

ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR

FOR

THE YEAR 1886.

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## SANITARY.

The health of the scholars was generally as good as could be expected during the year, considering that they had to winter in shanties and crude buildings erected and fitted only for summer use. There were 510 cases treated by the physician, but of this number only 6 died in the school and 2 after returning home. The health of the scholars is now as good as it could possibly be, as there is not a single case of sickness, except a few chronic ones.

This school has averaged a fraction over 200 pupils the past year, representing 29 different tribes, scattered along the western coast from California to Alaska. The Alaska Indians are generally bright and quick to learn, and very tractable, and, in fact, the children from all the tribes seem kindly disposed to each other, and are generally obedient and well-disposed.

Respectfully, yours,

JOHN LEE,  
Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

UNITED STATES INDIAN INDUSTRIAL SCHOOL,  
Carlisle, Pa., August 21, 1886.

SIR: I transmit herewith the annual report for the seventh year of the history of the school.

The following table gives the population during the year beginning July 1, 1885, and ending June 30, 1886:

Tribes.	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.....	48	4			52			3		45	4	49
Arapahoes.....	16	9			25	6	4			10	5	15
Caddoes.....	1				1					1		1
Cheyennes.....	16	7	5		28	7	2			14	5	19
Chippewas.....	6	3	1		10	1				6	3	9
Comanches.....	6				6	1				5		5
Creeks.....	2	2	1		5	2	2			1		1
Crows.....	7	4			11					7	4	11
Gros Ventres.....	3				3					3		3
Iowas.....	2	1			3	1				1	1	2
Kaws.....	4				4					4		4
Keechies.....	1				1					1		1
Kiowas.....	3	3			6					3	3	6
Lipans.....	1	1			2					1	1	2
Menomonees.....	3				4	1				2	1	3
Miamis.....	1		1	2	3					1	2	3
Modocs.....	1		1	1	3					2	1	3
Navajoes.....	6				6					6		6
Nez Percés.....	4	3			7			1		4	2	6
Omahas.....	18	4			22	4	2			14	2	16
Oncidas.....	2	3	20	19	44	2	2			20	20	40
Onondagas.....	1	2			3					1	2	3
Ottawas.....	2	3		1	6	1				1	4	5
Osages.....	45	13			58	45	13					
Pawnees.....	16	6			22	3				13	6	19
Peoria.....			1		1					1		1
Poncas.....	1	2			3							
Pueblos.....	49	40	20	19	128	9	15	2	3	58	41	99
Quapaws.....	1	1			2					1	1	2
Sacs and Foxes.....	1	1			2	1				1	1	2
Seminoles.....		2			2					2		2
Senecas.....	3	1			4					3	1	4
Shoshones.....	2				2					2		2
Sioux, Rosebud.....	42	19	1		62	12	5	2		29	14	43
Sioux, Pine Ridge.....	21	6	10		37	11				20	6	26
Sioux, Sisseton.....			1	2	3					1	2	3
Stockbridges.....		1			1						1	1
Wichitas.....	4				4	2				2		2
Winnebagoes.....	5	6			11					5	6	11
Wyandottes.....	1	3	1	2	7					2	5	7
	344	150	62	48	604	110	47	7	4	289	147	436



The system of placing out in families and on farms was continued throughout the year, with the following result in numbers:

	Boys.	Girls.	Total.
Number in families at beginning of fiscal year .....	104	28	132
Number placed in families during fiscal year for longer or shorter periods. ....	124	38	162
Whole number in families during fiscal year .....	228	66	294

Failures: Boys, 16; girls, 1.

From which it will be seen we gave outing privileges to sixty more students during the year than we did in the year previous. I reiterate the advantages of this system, which have been fully stated in my previous reports. No one feature of our school work, nor, so far as I know, in any work for the Indians, exerts anywhere near the same power to bring forward the young Indians in English speaking and in the industries of civilized life; nor does any other system that I know of exert the same influence to overcome the Indians' prejudice against the whites and the prejudice of the whites against them, and beget within them so quickly desires to live civilized lives. The monthly reports which we require all persons, having our students, to make continue to show a very general appreciation and satisfaction in the character of our students and the services they render. Almost every student out from the school during the past year has received wages in proportion to their ability as compared with other labor classes. A very considerable number—more than half—have rendered full service and received full pay. The exceptions receiving no pay were only quite small boys and girls, out for summer homes.

Of fifty-two Apaches, part Chiricahuas, arriving at the school from San Carlos Agency in February, 1884, without knowledge of English or civilized habits, thirty-three were placed out in families for longer or shorter periods during the fiscal year. Only four failed to give satisfaction.

An incident of peculiar significance in the past year in connection with this Apache party was the running away of two of the young men, Cotton Balcatzat and Grasshopper. Grasshopper was represented as one of the most incorrigible young fellows in the party when they arrived. Agent Wilcox gave him a very bad name. In July, 1885, these two boys were punished for some offense by the denial of privileges to go out of the grounds and being compelled to do "police" duty. They ran away, and I did not hear of them for five months, when Grasshopper wrote from Central Missouri to one of his companions here. This coming to me, I instructed Dr. Given, the school physician, and his teacher, to write to him, and from that there has been a correspondence since. Grasshopper relates that they went as far as Saint Louis together, and there became separated and lost each other. He went into Central Missouri and hired out to a farmer, and has been there ever since. Correspondence with the postmaster and the man who has him informs us he is doing well. Grasshopper wrote me a few weeks ago, asking a ticket back, and to let him return to Carlisle; but I thought he had better work his way back the same as he went away, and so informed him. The other boy I have not heard from.

I regard this experience with the Apaches as an extreme test-case, and its success, added to all the others, warrants the assertion that nothing but the adoption and general use of some system of this kind is required to assimilate all the tribes into our body-politic within a short time.

An average of about ninety of our students who were out in families attended public school with white children during the winter—one, two, or three in a place. No evidences came to me but that the utmost harmony and good feeling prevailed between our Indian pupils thus placed and their fellow pupils, and most of their teachers spoke in praise of their Indian pupils.

With these facts in view, I again, and for the seventh time, make use of my annual report to urge that the lines of Indian civilization and progress are to be found in opening the ways into civilization, and in encouraging the Indian to enter; and are not to be found in continuing the systems which segregate them from civilizing principles and opportunities. As slavery could only be possible and a success through keeping the negro ignorant and denying him all experience and knowledge outside of the system of slavery, so Indian life, with its ignorance, degradation, and savagery, together with its engrafted pauperizing reservation life and systems, is only possible by continuing the Indian in that life or remanding him inexorably to it. The Indian is not to be blamed for remaining an Indian when all the systems and practices, not only of his tribe, but of the Government, persist in Indianizing him in his education and experiences, any more than the young Anglo-Saxon deserves blame for growing



to be a drunkard and gambler if he is born of drunken and gambling parents and raised only in such atmosphere; nor would the State and society relieve itself of responsibility by taking the young Anglo-Saxon from his drunken and gambling surroundings for a period of three or five years and placing him in an elevating, educating, and moral atmosphere until he had imbibed desires and capacity for a better and useful life, and then, through any sentiment whatsoever, consign him without recourse or escape back to the atmosphere of drunkards and gamblers. So far as I can see there is no good reason why the Indians should remain Indians and tribes, pensioners and disturbers of the public peace, blocking the way of civilization and commerce, any longer. No other people in the United States, nor who come to it, are driven back upon themselves or are compelled to remain foreigners and aliens in the land. Why should the Indians continue an exception?

General Sherman said, "The Indians are the enemies of civilization." General Sherman, or any other general, would seek to overcome an enemy by making him prolong his lines, scatter his forces, and then take him in detail. The poor generalship of civilization, in its attacks upon savagery, is shown in its methods of forcing its enemy to concentrate, and that prolongs the fight.

I have little hope of much success in elevating the Indians until the Indian is made an individual and worked upon as such with a view of incorporating him on our side. Nothing is more important in the work just now than a general system which shall bring into school, for education in English and civilized industries, every young Indian. But the school system will not be a success in Americanizing the young Indian, except it quickly brings the Indian youth out into the school systems of the country; and even this last, if accomplished fully, would fail if the Indian is not made a citizen and encouraged to be an independent individual man among us.

#### INDUSTRIAL.

For the want of room we have not been able to very much increase our mechanical and industrial training from the past year. Eighteen boys have been under instruction in the wagon and blacksmith shop, twenty-five in the carpenter shop, thirty-two in the tailor shop, thirty-four in the shoe shop, sixteen in the tin shop, thirty in the harness shop, five in the paint shop, seventeen in the brick-yard, five in the bakery, eleven in the printing office, and an average of nine on the school farm. Those boys not directly instructed in shop or on farm have been required to perform other work in connection with the school routine. During the summer nearly every boy not placed out away from the school or farm has been required to take his turn at farm-work on the school farm. Generally they have performed their work cheerfully in all departments, and there is incomparably more disposition to seek for some regular work at trades or agriculture than there is to shirk work.

Each year emphasizes more and more the absolute necessity of that union of industrial with literary work, which has, from the first, constituted such a prominent feature of our school plan, and proves its adaptability to the class of students here under instruction. Not only does the regular half day at some trade or manual occupation train the hand and the eye, and beget the physical strength denied to those who have no part in such pursuits, but it is the safety-valve of the school—the outlet by which such surplus vitality is expended, as the ordinary academic or collegiate student finds relief in a multitude of midnight escapades, hazing, &c. Another advantage of the system, and by no means a small one, is found in the opportunity it gives a boy to follow his bent, be it as a blacksmith, carpenter, farmer, or some other of the useful avocations here open to him.

From a very small beginning, with a few shoemaker tools, the industrial system has grown through its own usefulness to its present proportions, comprising—

The printing office, greatly enlarged during the past year, and through the kindness of a friend of the school, equipped with a rotary press and a full supply of type and other appliances necessary in a printing office.

The blacksmith and wagon shop has kept on in about its usual line of work, except that our output of wagons has not been as large as heretofore, on account of lack of market for the goods, which until this year has always found a customer in the Indian Department.

The carpenter and his apprentices have been busy on such repairs, alterations, and improvements of buildings as have from time to time been required. From this shop five boys belonging to the Pueblo Indians have this summer returned to their homes, proficient in the use of tools and far enough advanced in general carpentry to be of great service to their people, by whose special request they learned this particular trade. All instruction in this and every other department is strictly on the line of utility; actual necessary productive work; almost nothing for mere experiment.

The tailor shop has easily supplied all our needs in boys' clothing, with an overplus. Under your authority fifty uniform suits were made and sold to the Presbyterian Home Mission Board and sent to one of their schools in Alaska.



In the shoe shop, where we had up to this year avoided the use of machinery, I thought best to introduce a little, and increase the production, because the shoes of our own make are most appreciated by the students, and prove so much better in wear than the contract goods. We expect hereafter to supply the needs of our pupils exclusively from this shop.

The harness shop has worked steadily on goods of the pattern required by the Indian Department for issue to Indians, and is one of the most popular of our shops. The boys prefer leather work, and make good hands in this department.

The tin shop has furnished its usual quantity of tin cups, pans, boilers, &c., with the difference from former years that the quality of the work averages better.

In the painting department, in addition to ordinary house-painting, some creditable specimens of lettering, painting on glass, &c., have been produced.

The farm continues to be a most necessary and useful adjunct. It has failed of its full instructive value by reason of its distance from the school. The Parker farm, adjoining the school, which has been secured, so we may purchase, will remedy this defect, and give larger opportunity for preliminary instruction in farm work to all our boys. Aside from its advantages on account of proximity, we need the additional land on account of our increase in numbers.

A new feature of this year's work is the brick-yard, which, without any expensive appliances, and, by the use of wood cut by the boys on the school farm, will furnish for the season about 200,000 brick, necessary for building, paving, &c.

A blind boy belonging to this school, having learned the trade of broom making at an institution for the blind in Philadelphia, has been provided with the necessary appliances and material, and we thus add another industry to our general ability of self-supply.

The matter of a small compensation for those who work regularly at trades has caused more or less anxiety since the commencement of the school. The matter is now, however, satisfactorily settled by the graduated scale of pay authorized and adopted by the department.

Viewing results at this school in the light of prolonged and varied experience in Indian matters and management, I am more and more impressed with the importance of work, occupation, and incentive, as applied not only to the growing and immature, but the older Indians. My experience has been that the Indians will work for money. Their ideas on compensation are not always correct or reasonable; but where the compensation is sure and prompt they will work, and the experiences and competitions of labor soon educate them into right ideas. There is no greater civilizing force applicable to the ignorant and vicious than labor; therefore it should be paramount as a principle in Indian management.

#### WORK OF SCHOOL ROOMS.

Work in the school rooms began the 1st of September and lasted until the end of June, with the same number of teachers and the same classification as noted in my last annual report, except there was added a normal class. At first each member of the normal class was assigned to a section to observe and assist the teacher of the section. Under direction recitations were taken in part by members of this class. They also received daily instruction from the lady principal in the methods of teaching.

Toward the close of the year a kindergarten for the smaller children was opened, principally for the benefit of the normal class. This proved quite a success. The girls in the normal class aided the kindergarten students with their work and took part with them in the instruction. I can recommend kindergarten for limited use in Indian schools as a method of giving confidence and as being a most efficient aid in language study.

Throughout the year the students of the higher grades, with few exceptions, have been studious and obedient. They grow rapidly in general intelligence, using library books more constantly and subscribing for papers and magazines. Two literary societies have been well sustained, and have proved an admirable stimulus to independent thought and investigation.

In the higher grades we have anticipated more than two years the action of the Government requiring instruction in Indian schools as to the nature of alcoholic drinks and narcotics and their effects upon the human system, using as text books "Alcohol and Hygiene," and "Brown's Lessons." The "Child's Health Primer" was introduced in the spring in some classes as a reader. On the whole, the school-room work has been most satisfactory.

#### SANITARY.

There has been no material difference in the health condition to that of previous years. An entire freedom from all forms of serious acute diseases, as well as from all prevailing epidemics, has been the record. There were 10 or 12 deaths in the town of Carlisle during the early spring from scarlet fever; but we escaped the disease entirely. Of the 11 deaths among our students during the year, 8 died from phthisis,



1 from tubercular epilepsy, 1 from dropsy, as a result of chronic malaria, and 1 suicide. One hundred and eighteen boys and 62 girls (an average of 15 per month) were taken care of in the hospital. All who are excused from duty, from any cause, are taken care of at the hospital, and many of the cases reported above were very mild. Three hundred and seventy-three outside cases were reported for treatment. A large majority of these were simple colds, sore eyes, boils, and cutaneous diseases.

Our mortality and health rates seem excessive until we compare with the death rate among the lower classes of our own people and the colored race, where the sanitary conditions and previous habits of life are similar to those among the Indians. These show that the Indian death rate is not so excessive, and the plain inference is that the great mortality is due not so much to race characteristics as to nonconformity to health laws. If the death rate from certain specific diseases peculiar to the Indian and whites be examined a noticeable fact is that a much larger proportion of deaths occur from measles, diarrheal and venereal diseases, scrofula, and consumption among the Indians, while the deaths from scarlet fever, diphtheria, typhoid fever, and nervous diseases are very much less than among whites.

It has been asserted that consumption increases among the Indians under the influence of civilization. This inference is drawn from the statistic tables, which are necessarily very imperfect. It is possible to perfect these tables only as the Indians are brought under civilizing influences and the facts made known. As we cannot know their previous death rate, the comparison falls. Our experience is that the mixed bloods resist disease and death from pulmonary troubles better than the full bloods, and our best health conditions are found among those we send out into families—due, I think, very largely to the regular occupation and varied diet.

I consider the sanitary conditions of the school good, but they can be improved by having buildings more directly adapted for school purposes. The girls' quarters have been thoroughly remodeled and are in as good condition as we could ask. The two sets of boys' quarters need to be overhauled and rebuilt, so that we may have not to exceed three students in a room.

The public and charitable interest in our work has continued unabated throughout the year. The gifts amounted to \$9,828.11, and these have supplemented the Government's work, giving to us the Hocker farm released from debt; \$5,000 of this amount was the gift of one person; \$1,000 the gift of another. There is no lack of encouragement to the Government to continue and increase its efforts to educate and elevate the Indians to a plane with its other peoples. Large charitable co-operation of benevolently-inclined people of the country only waits for emphatic action by the Government. The money given to us has been expended to improve the facilities of our work, and not in the support of students.

The local religious influence and assistance continues. Our students are welcome attendants in the several churches and Sabbath schools of the town, and are received into church membership. The kindest interest in their welfare is shown on the part of all the churches, and I count this co-operation one of the most wholesome and efficient aids to our work. We have the services, every Sunday, of one or the other of the several clergymen of Carlisle, without regard to creed, who come to the school and preach for us.

Very respectfully, your obedient servant,

R. H. PRATT,

*Captain Tenth Cavalry, Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

HAMPTON, VA., September 1, 1886.

SIR: I have the honor to submit to you the following report for the year ending September 1, 1886, compiled as usual from the testimony of the various school officials.

The Government appropriation for the year allowed Hampton 150 Indian pupils instead of 100 as heretofore. Besides those who received board and clothing from the Government there has been a variable number on the list of those supported by private charity. We had on the 1st of November last 142 on our rolls; at present we have 120: 77 boys and 43 girls.

These represent the following tribes:

Sioux .....	79	Absentee Shawnee .....	2
Omaha .....	16	Pawnee .....	1
Winnebago .....	7	Chippewa .....	1
Delaware .....	1	Wichita .....	1
Comanche .....	1	Sac and Fox .....	2
Onondaga .....	1	Pima .....	1
Oneida .....	1	Menomonee .....	1
Pottawattomie .....	3	Ponca .....	2

Average age, about 17 years.