20	11	-	-	-	-	-	20	11
Osages	11	5	10	10	-	1	-	-	-	20	14
Ottawas	-	-	2	-	-	-	-	-	-	2	-
Pawnees	2	2	7	2	-	-	-	-	-	9	4
Peorias	-	-	2	-	2	-	-	-	-	-	-
Poncas	7	-	-	-	2	-	-	-	-	5	-
Pueblos	10	8	-	2	-	2	-	-	-	10	8
Sacs & Foxes	1	-	-	-	-	-	-	-	-	1	-
Sioux, Rosebud	27	9	-	-	25	9	1	-	-	1	-
Sioux Pine Ridge	9	6	-	-	5	5	-	-	-	4	1
Sioux Sisseton	5	5	-	-	1	1	-	-	-	4	4
Seminoles	-	-	-	2	-	-	-	-	-	-	2
Shoshones	2	-	-	-	-	-	-	-	-	2	-
Towaconies	-	1	-	-	-	-	-	-	-	-	1
Wichitas	2	3	4	1	1	1	-	-	1	5	2
Total	180	87	75	51	62	28	4	2	188	108	296

Although I have succeeded in increasing the proportion of girls it will be seen that we still have an excess of eighty boys.

The capacity of our buildings is comfortable for three hundred pupils, one hundred & twenty five of whom should be girls. The plan you have sanctioned of placing out students in farmer's families enables a material addition to this number and I have every reason to confidently assume the care of the sixty five Sioux & twenty Navajos ordered in addition to our present number of two hundred & ninety six, or a total of three hundred & eighty one.

No feature of our work is more productive of good results than that of temporary homes for our students in good families. In this way barriers of ignorance & prejudice between the races are removed & Indian youth have opportunity of measuring their own capabilities with those of white children.

The order & system so necessary in an institution retards rather than develops habits of self reliance & thought. Individuality is lost. They grow into mechanical routine. The thousand petty emergencies of every day family life they do not have to meet.

Placed in families where they have individual responsibility they receive training that no school can give. Eighty nine of our students have thus had homes for all or part of the vacation & I have found suitable homes for forty eight the ensuing winter. The usual arrangement being that they shall work morning & evening for their board & clothes & attend public schools. The number placed out for vacation this year was not so large as last year for the reason that the sending home of so many of our larger boys & girls made it impossible for us to spare all that were applied for. It was required that those taking students should defray their traveling expenses & pay them some wages.

In order to make the results of this work a matter of permanent record I addressed a circular letter of inquiry to all who had our pupils during the vacation asking full & frank replies. The questions & so far as received, the answers, are as follows.

1st Question. Was the general conduct of the pupil good, fair, or bad?

Answers, "Good" 36, "Very good" 23. Excellent 8, "Very satisfactory" 6. "Fair" 3.

2nd Question, "Was the pupil generally industrious or idle?"

Answers, "Industrious" 33 "Very industrious" 18
 "Generally industrious" 17. "Remarkably industrious" 3.
 "Fairly industrious" 3, "Idle" 3.

3rd Question "Please give the kinds of work performed."

Answers, "General farming" 37. General housework 17.
 "Light farm work" 7. "Light household duties" 6.
 "Blacksmithing" 5. "Harvesting" 4. "Fruit culture" 1.

4th Question, "In comparison with other races, was the pupil quick & apt to learn, or the contrary?"

Answers, "Quick & apt" 27. "Equal to any race" 14.
 "Compared favorably" 8. "Quite equal to average" 8.
 "More apt than majority of whites" 7. "About the same as other races" 7. "Willing but slow" 3. "Slow to learn" 2.

5th Question, "What wages were paid?"

Answers, "No regular wages" 17. Per month, \$1- one, \$2- three, \$3- seven; \$4- thirteen; \$5- fourteen; \$6- four; \$7- one; \$8- three; \$10- three; \$15- three.

Per day during harvest \$1.50, six.

In every case wages ~~was~~ paid directly to pupil.

6th Question, "How was pupil treated as member

of the family, or otherwise ^{As} with what effect?

Answers, "As members of family with good effect."

58. "Like other white helpers" 10. "As members of family with doubtful effect," 2. As Domestics, 6.

I quote from remarks accompanying some of the replies received about our pupils.

"Says he wants to learn every kind of work and we try to give him a share of the various kinds, as he never worked on a farm before"

"Deficient in good will to incite to worthy action an even temperament rather careless of future events"

"A fine girl ^{As} will make a bright woman"

"A very good temper, hardly ever angry"

"Always kind ^{As} polite in his deportment"

"Respectful ^{As} obliging"

"Will make a very useful woman"

"Well pleased with the boys"

"Willing ^{As} anxious to learn, a good kind boy, a favorite with white boys he is allowed to associate with."

"At school stood high in her classes ^{As} still higher in the estimation of her teachers ^{As} fellow pupils."

"Very conscientious, not governed by eye service, but obedient, of a pleasant temper ^{As} in all respects"

Trustworthy"

"Extremely tractable, more so than white children of the same age"

"Kind, even tempered but generally reserved"

"The more that is made of him the better he is"

"Unwilling to be told about work that was not done right"

"No fault to find with them"

"I could rely upon him when out of my sight, he did not need constant watching"

"Fast losing all trace of Indian ways & falling in with those of white men."

"Satisfied with his conduct in all respects"

"Does not always obey my wife as promptly as he should"

"Satisfied with his conduct in all respects"

"Says he wants to stay in this country"

"Sometimes cullen & stubborn, much like other children"

"Deserves great praise", "A gentleman"

"I tried to teach him English Grammar in order to improve his language which was very defective but found that he did not sufficiently understand the meaning of the words."

"They imitated the better qualities of their white companions & were disgusted with their vices"
 "Were quite popular, held their own socially & industrially"

The students above reported on belonged to different tribes, as follows, Cheyennes, 14, Creeks 13, Arapahoes, 10, Pueblos 10, Osages 9, Sioux 8, Comanches 6, Pawnees 3, Northern Arapahoes 3, Apaches 2, Iowas 2, Menomonees 2, Poncas 2, and Nez Perces, Ottawas, Kickapies, Lipans & Kiowas each one

On the 19th June the students from the Rosebud & Pine Ridge Agencies in Dakota, who would have completed their three year's course in October returned to their homes, with the exception of four boys & one girl from Pine Ridge & one boy from Rosebud who refused to go home even with the promise that they should return to the school. These Sioux children came to the school October 5, 1879, right from camp, never having been in school & not knowing any English. When they returned most of them had gained a material knowledge of plain English, the most advanced read in the

Third Reader were working in the four rules in Arithmetic, had begun to study Geography and could write fairly intelligent English letters.

There were various degrees of aptness shown. Two boys were so hopelessly dull they could not be taught to read, but they excelled in labor. The same difference in natural ability was shown in the acquirement of industrial knowledge.

The students from the Cheyenne ^{and} Arapaho ^{and} Kiowa, Comanche ^{and} Wichita agencies, who would also have completed their three years course in October returned to their homes on the first of July. Their progress was about the same relatively as that of the Sioux, but a number of them had been in agency schools before coming to Carlisle.

Three years on school is not education and judgments based upon the success or failure of those who have made this mere beginning can only be imperfect.

Before returning students I wrote to their respective agents, stating what each one could do and asking work for them. Agents Hunt, Miles and McCully promptly responded to this

request, furnishing employment so far as practicable to these students who returned. And I have some very satisfactory accounts of a number of them.

In school room work the maxim has been to "make haste slowly," trying to lay strong secure foundations. As the students have become more familiar with the English language and more accustomed to habits of study they have taken greater interest in school work so that it has been easier for both teachers and pupils. In the lower grades the teaching is almost entirely from objects and the word method which is used makes our students remarkably correct in their spelling. Every lesson is made to serve a two-fold purpose of instruction and whether it be reading or arithmetic the mastery of the English language is held to be not less important than the mastery of the lesson. The more advanced pupils have had a daily exercise in English composition in keeping a diary of the events of school life. Younger students were given pictures to describe in their own words and by this exercise were successfully trained not only in writing

spelling & reading but in quickness of thought & observation. An evening study hour under the direct supervision of the teachers of their several sections has been of great benefit to the older students. Our annual examination was held on the first of June, but school exercises were continued through the month.

Our students must, sooner or later, earn their own living & we endeavor to give industrial instruction the precedence over the only less important training of the school rooms. The system of having the boys who are learning trades work half of each day & attend school the other half has been continued with the most satisfactory results.

The gain both in the acquirement of literary and of labor knowledge has been almost as great as if the student were confined wholly to one or the other.

The most satisfactory progress of the year was in English speaking. A reward was offered to all who should for a month speak nothing but English, then a second reward for speaking only English for a month, both rewards were

learned by nearly the whole school, thus successfully demonstrating to them that they could talk English. It was then strongly insisted that they should talk nothing else & a daily record was kept in the case of each student.

The result was that in a very short time Indian languages were entirely laid aside. Ignorance of our language is the greatest obstacle to the assimilation of the Indians with our population. It will be better for all when tribal names, distinctions & languages are obliterated. The plan of exclusive schools for Germans was tried in the State of Pennsylvania & found to be foreign to the interests of the commonwealth in that it banded together a large mass of people to peculiar and special interests in each other rather than in the general welfare. Exclusively Indian schools will keep the Indians a separate & peculiar people forever by educating them entirely to race sympathies & restricting their ambitions & aspirations to mere tribal affairs. Without experience outside of the tribe they will never gain courage for other than tribal life. Theory fails but experience does the work.

The total number of apprentices under instruction during the year was 134. Forty two is the largest number our limited shop room will allow to be at work at once, but by the division of apprentices into morning ^{and} afternoon sections we are able to keep eighty four under daily instruction.

During the eleven months from Oct. 1. 1881, the date of my last report, to Sept. 1. 1882, our manufactures have been.

13 Spring Wagons,	\$1,040.00
1 Buggy	80.00
177 Sets Double Harness	3,320.52
6,744 articles Tinnware	970.32
160 prs. Shoes	320.00
Total	5,710.84

The values given are at the Government contract price.

In addition to the above have been current ^{and} needed repairs. In the shoe shop about 1800 prs of boots ^{and} shoes have been mended, mostly half soled. The tin shop has had much outside work in repairs to roofs, pipes, &c. The blacksmith shop has had repairing of farm implements, horse shoeing, &c.

The carpenter & his apprentices have finished the hospital building & have been kept busy by numerous repairs & changes to buildings. Most of the clothing for our 180 boys has been made in the tailor shop. After some little difficulty with instructors who insisted that Indians could not be taught to make yeast, I have succeeded in getting a Cheyenne & an Arapahoe boy trained to make their own yeast & bake the bread. & now the bakery is under the entire charge of Little Elk, one of our Cheyenne boys, baking a barrel & a half of flour a day, into bread.

The farmer has had under his direction all the boys not in the shops & has been very successful in teaching them - the large ones particularly - in the skilled parts of farm labor. Our crops of wheat, oats & rye were cut with a cradle, raked & bound by the boys, who also cut the hay with scythes & so through all the various branches of agriculture we have held to the system that would be the greatest advantage to them because of their poverty & inability to procure machinery when they begin life for themselves. Our two school

papers are now entirely under the mechanical management of Indian boys, the smaller paper "The School News" being edited by them. It has a monthly circulation of 1500 copies.

Our manufactures were very much decreased by delay in receiving shop supplies after the beginning of the new fiscal year - the delay extending through Julyth & part of August.

Your order of December 30th, directing that no further payments be made to apprentices was also unfortunate. The small wages they had received, (16 $\frac{2}{3}$ cents a day for time actually employed) was a great stimulus, giving them a present & tangible result of their labor. I held them to their work, but zeal and interest was gone. Through your recent order authorizing me to resume payments to them I hope soon to recover the lost ground. The majority of the apprentices deposit most of their earnings in the savings bank. It is desirable that they should all have a little capital to begin with when they go out from school & if earned & saved in small sums through a long period they will use it more wisely than if it came to them by any easier method.

In the sewing room the girls make all their own garments, a portion of the boy's clothing and underwear and all the sheets, pillow cases, &c, used. Each girl is especially trained in mending ^{and} plain sewing, all who are large enough learn to use the sewing machine. The past year has shown much improvement in the quality of work in this department.

Several of the older girls are acquiring skill in cutting ^{and} fitting dresses. In the laundry the girls wash and iron about 2500 pieces each week in a creditable manner ^{and} with very little outside aid.

Miss Conson of the New York Cooking School gave a successful course of lessons in cookery ^{and} facilities for instruction in the culinary department have been improved.

It is so arranged that each girl takes her turn not only in the sewing room, laundry ^{and} kitchen, but in performing general household duties, so that she may become equally skilled in all the various branches of domestic knowledge.

Discipline is maintained with as few regulations as possible. A multiplicity of requirements perplexes the pupil who even with the disposition to obey has difficulty in remembering them all. If many minor points are insisted upon there is danger that important principles will not receive due prominence. Adherence to the few rules laid down by these suggestions rather than commands on less essential points we find the best course. Fact & patience are the great requisites.

The moderate amount of military drill received by our boys is of great value as a means of physical training & giving habits of prompt unquestioning obedience. The girls come so constantly under the individual influence of their matron & teachers that their management is greatly simplified.

There have been few cases of special discipline. The custom in aggravated cases, of trial by a court composed of the older pupils has been continued with success.

All our students attend Sabbath School, the girls in our own chapel, the boys at the different churches in Carlisle. Sabbath afternoon services

have been conducted by Rev. Dr. Lippincott of Dickinson College to whom I am greatly indebted for faithful & zealous services as Chaplain. These influences have produced gratifying results.

We impress upon our students the importance of such labor knowledge as will enable them to earn a living among ^{us} in competition with white people. If they cannot succeed here where everything helps how can they succeed among their own people where everything hinders? But why should they be commanded back to such trial & failure?

Evidence is not wanting that if the avenues to civilized life are opened they will enter ^{us} & take no mean part.

Treated like other folks they act like them. In contact with civilized life they speedily become civilized. The Indian question is broad as the country. Each State is to blame. Why should there be east or west in its settlement? Why should not every State have schools ^{us} & these schools be made introductory to civilized contact ^{us} & so in time all Indian children grow into a knowledge of ^{us} & a desire for American citizenship.

I have received in contributions during the year \$7,243.31. which has supplemented the short allowances

from Government ^{and} enabled numerous advantages that would otherwise have been lost. A large proportion of this material sympathy has come from the Society of Friends, though many others east, west, north ^{and} south have aided as well. To these ^{and} to the other friends who have taken our pupils into their families during vacation ^{and} for winter schooling we are much indebted for the degree of success obtained.

Very respectfully

Your obedient servant

R. H. Pratt

Jr. ^{and} Supt.