

ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR

FOR

THE YEAR 1882.



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during the past year. There have been no serious difficulties with or among them. Some minor troubles among individuals have caused me annoyance from my want of authority to settle the difficulties, and I would be much pleased to see the State laws extended over these reservations, as it is now impossible to right the wrongs committed by one upon another. There have, however, been no serious difficulties and less lawlessness than in adjacent white communities. As I have before intimated, a much larger appropriation could be expended to advantage for the benefit of the tribes comprised in this agency.

With thanks for the kindness and promptness with which my suggestions and requests in the interests of the Indians of this agency have been met,

I remain, very respectfully,

W. R. DURFEE,  
United States Indian Agent.

The COMMISSIONER OF INDIAN AFFAIRS.

INDIAN TRAINING SCHOOL,  
Carlisle Pa., September 30, 1882.

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

The following table gives statistics of number and changes of students during the year:

Tribes.	Connected with school at date of last report.		New students received during year.		Returned to agencies.		Died.		Remaining at school.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Apaches.....	1	1	2	1					3	2
Arapahoes.....	14	10	5	6	2	3			17	13
Caddoes.....			1	1					1	
Cheyennes.....	34	8	7	8	10	3	1	1	30	12
Comanches.....	11		3		3				11	
Creeks.....	10	15							10	15
Delawares.....				1						1
Gros Ventres.....	1								1	
Iowas.....	3	2							3	2
Kaws.....			4	1	1				3	1
Keechies.....									1	
Kiowas.....	8	4	3	3	7	2			4	5
Lipans.....	1	1							1	1
Metomonees.....	6	3	1		2				5	3
Miamies.....			1						1	
Modocs.....			2	2					2	2
Navajos.....				1						1
Nez Percés.....	3		1			1			4	1
Northern Arapahoes.....	11	2			1		2		8	2
Omahas.....			20	11					20	11
Osages.....	11	5	10	10		1			20	14
Ottawas.....			2						2	
Pawnees.....	2	2	7	2					9	4
Peorias.....			2		2					
Poncas.....	7				2				5	
Pueblos.....	10	8		2		2			10	8
Sacs and Foxes.....	1								1	
Sioux, Rosebud.....	27	9			25	9	1		1	
Sioux, Pine Ridge.....	9	6			5	5			4	1
Sioux, Sisseton.....	5	5			1	1			4	4
Seminoles.....				2						2
Shoshones.....	2								2	
Towaconies.....		1								1
Wichitas.....	2	3	4	1	1	1		1	5	2
Total.....	180	87	75	51	62	28	4	2	188	108

Although I have succeeded in increasing the proportion of girls, it will be seen that we still have an excess of eighty boys.

The capacity of our buildings is comfortable for three hundred pupils, one hundred and twenty-five of whom should be girls. The plan you have sanctioned, of placing out a number in farmers' families, enables a material addition to this number, and I



have every reason to confidently assume the care of the sixty-five Sioux and twenty Navajoes ordered, in addition to our present number of two hundred and ninety-six, or a total of three hundred and eighty-one. No feature of our work is more productive of good results than that of temporary homes for our students in good families. In this way barriers of ignorance and prejudice between the races are removed, and Indian youth have opportunity of measuring their own capabilities with those of white children. The order and system so necessary in an institution retards rather than develops habits of self-reliance and forethought; individuality is lost. They grow into mechanical routine. The thousand petty emergencies of every day family life they do not have to meet. Placed in families where they have individual responsibility, they receive training that no school can give. Eighty-nine of our students have thus had homes for all or part of the vacation, and I have found suitable homes for forty-eight the ensuing winter, the usual arrangement being that they shall work morning and evening for their board and clothes and attend public schools. The number placed out for vacation this year was not so large as last year, for the reason that the sending home of so many of our larger boys and girls made it impossible for us to spare all that were applied for. It was required that those taking students should defray their traveling expenses and pay them some wages. In order to make the results of this work a matter of permanent record, I addressed a circular letter of inquiry to all who had our pupils during the vacation, asking full and frank replies. The questions and the answers, so far as received, are as follows:

First question. "Was the general conduct of the pupils good, fair, or bad?"

Answers. "Good," 36; "very good," 23; "excellent," 8; "very satisfactory," 6; "fair," 3.

Second question. "Was the pupil generally industrious or idle?"

Answers. "Industrious," 33; "very industrious," 18; "generally industrious," 17; "remarkably industrious," 3; "fairly industrious," 3; "idle," 3.

Third question. "Please give the kinds of work performed."

Answers. "General farming," 37; "general housework," 17; "light farm work," 7; "light household duties," 6; "blacksmithing," 5; "harvesting," 4; "fruit culture," 1.

Fourth question. "In comparison with other races, was the pupil quick and apt to learn or the contrary?"

Answers. "Quick and apt," 27; "equal to any race," 14; "compared favorably," 8; "quite equal to average," 8; "more apt than majority of whites," 7; "about the same as other races," 7; "willing but slow," 3; "slow to learn," 2.

Fifth question. "What wages were paid?"

Answers. No regular wages, 17; \$1, per month, one; \$2, three; \$3, seven; \$4, thirteen; \$5, fourteen; \$6, four; \$7, one; \$8, three; \$10, three; \$15, three; per day during harvest, \$1.50, 6. In every case wages was paid directly to pupil.

Sixth question. "How was pupil treated—as member of the family or otherwise—and with what effect?"

Answers. As members of family with good effect, 58; like other white helpers, 10; as member of family with doubtful effect, 2; as domestics, 6.

I quote from remarks accompanying some of the replies received about our pupils: "Says he wants to learn every kind of work, and we try to give him a share of the various kinds, as he never worked on a farm before." "Deficient in good will to incite to worthy action; an even temperament, rather careless of future events." "A fine girl, and will make a bright woman." "A very good temper, hardly ever angry." "Always kind and polite in his deportment." "Respectful and obliging." "Will make a very useful woman." "Well pleased with the boys." "Willing and anxious to learn; a good kind boy, a favorite with white boys he is allowed to associate with." "At school stood high in her classes, and still higher in the estimation of her teachers and fellow pupils." "Very concientious; not governed by eye service, but obedient, of a pleasant temper, and in all respects trustworthy." "Extremely tractable, more so than white children of the same age." "Kind, even tempered, but generally reserved." "The more that is made of him the better he is." "Unwilling to be told about work that was not done right." "No fault to find with them." "I could rely upon him when out of my sight; he did not need constant watching." "Fast losing all trace of Indian ways and falling in with those of white men." "Satisfied with his conduct in all respects." "Does not always obey my wife as promptly as he should." "Satisfied with his conduct in all respects." Says he wants to stay in this country." "Sometimes sullen and stubborn, much like other children." "Deserves great praise." "A gentleman." "I tried to teach him English grammar in order to improve his language, which was very defective, but found that he did not sufficiently understand the meaning of the words." "They imitated the better qualities of their white companions, and were disgusted with their vices." "Were quite popular; held their own socially and industrially."

The students above reported on belonged to different tribes, as follows: Cheyennes, Creeks, 13; Arapahoes, 10; Pueblos, 10; Osages, 9; Sioux, 8; Comanches, 6;



Pawnees, 3; Northern Arapahoes, 3; Apaches, 2; Iowas, 2; Menomonees, 2; Poncas, 2, and the Nez Percés, Ottawas, Miamies, Lipans, and Kiowas, each 1.

On the 19th June the students from the Rosebud and Pine Ridge agencies, in Dakota, who would have completed their three years' course in October, returned to their homes, with the exception of four boys and one girl from Pine Ridge and one boy from Rosebud, who refused to go home, even with the promise that they should return to the school. These Sioux children came to the school October 5, 1879, right from camp, never having been in school, and not knowing any English. When they returned most of them had gained a material knowledge of plain English; the most advanced read in the Third Reader; were working in the four rules in arithmetic; had begun to study geography, and could write fairly intelligent English letters. There were various degrees of aptness shown. Two boys were so hopelessly dull they could not be taught to read, but they excelled in labor. The same difference in natural ability was shown in the acquirement of industrial knowledge. The students from the Cheyenne and Arapaho and Kiowa, Comanche, and Wichita agencies, who would also have completed their three years' course in October, returned to their homes on the 1st of July. Their progress was about the same relatively as that of the Sioux, but a number of them had been in agency schools before coming to Carlisle.

Three years in school is not education, and judgments based upon the success or failure of those who have made this mere beginning can only be imperfect. Before returning students I wrote to their respective agents, stating what each one could do and asking work for them. Agents Hunt, Miles, and McGillycuddy promptly responded to this request, furnishing employment so far as practicable to these returned students, and I have some very satisfactory accounts of a number of them.

In school-room work the maxim has been to "make haste slowly," trying to lay strong and sure foundations. As the students have become more familiar with the English language and more accustomed to habits of study they have taken greater interest in school work, so that it has been easier for both teachers and pupils. In the lower grades the teaching is almost entirely from objects, and the word method which is used makes our students remarkably correct in their spelling. Every lesson is made to serve a two-fold purpose of instruction, and whether it be reading or arithmetic the mastery of the English language is held to be not less important than the mastery of the lesson. The more advanced pupils have had a daily exercise in English composition in keeping a diary of the events of school life. Younger students were given pictures to describe in their own words, and by this exercise were successfully trained not only in writing, spelling, and reading, but in quickness of thought and observation. An evening study hour under the direct supervision of the teachers of their several sections has been of great benefit to the older students. Our annual examination was held on the 1st of June, but school exercises were continued through the month.

Our students must sooner or later earn their own living, and we endeavor to give industrial instruction the precedence over the only less important training of the school-rooms. The system of having the boys who are learning trades work half of each day and attend school the other half has been continued with the most satisfactory results. The gain both in the acquirement of literary and of labor knowledge has been almost as great as if the student were confined wholly to the one or the other.

The most satisfactory progress of the year was in English speaking. A reward was offered to all who should for a week speak nothing but English; then a second reward for speaking only English for a month. Both rewards were earned by nearly the whole school, thus successfully demonstrating to them that they could talk English. It was then strongly insisted that they should talk nothing else, and a daily record was kept in the case of each student. The result was that in a very short time Indian languages were entirely laid aside. Ignorance of our language is the greatest obstacle to the assimilation of the Indians with our population. It will be better for all when tribal names, distinctions, and languages are obliterated. The plan of exclusive schools for Germans was tried in the State of Pennsylvania, and found to be foreign to the interests of the commonwealth, in that it banded together a large mass of people to peculiar and special interests in each other rather than in the general welfare. Exclusively Indian schools will keep the Indians a separate and peculiar people forever, by educating them entirely to race sympathies, and limiting their ambitions and aspirations to mere tribal affairs. Without experience outside of the tribe they will never gain courage for other than tribal life. Theory fails, but experience does the work.

The total number of apprentices under instruction during the year was 134. Forty-two is the largest number our limited shop room will allow to be at work at once, but by the division of apprentices into morning and afternoon sections we are able to keep 84 under daily instructions. During the eleven months from October 1, 1881, the date of my last report, to September 1, 1882, our manufactures have been:



13 spring wagons.....	\$1, 040 00
1 buggy.....	80 00
177 sets double harness.....	3, 320 52
6, 744 articles tinware.....	970 32
160 pairs shoes.....	320 00
	<hr/>
	5, 730 84

The values given are at the government contract price. In addition to the above have been current and needed repairs. In the shoe-shop about 1,800 pairs of boots and shoes have been mended, mostly half-soled. The tin-shop has had much outside work in repairs to roofs, pipes, &c. The blacksmith shop has had repairing of farm implements, horse-shoeing, &c. The carpenter and his apprentices have finished the hospital building, and have been kept busy by numerous repairs and changes to buildings. Most of the clothing for our 180 boys has been made in the tailor-shop. After some little difficulty with instructors, who insisted that Indians could not be taught to make yeast, I have succeeded in getting a Cheyenne and an Arapaho boy trained to make their own yeast and bake the bread, and now the bakery is under the entire charge of Little Elk, one of our Cheyenne boys, baking a barrel and a half of flour a day into bread. The farmer has had under his direction all the boys not in the shops, and has been very successful in teaching them, the large ones particularly, in the skilled parts of farm labor. Our crops of wheat, oats, and rye were cut with a cradle, raked and bound by the boys, who also cut the hay with scythes; and so through all the various branches of agriculture we have held to the system that would be the greatest advantage to them, because of their poverty and inability to procure machinery when they begin life for themselves. Our two school papers are now entirely under the mechanical management of Indian boys, the smaller paper, The School News, being edited by them. It has a monthly circulation of — copies.

Our manufactures were very much decreased by delay in receiving shop supplies after the beginning of the new fiscal year, the delay extending through July and part of August. Your order of December 30, directing that no further payments be made to apprentices, was also unfortunate. The small wages they had received (16½ cents a day for time actually employed) was a great stimulus, giving them a present and tangible result of their labor. I held them to their work, but zeal and interest was gone. Through your recent order, authorizing me to resume payments to them, I hope soon to recover the lost ground. The majority of the apprentices deposit most of their earnings in the savings bank. It is desirable that they should all have a little capital to begin with when they go out from school, and if earned and saved in small sums through a long period they will use it more wisely than if it came to them by any easier method.

In the sewing-room the girls make all their own garments, a portion of the boys' clothing and underwear, and all the sheets, pillow-cases, &c., used. Each girl is especially trained in mending and plain sewing; all who are large enough learn to use the sewing-machine. The past year has shown much improvement in the quality of work in this department. A number of the older girls are becoming quite skillful in cutting and fitting dresses. In the laundry the girls wash and iron about 2,500 pieces each week, with very little outside help, and in a very creditable manner. Miss Corson, of the New York Cooking School, gave a very successful course of lessons in cookery, and facilities for instruction in the culinary department have been improved. It is so arranged that each girl takes her turn not only in the sewing-room, laundry, and kitchen, but in performing general household duty, so that she may become equally skilled in all the various branches of domestic knowledge.

Discipline is maintained with as few regulations as possible. A multiplicity of requirements perplexes the pupil who, even with the disposition to obey, has difficulty in remembering them all. If many minor points are insisted upon there is danger that important principles will not receive due prominence. Adherence to the few rules laid down, and then suggestions rather than commands on less essential points, we find the best course. Tact and patience are the great requisites. The moderate amount of military drill received by our boys is of great value as a means of physical training and giving habits of prompt, unquestioning obedience. The girls come so constantly under the individual influence of their matron and teachers that their management is greatly simplified. There have been few cases of special discipline. The custom in aggravated cases of trial by a court composed of the older pupils has been continued with success.

All our students attend Sabbath-school, the girls in our own chapel, the boys at the different churches in Carlisle. Sabbath afternoon services have been conducted by Rev. Dr. Lippincott, of Dickinson College, to whom I am greatly indebted for faithful and zealous services as chaplain. These influences have produced gratifying results.

We impress upon our students the importance of such labor knowledge as will enable them to earn a living among and in competition with white people. If they can-



not succeed here where everything helps, how can they succeed among their own people where everything hinders? But why should they be remanded to such trial and failure? Evidence is not wanting that if the avenues to civilized life are opened they will enter and take no mean part. Treated like other folks they act like them. In contact with civilized life they speedily become civilized. The Indian question is broad as the country. Each State is to blame. Why should there be East or West in its settlement? Why should not every State have schools, and these schools be made introductory to civilized contact, and so in time all Indian children grow into a knowledge of and a desire for American citizenship?

I have received in contributions during the year \$7,243.31, which has supplemented the short allowances from government and enabled numerous advantages that would otherwise have been lost. A large proportion of this material sympathy has come from the Society of Friends, though many others East, West, North, and South have aided as well. To these and to the other friends who have taken our pupils into their families during vacation and for winter schooling we are much indebted for the degree of success obtained.

Very respectfully, your obedient servant,

R. H. PRATT,  
*Lieutenant and Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,  
*Hampton, Va., September 8, 1882.*

SIR: I have the honor to present the following report in reply to your communication of July 15. I do not fill out the blanks forwarded, as they are not applicable to the work here, but have endeavored to supply the required information as nearly as possible in accordance with your directions. The teachers in our Indian department have opportunities for close and constant observation, and have individually furnished me with full reports, from which I quote and in which I would draw your attention particularly to their suggestions as to the methods of teaching adopted.

The total attendance during the year has been 96, including 3 Seminole negro slaves, as against 90 in the year previous. The number now actually connected with the school is 84; 30 girls and 54 boys. One boy (Sioux from Fort Berthold) has died, five have been returned to their homes for ill health and three for other causes. In addition to the number given above (84) there arrived at the school on August 22, a party of six Omaha Indians, including a sister of Bright Eyes, and a husband and wife with two children, one a boy of ten, the other an infant. These were sent by Miss Alice C. Fletcher, who desires also to send 10 girls from the Omaha Agency. These, with three from Indian Territory, and four from Dakota, who are shortly expected, will run our number up to something over 100.

For the summer vacation 19 boys and 8 girls have been sent to Berkshire, Mass., under the charge of Hon. Marshall Bidwell, of Monterey, Mass., who has found homes for them among the country farmers, where they get a discipline and experience which the experiment of last summer has shown to be of great value. Mr. Bidwell informs us that their record is in every way satisfactory: "They have done themselves credit this season, as have those who have preceded them in former years." More are desired than we have been able to send.

During the school year there have been in the regular classes of the normal school fifteen Indians (senior class 3, middle class 1, junior class 11), the remainder being separated into six divisions according to their ability and progress in English. It is evident that as the majority of these have little or no knowledge of the language the teaching must be for a long time wholly oral. The course which has been developed by the necessities and circumstances of the case I can best briefly describe by quoting from the report of Miss H. W. Ludlow, teacher of English:

"FIRST YEAR.—1. *Teaching by objects.*—Names of things: Boy, book. Description of qualities: Tall boy, red book. Pronouns: You, I, it, &c. Actions performed, asserted, commanded: I walk, she walked, walk. Actions described: I walk fast. Objects or actions joined: Mary and Sarah, they ate and drank. Position of objects or acts: The boy is *under* the table; I jumped *over* the fence. Classes of objects are naturally taught together to aid the memory by association, and the object itself is used whenever possible. Toys and pictures representing them are used in other cases. Dr. Peet's 'Language Lessons for Deaf-Mutes' and Prof. J. H. Worman's 'Modern Language Series' we find very helpful.

"2. All sorts of talking games have been devised, and the class is often taken out for a walk during school hours and taught the names of natural objects.

"3. Short dialogues, memorized and repeated daily, have been useful in giving confidence and familiarizing the pupils with common expressions.