

ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR

FOR

THE YEAR 1881.



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WASHINGTON:  
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the benefits derived by having two licensed traders on an Indian reservation, viz, it advanced the price of buffalo-robes from \$5 to \$8 each, antelope, elk, and buck skin from 75 cents to \$1.30 per pound; beaverskin from \$1.50 to \$2.25 per pound, and other peltry in proportion. At the same time the Indians could purchase all kinds of goods at greatly reduced prices. In view of these advantages derived by competition, I do not believe we are doing justice to the Indians when depriving them of such benefits, in order to support exclusive traderships. Therefore I would respectfully recommend that this agency be allowed and the department appoint a second trader for the benefit of both Indians and employes.

In regard to the sanitary condition of this reservation, I consider its location to be in one of the most healthy regions in the West. Its Indians are not exposed to malarial diseases. The existence of the hot spring within a short distance from the agency, in which the Indians bathe in all seasons of the year, thus obeying the first law of health, cleanliness, is an advantage they have over other Indians not possessed of such purifying elements. The water contains in abundance sulphates and carbonates of lime and soda, also chlorate of soda, but no free sulphur. Used as a bath the waters have proved beneficial for rheumatic, neuralgic, and syphilitic diseases. Taken internally no perceptible effects are produced. The cause of diseases most prevalent among these Indians is due to their exposed life and manner of living.

I am happy to be able to state that nearly the whole of Arapaho tribe have abandoned their medicine-men, except for the treatment of bronchitis and rheumatism, while more than half of the Shoshones still adhere to the native medicine-men's powwows and incantations.

It is also a source of gratification to know that we have raised and harvested on the agency farm a sufficient amount of oats and cut hay, enough in different parts of the valley, wherever it could be found, and hauled it to the agency to feed the government animals through the winter, which will relieve us from the necessity for open market purchase of feed for government stock. From reliable authority I am informed the above-mentioned condition of affairs is something never before witnessed in the history of this agency.

The Indian freighters, stimulated by gift of twenty-four horses by the government to replace those lost last winter when freighting supplies from Rawlins, Wyo., have worked with renewed energy, and are entitled to great credit for the large amount of supplies they have hauled from the railroad to the agency this summer. There are now *en route* from Bryan to the agency seventy Indian freighters laden with 162,000 pounds of flour.

In conclusion I have every reason to be pleased with the progress made the past year. All of which is respectfully submitted by your most obedient servant,

CHARLES HATTON,  
*United States Indian Agent.*

The COMMISSIONER OF INDIAN AFFAIRS.

UNITED STATES INDIAN SERVICE,  
TRAINING SCHOOL FOR INDIAN YOUTH,  
*Carlisle Barricks, Carlisle, Pa., October 15, 1881.*

SIR: I have the honor to present my second annual report.

At the date of my last report the number of students was 196; this number has since been increased as follows: On the 20th October, by one Apache boy from the Fifth Cavalry, sent by request of the War Department; on the 6th November, 1880, under your orders, I brought to the school fifteen Menomones and Sisseton Sioux; on the 22d January, 1881, twenty-five Creeks arrived; on the 3d February, sixteen Cheyennes and Arapahoes arrived; on the 4th February, ten Pueblos; on the 26th February, sixteen Osages; on the 15th March, fifteen Shoshones and Northern Arapahoes; and on the 2d April, one Gros Ventres boy from the Sixth Infantry, making a total of 295 during the year.

Of the ninety-nine new pupils only thirty-four were girls. Of the boys sixteen were young men who came at their own expense for transportation from the Cheyenne and Arapaho Agency, to learn trades.

We have lost during the year: Returned to their agencies on account of sickness, 14; for other reasons, 4 (two of whom were former Florida prisoners); by death, 10—making a total of 28 and leaving us at this date, 267 children—180 boys and 87 girls. Of those returned to their agencies 4 have died.

During the late winter and early spring both measles and scarlet fever were epidemic in this vicinity and came into the school in spite of a strict quarantine. A number of the deaths reported occurred from these diseases. Our present condition



of health is excellent. We have but one pupil whose health is a matter of concern and none who are unable to attend their meals.

#### SCHOOL-ROOM WORK.

This has been conducted in accordance with the principles and following the methods first adopted. The instruction is objective, the methods natural, the chief point is the mastery of the English language, reading and writing accompanying and waiting upon this language study. We have not aimed to urge the more advanced pupils beyond a practical knowledge of the primary English branches. Our effort is to awaken a desire for knowledge and to satisfy that desire. As a means to this end, occupation in the industrial departments is of prime importance. We have found that a stated amount of daily employment in the shop, on the farm, or elsewhere does not retard but rather advances school-room work, besides giving to the pupil manual dexterity, habits of industry, and aiding in an early discovery of any natural bent toward a particular business avocation.

The text books used are "Picture Teaching," Webb's Model Readers, Franklin's Arithmetic, Swinton's Geography, Hooker's Child's Book of Nature, and Knox and Whitney's Elementary Language Lessons. No books are used with beginners. The materials employed are objects, pictures, the blackboard, slate and pencil.

The knowledge of English gained by those who first came to the school the year before has aided their advancement during the past year wonderfully and it greatly surprises those engaged in teaching Indians in the Indian country, who have visited us, that they make such rapid progress in their studies and in English speaking. They particularly excel in spelling, in writing, and in arithmetic. Here vacation is a period of continued building up and not of retrograding.

During the year the students have received class instructions in vocal music. They are learning to sing by note and are drilled regularly in chorus-singing. The singing exercises are a great profit, and our hymns and choruses seem now to afford more pleasure than did formerly the meaningless monotone and minor wails of their savage life.

Our first annual examination was held on the 15th June last. Between seven and eight hundred persons, many of whom are prominently engaged in educational work throughout the country, were witnesses. In the absence of both the Secretary and yourself, whom I had hoped would be present and make your own deductions, I invited several gentlemen to form a committee to make a thorough examination of the school. The following is their report:

#### REPORT OF THE COMMITTEE MAKING THE FIRST ANNUAL EXAMINATION OF THE CARLISLE SCHOOL, HELD JUNE 16, 1881.

The undersigned, having had the privilege of witnessing the closing examination of the pupils of the Indian training school, at Carlisle Barracks, under the management of Captain Pratt, and of inspecting the operations of the industrial department of the same, desire to give expression of gratification caused and the impressions made upon them by all that they have seen.

And first of all we have to say that it has been with admiration, bordering on amazement, that we have observed the facility and the accuracy with which the children passed through the various exercises of the school-room. The manifestations of advancement in the rudiments of an English education are to us simply surprising. In reading, geography, arithmetic, and especially in writing, the accurate training apparent in all the classes, and the amount of knowledge displayed, are in fullest proof, not only of skillful and successful teaching, but no less of aptitude and diligence on the part of the Indian children. Considering the brief period during which the school has been in operation, and the fact that the greater portion of these children entered it in a wholly untutored condition, the advancement made by them, as evinced in the examinations we have witnessed, are conclusive at least of their capability of culture. We are fully persuaded that improvement equal to that which we have witnessed, in the case of these children of the plains, made in equal time by American children, would be regarded as quite unusual. And when the difficulties of communication consequent upon diversities of language are taken into account, we can but feel that the results of which we have been the witnesses to-day justify our judgment of them as amazing.

What we have seen in the mechanical departments of the school has been matter of equal admiration. It was a happy conception of Captain Pratt to combine industrial education with the instructions of the school-room. In this way the larger boys of the school are, while obtaining the elements of a good education, enabled to learn a useful trade. It is obvious to the least reflective that this must prove of incalculable advantage to them when the time shall have come for them to return to their respective tribes. Besides the ability it will give them in the matter of self-support, it can hardly fail to secure them enviable position and influence among their people. In the several branches of mechanical activity now being carried on in connection with the school, we have been no less impressed with the aptness to learn, and with their skill in work, than we were with their mental capabilities. In harness-making, tailoring, wagon-making, carpentry, and in tinners' trade, as also in printing, the products of their labors evince skill which we think will not suffer in comparison with that of our own people under like conditions.

It but feebly expresses the judgment formed from what we have observed, to say that we regard the experiment made in this school to educate and every way improve Indian children, a very remarkable success. In a little more than a year these children have been brought from a very low point of natural ignorance and of barbarism to the possession of many of the benefits of civilization, while their capacity, and their earnest desire, as well as that of many of their parents, for its fullest benefits, have been unmistakably shown. We cannot forbear the decided expression of our judgment that this method of dealing with this unhappy people, is, by the results attained in this and kindred schools commended as eminently wise, and deserving of much wider adoption. In fact, we cannot hesitate to express our conviction that it ought to be made a fundamental feature of national policy in our future dealing with the Indian tribes.



In conclusion we desire to give distinct and emphatic expression to our belief that the general management of this enterprise is of the most excellent character. Captain Pratt brings to his work rare intelligence in all that pertains to Indian character and to the requisites for its successful management. In him energy and enthusiasm are joined with a solicitude almost parental for the children under his care. In him, as indeed in all the teachers of the school, there seems a prevailing desire for the well-being of every child; and both he and they are to be congratulated on the success of their arduous and faithful labors.

J. A. McCAULEY,

*President Dickinson College.*

JOS. VANCE,

*Pastor First Presbyterian Church, Carlisle, Pa.*

WM. C. LEVERETT,

*Rector St. John's Church, Carlisle, Pa.*

C. R. AGNEW, M. D.,

*New York City.*

F. E. BELTZHOVER, M. C.

*E. P. PITCHER, New York City.*

We purpose the ensuing winter to give to a few of our more advanced pupils normal instruction in teaching and to use them in primary instruction looking towards fitting them for teachers when they return to their tribes.

#### INDUSTRIAL.

I can repeat all that I said in my last year's report in regard to the capacity and progress of our boys in the several industrial branches. There is no insuperable obstacle in the way of making skillful and practical mechanics, capable farmers, &c., of Indian boys. The difficulty of language overcome—and this may be within the second year of training—Indian boys are, in my judgment, as apt pupils at agricultural, mechanical, or any of the ordinary labor pursuits, as white boys. I have brought the best tests to bear and find this judgment uniformly sustained. In part confirmation of this reports of committees at the recent county fair are hereto appended, marked A. We have found it better to work half days and to give the other half to school-room exercises instead of two days' work and four of school, as last year. Under this system we have 15 carpenters, 10 blacksmiths and wagon-makers, 11 saddlers, 10 shoemakers, 8 tanners, 6 tailors, 2 bakers, 3 printers—a total of 65 apprentices, the results of whose labor appear in the following statistics of the workshops, viz:

#### SHOE SHOP.

(From January 5, 1880, to September 30, 1881.)

|                               |          |                                |            |
|-------------------------------|----------|--------------------------------|------------|
| To leather and material ..... | \$786 15 | By 2,983 pairs boots and shoes |            |
| Pay instructor.....           | 680 00   | repaired.....                  | \$1,491 50 |
| Pay apprentices.....          | 186 59   | 150 pairs shoes made.....      | 262 50     |
|                               | <hr/>    |                                | <hr/>      |
|                               | 1,652 74 |                                | 1,754 00   |

Showing a balance in favor of the shoe shop of \$101.26.

#### TIN SHOP.

(From April 1, 1880, to September 30, 1881.)

|                      |          |                                |          |
|----------------------|----------|--------------------------------|----------|
| Material .....       | \$709 62 | Tinware shipped to agencies..  | \$844 34 |
| Pay instructor.....  | 900 00   | Tinware on hand.....           | 254 24   |
| Pay apprentices..... | 238 05   | Job work connected with school | 830 00   |
|                      | <hr/>    |                                | <hr/>    |
|                      | 1,847 31 |                                | 1,928 58 |

Balance in favor of the tin shop of \$81.27.

#### HARNESS SHOP.

(From April 1, 1880, to September 30, 1881.)

|                              |            |                              |            |
|------------------------------|------------|------------------------------|------------|
| Supplies, materials, &c..... | \$2,503 16 | 191 sets double harness..... | \$3,905 45 |
| Pay instructor.....          | 900 00     | 13 dozen bridles.....        | 104 45     |
| Pay apprentices.....         | 267 10     | Work on carriage and spring  |            |
|                              | <hr/>      | wagon trimmings.....         | 60 00      |
|                              | 3,670 26   |                              | <hr/>      |
|                              |            |                              | 4,069 90   |

Balance in favor of harness shop of \$399.64.

## WAGON AND BLACKSMITH SHOP.

(From February 2, 1880, to September 30, 1881.)

|                      |            |  |            |
|----------------------|------------|--|------------|
| Materials.....       | \$1,118 81 | Wagons shipped to agencies,<br>&c..... | \$2,270 00 |
| Pay instructor.....  | 995 00     | Plows, harrows, &c., for farm,         | 60 00      |
| Pay apprentices..... | 381 74     | Hose-carriage for school.....          | 60 00      |
|                      |            | Repairs.....                           | 300 00     |
|                      | 2,495 55   |  | 2,690 00   |

Balance in favor of wagon and blacksmith shop, \$194.45.

The carpenter shop and the tailor shop have each more than paid all their expenses in the improvements made and supplies required by the school. Our farm results have been as satisfactory as the season would admit. The expenses—rent, labor, and seeds—have amounted to \$2,347, while the income has amounted to \$2,477.75, leaving a credit balance in favor of the farm of \$130.75. I had fully expected to meet the rent of the farm in my potato crop alone, but the drouth prevented.

Under your orders we have shipped to forty-two different Indian agencies articles of our manufacture as follows, viz: 410 pint cups, 1,373 quart cups, 50 1-quart funnels, 73 2-quart funnels, 395 2-quart coffee boilers, 427 4-quart coffee boilers, 152 6-quart coffee boilers, 183 sets double harness, 161 riding bridles, 2 spring wagons, 1,188 10-quart pails, 310 14-quart pails, 250 2-quart pudding pans, 117 1-quart pans, 313 2-quart pans, 54 10-quart pans, 117 14-quart pans, 10 halters, 2 carriages, representing a total value of \$6,333.46, governed by your Indian Department contract prices.

By authority of the department 109 of our students were placed in white families, mostly farmers, during the vacation. Previous experience indicated that very great benefits attended the individualizing process of taking the student away from association with those who spoke his own language, and placing him where he could hear and speak nothing but English; of removing him from those who were on the same level of having to learn civilized habits, to a position where he would be the only exception, and where all his surroundings would lift him up. The results have fully justified our most hopeful expectations. At the close of the vacation the students thus placed out have returned wonderfully improved in English speaking, more self-reliant, and stimulated to greater industry.

We copy from letters received the following as giving a fair average of the esteem gained from those who furnished them homes during vacation:

The two Indian boys, Davis and Darlington, left under my charge by you, from the 18th of June to the 25th of September, 1881, have given perfect satisfaction in every particular, and their conduct deserves the kindest regards and the highest praise.

HENRY KRATZ.

In returning William Snake to your care and to school, I wish to say to you respecting his conduct while with me, that I have found him in all respects equal to white lads of his age, and in some points quite above them. He is quiet, orderly, respectful, quick to learn, not meddlesome, attentive to what is assigned him to do and *can be trusted*. He has become a member of our family. We are attached to him and are sorry to part with him, but for his sake gladly return him to school and wish him good success.

F. DYE.

John Shields has given entire satisfaction. I would rather have him than one-half the white men about here to work for me, and am sorry to part with him.

ARTHUR B. SMITH.

This is Samuel's day for departure from us for school. We regret his going very much, as we have become very much attached to him. He has been very faithful, obedient, industrious, and a very good boy. I would be pleased to have him come back next vacation.

SIMON H. ENGLE.

The Indian boy John D. Miles you sent me from Carlisle Indian Training School, on the 27th of last May, I have found to be honest, and willing to do more work than any boy of his size and age I have ever had in an experience of twenty-five years' farming. He has never given us trouble in any way.

STEPHEN BETZ, JR.

In returning the Indian girl Leah Roadtraveler to your care, it affords me considerable pleasure that I can say she has been obedient, cheerful, and apt in the learning of household duties.

MARY ANN DAVIS.

Cora's visit has been very satisfactory and pleasant to us. She has been a good worker, and always did her work well. She had two or three spells of being cross and disobedient, but they soon passed over, and the last few weeks we have passed very pleasantly together. We got to understand each other better.

M. E. LONGSHORE.



I will now send Cyrus home, but hate to part with him as he is the best boy I had among thirteen boys, and I thought as much of him and more than any boy I had. I paid him the same wages I paid the rest.

G. W. MILLER.

Hayes has always been a good boy to work. He soon learns and he does his work well. Very seldom any cause to find fault about that. I think but very few white boys of his age and experience would do as well. I have often had to admire with what precision he accomplished the different jobs, some of which I suppose he had no knowledge of before.

ABRAM R. VAIL.

Sam. Scott's conduct and character during his stay with us was unexceptionable, and in appreciation of his services will say that if he wishes to spend another vacation with us we would be pleased to have him do so.

J. E. WILEY.

Six girls and 23 boys have been allowed to remain in families through the winter. They will assist in the duties of the farm and the household for their board and will attend the public schools, thus having advantages for learning civilized habits, and gaining knowledge far better than we can give at this school. This individualizing seems incomparably the most hopeful, because the most rapid and complete plan. I gratefully report the hearty co-operation and interest of the many friends who have thus taken our children and treated them as their own.

In this connection it is worthy of special notice that the school directors in one locality raised the objection of aliens against free admission to the public schools for our Indian children, and submitted the question to the State superintendent, by whom it was decided that they were entitled to the privileges of Pennsylvania public schools.

The final question as to the future of the Indian is, how shall he be fitted to take his place as a citizen in this country, a man among men, when he shall no longer be treated like a spoiled child, alternately petted and punished, but when he shall have alike the privileges, freedom, and responsibilities of other citizens. Common sense would seem to say that he should first be made to understand what will be expected of him, what manner of being he will come in competition with, and be educated up to the strength he will need in the changed struggle for existence. This is knowledge he cannot gain so long as he is sedulously kept from opportunity for actual comparison.

#### ECONOMY.

In his native state the Indian seems almost wholly devoid of prudence or forethought. If the wants of the present are supplied he gives not a thought to the future. Lessons in economy and thrift are therefore of the utmost importance to our Indian students. As a step in this direction I have instituted a system of savings. The apprentice boys and girls have been paid, as allowed by department regulations, at the rate of 16½ cents per day when actually employed. Besides the stimulus in their work, this has given opportunity for lessons in the proper use of money.

Three months ago, after having many times previously explained to the students the use and benefit of saving at least a portion of their earnings, an account to their credit was opened with a savings bank in town. Each student who makes a deposit has a small bank-book, which he keeps himself, and brings once a month if he wishes to make an additional deposit. Some of the students receive money from their parents and friends; others have earned something from families during vacation. They, too, make deposits. There is commendable pride in these savings. The total sum thus placed at interest, amounts to \$668.28, and this system, if continued with its present success, will insure to the students when they return to their homes, sums sufficient to be of value in helping them to establish themselves in civilized pursuits.

#### DISCIPLINE.

The plan of trying boys guilty of any serious offense by a court-martial, using the older and most intelligent as a court, has been continued successfully. The members of the court-martial are detailed from the cadet officers, care being taken to secure an impartial selection from the various tribes. Charges are preferred against the prisoner, the court examines witnesses, hears the defense, fixes the degree of guilt, and recommends a punishment. The record of proceedings made by the junior member of the court is transmitted to the superintendent for approval or disapproval of its findings. The punishments recommended have been wisely determined, and usually accomplished the good sought. Devoted and untiring motherly care over our girls by the matron and teachers has promoted the affectionate obedience and good manners of the best family life.

#### GIRLS.

It is impossible to overestimate the importance of careful training for Indian girls, for with the Indians, as with all other peoples, the home influence is the prevailing one. The labor and expense of educating Indian boys while the girls are left unttaught is al-



most entirely thrown away. Of what avail is it that the man be hard-working and industrious, providing by his labor food and clothing for his household, if the wife, unskilled in cookery, unused to the needle, with no habits of order or neatness, makes what might be a cheerful, happy home only a wretched abode of filth and squalor? Is it to be wondered at that he succumbs under the burden and is dragged down to the common level? It is the women who cling most tenaciously to heathen rites and superstitions, and perpetuate them by their instructions to the children. John Ross, under whose government the Cherokees were for so many years a progressive, prosperous people, attributed the comparative failure of the early educational efforts for that people to the fact that nothing was done for the girls. No real progress was made until girls as well as boys received civilized training. Perhaps one reason why the tendency to neglect the girls has been so great in time past, is that the training of girls involves care and responsibility so much greater. A boy, in addition to the lessons in the school-room, is taught some one trade; the girl who is to be a good house-keeper must acquire what is equal to several trades. She must learn to sew and to cook, to wash and iron, she must learn lessons of neatness, order, and economy, for without a practical knowledge of all these she cannot make a home.

The results of the training given our 87 girls are thus far equally satisfactory with the progress of the boys. By a regular system of details each girl takes her turn in the different departments of household training. They take care of their own and the teachers' rooms, and have hours for practical lessons in the kitchen, dining-room, and laundry. In the sewing-room a number of the large girls cut and fit garments, forty-five are expert in running the sewing-machine, and all are taught plain sewing, and especially mending. The task of repairing garments for so large a school is a very heavy one. The stockings are darned each week by the smaller girls, whose skill and neatness are unexcelled.

#### BUILDINGS, &C.

Our hospital accommodations since the organization of the school have been very objectionable. This will soon be remedied by the completion of our new hospital allowed by the department. Necessarily there were many changes to be made in buildings erected for military purposes to make them suitable for the school. These changes have now mostly been completed.

During the year I have placed in the two large buildings used for boys' quarters a system of steam heating, at an expense of \$800 to the department and \$1,500 more from charitable sources.

The girls' quarters were found inadequate to their needs, and a room for lecture and study purposes in the same building, large enough to accommodate them all, was a great want. The department having informed me that no money could be allowed for this purpose, and that I might seek to accomplish it through charity, I laid the matter before our friends and secured \$3,000 for the purpose. I then called for bids for an addition of one story to the building with the necessary changes to give the large room and other conveniences desired, and let the contract to the lowest bidder at \$3,750. That improvement is now completed, giving us the large room on the second floor and a third story, 154 by 34 feet, divided into 16 comfortable rooms ample to accommodate 48 girls.

We have fitted up two additional school-rooms and now have ten rooms for school purposes with the necessary desks, black-boards, and school apparatus sufficient for the accommodation of 300 pupils, which is as large a number as can be profitably managed here. At least half this number should be girls.

One of the old cavalry stables near to the boys' quarters has been floored with the best quality of heavy pitch-pine lumber. Its dimensions are 162 by 39 feet. A division covering 50 feet at one end has been made and this has been fitted up as a reading-room and place of evening resort for the boys. The remaining 112 feet has been provided with gymnastic apparatus, so that the boys may in bad weather and out of working and study hours have an agreeable, instructive, and health-promoting place of amusement. Regular physical instruction is given, and from all that can now be seen we may eventually rival Cornell, Amherst, or Columbia in athletic prowess.

The expense of these improvements, amounting to \$656.37, having been denied by the department, the means therefor was secured through friends of the school. The total amount of cash donations for all purposes has been \$5,781.21. The greater part of this has been given by friends of the school after a personal examination of its work. This large and benevolent interest is most encouraging, and calls for special notice by the department.

Thirty-two of our boys are under twelve years of age. These have been placed under the supervision of a matron who occupies quarters with them and gives them motherly care. Their improvement in health, deportment, &c., has been quite marked. Finding much difficulty in obtaining a suitable person to act as disciplinarian for the larger boys, I determined to place Etahdleuh Doanmoe, a Kiowa, and the only remaining of the former Florida prisoners, in charge of them. In this responsible posi-



tion he has shown himself capable, efficient, and trustworthy. One of the older Sioux girls gives excellent satisfaction as assistant to the matron.

The practice of encouraging the pupils in attendance at the different churches in town, as reported last year, has been continued and the boys have kept up their attendance at the different Sunday schools. Twenty-two of our boys, and ten of our girls are now members of the different churches and the general religious tone of the school is most excellent.

I do not feel that the results of training pupils after the short period of instruction that they have thus far been under in the East is any material test of results, because of the very limited number who have been returned and the very brief time they have been under instruction, but as we are frequently asked in regard to this matter I have asked an impartial statement from Agents Miles and Hunt, who have charge of the only agencies to which we have sent any number. Their replies speak for themselves, and are hereto appended and marked B and C.

The band which I reported in my last has continued to improve, and the musical ability developed is a matter of astonishment.

The system of monthly reports to parents has been continued during the year, and in addition as soon as the students were able they have been required to write a monthly letter home to accompany these reports. The letters received by the children from their parents, as well as those from the parents to me direct, are full of growing interest and good sense on this matter of education. The following expressions from parents show the drift of these sentiments:

The father of two of our little girls, who is a prominent man among his people, writes expressing earnest appreciation and gratitude for the advantages they are receiving, and then he continues as follows: "I send thanks, with the kindest wishes and good feeling, for the care and attention given all Indian students you have in your school, let them be of whatever nation or tribe they may, for I am satisfied that all any nation or tribe of Indians in North America needs, to be equal to any other race of people, is education and opportunity, or in other words, enlightenment, and from what I have learned there is no better place where the same may be attained than the Carlisle Training School."

Another father, whose son is an apprentice in the harness-shop, writes asking me to "advise the boys when they come home from the States to bring a fine calf with them in place of bringing a six-shooter and belt full of cartridges. It will show them that they intend to try to make something."

Another father writes to his boy, "Never do anything wrong; in school study hard; when you go to work do all you can to please your teachers; there is nothing like a good name; be kind, be quick, be smart; get your lesson well; be bold in action and bold to speak. Down your head to no one. If I live to see you come home I wish you to be improved in manners and ways."

During the year our school has continued to attract wide-spread interest, and has received numerous visits from prominent persons, educational and other bodies. Among the more noteworthy was that of the Pennsylvania legislature, who by resolution of both houses adjourned over one day for the purpose, and the visit of the Duke of Sunderland and his party.

#### IN CONCLUSION.

Carlisle school has in its keeping children from twenty-four different tribes. If the treaties of the United States Government with most of these tribes are in any degree binding their educational claims and neglects are matters of no little moment. The treaty clauses in favor of education, framed by the large and important commission of which General W. T. Sherman was chairman, and which are a part of each of the treaties ratified in 1868 with the Sioux, Navajoes, Apaches, Utes, Kiowas, Comanches, Cheyennes, Arapahoes, Crows, Shoshones, Bannacks, and Pawnees, now our most troublesome tribes, are in words almost identical in each case, as follows: "In order to insure the civilization of the tribes entering into this treaty the necessity of education is admitted, especially by such of them as are or may be settled on said agricultural reservation, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that for every thirty children between said ages who can be induced or compelled to attend school, a house shall be provided and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among said Indians and faithfully discharge his or her duties as a teacher. The provisions of this article to continue for not less than twenty years."

These tribes aggregate a population of about 70,000, of which 15,000 are children of school age. The complete fulfillment of these treaties would render necessary 500 school-houses, which at an average cost of say \$300 each—probably half the real cost at those remote points—would aggregate \$100,000; 500 teachers at \$600 per annum each



for thirteen years would make \$3,900,000. Books and school material for 15,009 children at \$10 per year each for thirteen years would make \$1,950,000. Of course these children could not attend school without being clothed and fed; \$100 per year each would be a small sum for this purpose. This amount for 15,000 children for thirteen years would reach the sum of \$19,500,000. The grand total would be \$25,750,000. This is a small estimate of the sum actually due these Indians on account of failure to carry out the educational treaty agreements, which are the one thing the commission, the Congress, and the President declared would "insure their civilization." From this amount might be deducted the moiety that has been expended in this direction. Ten per cent. would be a large estimate of this, leaving an actual balance due the Indians for educational purposes of \$23,175,000. The tribes named have had, as shown by the report of the Commissioner of Indian Affairs for 1880, an average attendance in school of 1,400 children, or 9½ per cent. of the whole. The 1,300 children of the Utes; Shoshones, Bannacks, and Northern Arapahoes have had no school whatever, while the Navajoes, with 3,000 children, have had an average attendance in school of ten children. The injury done by the United States Government to this large number of Indian boys and girls who have grown up during this period, by withholding this promised and valuable intelligence, and the actual injury and loss to the country from their having been an ignorant, pauper, peace-disturbing, life-destroying, impoverishing, instead of an intelligent, producing element, could not be stated in figures.

Whether it is good public policy to place upon them the grave duties of citizenship before the civilization, intelligence, and ability of citizenship is educated and trained into them is very questionable.

No educational work for the Indians will be successful in any considerable degree until the numbers educated shall form a majority of the whole. A small minority will always occupy a forlorn position. Public opinion controls, and the majority controls that. A veneering of training and education which may be accomplished in a three years' course equally breeds failure. 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 getting enough of education and training into the particular subject to enable him to stand and to compete in civilized life. If the one city of Philadelphia supports schools and gives education to 103,000 children, as it does, to maintain its civilization, it seems a criminality for the United States to promise and then neglect to give to its 50,000 Indian children the education which the government itself says will "insure their civilization." The great need is education for the whole. Whenever that shall be determined upon, the best where and how will be easily developed. If freedom and citizenship are to be their lot, then the surroundings of freedom and good citizenship during education would seem the best to equip them for that lot.

Very respectfully, your obedient servant,

R. H. PRATT,

*First Lieutenant Tenth Cavalry, in charge.*

P. S.—As I close my report for the mail I am in receipt of the following letter with inclosure as stated which is so forcible an indication of the growing sentiment in favor of Indian education that I make this addition.

OCT. 14, 1881.

Sir: I have a sum, \$1,000, I wish used exclusively for the education of Indian females. May I ask you to so apply it? Perhaps this is rather out of business habits to presume on a favorable answer, but hearing of your warm interest in the welfare of the Indians, I flatter myself you will kindly grant my request. Hoping your benevolent labors may be crowned with success and you may reap the reward of seeing those so long wronged rise to a happier condition, respectfully,

P. S.—Can you give me any information of Lieutenant Wilkinson and his institution for Indians at Forest Grove, Oregon?

A.

*To the Board of Managers of the Cumberland County Agricultural Society:*

The committee on Class 45 make the following report concerning the exhibit by the Indian training school at Carlisle Barracks, under charge of Capt. R. H. Pratt:

The school had on exhibition a large and most creditable display of articles manufactured exclusively by the girls and boys of that institution. They consisted of clothing, tinware, boots, shoes, harness, blacksmith work, doors, sash, spokes, light wagon, both wood and iron work having been done by the Indians. There were also exhibitions of penmanship, free-hand drawing, and pottery decoration.

The articles manufactured gave evidence of taste and skill, as well as thorough workmanship. The boys have worked at their trades only from six to fourteen months, so that their proficiency is quite remarkable. Some of them, we understand, earned



money and paid their way to this school in order to secure the benefits of its training. It was conceded that this display formed one of the chief features of our exhibition, and that it was universally admired and commended by visitors as well exciting their wonder. The committee, in making this report, believe that they will express the sentiment of our entire community in stating that the facility with which the Indians acquire a knowledge of the several trades and the rudiments of an English education, the zeal, patience, and industry exhibited by them, have been a matter of astonishment, and demonstrate the possibility of transforming them into intelligent, industrious, and capable citizens.

It is also a matter of note that this large collection of boys and girls, numbering 300, are as orderly and well behaved as that of any school we have known, and that not a single vicious or even indecorous act on their part has ever been observed during their visits to our borough or in their intercourse with our citizens. The work of Capt. R. H. Pratt and his assistants deserves the attention of the thoughtful and patriotic as well as humane citizens of our country.

We award a diploma to each department represented in the exhibit and \$10 to be divided by the superintendent of the school among the most worthy children.

W. F. SADLER,  
J. ZEAMER,  
WM. SENSEMAN.

The committee on Class 32 (wagons, &c.) make the following report:

We desire especially to call attention to the exhibit of the Indian training school as deserving of special notice, a number of the articles exhibited coming under Class 32. They show not only skill and proficiency in workmanship but a progress remarkable in this race. From a careful examination of their work, the committee are of the opinion that it compared favorably with any work of its kind exhibited.

J. P. BRINDLE,  
A. H. PARKER,  
ALFRED HEUSTON,  
*Committee.*

#### B.

KIOWA, COMANCHE, AND WICHITA AGENCY,  
*Anadarko, I. T., September 30, 1881.*

Capt. R. H. PRATT,  
*Carlisle, Penna :*

SIR: Your esteemed favor of 21st instant, making inquiry about our returned boys, is to hand, and from the general purport of your letter I suppose you refer to the four boys, Tone-ke-ah, Ohettonit, Zotom, and Taawayite, and not to the original lot of returned Florida boys. I shall write plainly.

Tone-ke-ah is a perfect failure. I have tried him at everything, but he breaks down and goes off of his own accord, unable to forego the cherished allurements of indolent camp life. I rarely ever see him now wearing coat or pants, but usually wrapped in a sheet, much soiled, and seems to have no ambition beyond it.

Ohettonit has done better than any of the four, though at times he is ready to take a step backwards, and needs a paternal, watchful, and sustaining hand to urge him forward and up to his best capabilities. Last year I gave him a room in the school as teacher, and he did well. I use him now going out and working among his people, collecting children for school, and though too early to judge fairly of what he can accomplish, I am looking forward with great hope of his success. He has a well-balanced mind, and I am quite sure he wants to do right, as I have always found him truthful, and can trust him without fear of having my confidence misplaced.

Zotom, probably the brightest of the lot, returned to his people in May last, at a very unfortunate time, just upon the eve of their departure to the annual medicine-dance, when all was excitement and more than ordinary interest was felt in the ceremony this year, because it was to be supplemented by a great influx or return of buffalo, promised them by one of their young medicine-men. The discussion of this subject among them was all-absorbing, and nearly all sincerely believed the great event would take place at the time appointed. The temptation to be present was too great, and Zotom fell into the current, and was soon beyond the reach of any restraining influence, going out from the agency about 100 miles, and, if not taking part in the observance of the rites and ceremonies of the dance, it was plainly evident that he still entertained a great reverence for the savage superstitions of his people, and I am much inclined to believe that during the summer, and especially during the six weeks out at the dance, he retrograded perceptibly. He is now, however, doing well, and we hope the disappointment and chagrin of his people over the failure of the promised results of the dance, and his own humiliation in taking part, will have a good effect.



and he will profit by this experience, and be prepared to resist even greater temptations in the future.

Taawayite (Comanche), who returned here with Zotom, showed much courage and strength at first, and strong hopes were felt that he would continue as a good example and become a leading man, whom his people would respect and follow; but there seems to be a falling off from this standard, and lately even the kind words and warm personal efforts of Mr. Wicks almost fail to make an impression, and I very much fear that our fond hopes will not be realized.

I have stated each case as I see it, and though more or less disappointed by setting too high the possibilities of this or that particular one, I am not by any means discouraged, but feel the greater necessity for persistent and well-directed effort. We all know the many obstacles in the way of a young man returning to his people in a dress that their prejudices condemn as unfit to wear, and with a change of habits which only adds to the force of the ridicule excited by the white man's apparel. To successfully resist the force of ridicule so general as this requires great strength of character, and even among our own people, who proudly boast of a high civilization, there are few indeed who would not yield if exposed to the same influences.

We all, no doubt, expect to reap too rich or too sudden a harvest, overlooking meantime, in the constant care and absorbing nature of the work of bringing a savage people to the ways of civilized life, and perhaps too often measuring our hopes by the amount of earnest effort employed, that so grand and great a scheme is not accomplished in one generation, and that under the most favorable circumstances the most effective processes, however intelligently directed, are so slow in their operation or in yielding visible results that a little impatience is sometimes excusable. My faith, however, in the policy now pursued is undiminished, and evidences of the great amount of good already accomplished has created a public sentiment in its favor that must largely influence future administration of the government in giving increased facilities for this purpose, and I feel sanguine that the new administration just begun will do all that is possible in this direction with whatever means are now or may hereafter be provided by Congress.

Very respectfully,

P. B. HUNT,  
*United States Indian Agent.*

C.

CHEYENNE AND ARAPAHO AGENCY, INDIAN TERRITORY,

*September 28, 1881.*

Capt. R. H. PRATT, *Carlisle, Pa. :*

Replying to your favor of the 21st instant requesting "facts" in regard to the good or bad conduct of your returned pupils, and what has become of them since their return, I will go a little beyond and outside the limits of your inquiry. And I embrace others than pupils, because you were connected with these people and are in a measure responsible for the results.

1st. Of the returned Florida prisoners who reached the agency April, 1878, Mah-minie died last winter, after living faithfully on the "road" given him in Florida. His son, Howling Wolf, after promising well for a short time after his return, relapsed into his former ways, and is to-day as uncivilized, but not as hostile, as he ever was. Little Medicine still holds position as captain of Indian police, and is faithful to duty and earnest in the desire to do right as when he returned. Antelope and Left Hand are on the police force, and also engaged in freighting, furnishing teams to younger members of their families. Medicine Water and Rising Bull are freighters. Comsup-senoh is doing nothing. Meat, Nocomista, Chief Killer, White Man, and Star are and have been for the past three years working for the government at such work as can be found at an agency like this for them to do. This includes well-digging, brick-making, wood-cutting, teaming, herding, plowing, cultivating corn, and all kinds of manual labor. No complaints are heard. They are foremost in taking new regulations as their guide, and no greater amount of work could be obtained from the same number of white men. Star is the leader in everything, and as an evidence of the amount of work he can do I send you the inclosed article taken from the Transporter.

2d. Of the school children and grown pupils who have returned, Little Chief is in the agency physician's office as interpreter and assistant, and is rendering good service; lives like a white man, dresses like one, and in all ways shows he holds fast to what he has learned, and is still learning, for he keeps up his study and correspondence. Matches is also employed at the agency, and holds fast to his faith; he is rendering great service as interpreter for the missionary here, and his example and influence are good. Roman Nose is just the same; no signs of a relapse. Cohoe is hard at work, exemplifying his faith in civilization as the best way by acting and working as



white men do. Bear's Heart is at present on the sick-list, having overheated himself in helping unload a train. His whole heart is for progress among his people, and both by preaching and practice he endeavors to help his people forward. Soaring Eagle and White Bear are the only ones who seem to have lost ground, and they more for lack of opportunity than perhaps from lack of spirit. Tich-ke-mat-se is in employ of the Smithsonian Institute, and is now with Mr. Cushing, in Arizona or New Mexico, making collections for that institution. Henderson is with the Rev. Mr. Haurry, as assistant and interpreter in his mission-school just opened here. Grant, still unwell, is occupying a similar place in the Arapaho school, while "Bob" is employed at the Cheyenne school; Galpin is still sick. The others who have returned have died, being sent home generally by reason of consumption.

On the whole the results have been good. The influence of these boys and men has been for good, for progress, and for peace, and when the whole mass shall have been thoroughly leavened by contact with these educated and civilized Indians, graduates of Carlisle, Hampton, and kindred schools, the progress of the whole tribe will be rapid, for they will aid us in removing the stumbling blocks of superstition and fear which now blockade the way. A few may in the future, as in the past, fall by the way, but I believe and trust the great majority will go forward and as the ranks of those now here are swelled by accessions from your school and from other sources, the ridicule now bestowed on these conscientious pioneers will cease and their labors will be lightened.

I have given you every instance of failure, but I may have passed over the names of a few who have never faltered. The results are a perfect vindication in my judgment of the wisdom of establishing the school, and I congratulate you upon the plain evidences of your success.

Yours, truly,

JNO. D. MILES,  
*United States Indian Agent.*

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HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,  
*October 31, 1881.*

SIR: I have the honor to make the following report upon the educational work for Indians at this institution during the past year:

This work originated in the request for education by a number of Indian prisoners of war, who, after being held for three years at Fort Marion, near Saint Augustine, Fla., were released and offered a safe return to their Western homes. Seventeen of them were admitted to this institution, and, after about a year's teaching, all but four (who had died) returned to their homes in the Indian Territory. Two have relapsed to barbarism; the rest have done well, having been transformed by the influence of Christian education from red-handed raiding savages to industrious and decent living. Captain Pratt is entitled to the chief credit of this transformation. There are no worse Indians than these. Their success is due to the practical common sense shown in their training, and gives good ground for hope that the very wildest of our frontier Indians may be redeemed from barbarism by instruction in agriculture, mechanic arts, and in Christian morals. This is the Hampton and Carlisle idea.

[Extract from my official report to trustees of this institution of June last, the close of the academic year.]

On the 16th of February there arrived 16 Indians, 14 male, 2 female, representing the Apache, Papago, Pima, and Maricopa tribes from Arizona. Two of the Apaches have been employed as scouts, and, although young, have had a remarkable experience. They are the first their tribe has given up to civilization. One of the Pimas is a mature man, the son of a head chief, and on his return is to succeed to the command of his tribe of four thousand men. He has a family, owns property, and has with him a son and two nephews.

For the present school year, which opened October 1, 1881, Indians are in classes as follows: 3 in the senior class of the normal school; 2 in the middle class of the normal school; 10 in the junior class of the normal school. These came to the school from one to two years ago with a fair knowledge of English; 74, including the 45 recently arrived, are in the Indian classes, divided as follows: 17 in the first division, studying English, geography, history, natural philosophy, reading (simple stories), arithmetic (working part in fractions, part in the multiplication table); 22 in the second division, studying English, geography, reading simple phrases, arithmetic, working in first rules; 35 in the third division, just beginning to read and write, and speak English words and make the easiest combinations in numbers. There is one work student in regular working class; 68 of the whole number of Indians (90) are provided for by government, the rest by private charity.

"The Indian course is three years. Besides a knowledge of simple English, which