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OFFICE OF
Indian Affairs.
Rec. OCT 26

1897

54/51

Indian Industrial School,

Carlisle, Pa. Oct. 25 1897

Pratt, R. H.,

Captain 10th Cav'y, Supt.

Replying to
Sept. Circular
#4, Oct. 12/897

Enc -

To Secretary Jan. 29/98

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In reply to:

DEPARTMENT OF THE INTERIOR,
INDIAN SCHOOL SERVICE,
OFFICE OF SUPERINTENDENT.

Carlisle, Pa., October 25, 1897.

To the Honorable,

The Commissioner of Indian Affairs,

Washington, D.C.

Sir:

In reply to Department circular #4, dated Oct. 12, 1897,

I respectfully answer the interrogatories as follows:

- 1st. Carlisle Indian Industrial School.
- 2nd. At Carlisle in Cumberland Co., Penna., the location being the former Government post known as Carlisle Barracks. The school joins the town, the town limits passing through the grounds and taking in part of the buildings. It has excellent railroad accommodations, the Phila. & Reading and the Penna. systems both having stations within a third of a mile of the school, and the Penna. having a siding on the school grounds. We are thus connected with all parts of the country. We also have a trolley with a terminus at the school. The location is exceptionally good on account of the surroundings, and gives us an advantage over all other schools for our special feature, the "Buting System." The buildings though plain are in good repair and ample for 700 pupils. The region is healthy.
- 3rd. For answer to this, please see my descriptive statement of Government buildings for the third quarter of fiscal year '97
- 4th. There is no change in the condition of the sewerage system. We are not suffering in this matter and the accommodation is

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sufficient. It could be improved by carrying to a larger stream and further away from the school, but the small race-way into which we empty our sewerage is slushed once a week by the mill authorities which leaves us generally in fair condition.

The heating is by a central steam plant put in by ourselves seven years ago and which we have now about outgrown and hope in the near future to remodel.

The water supply costs us \$240 per annum, for which we get all the water we want; but we make use of three large cisterns on the premises in which we store winter water to use for summer drinking purposes. This gives us probably as good water as could be had. Bathing accommodations are a bath room in each set of quarters occupied by students, and a shower bath with 28 showers in connection with the gymnasium, and an ample supply of water in each case.

5th. The school farm contains 109 acres which cost \$18,000, since which buildings and improvements have been added to the extent of \$7,000. The land came high in the purchase, because it joins the Government property and was so near the town. The original plot on which the school buildings are contains 27 acres and a fraction. We also rent 40 acres, and have 5 acres, the property of our school charity fund. In addition to this we have 157 acres belonging to the charity fund for which the Government pays us a rental of \$600 per year. The title to the latter is in a Board of Trustees. This makes in all 300 acres for use as farming and pasturage.

- 6th. Tabulated statement taken from my Annual Report is furnished herewith.
- 7th. Such a plan was furnished and is now on file in the Department.
- 8th. Printed matter in which the information asked for is forwarded herewith.

Respectfully yours,

A handwritten signature in brown ink, appearing to read "R. H. Pratt". The signature is written in a cursive style with a long, sweeping horizontal line extending to the right.

Capt. 10th Cav'y., Supt.

(Dictated) Mc

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Indian Office.

Incl. No.

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How
Carlisle
School
Originated.

Capt. Pratt, the Superintendent, served eight years with his regiment against the Indians in the western part of the Indian Territory, most of which time he commanded Indian scouts. During the Indian War of 1874-75 he had charge of hundreds of Indian prisoners at Ft. Sill, Indian Territory. Seventy-four of the worst of these were selected and sent in care of Capt. Pratt to the old Spanish Fort in St. Augustine, Florida, in April, 1875. They remained there three years during which time through the many kindly influences brought to bear upon them they were greatly advanced in the knowledge of the English language and the habits and thought of civilization. Most of the younger ones were continually under school influences. When they were released twenty-two of the youngmen had gained such a desire for more education that they offered to remain east three years longer if they could go to school. The

Government refused to provide the means, and their wants were made known to friends of the Indian, and one by one their expenses were provided. Bishop Whipple undertook five and Mrs. Larocque of New York two, others one each. Seventeen were sent to Hampton Institute, Virginia, four were placed in the care of Rev. Mr. Wicks of the Episcopal Church near Utica, New York, and one with Mrs. Dr. Carruthers at Tarrytown, New York. When the seventeen arrived at Hampton and Gen. Armstrong discovered their adaptability he at once asked the Interior Department for fifty more, both boys and girls.

Capt. and Mrs. Pratt went to Dakota and brought to Hampton forty-nine from the Sioux tribes. Capt. Pratt was detailed at Hampton. Not being satisfied with the meagerness of the effort being carried on at Hampton and not being in entire sympathy with the uniting of the Indian and Negro problems, Capt. Pratt suggested to Secretary Schurz that if he was to remain in the Indian Educational work he be given Carlisle Barracks and 250 or 300 young Indians that he might work out in his own way, plans which had been growing in his mind during all

the years of his Indian contact. His request was granted and in September, 1879, the Carlisle School was authorized.

Capt. Pratt accompanied by Miss Mathew, who had helped in the work at St. Augustine, went to Dakota and brought from the Rosebud and Pine Ridge Agencies 82 boys and girls, arriving at Carlisle the 5th of October. Leaving these in the care of Mrs. Pratt and the other ladies he immediately went to the Indian Territory and brought 57 Kiowa, Comanche, Cheyenne and Arapahoe children, and the school opened the 1st of November, 1879. It has steadily increased in numbers and reached out into the various tribes until now it has more than 800 students coming from about 55 different tribes. The school graduates its students half way between the Grammar and High School Grades of the public schools. The plan is to teach the pupils some industry at the same time their literary education goes forward. To this end shops for mechanical instruction of the boys have been established and opportunities provided to teach girls the industries peculiar to their sex.

One of the most important features of the school is what is called its outing system which allows between 500 and 600

students each year during vacation an experience out from the school, living in private families and at work, mostly with farmers, the girls at house work and the boys at the plow. So complete has been the success of this feature that two or three times as many pupils are asked for each year as the school can provide. The earnings of the pupils out each year amount to more than \$20,000.00. This money is all their own and becomes a great stimulus both to the pupils and to their parents in favor of individual effort and escape from tribal thralldom.

...X INDIAN SCHOOL PRINT X...

REPORT OF THE INDIAN INDUSTRIAL SCHOOL, CARLISLE, PA.

TO THE HONORABLE,
THE COMMISSIONER OF INDIAN AFFAIRS,
WASHINGTON, D. C.

SIR:

I have the honor to transmit herewith my eighteenth annual report for this school. The population and changes for the fiscal year ending June 30th, 1897, were as follows:

Tribes.	POPULATION.										1897.	
	Connected with school at date of last report, July 1, 1896.		New pupils received during the year.		Total during year.	Returned to Agencies during the year.		Died.		Remaining at school July 1, 1897.		Total.
	M.	F.	M.	F.		M.	F.	M.	F.	M.	F.	
1. Alaskan.....	4	2	3	2	11					7	4	11
2. Apache.....	18	7			25	7	1			11	6	17
3. Arapahoe.....	1	3	7	1	12	2				6	4	10
4. Arickaree.....			1	1	2		1			1		1
5. Assinaboine.....	12	6			18					12	6	18
6. Bannock.....		1			1		1					
7. Caddo.....	4	3			7	2				2	3	5
8. Catawba.....		2			2						2	2
9. Cayuga.....	1	4			5	1					4	4
10. Cherokee.....	23	22		1	46	2				21	23	44
11. Cheyenne.....	13	6	13	6	38	4	1			22	11	33
12. Chippewa.....	63	31	22	11	127	21	5			64	37	101
13. Clallam.....	1		3	4	8					4		8
14. Coer'd Alene.....	1				1					1		1
15. Colville.....			3	1	4					3	1	4
16. Comanche.....	2	2		4	8	1				1	6	7
17. Cowlitz.....	1	1			1					1		1
18. Coquell.....	1	1			1					1		1
19. Cree.....	1	1			1					1		1
20. Crow.....	11	4			15	2	1			9	3	12
21. Copah.....	3			1	4					3	1	4
22. Digger.....		1			1						1	1
23. Ebnek.....	1	2			3					1	2	3
24. Flathead.....	3				3	1				2		2
25. Gros Ventre.....	1	1			2	1					1	1
26. Iroquois.....	2	1			3					2	1	3
27. Kaw.....	1	1			1					1		1
28. Kickapoo.....	1	1		1	2					1	1	2
29. Kiowa.....	1	1			2		1			1		1
30. Klamath.....	1	1			1					1		1
31. Klukitlat.....	1				1	1						1
32. Lipan.....		1			1						1	1
33. Menomonee.....	5	2			7	2				3	2	5
34. Mission.....	1	1	4		6	1				4	1	5
35. Mohawk.....					1					1		1
36. Navajo.....			1		1					1		1
37. Nez Perce.....	8	9			17	2	3	1		6	5	11
38. Okanagan.....			2	2	4	1				1		3
39. Omaha.....	8	6	4	1	19	1				11	7	18
40. Onondaga.....	8	1			9	4				4		5
41. Oneida.....	49	51	3	1	104	7	2	1		45	49	94
42. Osage.....	14	3	1		18	4				11	3	14
43. Ottawa.....	16	7	4	1	28	4	2			16	6	22
44. Papago.....	2	6			8					2	6	8
45. Penobscot.....				1	1						1	1
46. Piegan.....	9	1			10	4				5		6
47. Plma.....	23	12			35	1	1			22	11	33
48. Ponca.....			1	3	4					1	3	4
49. Pottawottamie.....	3	2			5	1				4		5
50. Pueblo.....	9	11	7	7	34	5	2			11	16	27
51. Puyallup.....	1	1	4	1	7					5	2	7
52. Qapaw.....		1			1						1	1
53. Sac & Fox.....	3			4	7	1				2	4	6
54. Seneca.....	21	26	1	3	51	1	5			21	24	45
55. Shawnee.....	4	8	2	1	15	5	9			1		1
56. Shoshone.....	1				1					1		1
57. Siletz.....	3				3	1				2		2
58. Sioux.....	38	38	10	8	94	10	6			38	40	78
59. Skokomish.....			1	1	2	1				1	3	4
60. Spokane.....			1	3	4					1	3	4
61. Stockbridge.....	2	3	2		7					4		7
62. Summie.....				1	1						1	1
63. Tonaawanda.....		1			1						1	1
64. Tuscarora.....	11	5	8	5	29	8	2			11	8	19
65. Winnebago.....	7	6	7	3	22	1	1			13	7	20
66. Wishoskan.....		1			1						1	1
67. Wyandotte.....		2			2		1				1	1
68. Yakama.....	1				1	1						
Total.....	419	304	117	80	920	111	45	2		425	337	762

This table with its sixty-eight names of different tribes, each representing a different language, shows that this school is exceptionally peculiar, not only for the United States, but for the world. I venture the assertion that in no other institution in existence are there as many different nationalities and languages as are gathered here, with the object of moulding all into one people speaking one language, and with aims and purposes in life in unison with the civilization of to-day and its government. There is no babel of confusion, nor disadvantage, educationally, in bringing together such a diverse aggregation. On the contrary, the conditions are most excellent to forward the purpose of the school, and give a common language, a unity and loyalty of thought and effort. All our experience proves that the more individuals from the various tribes can be associated together, and the more immediate the contact of all with the better elements of the white race, the more rapidly and thoroughly do our educational and civilizing efforts accomplish their purpose.

OUTING.

The foregoing principles established beyond a peradventure by our 18 years' experience have lead me to urge and extend, so far as I have been allowed, the Carlisle Outing System, which I continue to regard as the best possible means of inducting Indian boys and girls into our civilized family and national life. Through experience only will the prejudice of the Indians against the whites, and the prejudice of the whites against the Indians, be broken up. The practical demonstration that the young Indian is as competent in the field and shop and in household matters as the young Anglo-Saxon, and has the same qualities of head and heart as the Anglo-Saxon, removes Anglo-Saxon prejudice against the Indians, and the living in kindly American homes removes Indian prejudice, proving to both that neither is as bad as the other thought, thus accomplishing fully and at once for each what no amount of long range assertion can.

An additional advantage, and one which ought to commend itself at once, is the fact that this system introduces the Indians into the organized systems of industry of the country at large, and is a sure practical means, if properly and persistently utilized, of relieving the Government of the false, theoretical combinations that insist upon organizing special and separate industries for them. Given the courage and ability of competing in civilized life, the liberty to do that should follow, and the forcing or hiring the young of the Indian race once educated and trained to better things to return to the evils of tribal surroundings, ought to be broken up.

During the fiscal year, 1897, we placed out for longer or shorter periods 401 boys and 319 girls. Of these 104 boys and 101 girls remained out all winter attending district and other Americanizing schools with the young people of the families in which they resided, earning their board by their work out of school hours. They were thus bona fide residents of the district, and were daily imbibing practical American citizenship with all its ambitions and benefits.

While not advocating enlargement of my responsibilities, nor urging that large numbers in one school is an advantage, I have repeatedly stated within the last four years that Carlisle could most economically take care of 1500 children by enlarging its Outing. I have urged this because most schools, from their location, are unable to do anything at Outing. I have always advocated that schools for Indian youth should be so located and conducted as to be the means of getting young Indians into our American life.

A synopsis of our outing shows that the boys and girls have earned for themselves during the year a total of \$20,448 39, of which the boys earned