

ANNUAL REPORT
OF THE
COMMISSIONER OF INDIAN AFFAIRS
TO THE
SECRETARY OF THE INTERIOR
FOR
THE YEAR 1884.

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1884.

INDIAN INDUSTRIAL SCHOOL, CARLISLE BARRACKS,
September 12, 1884.

SIR: I have the honor to transmit herewith my fifth annual report.
The following table of statistics shows the population for the period of report:

	Connected with school at date of last report.		New pupils received.		Total.	Returned to agencies.		Died.		Remained at school.		Total
	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Apaches	3	2	47	5	57	1				50	6	56
Arapahoes	17	10	9	9	45	8	9	1		18	9	27
Caddoes	1				1					1		1
Cheyennes	26	11	8	4	49	15	5			19	10	29
Comanches	10		2	1	13	1	1			11		11
Creeks	10	13			23	8	9			2	4	6
Chippewas			8	8	8	1				7		7
Crows	8		5	6	19	3	2			10	4	14
Delawares		1			1		1					1
Gros Ventrés	1				1					1		1
Iowas	3	2	1	1	7	1	2			3	1	4
Kaws	4	1			5		1			4		4
Keechies	1				1					1		1
Kiowas	3	2			5	1	1			2	1	3
Lipans	1	1			2					1	1	2
Menomonees	5	3			8	5	3					2
Miamis	1		1	1	3		1			2		1
Modocs	2	2			4		2	1		1		6
Navajos	10				12	4	2			6	3	7
Nez Percés	4	1	2	2	9	2				4		23
Northern Arapahoes	3	2			5	3	2				4	11
Omahas	20	10			30	1	5	1		19	4	31
Osages	20	14			34	13	10			7	4	21
Ottawas	2	2			4	1				1	1	3
Onondagas	1		3	5	9	4	4				6	22
Pawnees	8	4	10	9	31	2	7			16		22
Poncas	4				4	2				2		15
Pueblos	11	10	8	2	31	8	7	1		10	5	2
Pottawatomies	1				1	1						1
Sacs and Foxes	1			1	2						1	65
Sioux, Rosebud	23	11	27	21	82	5	10		2	45	20	31
Sioux, Pine Ridge	26	9	6		41	8	2			24	7	2
Sioux, Sisseton	3	3			6	3	3					2
Seminoles		2			2						2	2
Shoshones	2				2					2		
Towaconies		1			1		1					4
Wichitas	4	3			7		3			4		4
Winnebagoes			2	2	4					2	2	
	239	122	139	69	569	100	94	2	4	276	93	369

PLANTING OUT.

Of this number I placed out on farms and in families during the year, for longer or shorter periods, 44 girls and 173 boys, and have arranged for keeping out about 110 the ensuing winter, to attend the public schools where they are located, or to receive private instruction in the families. This is by far the most important feature of our work, and, to my mind, points the way to a practical solution of the difficulties and antagonisms separating our Indian from our other peoples, convincing both races of the true character and capacity of the other. Of the 217 placed out last year, 90 were reported as excellent in conduct, 63 as good, 46 as fair, and only 18 as bad; 84 are reported as excellent workers, 83 as good, 41 as fair, and 9 as lazy.

I established a regulation that all who went out from the school should do so intirely at the expense of their patrons, and should receive pay according to their ability. The results have been most satisfactory. The absence from the school has been in nearly every case a clear saving to the Government of their support during such period of absence, and many of the boys and girls, besides supplying themselves with clothing, have earned and saved considerable sums of money, which, I find, has a most excellent influence. An Indian boy who has earned and saved \$25 or \$50 is, in every way, more manly and more to be relied upon than one who has nothing; whereas, had he received the same sum as a gratuity the reverse would be the case. Necessarily we have to send out the most advanced and best students. Those returned to their homes, added to the accessions made to the school during the year,

unfortunately limited the number competent to be placed out. Two years of school training and discipline are necessary to fit a new pupil for this outing. The rapid progress in English speaking, the skill in hand and head work, the independence in thought and action pupils so placed gain, all prove that this method of preparing and dispersing Indian youth is an invaluable means of giving them the courage and capacity for civilized self-support. An Indian boy, placed in a family remote from his home (and it is better distant from the school), surrounded on all sides by hard-working, industrious people, feels at once a stronger desire to do something for himself than he can be made to feel under any collective system, or in the best Indian training school that can be established. His self-respect asserts itself; he goes to work, behaves himself, and tries in every way to compete with those about him. For the time he in a measure forgets the things that are behind and pushes on towards a better life.

There is, however, one drawback to the success of this or any other method that may be established which applies to those belonging to ration and annuity tribes. We find from the course of thought among those belonging to such tribes that there is constantly before them the inevitable future of a return to their homes, and to food without labor. So long as they return to their tribes to be fed, or are forced to fall back into homes of filth and degradation to be ruled by blind, ignorant, and superstitious parents, the Government by such methods, to some extent destroys that which it builds. It is to be hoped that the day is not far distant when the reservation for every Indian within the United States shall only be bounded by the Atlantic and Pacific Oceans, British America, and the Gulf of Mexico, and when the system of maintaining tribes and separate peoples will be abandoned, and the Indian, no less than the negro, shall be an unrestricted citizen. The boy learns to swim by going into the water; the Indian will become civilized by mixing with civilization. There can, certainly, be no duty resting on the General Government to educate these people to tribal life and perpetuate petty nationalities. It seems plain to me, that every educational effort of the Government should urge these people into association and competition with the other people of the country, and teach them that it is more honorable to be an American citizen than to remain a Comanche or a Sioux. From our experience there is no great difficulty in preparing young Indians to live among and become a part of civilized people; but the system of educating in tribes and tribal schools leaves the Onondagas Onondagas still, notwithstanding their reservation has been for more than a century in the heart of our greatest State.

TRANSFERS TO OTHER SCHOOLS.

Eight of the pupils shown in our tables to have been returned were transferred to schools in the West as employes—5 to Genoa, Nebr., and 3 to the Navajo Agency, New Mexico. Most satisfactory reports continue to be received from those sent to Genoa. At the Navajo Agency the results were not so good, and their services are now terminated. In justice, however, to the youth sent to this agency, it should be stated that the surrounding circumstances, more than any fault on their part, brought their service to an end. Others who went home have been employed both in the schools at the agencies and at the new schools away from agencies.

At the instance of the Department, I transferred on the 3d January, 1884, 27 girls to Lincoln Institution at Philadelphia.

SANITARY CONDITION.

The general health of the school has been better than in any previous year. Very few cases of acute disease of malignant character occurred. Four girls and two boys died, all from disease of long standing. Thirty-six were sent home on account of failing health or mental weakness. A number of these have died. An epidemic of mumps passed through the school in November, December, and January; there were 116 cases; all recovered without any serious complications resulting. Our greatest trouble is tubercular disease and scrofula, these being the diseases most prevalent among Indians. Our best health results have been among those placed out in families. Nearly every pupil so placed added increased health to the other gains.

INDUSTRIAL WORK.

We have continued the system of one-half of each day in the school-room and the other half at work in the shops. I reaffirm all statements I have made in former reports in regard to the advantages of industrial training and the aptness of Indian pupils. During the year our workshops have been much enlarged and improved through the liberality of a friend of the school. Still we have not the shop-room to meet the

wants of such a large number. In accordance with a suggestion from the honorable Secretary of the Interior, I gave opportunities for out and family experience to nearly all our apprentices during vacation. Very few of our apprentices fail to come forward to comparative proficiency in their trades when continued the ordinary apprenticeship period. The trades and industries taught are the same as last year and the years previous, *i. e.* for the boys, agriculture, carpentering, blacksmithing, and wagon-making, painting, shoemaking, harness-making, tailoring, tin-smithing, printing, and baking; for the girls, sewing, cooking, and general household work.

SCHOOL-ROOM WORK.

In regard to school-room work I have nothing to add to the full and favorable report of last year. The same system has been continued with the same marked success.

Your authority to hold until the end of the term pupils whose school period had expired before the close of the school year has, in a measure, overcome the difficulty of frequent disturbances by the changes complained of last year. In the future it will be better to have all changes of returning to agencies and bringing in new pupils occur during vacation.

Desiring to give our students the fullest advantage of our planting-out system, I this year omitted the annual public examination exercises.

FARM.

Last year and the two previous years I urged the importance of a farm for the school. It is quite inexplicable that such an important aid in the work should be so many times denied by the Government. As I was not willing to wait longer, I applied to friends of the school and purchased a farm containing 157 acres, at a cost of \$20,000, vesting the title in a board of trustees. I have received sufficient donations to pay \$13,000 upon the price; but this farm is inadequate for our needs. We should have at least 400 acres of good land. We could then manage a large herd of cows and supply ourselves with abundance of milk, which is the best food to counteract the diseases to which our students are most subject. I hope the means may be provided to give us more land.

DONATIONS.

The friends of the school have very greatly multiplied in number during the year, and the donations have largely increased in amount. The total sum given to us during the year is \$16,509.25, the larger part of which went to make payments on the farm. But for this material support from an interested public, our work would have been much crippled.

PUBLIC INTEREST.

The different church organizations in the town of Carlisle have continued and increased their interest in the welfare of the school, and by their church helps have very greatly aided in advancing the highest interests of the students. Of those present at the school during the year 88 are members of the Episcopalian, Methodist, Presbyterian, Lutheran Evangelical, and Catholic churches in Carlisle, who cordially welcome our pupils into church fellowship. The students are divided among the several churches for Sunday-school instruction, and by these several means are brought into relations with the best classes of the community. I feel it a most pleasant duty to bring to your notice, in this official manner, the pastors, rectors, and priests, and the Sunday-school workers who have given such valuable aid and support to our cause. I also desire to commend the employes of the school, who have, early and late, been faithful in the performance of their several duties.

NEW PUPILS AND VISITS BY CHIEFS, ETC.

One of the notable additions to the school during the year was a party of 52 Apache youth from the San Carlos Reservation, Arizona, a number of whom were from the recently captured Chiricahua band. This whole party has proved exceptionally industrious, dutiful, and apt. The fact that these Apaches and so many other of the wilder tribes are committing their children to our care to be educated ought to arouse unlimited confidence on the part of our own people and the Government in their desire to become civilized, and lead to our fullest response with ample means for this purpose.

A number of parties of chiefs and leading men from different tribes have visited the school during the year. They all expressed the greatest satisfaction and gratitude to the Government for giving their children such advantages, and urged the children to improve their opportunities.

DISCIPLINE.

We have continued the system of trial of offenses by courts composed of the students, with the same satisfactory results as previously reported.

In conclusion, I reiterate the sentiments of my second annual report—that for 1880-'81. To be successful in the work of Indian education we must undertake to educate all the children; to give a veneering of education to a small minority, or to boys alone, only breeds failure. Among Indians, as well as whites, public opinion controls, and the majority controls that opinion. It is not the fear that we may educate the children away from sympathy with their former savagery that should influence us; but rather we should fear that we may fall short of getting enough of education and training into the particular subject to enable him to stand and compete in civilized life. The city of Philadelphia supports schools and gives education to 105,000 children to maintain its civilization. Is it not criminal for the United States to promise and then neglect to give to its 50,000 Indian children the education which the Government, in its treaties with them, says "will insure their civilization?" If the freedom of citizenship is to be their lot, then the surroundings and experiences of freedom and good citizenship during education will best equip them. More than three-fourths of the children are still out of school. The apathy of the Government in meeting its self-imposed obligation to the Indians in school matters, by providing such meager school privileges, would indicate that it has no especial desire to civilize or save them.

With great respect, your obedient servant,

R. H. PRATT,

Captain Tenth Cavalry, Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,
Hampton, Va., September 1, 1884.

SIR: I have the honor to make the following report on the work for Indians at this institute for the past year.

INTRODUCTORY.

It has become a part of Hampton's duty to supply an object lesson on the capacity for improvement of the two races with whom it is dealing. From February till May and during July and August the school is visited constantly by thousands of guests, representing all sections of the country, from the neighboring winter and summer resorts, especially from the Hygeia Hotel, $2\frac{1}{2}$ miles distant. I think valuable impressions have been made and a better sentiment regarding both races created; the Indians having, however, been the chief objects of curiosity.

The elevation of the negro is merely a matter of time and effort; to this end nothing has proved more favorable than his position as an American citizen. An equal capacity has been shown by the Indian, but the most important condition of progress, citizenship, has, for him, not yet been created. That is the turning point.

The question is no longer, can the Indian be civilized? but rather, what becomes of the civilized Indian? The best answer we can give is, that of over 100 trained Indians, chiefly Sioux, who since 1881 have returned from Hampton to their homes, not over 12 have wholly relapsed to Indian ways; not one has become a bad character. Most of them are doing well, and some very well. Their success depends largely on the agent's interest in and care for them. They were, at last reports, employed as follows:

BOYS.

Teaching in Government schools.....	4
Assisting in Government school.....	1
Clerks at agency Government schools.....	2
Interpreter at agency Government school.....	1
Working at trades in Government schools.....	9
Employés in Government schools.....	4
Attending school at Government schools.....	3
Working on their own or parents' farms.....	9
Cutting cord wood.....	2
Young boys at home behaving well.....	4
Unemployed and adrift.....	5
Returned to Hampton for more education.....	5