

Mr Francis

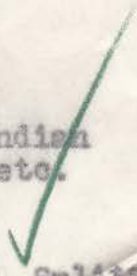
It seems to me
that we might give
Gen. Pratt a
nice send off on
his work at Carlisle.
For years he was
one of the firm most
lights of the service,
His Cutter ought
to be able to say
something of his
fine record -

JWQ

FOR FILE!

Ed-Schools
E A C

Information
regarding Indian
education, etc.



Miss Nell C. Splitstone,
Children's Editor,
The People's Home Journal,
23-27 City Hall Place,
New York City, New York.

MAR 27 1913 -Carbon for
Mr. Peairs

Carlisle
800

Madam:

The Office is in receipt of your letter of March 13, 1913, asking how you may obtain a complete record of Gen. R. H. Pratt's work in the Indian School at Carlisle, Pennsylvania, also requesting general information on the education of the Indian.

For general information, you have been sent the Report of the Commissioner of Indian Affairs for 1910 and 1911.

To write a complete record of Gen. Pratt's work of 25 years at Carlisle would require a volume, but a comprehensive view can be given by telling of the origin of the school, its purpose and the methods used, as compiled from his annual report of 1880 and 1881, and supplemented by observations from one of his employees.

This paper, together with a catalogue of Carlisle School for 1910, are herewith inclosed.

Respectfully,
J. H. ...
Acting Commissioner.

Compilation
From Gen. Pratt's Annual Reports
Of 1880 and Of 1881,
Supplemented By
Observations From One of His Employees.

Carbon for
Mr. Peairs

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About 1874, food becoming scarce in the Indian country, several tribes,- the Kiowa, Comanche, Wichita, Cheyenne and Arapaho, made raids into Texas and Old Mexico. After several months they were captured by the United States troops and returned to their reservations. The ringleaders were taken as prisoners to Fort Marion, in St. Augustine, Florida, and there for three years were under the command of Lieut. R. H. Pratt, now general on the retired list.

While there he interested the visitors and residents of the city in the Indians to such an extent that they willingly gave their assistance in teaching them to speak, write and read English. Under military discipline the Indians learned about hygiene, industry, and many other useful lessons. At the close of the term of imprisonment some of the younger men who had shown an aptitude for training were given the chance of receiving more education. At the solicitation of Lieut. Pratt, eighteen young men entered Hampton Institute, Virginia,

where they remained a little over one year. Believing that a larger number of Indian youth should receive training in the midst of civilization, Lieut. Pratt petitioned the War Department that the cavalry post at Carlisle, Pennsylvania, be turned over to the Interior Department and used for an Indian school. The transfer was soon accomplished.

The first party of pupils were Sioux from Rosebud and Pine Ridge agencies, South Dakota, 60 boys and 24 girls, who reached Carlisle the evening of October 6, 1879. With the consent of Gen. Armstrong of Hampton, 11 of the young men who had been prisoners in Florida came to Carlisle and with the Sioux party made the beginning of the Carlisle School. Later arrivals were as follows: December, 1879, 6 Sisseton Sioux and 2 Menominee; February 20, 1880, 11 Ponca and Nez Perce; February 28, 1880, 8 Iowa, Sac and Fox; March 9, 1880, a boy and girl of the Lapan tribe, captives of war; July 30, 1880, 10 Pueblo from New Mexico and 1 Apache; September 16, 1880, 41 Cheyenne, Arapaho, Comanche and Wichita; in all making an enrollment of 176 pupils. About half of these had received instruction at the reservation schools but the remainder came directly from the

camps. Two-thirds of the number were children of chiefs and head men of the tribes, and about ten per cent were of mixed blood.

In the academic department, the gaining of a working knowledge of the English language was of prime importance. The materials employed in teaching beginners were objects, pictures, the blackboard, slate, paper and pencil. The pupils were taught the names of things, the meanings of verbs through action, adjectives by comparison, etc., the methods being those used by teachers of modern languages. Much drill in elementary sounds aided in securing correct pronunciation. The more advanced grades were given only a practical knowledge of the primary English branches. The object was to awaken a desire for more knowledge and then to satisfy that desire. As a means to this end, occupation in the industrial departments received much attention. It was found that a stated amount of daily employment in the shop, on the farm, and elsewhere, did not greatly retard the school-room work, besides giving to the pupil manual dexterity, habits of industry, and aiding in the early discovery of any natural bent toward a particular business vocation.

To accomplish this, various branches of the industrial arts were established under competent practical workmen, and a skilled farmer was placed in charge of the school farm. The cavalry stables were floored and partitioned, affording shops for the various trades for the instruction of the boys. The girls were placed under a system of training in the manufacture and mending of garments, the use of the sewing machine, laundry work, cooking, and the routine of household duties. The apprentices, both boys and girls, were paid 16-1/2¢ per day when actually employed, which gave them an opportunity to learn something of the value of labor and to learn the proper use of money. These students had bank-books and were encouraged to save money. At the county fair held in Carlisle samples of the students' work placed on exhibition attracted favorable comment. Such manufactured articles as were not needed for use at the school were sold and shipped to forty-two different Indian agencies, and represented a value of \$6,333.46 governed by the Interior Department contract prices.

The discipline of the school was maintained without much difficulty. When offences were serious enough to demand corporal punishment the cases were

generally submitted to a court of the older pupils of the different tribes. The sentences imposed were submitted to the authorities for their approval. The boys were organized into military companies, uniformed and drilled in many of the exercises of army tactics.

As the pupils were unable to read, study, or amuse themselves independently, many of their evenings were spent in the chapel where they were taught to sing hymns and songs, and instructed in various ways. They were also entertained with concerts, tableaux and stereopticon views. Indian songs and dances were allowed to some extent, but seldom after other amusements were provided. A Boston lady visited the school and presented it with band instruments. Under the direction of an instructor, 12 boys were taught to play, and in time were able to furnish music for the military parades and for entertainments. Every effort was made to acquaint the pupils with the understanding of many things met with in daily life.

The good people of Carlisle gave their sympathy and aid, and welcomed the students to their different Sunday-schools and churches. All of the boys regularly attended Sunday-school in town but the girls, on account

of domestic duties, attended an organized Sunday-school held in the school chapel. The ministers of the city and some of the faculty of Dickinson College came out on Sunday afternoons and held undenominational religious services. Sunday and Thursday evenings, a prayer meeting was held, led by Gen. Pratt, in which the students also took part, at first praying and talking in Indian.

One of the most important features of the school was what is known as the "Outing System". By authority from the Interior Department, 109 students were placed during the summer vacation in families, mostly farmers near Philadelphia. Many of these patrons were Friends and treated these boys and girls as members of their families. At the close of the vacation the students thus placed returned to the school, more self-reliant, stimulated to greater industry, in good physical condition, and wonderfully improved in English speaking. 6 girls and 23 boys were allowed to remain with these families through the winter and spring. They assisted in the duties of the farm and household for their board and had the privilege of attending the public schools where they were cordially received.

Gen. Pratt concluded his report as follows:

"No educational work for the Indian will be successful in any considerable degree until the numbers educated shall form a majority of the whole. Public opinion controls, and the majority controls that. Theory must be ground in with practice. It is not the fear that we may educate the children away from sympathy with their former savagery that should prevail, but rather the fear that we may fall short of giving them enough education and training in the particular subject, to enable them to stand alone and to compete with others in civilized life. The great need is education for the whole. Whenever that shall be determined upon, the best how and where will be developed. If freedom and citizenship are to be their lot, then the surroundings of freedom and good citizenship during the period of education would seem the best to equip them for that lot."

Progress was the watchword of the school. As the pupils learned more English, literary societies were organized among the boys and girls. The efforts at first were not brilliant, but they were taught parliamentary usage, and did some creditable work under guidance as experience was gained. In 1884, a Young Men's Christian Association and later Circles of the King's Daughters

society were regularly organized. Delegates were sent to the Northfield conventions, and state and county conventions were also attended.

In letters from returned students, mention has often been made of the influence for good of the English Speaking Meetings, held every Saturday evening in the school chapel. The main topic of the meeting was the importance of learning to use English, but other topics also received attention, as lessons in conduct illustrated by what had been seen during the week in different parts of the school grounds.

A large majority of the Carlisle pupils have made good by earning an honest living for themselves and families on their allotments and elsewhere. Several are now holding prominent positions in the business world. The capabilities of the Indian did not receive favorable criticism from the public till he entered the athletic world, where he has become famous.

One great reason for Gen. Pratt's influence was his personal interest in each pupil, with whom he spoke individually each week and collectively many times during that period. It was the untiring energy of the founder of the school, his great faith in the capabilities

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of the Indians, his indomitable will and boundless enthusiasm that made him succeed.

JHC

REFER IN REPLY TO THE FOLLOWING:

Ed-Schools
E A O DEPARTMENT OF THE INTERIOR

Information OFFICE OF INDIAN AFFAIRS
regarding Indian
education, etc. WASHINGTON C 4

Miss Nell C. Splitstone,
Children's Editor,
The People's Home Journal,
23-27 City Hall Place,
New York City, New York.

Madam:

The Office is in receipt of your letter of
March 13, 1913, asking how you may obtain a complete
record of Gen. R. H. Pratt's work in the Indian School
at Carlisle, Pa., also requesting general information
on the education of the Indian.

"The Sherwood", Philadelphia, Pa., is the
address of Gen. R. H. Pratt, to whom you may apply for
the information in regard to his work at Carlisle.

For general information, you have been sent
the Report of the Commissioner of Indian Affairs for
1910 and 1911.

Respectfully,

[Handwritten Signature]
Acting Commissioner.

3-JEG-18.

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THE PEOPLE'S HOME JOURNAL

23-27 CITY HALL PLACE

NEW YORK

EDITORIAL OFFICES



Department of the Interior,
Washington, D.C.

Gentlemen:-

Will you kindly send me, or inform me how I may obtain, a complete record of Col. R.H.Pratt's work in the Indian School at Carlisle, Pa. I am also desirous of obtaining all the information possible on the education of the Indian---his attitude toward education, his ability, and his progress.

Any information you can give me on the subject will be gratefully received.

Very truly yours,

W.C. Gillette
Children's Editor

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