

34721

INDIAN OFFICE

Incos. No. 1

1895

Indian Industrial School,

Carlisle, Pa.

Aug. 19 1895

Pratt, R. H.,

Captain 10th Cav'y Supt.

16th Annual Report

Duplicate Copy

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Original to Printer

Very respectfully,
General and Mrs. J. J. ... U.S.A.
Supt.

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Carlisle, Penna., August 19, 1895.

To the Honorable,

The Commissioner of Indian Affairs,

Washington, D. C.

Sir:--

My sixteenth annual report of this school is herewith submitted. The following table shows the changes in population during the year:

		Connected with school at date of last report.		New pupils received.		Total during year.	Returned to Agencies.				Died.	Remaining at school.		Total
		M	F	M	F		M	F	M	F		M	F	
1	Alaskan-----	2	2	4	1	9	1	1				5	2	7
2	Apache-----	42	15			57	6		1	1		35	14	49
3	Arapahoe-----	1	4			5		2				1	2	3
4	Arickaree-----		2			2		2						
5	Assinaboine-----	22	9			31	8	3	1			13	6	20 ¹⁹
6	Bannock-----		1			1							1	1
7	Caddo-----	3	2	1	1	7						4	3	7
8	Catawba-----		1			1							1	1
9	Cayuga-----	1				1						1		1
10	Chehalis-----			1	1	2		1				1		1
11	Cherokee-----	18	15	3	2	38	3	1				18	16	34
12	Cheyenne-----		5	5		10				1		5	4	9
13	Chippewa-----	35	23	45	24	127	20	12				60	35	95
14	Comanche-----			3	3	6	1			1		2	2	4
15	Coeur d'Alene----			1		1						1		1

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	Table, cont.	M	F	M	F		M	F	M	F	M	F	Total
16	Cowlitz-----			1		1					1		1
17	Coquell-----			1		1					1		1
18	Cree-----	1				1					1		1
19	Creek-----	1				1	1						
20	Crow-----	10	7	5	2	24	5	5			10	4	14
21	Digger-----				2	2						2	2
22	Flathead-----	4				4	1				3		3
23	Gros Ventre-----	3	2	1		6	1			1	3	1	4
24	Iowa-----			1		1	1						
25	Iroquois-----	5	1		1	7	1	1			4	1	5
26	Kaw-----	1				1					1		1
27	Kiowa-----	4	1			5	2				2	1	3
28	Klallam-----			1		1					1		1
29	Klamath-----			1		1					1		1
30	Klickatat-----			1		1					1		1
31	Mission-----			1	1	2					1	1	2
32	Nez Perce-----	12	9	1	1	23	5	1			8	9	17
33	Nez Perce-----	1				1	1						
34	Omaha-----	2	1	7	5	15	1				8	6	14
35	Oneida-----	40	34	21	17	112	19	11			42	40	82
36	Onondaga-----	1				1	1						
37	Osage-----	18	2			20	2	1			16	1	17
38	Ottawa-----	11	9	5	2	27	4	5			12	6	18
39	Pawnee-----	1	1			2	1			1			
40	Papago-----			1	4	5					1	4	5
41	Pend 'Oreille-----	1				1	1						
42	Peoria-----		1			1		1					
43	Piegan-----	17	6	6		29	13	4			10	2	12
44	Pima-----			10	4	14					10	4	14
45	Pottawatomie-----				1	1		1					
46	Puyallup-----	1		2	3	6		2			3	1	4
47	Pueblo-----	10	14	3	3	30	2	4			11	13	24
48	Quapaw-----		1			1						1	1
49	Sac & Fox-----	3		3		6	2		1		3		3
50	Seneca-----	24	18	1	1	44	5	3			20	16	36
51	Shawnee-----	4	8	1	3	16		2			5	9	14
52	Shoshone-----	3				3	2				1		1
53	Siletz,-----	3				3					3		3
54	Sioux-----	30	32	6	8	76	11	10			25	30	55
55	Stockbridge-----	2	3			5					2	3	5
56	Tuscarora-----	13	6	2	1	22	1	1			14	6	20
57	Winnebago-----	7	4	2	1	14	3	1			6	4	10
58	Wyandotte-----	1	5			6		2			1	3	4
59	Yakama-----			1		1					1		1
	Totals-----	358	244	148	92	842	125	77	3	5	378	254	632

As the years pass, and the scope of the school work becomes more clearly defined, it is not to be expected that each successive year will develop any great changes in conditions or methods, but that they will rather show a steady maintaining of the standard already reached, with only such added features as experience or altered conditions may make necessary or desirable. Experience proves that the kind of education that will save the Indian to material usefulness and good citizenship is made up of four separate and distinct parts, in order of value, as follows:

First--Ausable knowledge of the language of the country.

Second--Skill in some industry.

Third--The courage of civilization.

Fourth--A knowledge of books or education, so-called.

English Speaking.

In developing this order of progress, the use of the English Language is made compulsory in the school, and further pushed, through bringing into one school children from many tribes, and then, from time to time, sending pupils into English-speaking families by the outing system---by which multiplicity of means, English soon becomes the habit of the tongue and mind with most students. The greatest difficulty is with those who have previously made some progress with reading some Indian vernacular.

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Without knowledge of our language, the Indian is helpless in any situation requiring intercourse with the white race. Hence, it is the prime necessity in his education.

Industries.

Of almost equal importance with the first condition, is the "industrial training." To this end, the aim has been to make the school shops as practical as possible. The only bar that now exists to as complete proficiency as may be obtained in the school, is the unnecessary broken nature of the work caused by the expiration of the school period, and return of students to their homes, and the necessary summer outings. As it is, in each department every year ordinary journeyman proficiency by some, and in a few cases, special excellence of workmanship, is reached. It has always been my aim to carry on the industrial work of the school with as little expense as possible for appliances, the only fairly well-equipped department being the printing office, which, in return, proves of exceptional value to the school as an industrial factor, educator, and convenience.

I think now, however, that all the shops should be improved and enlarged, and placed somewhat in line with the trade schools of the country, and have asked for a special appropriation to effect this.

The school farms are in good condition, and the season's

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crops, so far gathered, fair, with the prospect of a good crop of late vegetables. While a high place is given to all industrial training, agriculture is placed first, and with it, all students must, through the outing or on the school farms, become familiar, during their school period. This has been the uniform practice of the school, therefore when I hear it so often urged against the trade instruction of Carlisle, that no use can be made in the west of the trades acquired, I have satisfaction in the knowledge that, if students must return west, whatever may be urged against the trades of Printer, Carpenter, Black-smith, or Shoe-maker, there is always the farming ability acquired under thoroughly ^{practical} conditions to fall back on, and it is not usually considered a detriment to any one to be handy at more than one thing.

For the ensuing year, the teaching of Sloyd to the smaller pupils is arranged for. This will prepare them for more efficient work in the shops later. Our location, so remote from frontier prejudice, gives opportunity for ambitious pupils to follow any civilized pursuit, though not practiced on the school grounds. Among the boys, we have a competent photographer and picture framer; another works with the electrical light and power company, half-days; still another is employed in the large steel works at Steelton, at machinists duty and pay. For the girls, new doors are opening. Their success at printing, type-writing, as clerks and trained nurses, has been uniform and gratifying.

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Country Outings.

The third quality, "Courage of civilization," is better given by this system than by any other method I can think of. It is replete with benefits, but gives especially to the students facility in using the English language, a practical knowledge of business methods, and direct contact in the labor market with the competing race. I am glad to report that the Indian always holds his own, and often is the preferred laborer. The number of outings during the past year has been 357 boys, and 235 girls, total 592. The failures have been few, and the general satisfaction of both employers and students most gratifying.

Fourth Quality. "Knowledge of Books."

The schools opened September 3rd, 1894, with a number of new teachers, some of whom proved unsatisfactory for various reasons, and delay, inconvenience, and loss to the school, resulted, making it January before all the rooms had settled teachers. The number of advanced students has so increased, that it has been possible to separate in different rooms the Senior and Junior classes, with benefit to both grades. The course of study, and grading have been made to conform as nearly as possible to the public schools. Each year's work constitutes a grade, but pupils are advanced from one

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grade to another whenever ready.

There has been a decided improvement in the method of instruction in music, especially in the vocal department, and the gain is suggestive. The instrumental methods are those used in conservatory work, the teacher having the practice of the pupils, as well as their instruction, under *her* immediate supervision.

Between forty and fifty pupils have received instruction in the art class. *M*uch creditable drawing and modeling has been done, and pupils have gained largely in power of observation and means of expression.

The work of the Normal Department has been continued along the same lines as heretofore, ten pupils being under instruction in the practice and theory of teaching. These pupil teachers meet their critic teacher for criticism and instruction, two hours per week, besides receiving individual instruction.

Students' pay.

From the beginning of the school, until the Department order of 1894, it had been the custom to give a little pay to apprentices and such other students as had exacting duties in connection with the work of the school, the amount paid being nominal, in no case exceeding twelve cents for the half day's work.

One object of this payment was to instruct in the use

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and handling of money. Strict rules were enforced and every care was taken to encourage students to save and to expend judiciously. The expenditures were mostly for articles of clothing, such as white shirts, collars, shoes for Sunday, neck-ties, &c., and thus the school issue of such articles was reduced. A regular bank account was kept with each student, and the system made thoroughly educational. The process was beneficial in every way; but without fairly considering its advantages at Carlisle, it was ordered discontinued, and the small amount of money theretofore at the students' disposal was cut off. The effect of this on the clothing supplies, has been to cause an excess of issues over the year previous, as follows: 278 Coats; 117 prs. Pants; 101 prs. Shoes; 447 prs. Rubber Shoes; 252 Collars; 216 Undershirts; 60 prs. Suspenders; 137 prs. Gloves or Mittens; 44 dozed Handkerchiefs; 519 Shirts; and even then the boys were not as well clad as the year before. This refers to the boys only, but so far there has been no great hardship, as Carlisle is especially fortunate in being able, by its outing system, to make it possible for nearly all her students to earn some money for themselves. Aside from its educative value, the apprentice pay system at Carlisle, was not waste money.

Sanitary. Social. &c.

Last winter was unusually long and severe and the strain

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showed on pupils with weak lungs. Where it was practicable, those seriously affected were returned to their homes, as their people and those who influence them, demand. One case of Scarlet Fever occurred, but by isolation, the disease was prevented from spreading, and the patient came through nicely. Throughout the winter, all students had daily gymnastic exercises with marked good results.

Numbering as we do 700 persons, full of life and vigor, it is necessary to provide proper outlets for the surplus energy, hence the larger boys have foot-ball and base-ball teams, and meet the best local organizations, as well as some distant ones, such as those of the Lehigh University, University of Pennsylvania, and Naval Academy. By thus contending in sport, as well as labor, with Young America, each race learns to appreciate the other.

Year by year, there is good progress in the ability of the students to bear themselves properly in new situations. They now take part readily on all social occasions, provide amusements for themselves, and co-operate in all efforts to add interest to the school life, by celebrations, literary entertainments, &c.

The usual religious services have been held at the school during the year, and the Y. M. C. A., and the Circles of King's Daughters have continued their work successfully. The churches and pastors of the town do not flag in their interest and help in

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the religious care of the students. Each student has choice in the matter of church-going in town.

Conclusion.

The Government object in all Indian educational work should be that out of the Indian---a consumer and wanderer---there may come a citizen and producer, an element of help to the nation instead of a burden. Are we succeeding? As I consider the long list of those who have been more or less educated at Carlisle, and now are doing well as farmers, stock-raisers, clerks, teachers, mechanics, lawyers and nurses, and many as trusted employes at Agencies and elsewhere, I can say emphatically, that large, complete, and speedy success is assured, especially if we will quit making our education of young Indians a contribution to tribal autonomy, and make it a feeder to our national energies.

Very respectfully,

R.H. Pratt

Capt. 10th Cavy., U.S.A.,

Supt.

Dictated. (9)

34721

INDIAN OFFICE

1895

Incl. No. 5-141.

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SCHOOL STATISTICS

ACCOMPANYING

ANNUAL REPORT.

Indian Industrial School,
Carlisle Barracks, Agency.

1895
1893.

[This report must be properly filled up and forwarded immediately.]

FILE

Use a separate sheet for each school among your Indians, whether conducted by Government or other parties, and whether boarding, day, or night school. White pupils must not be included in these statistics, but may be reported separately. If quarterly reports have been correctly rendered the statistics given on this blank will agree therewith. The statistics must be made up from actual records.

1. Name of school, *Indian Industrial School,* 17. Total cost of maintaining the school, *including transportation of pupils & repairs, (d) \$105,809.90*

2. Location, (a) *Carlisle Barracks, Pa.,* (a) Salaries of teachers and employes, \$*4,573.02*

3. Boarding, day, or night, *Boarding,* (b) All other expenses, (e) \$ *64,296.88*

4. How sustained, *Government,*

5. No. of teachers: *16.* 18. Amount of funds expended for support of the school, (d) \$*105,809.90*

Male, *2* Female, *14* (a) By Government, (b) By other parties, (f)

6. No. of other school employes: *51* \$*105,000.00* \$*809.90*

Male, *30* Female, *21*

7. No. of teachers and other school employes: *67 (65)* 19. Industries taught in the school, *Carpentering, Blacksmithing, Wagon-making, Shoe-making, Linnery, Harness-making, Printing, Blasting, Basketry, Tailoring, Farming, Sewing, Cooking, Housework,*

White, *56* Indian, *11*

8. No. of pupils who can be properly and healthfully accommodated in the school buildings (b) *600*

9. No. who have been crowded into ~~at~~ ^{them} at any one time during the year, (b) *653*

20. No. of acres cultivated by the school, *266*

10. Whole number of scholars who have attended the school one month or more during the year, (c) *838* 21. Amount and kind of crops raised:

Male, *502* Female, *336* Bushels of wheat, *680* Bushels of fruit, *—*

11. No. under 6 years of age: *None* " corn, *990* No. melons, *—*

Boys, *None* Girls, *None* " oats, *992* No. pumpkins, *—*

No. between 6 and 18 years of age: *439* " potatoes, *2326* Tons hay cut, *44 1/2*

Boys, *259* Girls, *180* " turnips, *—* Pounds butter made, *2628*

No. over 18 years of age: *399* " onions, *60* Pounds cheese made, *—*

Boys, *243* Girls, *156* " beans, *—*

12. Average age of pupils, *18 1/2 yrs. from work* " other vegetables, *Ensilage, 102 1/2 Tons.*

13. No. of months during which the school has been maintained, *10* 22. Stock belonging to the school: Horses, *9* Cattle, *59*

14. Average attendance during that time, *479* Mules, *8* Swine, *—* Domestic fowls, *—*

15. Largest average attendance during any one month, *604* 23. No. and kinds of buildings occupied by this school, *32*

16. Name of the month, *March, 1895* *5 Stone, 15 brick, 12 frame.* By whom owned, *Government.*

No. of above erected during the year, and cost thereof, *None*

Cost of repairs to the buildings during the year, \$*2017.92*

(a) Give distance and direction from agency.
 (b) If a boarding school, state also the number of day pupils, if any, in addition to boarders. Give the day pupils separately.
 (c) If a boarding school, give the day pupils, if any, separate from the boarders.
 (d) Total of (a) and (b) in question 17 should equal total of (a) and (b) in question 18.
 (e) This must include clothing, subsistence, books, furniture, bedding, &c., &c., all the items which are called for in the monthly statements of issues and expenditures at schools, except cost of repairs, which will be given separately in answer to question 23.
 (f) Name the parties making the contributions and the amount given by each.