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OFFICE OF
INDIAN AFFAIRS.
Rec'd FEB 6

1891

Indian Training Sch. Carlisle, Pa.J 292
February 14th 1891.Capt R H Pratt 10th Cav'y, Supt.

Regarding list of books;
suggestions as to courses of
study, etc, etc

Yours obt. servt.,

Capt. John Canby, Supt.

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INDIAN INDUSTRIAL SCHOOL,
CARLISLE, PA.

February 4th, 1891.

To The Hon.,

Commr. of Indian Affairs,

Washington, D. C.

Sir:-

Replying to your letter of January 5th, marked "Education," containing a list of books adopted for Indian Schools, I have to respectfully inform you that I have carefully gone over the same, and herewith, in accord with your wishes as I understand them, make comments as follows:

FIRST YEAR,- Number work under the Grube method should be begun here.

SECOND YEAR,- (and this would apply to other readers throughout the course) We find it well to use two or three different kinds of First Readers. Governed by our experience Badlams' "Aids to Number" should be supplemented by black-board work according to Grube method during this year, and the third year also. Simple lessons in geography should be begun this year.

FOURTH YEAR,- Rickoff's "Illustrated Number" be-

longs rather to second than to fourth year. After three year's work from the blackboard, pupils are capable of doing work which is not so childish. Barnes' Elementary Geography will be found difficult for average pupils of this year.

ADVANCED GRADE, - FIRST YEAR.

We have found it better to use words from the reading lessons and surrounding objects for spelling rather than have a spelling book. We have never used a special spelling book at Carlisle. We have also found it better to use a practical elementary arithmetic in place of a mental arithmetic, mental work being given in connection with that. It has seemed best to us not to begin a language book until this year, Language lessons for the previous years being made profitably from the Reading lessons and in the form of original work from pictures, reproduction and memory exercises from the lessons.

ADVANCED GRADE, SECOND YEAR.

Tarbell's Lessons in Language are good, but Hyde, No. 1, begun in last year could be well continued in this. Our experience suggests also that the mathematical, physical and political portions of Barnes' complete Geography be deferred until the pupils are farther on in their course; even

the descriptive part will be found difficult.

ADVANCED GRADE, - THIRD YEAR.

Johannot's Sentence and Word book in our experience is unnecessary as a text book, and is not suitable. The first 12 pages are devoted to script copying and reading. Between pages 19 and 38 the words and sentences would suit pupils in the 4th and 5th years of school. From the 39th page the lessons are only such as should be given to 9th and 10th year pupils. Indeed, the last forty pages could not well be taken by any of the grades we have under consideration. It would be better to put Goff's Practical Arithmetic (an excellent book,) into this grade, - it would be more in accord with the other text books used than the Elementary. Since Hyde, No. 1, Language book has been studied earlier in the course, I would suggest that Hyde, No. 2, instead of No. 1 Tarbell be used here. Higginson's History should certainly be in the hands of the teacher, but in the hands of the pupils for study there should be an elementary history. I would, therefore, recommend Eggleston's Primary, which is a book recommended to us by the Hon. Commr. himself.

ADVANCED GRADE, - FOURTH YEAR.

Instead of the 5th reader, it is our experience

that the Fourth with suitable supplementary work should be given. The average 8th year pupil cannot profitably read a 5th reader. A book on orthography ought to be put in the hands of the teachers. There is danger of perplexing the pupils with too many text books.

Goff's Practical Arithmetic could be continued and finished during this year.

It would seem best to complete Hyde, No. 2, rather than take Reed and Kellogg, which for Indian classes is not so good. Calkin's Object Lessons is adapted to more primary work. White's Elements of Pedagogy would seem best to give suggestions for this stage of development. Paul Bert's Scientific Knowledge could be continued, and Johonnot's books of proper grade used.

Physical Geography is too difficult for any of the grades we are now considering, but the general principles can be taught in connection with descriptive geography.

We have found the tabulated form of the principles of Civil government as given on Ivison & Blakeman's complete chart, very useful in teaching this study. We use for reference and assistance Anna L. Dawes' and Young's Class books. We like the Chart because the pupils themselves can study it when the text book would be too difficult.

We prefer Eggleston's History to Scudder's, as it

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is a newer and more attractive book.

We use Yaggy's Physiological Chart, in connection with hygienic and simple physiological lessons from the 4th year in school.

Since the school term at Carlisle is five years or twice that time, it would seem best that our course of study be arranged accordingly, and so I suggest the following:

Primary, including 1st, 2nd, 3rd and 4th years.

Intermediate, including 5th, 6th and 7th years.

Advanced, including 8th, 9th and 10th years.

1st and 2nd years, Chart and Primer.

3rd and 4th years, Second Reader.

5th and 6th years, Third Reader.

7th and 8th. Fourth Reader.

9th and 10th, - Fifth Reader.

This arrangement is, ofcourse, for the average scholar - a very bright one could be advanced faster. As before stated, we have found it best to use two or three Readers of the same number in the grades below the 5th reader, and in addition to these to do as much supplementary work as possible. See my letters of April 23rd and 24th, 1890.

During the 9th and 10th years the Arithmetic can be finished and reviewed or a higher one taken. Geography re-

viewed in a topical way, a higher U. S. history studied, also the natural sciences in an elementary ~~xxx~~ form.

We have had excellent results in Elements of Physics.

In planning a course of study, it is understood that we are considering pupils who are to attend school half day sessions.

We have substantially followed the course of study outlined on pages 20 to 27 of Rules for Indian Schools. Such objections as we have to that course are given in a paper on text books forwarded to you under cover of my letter of April 23rd, 1890.

If I were amending this list and course now, I would add to the second grade simple oral geography; to the fifth grade, descriptive geography from advanced text, - Scribner's Geographical Reader, supplementary; to 6th grade, Continue advanced text book in geography, taking up mathematical, political, etc., omitted in former grade. To 8th grade would add, in place of geography, except as given in connection with history or current events, National science in simple form.

Our 7th grade corresponds to 4th year advanced grade in course of study prescribed by the Department. We now have two grades beyond this, - the 8th and 9th. The

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ground to be covered by these grades has already been outlined in letters of April 23rd and 24th, 1890.

During the ensuing year we could receive 50 pupils in advance of the course indicated in your plan for other schools.

Very respectfully,

Your obt. servt.,

A handwritten signature in dark ink, appearing to read "R. H. Pratt". The signature is written in a cursive style with a long, sweeping horizontal stroke at the end.

Capt. 10th Cav'y. Supt.