

ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR

FOR

THE YEAR 1885.



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INDIAN INDUSTRIAL SCHOOL,  
Carlisle Barracks, August 18, 1885.

SIR: I have the honor to transmit herewith my sixth annual report. The population of the school is shown in the following table:

Tribe.	Connected with school at date of last report.		New pupils received.		Aggregate population during the year.	Returned to agencies.		Died.		Remaining at school.		
	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
Apaches	50	6			56	1		1	2	48	4	52
Arapahoes	18	9			27	1		1		16	9	25
Caddoes	1				1					1		1
Choyennes	19				30	3				16	7	23
Chippewas	7	10	1		10	1	1		2	6	3	9
Comanches	11			3	11	5				6		6
Creeks	2		1		7	1	2			2	2	4
Crows	10	4			14	3				7	4	11
Gros Ventres	3		2		3					3		3
Iowas	1		1		5	2				2	1	3
Kaws	4	1			4					4		4
Keechies	1				1					1		1
Kiowas	2		1	2	6					3	3	6
Lipans	1	1			2					1	1	2
Menomonees			3		3					3		3
Miamis	2				2	2						
Modocs	1				1					1		1
Navajos	6				6					6		6
Nez Percés	4	3			7					4	3	7
Omahas	19	4			23	1				18	4	22
Oneidas			2	4	6					2	3	5
Onondagas			1	2	4		1			1	2	3
Ottawas	1	2	1	1	5					2	3	5
Osages	7	4	40	10	61	2	1			45	13	58
Pawnees	16	6			22					16	6	22
Poncas	2		2		4					1	2	3
Pueblos	10	5	40	37	92	1	2			49	40	89
Quapaws				1	2					1	1	2
Sacs and Foxes				1	2					1	1	2
Seminoles	1	2			2					1	2	2
Senecas			3	1	4					3	1	4
Shoshones	2				2					2		2
Sioux—Rosebud	45	20			65	2	1	1		42	19	61
Sioux—Pine Ridge	24	7			31	2	1	1		21	6	27
Stockbridges				2	2		1				1	1
Wichitas	4				4					4		4
Winnebagoes	2	2	4	4	12	1				5	6	11
Wyandottes			1	3	4					1	3	4
Total	276	93	102	72	543	29	11	4	4	344	150	494

Continuing the system of placing out pupils in white families and among farmers, I this year sent out 182 boys and 52 girls for longer or shorter periods. The great advantages derived by the pupils from this intimate association with our people are in every way manifest; but wishing to maintain the full average allowed by our appropriation, I held the school well together until the end of June, and refused many excellent applications for both boys and girls. The demand for our pupils is greater than we can supply, and with few exceptions the reports from their employers show good conduct and faithful and efficient service. While there are both indifferent and occasionally bad reports, the following from a number of our best patrons of this work are a fair sample of the majority:

A Kiowa boy, aged 15 years, out 16 months: "I would like to keep him until he is 20 years of age, if he did as well as he has done so far. He is the best boy it was ever my lot to have anything to do with. One great thing in his favor is his truthfulness. I do not think he would knowingly deceive me. He works, hard sometimes harder than he ought."

A Wichita boy, aged 16 years, out 16 months: "We are sorry to part with him. He has been a good boy."

A Sioux boy, aged 15 years, out 6 months: "We are much pleased with him."

A Sioux girl, aged 13 years, out 19 months: "She is learning to cook and bake nicely, and takes an interest in her work."



A Cheyenne girl, aged 17 years, out 8 months: "We are much pleased with her and find her very helpful, industrious, and teachable."

A Pawnee boy, aged 18 years, out 4 months: "He spends his leisure moments in study. Reads a good deal, and I think tries to get all the information he can. His health is good, and he is quite obedient in conduct. Never finds fault with what he is told to do, but works with a will to do the best he can."

A Navajo boy, aged 19 years, out 10 months: "He is the best behaved boy we have ever had since we went to house-keeping—about forty years."

A Pueblo boy, aged 14 years, out 8 months: "Very much interested in his school; making good progress; well liked by all."

A Comanche boy, aged 15, out 7 months: "Teacher's monthly report very good. Different studies, deportment, and punctuality running from 89 to 100."

A Crow girl, aged 18 years, out 10 months: "Is very fond of school and is improving rapidly in every way."

An Arapaho boy, aged 17 years, out 9 months: "Attentive to studies and other duties."

We had an average of about eighty of our students in the different public schools of the State during the winter. The most amicable relations existed between them and the white children, and their reports from their many teachers are almost invariably commendatory both for conduct and progress.

I would continue to recommend and urge this means of bringing our Indian youth into the school of experience. While one teacher in charge of forty to sixty Indian youth may accomplish much in dissipating the savage life and establishing a civilized life, the progress is necessarily very slow, especially when the influences outside of the school are savage. It is practically impossible to implant in the young Indian the courage to cope with civilization, except in the surroundings and competitions of civilization. It is fairly and fully demonstrated in our experience at Carlisle that there is no great difficulty in making pretty good, industrious, self-supporting Pennsylvanians out of the Indian youth of any tribe, provided they are brought into contact with the good, industrious, and self-supporting people of Pennsylvania. In an observation and experience of eighteen years of the reverse power and influences of Indian reservations and Indian tepe life, it is equally demonstrated to me that it does not take long to educate and train good Pennsylvanians to become practically nomadic and barbarous in their habits, if they are placed continuously under the influences of nomads and barbarians. The system of consolidating apart, subject to and protected by no law, without individual property rights, and supervised by a changing management, is the burden we bind upon their backs, which prevents the elevation of the Indian. What the Indian boy or girl especially needs is a complete knowledge of and familiarity with the American people. This will make them feel as much at home in other parts of the United States as they do in their own reservations.

The aim of educating the young Indians should be more directed to preparing and encouraging them to enter the organized industries of the country, rather than preparing them to return to their former places, where there are no organized industries except those under the care of the Government. If the Government is compelled to provide paid places for all the young Indians the Government may educate, the Government increases its burden of care and expense, instead of relieving itself of it.

#### SCHOOL INDUSTRIES.

A marked feature of progress is the increased rapidity with which all manual and mechanical operations are now learned, in consequence of a more perfect knowledge of the English language on the part of the students. One year of instruction with only English spoken nearly equals two of that period when Indian, more than English, was the language of the school.

The system of half a day of school and half a day at work continues most satisfactory. The physical and mental faculties are quite as fully developed as they would be if occupied at one pursuit all the time. It is gratifying to notice the increased intelligence in labor,—ability to receive and carry out instructions without such incessant oversight as was formerly necessary.

The industrial occupations pursued are the same as heretofore reported, viz, blacksmithing and wagon-making, carpentering, tailoring, shoe-making, harness-making, baking, painting, printing, and farming. Incidentally also comes a knowledge of mason's work, acquired by working as helpers with mechanics on repairs to buildings, &c.

In the workshops little machinery is used, the object being to make competent workmen in each line, rather than simply to turn out the largest possible amount of work. The system of outing is a constant drain on the best class of our boys and girls, and the following table by no means represents our full capacity of production.



In addition to the repairs to buildings and necessary work for the school, the following articles have been made:

Articles.	Quantity.	Articles.	Quantity.
Coats .....	582	Pails:	
Pants ..... pairs .....	919	Ten-quart .....	1,468
Vests .....	349	Fourteen-quart .....	636
Boots .....	15	Pans:	
Shoes:		One-quart .....	377
Boys' .....	128	Four-quart .....	478
Girls' .....	173	Six-quart .....	246
Coffee-boilers:		Ten-quart .....	216
One-quart .....	6	Twelve-quart .....	216
Two-quart .....	674	Eighteen-quart .....	469
Four-quart .....	541	Joints stovepipe:	
Six-quart .....	48	Six-inch .....	5,047
Thirty-gallon .....	2	Seven-inch .....	541
Cups, tin:		Harness, double sets .....	188
One-pint .....	1,944	Do .....	5
One-quart .....	516	Spring wagons .....	12
Funnels:		Boots and shoes, pairs repaired .....	1,784
One-quart .....	72	Feet of spouting .....	1,248
Two-quart .....	84	Square feet of roofing .....	1,284

The quality of the work elicits frequent commendation from those who are competent judges.

The products of the shoe and tailor shops are wholly utilized by the requirements of the school. The carpenter work has been such jobbing and repairs to buildings as have been needed, and the new two-story dining-hall, 125 feet by 50 feet, with projection, 80 feet by 36 feet. In the wagon and blacksmith shop several boys from different tribes are able to iron a wagon throughout, make a respectable horseshoe, and drive it on.

During the year 23 boys have worked in the blacksmith and wagon shop, 20 in the carpenter-shop, 26 in the tailor-shop, 28 in the shoe-shop, 26 in the harness-shop, 14 in the tin-shop, 11 at house and coach painting, 9 at printing, and 5 at baking. The average number of boys working during the several months of the year was as follows:

Date.	Bakery.	Printing-office.	Carpenter-shop.	Blacksmith and wagon shop.	Harness-shop.	Shoe-shop.	Tailor-shop.	Tin-shop.	Paint-shop.	Total.
July, 1884 .....	2	2	8	13	12	20	28	8	2	95
August, 1884 .....	2	2	12	6	16	12	22	10	2	84
September, 1884 .....	2	2	9	7	11	13	14	8	2	68
October, 1884 .....	3	2	9	6	11	11	13	7	2	64
November, 1884 .....	3	3	25	11	19	21	20	10	4	116
December, 1884 .....	3	4	17	12	20	21	19	9	4	109
January, 1885 .....	3	4	15	13	20	20	19	9	4	107
February, 1885 .....	3	6	15	13	20	17	19	10	4	108
March, 1885 .....	3	7	16	10	20	17	19	10	4	106
April, 1885 .....	3	7	16	9	17	17	19	10	4	102
May, 1885 .....	2	6	15	9	13	16	16	10	4	91
June, 1885 .....	2	6	16	8	11	13	15	8	10	89

During the winter we have had six boys alternating at the school-farm, while during the farming season nearly all take their turns.

#### GIRLS.

Living out in families helps our girls even more than the boys. Being directly under the kindly care of the housewives, their improvement in English, deportment, and skill in every way is very marked. At the school they are taught sewing, cook-



ing, laundry, and household work. They are diligent and attentive, and learn rapidly. The following table shows the product of the sewing-room for the year :

Articles.	Quantity.	Articles.	Quantity.
Aprons .....	609	Sheets .....	307
Chemises .....	204	Shirts .....	906
Coats .....	117	Shirts, flannel .....	440
Drawers .....	747	Shirts, night .....	262
Dresses .....	435	Slips, pillow .....	500
Dresses, night .....	192	Towels .....	938
Skirts .....	115		

In addition to the above the following articles were repaired :

Articles.	Quantity.	Articles.	Quantity.
Aprons .....	4,436	Pants .....	373
Coats .....	230	Underwear .....	4,707
Dresses .....	2,170	Vests .....	51
Hose, pairs .....	41,177	Overcoats .....	44

In the laundry, under the direction of the laundress, and with the assistance of two or three colored women, the girls have done the washing and ironing for the entire school. Through the winter the washing averaged about 5,000 pieces per week.

#### SCHOOL-ROOM WORK.

In organization and methods few changes have been made since my last annual report. The pupils are classed in nine sections, each of which is under the care of a teacher. The addition of 52 Apaches in February of last year, of 68 Pueblos in August, and of 46 Osages in September, very few of whom had any knowledge of English from previous instruction, gave us 155 new pupils for our four primary schools. The transfers and other changes made during last year to effect a better grading have, in a great measure, proved successful. Our review papers and annual examinations show more uniform work from classes than ever before.

The difference in the progress of adults and children, as beginners, is markedly in favor of children, especially in the first year. In the higher grades it is not so marked. There has been a healthful rivalry between schools. This has been effected in part by frequent written reviews, the papers being occasionally exchanged and compared, or results noted. The children, who are more likely to be careless in penmanship, have thus been led to emulate the neatness of the older pupils, while the adults have been stimulated to keep up with the children.

I take extracts from the reports of teachers to give a general idea of the grading and course of study as follows :

*Primary school, section 1* (children's primary—average number of pupils, 43).—"My school opened this year with almost all new pupils. The morning class was composed entirely of beginners, six of whom could understand and talk a little English, but could not write or read. After a few weeks I divided them into two grades, and at this time the first grade has finished Appleton's chart, besides being able to write 200 words and short sentences, describing many objects. In numbers this division is thorough in the Grube method as far as 9. Several of them can write short letters without any aid; among the number two little boys, between the ages of eight and nine, who did not know a word of English when they came."

*Section 3* (adult primary—average number of pupils, 55).—"During the year I have had in my department three classes of beginners, making a total of 57 under my care. The first class has used the Model Reader, and will finish the book this year. In connection with their reading they have had written exercises in making sentences on a given word, in writing answers to questions on the lesson, and descriptions of pictures. In arithmetic they have finished all the combinations of numbers as far as 15, and write solutions to simple practical examples in the four rules. They have accomplished more, in proportion, than the other classes, because of four month's schooling the previous year, in which they became accustomed to school work, and thus were ready for progress."

*Section 4* (primary adults and intermediate—average enrollment, 41).—"At the beginning of the school year my department was very large, comprising 57 pupils. The



29th of October my morning class A was transferred to No. 9 and my classes rearranged, leaving me 48 pupils. Some have gone on farms since, so that my present number is 38. My Apache class, with the exception of 4, have done very well. They knew no English, and are now reading in their second First Reader, reproducing all words and making sentences from given words, also writing answers to questions. They write practice letters twice a week. Some of the sentences and letters are expressed in quite correct English. They have worked in Grube up to 20, and have learned to add numbers to hundreds. They also write simple solutions to practical questions in the four rules. They have been in school one year and four months."

*Section 5* (primary intermediate—average enrollment, 41).—"The first division includes the small Apache boys and Crow and Apache girls, with a few from other tribes. Their work has been language lessons from objects and pictures, and answering questions given them on the blackboard. Sentence-making and letter-writing have received due attention. With the exception of three Osage boys, all can write their own home letters. They are reading from the chart, and in connection with this have taken the first half of the Model Reader."

*Section 6* (secondary schools—average enrollment, 42).—"In the first grade we have used Sheldon's Third Reader. The children understand English very well and read intelligently. In arithmetic the lower class is able to perform operations in addition, subtraction, and multiplication, and can do practical examples involving these three rules. The higher class has commenced division. The work in language and geography has been similar to that carried on with the lower grade, but has been somewhat fuller. Two members of this class—boys of about twelve years of age—entered school December, 1882, without English. They are fully up to the work of the grade."

*Section 7* (average enrollment, 46).—"In language there is but one grade. We have used "How to Talk" for the whole school. We took it in October and have given special drill upon composition; have studied in the book as far as page 62. In reading the A class began in October Swinton's Third Reader, and finished it in March. They were then given Swinton's Fourth Reader, and are now reading the thirteenth lesson. The lessons are hard, but they wrestle bravely with the long words, and are gaining in articulation and expression. In geography they have spent the year upon North America, and use Swinton's Elementary Geography. They have a good knowledge of the United States, and have drawn a few maps. In arithmetic we have used as a text-book Franklin's Elementary. The first division reviewed long division, began fractions, and is now working in division of fractions."

*Section 8* (advanced class—average enrollment, 42).—"The scholars of the morning section have been reading from Harper's series of Wilson's Fourth Reader the lessons on physiology, natural philosophy, and botany. The language at first seemed difficult for them, but by familiar talks and many illustrations they were able, after a while, to understand, and became very much interested. The class being comparatively small, great freedom was allowed and many questions asked. In other studies the section was in two divisions. The first division, four in number, began in Franklin's Arithmetic at percentage, taking up the different cases under this head, and also interest and present worth. It has been review for two of the class. The first half of the year geography was reviewed, also analysis by diagram. The last half of the year they have studied Hill's First Lessons in Geometry through plane figures. It made them think, and they have enjoyed it. In reading they enunciate clearly, and read understandingly, having for their text-book Sheldon's Fifth Reader. The second division began, in Franklin's Written Arithmetic, at decimals; have taken up fractional reduction, mensuration, and have made a beginning in percentage. The first half of the year they studied the political geography of Asia and Africa. In language they studied Whitney's Elementary Lessons in English; the last half, Powell's "How to Write" was used in place of it. In addition to this they have learned a little of analysis of sentences by using diagrams. By the end of the year they will have finished the third period of the History of the United States. Reading of the olden times has called forth many remarks in regard to the treatment of their own people. Both divisions took part in general exercises, such as oral number work, writing by counting, with analysis of letters, and, irregularly, industrial drawing from dictation."

*Section 9* (Average enrollment, 42).—"My department was made up November 1, by transfers from other departments, with the exception of a class of 9 Pueblo girls, who have been under my instruction since September 1. The A class, morning division, was transferred from No. 4, young men from 17 to 20 years of age, who have received all their English instruction since December 1, 1882. During this time nearly all of them have been out on farms from three to four months of each year. This outing has improved their knowledge of English, but put them a little behind in class work. During the year they have read Appleton's Second Reader and thirty of Aesop's Fables simplified. In arithmetic they have been working in long division without a book, taking combinations in Grube, and have used Fish's Elementary Arithmetic to the 30th page. Their study of geography has been entirely oral, com-



prising general questions on North America, including chief rivers, lakes, mountain ranges, and cities of the United States, and special lessons on Pennsylvania. They have also taken, with the molding board, geographical definitions. Three of the afternoon school began their study of English at the same time. They have been reading their Second Reader, besides taking a few lessons in a supplementary book. They have used their first arithmetic this year, and are studying multiplication. They work in the Grube method to 76. They have studied geography with the more advanced division. Although young they are in advance in language of the morning division, who came at the same time with them. The department of my section has, in the main, been very satisfactory."

*Section 10* (adult trade boys—average enrollment, 39).—"This department comprises male adults, ages varying from sixteen to twenty-five years, who have been East three or four years, and most of whom had learned some English before coming East. It comprises three grades. The first grade has in arithmetic covered the ground from practical examples in division to division of fractions, inclusive; geography—a general knowledge of all the continents; language—about two-thirds of Whitney's Elementary Lessons; reading—Child's Book of Nature and Swinton's Fourth Reader; history—early settlements and discoveries, the latter study only taken up the last part of the year."

The results of our year's work are more satisfactory than those of any previous year. The standard, both intellectual and moral, is higher, the work more intelligent, the purpose more clearly defined, and more elevating. In the higher grades the effort of our teachers has been to broaden the outlook of the pupils. Little lectures, experiments, and readings, sometimes in study-hour, have given a few ideas and facts of physiology, natural philosophy, and chemistry. The study of history has frequently given place to that of current events. A number of pupils take a weekly paper, and are well up in the events of the day. Much attention has been given to the study of hygiene. Simple printed lessons, specially prepared, have been used in some grades. The text-book "Alcohol and Hygiene" has been used in the higher classes occasionally as supplementary reading.

We have a temperance society which numbers over one hundred members, embracing nearly all that element which carries weight on account of intelligence or moral force. The instruction and example of the teachers are supplemented by the use of temperance papers and leaflets.

A spirit of helpfulness and responsibility is growing up, which we are trying to develop by giving an opportunity for work in this and other lines of Christian endeavor. Regular moral and religious instruction is given daily. A part of one evening in the week is devoted to Bible study in each section, under the teacher in charge. A weekly prayer meeting, the attendance upon which is voluntary, is well sustained by the pupils. The truth working through the life is daily exemplified, as, for instance, in the case of a high-spirited girl who wrote in her home letter: "I don't get mad, as I used to. When I am, I think of the text, 'Better is he that ruleth his own spirit than he that taketh a city,' and then I can keep quiet."

The different ministers of Carlisle have officiated for us, each one in turn taking six or seven consecutive Sundays, and giving a regular afternoon service, which was attended by all the students.

The discipline of the school has been well maintained, but with more effort in some of the lower grades than heretofore. This is in part due to the introduction of the mercurial Apache element, partly to the fact that some of our teachers have been over-worked. Each primary teacher averaged during the winter between forty-five and fifty pupils.

A great need of our school is still, as it always has been, more work for boys. If we could give all our older boys the stimulus of profitable half-day work, they would study with greater courage and hopefulness. The term profitable I use with reference to the student, not the Government.

The school-rooms have been open to visitors at all hours. The interests of the work have been thus advanced, but at some present sacrifice to us.

#### BOYS' QUARTERS.

I find a very great objection to placing large numbers of students in one room for sleeping. It tends to depravity and prevents the growth of individual character. Two, or three at most, are as many as should be placed in one room for sleeping. Our barracks are so divided as to require us to put as many as sixteen in some rooms.

#### NEW ORLEANS EXHIBIT.

An incident of our school experience during the year was the exhibit made by us at the World's Fair at New Orleans, under the authority and direction of your office. This exhibit included specimens of work from the school shops, consisting of harness,



tinware, joiner-work, tailoring, shoemaking, printing, blacksmith and wagon work; of girls' needle-work on dresses, patching and darning; also specimens of the work of the school-rooms in writing, composition, arithmetic, drawing, &c. The whole, displayed in suitable cases loaned by the National Museum, constituted by far the most complete showing of Indian progress in labor and education that the exhibition contained. The attention of visitors attracted to this exhibit was widespread, and the almost universal sentiment reaching us in regard to it is approval of the course of the Government in offering this and other educational advantages to the Indians. Prominent educators in this and other countries have written me on the subject, and the Canadian educational bureau has made minute inquiries and expressed the intention of adopting the same methods for the Indians under its charge. Numerous newspaper notices flattering to the Government have been sent to me.

The educational representative of the French Government asked that our exhibit be donated to his Government, to form a part of their collection of educational work and appliances at Paris.

#### SANITARY.

The sanitary conditions of the school are good. The only cases of acute diseases of any importance occurring during the past year have been catarrhal conjunctivitis and intermittent fever. There were many bad cases of the former disease among the Pueblos who were admitted August 24, and also among the Osages who came September 26. Many of the Osage party were suffering from intermittent fever when they came, and the only cases of that disease outside of that party were those whose systems contained the malarial poison on admission, and all have recovered. The conjunctivitis extended to many of the older pupils, developing mostly in subjects who had had the disease before. Over one hundred and fifty cases of this affection have been treated, and, except in one or two occurring in scrofulous subjects, all recovered, there being no impairment of vision in any case. Ulceration of the cornea, which so often results in opacity and consequent impairment of sight, was prevented by scrupulous care and judicious treatment. The greater number of those suffering from chronic disorders when they arrived have been benefited. An abundant supply of nourishing food, good personal and sanitary measures, regular habits of diet, exercise, and hours of sleep, have had a very salutary effect in overcoming the deteriorating influences of the reservation life, which is evil, and only evil, in all its tendencies—physically; morally, and spiritually.

I am more and more satisfied that the reservation and gratuitous ration system, if continued long, will result in the complete annihilation of the race. One high in authority says, "Ignorance, indolence, intemperance, uncontrolled anger, and licentiousness originate alike a large part of the crime, insanity, idiocy, physical defects, and pauperism with which society is afflicted—if not directly, indirectly; if not in the first generation, in the second." All these causes, and more, obtain in the highest degree on the reservations.

Seven deaths have occurred at the school during the year, all from consumption, with one exception, and that from tubercular meningitis. Eight threatened with pulmonary trouble were sent to their homes. The whole number taken care of in the hospital for the year was 155, an average of nearly 13 per month. Whole number treated as out patients was 296, an average of a little over 24 per month. A very large proportion of these cases was from among the pupils admitted during the year.

In the admission of new pupils to the remote schools the greatest possible care should be taken in their examination, which should always be made under the immediate direction of some representative of the school. There ought to be an enrollment of all Indian youth of school age, whether in reservation schools or not, and a careful physical examination made of each one by the physicians, such examination to be repeated at least once a year. These examinations should be made a matter of record, to be used as data upon which to base an opinion in selecting pupils for the higher schools.

Great benefit has come to the boys from the short vacation camp experiences in the mountain. I have in view a sanitarium in some suitable locality in the mountains, where those who are threatened with diseases of the respiratory organs may be sent to recuperate.

For the girls we need a gymnasium, where they may be given some regular calisthenic exercises. I hope to secure this soon from the buildings vacated for the new dining-hall.

#### CHARITIES AND PUBLIC INTEREST.

Without any special effort on our part, there have flowed in, to help us pay off the farm indebtedness and for other objects, contributions amounting to \$9,618.72. The public interest in this feature of the Government's Indian work has very greatly increased, and whereas in the earlier days of the school there was constantly expressed much doubt, and even contempt, the conclusion now seems to be almost or quite uni-



versal that broad and liberal opportunities for education and industrial training, and association with the other masses of our people, is the bounden duty of the self-constituted guardian Government to its involuntary wards. The less than 25 per cent. of Indian youth now maintained imperfectly in schools is not calculated to rapidly perform that part of the work of Indian elevation devolving upon schools, nor is it, in view of the treaty obligations of the Government to the Indians, aside from the obligations of humanity and statesmanship, creditable to the United States. The time is favorable and there seems to be no obstruction in the way except the apathy of the Government itself.

## IN CONCLUSION.

From the beginning of America until this present the example overshadowing all other examples of ours to the Indian has been that of murder and murderous intent. For every man of us the Indian sees quietly following the pursuits of industry and peace, we place before him ten armed men. We spasmodically dole out to him homeopathic doses of the peaceful and industrious elements of our civilization, but keep him continuously saturated with Thompsonian doses of our savage elements. That the homeopathic doses have little effect, or that the patient sickens and dies under the irritating process, is a natural sequence. If example has any force, the Indian is instigated and inspired by us to be and continue just what he is. His inherent qualities and his heredity are not near as potent as the ever-present grinding, debasing systems and examples to which we subject him. Instead of receiving recognition as a man and a brother, and being surely placed under some continuous uplifting policy, he has always been, and is still, the shuttlecock for every community, Territory, and State organization within whose limits he falls. The driving-out policy has been the only popular one since the landing of the pilgrim fathers, and thus driven away from every substance, and shadow even, of encouragement to escape from his old savage life, we hold him to-day under far more degrading influences than those in which he was held by his untutored savage state before we came and assumed moral, physical, and intellectual responsibility over him.

Many thousands of the failures, discontents, paupers, and criminals of all nations under God's bright sun annually arrive among us, on invitation, and find open doors, open arms, and the rights and homes of freedom and freemen anywhere and everywhere. In two hundred and fifty years black, exotic savages are transplanted and increase to seven millions in this land. They grow out of barbarism and barbaric languages into the knowledge, benefits, and abilities we possess, because of and through no other reason than that they were forced into the open doors of experience. The Indian, only two hundred and sixty thousand strong, constantly driven away from experience and back upon himself, remains his old self, or grows worse under the aggravations and losses of the helps to his old active life. Any policy which invites him to become an individual, and brings him into the honest activities of civilization, and especially into the atmosphere of our agricultural, commercial, industrial examples, assures to him mental, moral, and physical development into independent manhood. Any policy which prolongs the massing, inactive, herding systems continues to lead to destruction and death. It is folly to hope for substantial cure except there be radical change in the treatment.

Very respectfully, your obedient servant,

R. H. PRATT,

*Captain Tenth Cavalry, Superintendent.*

THE COMMISSIONER OF INDIAN AFFAIRS.

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 CHILOCCO INDUSTRIAL SCHOOL, July 15, 1885.

SIR: In accordance with instructions contained in circular letter of July 1, I herewith submit the annual report of this school. Chilocco Industrial School is located in the Indian Territory, near the south line of the State of Kansas, and five and one-half miles south of Arkansas City, Kans. The location of the school is in most respects unfavorable. It is almost entirely isolated from all society, thus depriving the pupils of the benefits of direct contact with civilized life, which has been found to be so beneficial in the schools situated in the States. The location of the school also being immediately on one of the principal thoroughfares leading from the Indian agencies to the State of Kansas, causes it to be visited by hundreds of Indians during the course of the year, and as many come during the winter and in stormy weather, and have children in the school, they cannot be turned away; but their presence is in every way detrimental to the best interests of the school, as it is not uncommon for seventy-five to be here at one time, and they all want to board and sleep in the school buildings thus for the time being, creating disorder and confusion, and in many instances they cause discontent among the children.