

ANNUAL REPORT  
OF THE  
COMMISSIONER OF INDIAN AFFAIRS  
TO THE  
SECRETARY OF THE INTERIOR  
THE  
YEAR 1887.

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in good repair. I hope some arrangement can be made by which a larger and better press and newer and more suitable type and fixtures can be secured for the office. Much work could be done and the trade thoroughly learned. For the Indian as well as for the white man the printing-press is in the fore front of the forces of civilization.

## SANITARY.

The general health of the scholars has been good, aside from the tendency to consumption and scrofula, diseases so prevalent among the Indians of this coast. I think a majority of the children have the germs of one or the other, or both, lurking in their system, and generally it is fatal before they reach the meridian of life usually allotted to man. These diseases have produced more deaths during the past year in the school than all others combined.

The school has had a pretty severe scourge of scarlet fever. More than one-half of the scholars had the disease, and as many as 60 at one time, but it yielded to the good and skillful treatment of Dr. A. W. Hutchison, the then school physician, who carried them all safely through, without the fatal termination of a single case. There have been one or two deaths resulting from malarial fever. There have been about 500 cases treated during the year, of which 9 died at the school. The health of the school is now good.

Very respectfully,

JOHN LEE,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

INDIAN INDUSTRIAL SCHOOL,  
*Carlisle Barracks, Pa., September 7, 1887.*

SIR: I have the honor to transmit herewith my report for the year ending June 30, 1887.

The following table gives the population for the year :

Tribes.	Connected with school at date of last report.		New pupils received.		Total.	Returned to agencies.		Died.		Remaining at school.		
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.
Apache.....	45	4	69	38	156	2	3	109	42	151		
Arapaho.....	10	5	13	4	32	5	3	18	6	24		
Arickaree.....				1	1				1	1		
Caddo.....	1				1				1	1		
Cheyenne.....	14	5	13	11	43	4	5	22	10	32		
Chippewa.....	6	3	2		11	6		2	3	5		
Comanche.....	5				5			5		5		
Creek.....	1		1		1	1						
Crow.....	7	4	1		12		2	7	2	9		
Gros Ventre.....	3				3	1		2		2		
Iowa.....	1	1			2			1	1	2		
Kaw.....	4				4	3		1		1		
Keechie.....	1				1			1		1		
Kiowa.....	3	3			6			3	3	6		
Lipan.....	1	1			2			1	1	2		
Menominee.....	2	1			3	1	1	1		1		
Miami.....	1	2			3			1	2	3		
Modoc.....	2	1	1		4	1		1	2	3		
Navajo.....	6				6	1		5		5		
Nez Percé.....	4	2			6			4	1	5		
Omaha.....	14	2			16	8	1	6	1	7		
Oneida.....	20	20			40	1	3	19	17	36		
Onondaga.....	1	2			3		1	1	1	2		
Ottawa.....	1	4			5			1	4	5		
Pawnee.....	13	6			19	4		9	6	15		
Peoria.....		1			1	1			1	1		
Piute.....					1					1		
Ponca.....			2		2				2	2		
Pueblo.....	58	41	14	15	128	7	2	65	53	118		
Quapaw.....	1	1			2			1	1	2		
Sac and Fox.....	1	1			1				2	1		
Seminole.....		2			2				2	2		
Seneca.....	3	1		1	5			3	2	5		

Tribes.	Connected with school at date of last report.		New pupils received.		Total.	Returned to agencies.		Died.		Remaining at school.		
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.
Shoshone	2				2					2		2
Sioux, Rosebud	29	14		1	44	11	8			18	7	25
Sioux, Pine Ridge	20	6	12	6	44	12	8			20	4	24
Sioux, Sisseton	1	2			3					1	2	3
Stockbridge		1			1		1					
Tuscarora			1		1				1			1
Wichita	1	2			3	1			1			1
Winnebago	2	6			11		1		5	5		10
Wyandotte	2	5			7				2	5		7
Total	289	147	125	81	642	69	37	5	2	340	189	529

Tribes.	Learning trades, boys.									Girls' occupations.			Out in families and on farms.		
	Carpentering.	Wagon-making.	Harness-making.	Tailoring.	Shoemaking.	Tinning.	Painting.	Printing.	Baking.	Farming.	Sewing.	Laundry.	House work.	Male.	Female.
Apache	4		5	5	3	1			2	36	30	14	3	36	2
Arapaho	1		4	3	4	3				7	5	5	5	7	3
Arickaree											1	1			
Caddo										1					
Cheyenne	1	2	2	4	5	1		2		12	15	15	4	12	4
Chippewa			1			1		1		1	3	3	2	1	2
Comanche				2	1					5				5	
Creek															
Crow	1		1		2					4	2	2	2	4	2
Gros Ventre	1							1							
Iowa									1	1	1	1	1	1	1
Kaw			1						2	2				2	
Keechie									1	1				1	
Kiowa					1				1	3	3	1	1	1	1
Lipan									1	1	1	1	1	1	1
Menominee				1					1	1	1	1	1	1	1
Miami			1						1	1	1	1	1	1	2
Modoc										1	1	1	1	1	1
Navajo										5				5	
Nez Percé						1			2	2	1	1	2	2	1
Omaha			4		4		2			8	1	1	2	8	1
Oneida	3	2	3	1	2			2	1	13	15	15	15	13	15
Onondaga										1	1	1	1	1	1
Ottawa										1	1	4	1	1	1
Pawnee	2	1	3	3	1			1		9	6	6	3	9	3
Peoria												1	1	1	1
Pinte												1	1	1	1
Ponca												1	1	1	1
Pueblo	3	2	3	3	3	2		4		46	53	37	28	46	28
Quapaw										1	1	1	1	1	1
Sac and Fox										1	1	1	1	1	1
Seminole										2	2	2	1	2	1
Seneca					2					3	2	2		3	1
Shoshone										2				2	
Sioux, Rosebud	1	1	1	4	7	1	2		1	18	15	15	8	18	8
Sioux, Pine Ridge	1	4	1		1	4				10	10	10	5	10	5
Sioux, Sisseton											2		2		2
Stockbridge															
Tuscarora								1							
Wichita					1					2				2	
Winnebago	2			1	1			1		4	6	6	4	4	4
Wyandotte		1								2	5	5	4	2	4
Total	20	14	30	27	39	16	4	15	5	202	186	159	98	202	97

By the above it will be seen that we have had during the year 170 boys learning trades, while all the girls have been instructed in sewing, laundry, or house work, and 202 boys and 97 girls have been out from the school in families and on farms, a very considerable proportion of whom were from the Apache and other less advanced tribes.

During the history of the school we have had 836 separate outings of this character for the boys and 308 for the girls, but a number of the pupils were out two or three or four times each. I still count this the most important feature of our work; bringing, as it does, our students into actual relations with the people of the country. The desire of the students for these privileges increases from year to year, and applications for them by good farmers and others have been greater this year than we could supply. The percentage of failures has been about 1 in 13; but failure is nearly as often to be attributed to the patron as to the student, from a want of tact in management.

From this large experience in the Government's work of settling the difficulties surrounding its Indian policy, and adjusting and equalizing race differences, I think it safe to assume that we can now change the old and unsuccessful system of segregating and isolating our Indian wards to a system, or systems, which will bring about commingling and competition with us.

So far as I know, all who have critically observed our planting-out system, as well as those who have participated in it, approve of it without qualification. Greater value has been placed upon the labor of our students than ever before; quite a large number of them receiving the highest wages paid for labor of the sort they perform. Their earnings, by this means, amount to more than \$8,000 during the year.

#### SHOPS.

The industrial departments of the school have been continued on the plan pursued in former years. We have been greatly cramped in taking care of so many students requiring industrial training, by not having more shop room. This hinderance will be overcome by improvements making this year. The system of manual training in connection with school work is undoubtedly the proper one for our Indian peoples, and I believe the plan of half-day work and half-day school, which we have steadily pursued almost from the beginning, to be the best.

The only weakness I feel called upon to report in connection with it, is that of giving too short a time, and this applies with equal force to the literary training. It takes eight years to graduate an English-born pupil from the grammar grade in the town of Carlisle, giving ten months' continuous schooling each year. After that from three to five years are required to make competent mechanics of such graduates, giving all the time to the trade. The expectation, therefore, that an Indian boy or girl can be graduated with any considerable knowledge from this school, or from any Indian school, by a three or five years' course, is a false one, and the presumption that such pupils can become competent mechanics in the same time, giving half the time only to the trade, is equally absurd. We have discovered no magical road to knowledge. We are simply following the old beaten path, using the most approved and modern helps, and if we can have the same time, we shall travel nearly or quite as far with our Indian pupils, and arrive at nearly or quite as high attainments, as are reached by other races with the same means.

We have endeavored to give agricultural knowledge to every pupil by our system of outing. To that end the apprentices in the different shops have been largely allowed to go out on farms. An Indian boy under the tutelage of a competent farmer, and surrounded by all the push and go of our best agricultural communities, takes on a knowledge of agriculture and the English language much more rapidly than he possibly can in any Indian school or system of mass training.

It is urged against our trade instruction that we teach trades which can not be utilized. This is a mistake. Mechanical ideas, important to successful life, are a part of almost all trades, and the manual training to regular habits of labor alone would more than warrant all we do. There are those who claim that the only road out of savagery to civilization begins with herding and agriculture, and that, therefore, the teaching of trades is useless. But even though herding and agriculture form, as is claimed, the universal beginning, yet there is scarcely a mechanical pursuit which does not directly minister to agricultural success. Our trade instruction falls mostly in the winter, when agricultural instruction is impossible.

#### PAYMENTS TO APPRENTICES.

The system of small payments to apprentices, instituted by the Department, works out admirably the difficult problem of teaching the value of money and some knowledge of business. Three hundred and ten of our students have had bank accounts during the year, a large number having \$50, or more, and thus, while learning to

earn money, they have also learned something of that equally important quality, how to save.

#### PARKER FARM.

The purchase of the "Parker farm," for which Congress gave us \$18,000 last spring, on your recommendation and that of the honorable Secretary, increases our resources for agricultural training, and forms one of the most important additions ever made to the school.

#### NEW BUILDINGS.

The failure to get the appropriation required to improve the boys' dormitories and enlarge our shops was a great disappointment at first; but on a statement of the situation being made to the large boys, who then had upwards of \$2,000 in bank, they pledged themselves for over \$1,900, provided I would undertake to rebuild their quarters. Having the approval of the Department, and this beginning from the boys, I went to the friends of the school and secured money enough to rebuild, by using the material from the old building, and we now have a comfortable dormitory for the large boys, 292 feet long by 36 feet wide, 3 stories, divided into 86 sleeping rooms, 14 by 14 feet, and provided with ample assembly, reading, clothing, and bath rooms. Having some means left, and finding I could in this way best accomplish the enlargement of our shop facilities, I have gone forward to erect a gymnasium of brick, 150 by 60 feet and 20 feet walls. This leaves resting upon me an obligation of about \$5,000, over and above what I have been able to raise among the friends of the school; but it vacates at once for shops the old gymnasium, in what were formerly the cavalry stables, and gives us ample room for our present wants in that direction.

The partial destruction of the small boys' quarters by a cyclone brought about the aid of the Department to rebuild that building, and before winter sets in we shall be provided with all we had hoped to secure through an appropriation by Congress.

These extensive building operations, carried on in the presence of the school, and largely with the aid of its students, have been a great object lesson. No boys anywhere ever performed drudging labor more willingly than our boys have performed their part of the labor in connection with these buildings.

#### SANITARY.

The sanitary condition of the school has been very greatly improved during the year, and to this and to the attention given our sick are we indebted for the good health enjoyed by the students. Scarlet fever was introduced by the arrival of a new pupil, but by great care and complete isolation only four cases occurred, and these all recovered without complications. We had one case of measles. The season being favorable an opportunity was given for the disease to spread, but no other case occurred. We have had a less proportion of scrofulous cases and eye trouble than formerly, and these have been mostly confined to incoming pupils.

As our new Apaches had not sufficient English to make outing a success, and not being able to keep them all employed, I placed them and some others, about 100 in all, in camp in the mountains, where they gathered large quantities of berries, with which they supplied the school and had enough to trade for good supplies of milk and butter for themselves. They returned very greatly improved in health.

I here repeat what I have said in former reports, that the best health results are obtained among the children we place out on farms and in families. I count our half-day work and half-day school plan also a great advantage in this respect.

Seven deaths have occurred, all from the same disease, consumption.

During the month of February last, with your permission, about 140 of our students and employés were taken to Philadelphia, New York, and Brooklyn, and illustrations of our school work, both industrial and literary, were given before large audiences of influential people in the academies of music of those cities. These exhibitions attracted very wide attention and most favorable and extensive notice. Our many friends were gratified and renewed their indorsement of us. Most of the important tribes of the country were represented among the children giving these illustrations.

#### SELECTION OF PUPILS.

With our greatly superior facilities and location in the midst of a rich agricultural, civilized community we ought to have the best of Indian youth to work upon. The plans for securing pupils inaugurated are calculated to throw upon us the poorest material and prevent the best from coming to us. Of the 642 pupils connected with the school during the year, 331 had never been in school before coming to us, and of the

remainder 194 were only in first-reader grade, 72 in the second-reader grade, 36 in the third-reader grade, 5 in the fourth-reader grade, and 4 in the fifth-reader grade, respectively, when they came to Carlisle. I submit that my former recommendations to the Department to have the selection of the best material from the agency schools, made at the close of each school year by the agents and school superintendents at the agencies, and sent to us, would be more in keeping with the good of the school service and of the Indians. We have kept up our supply of students, notwithstanding, and begin our new school year with 576 pupils enrolled.

The clause in the Indian appropriation bill of 1885-'86, and renewed in that of 1886-'87, virtually prohibiting any pressure upon Indian parents to send their children to school, is directly at war with the several school clauses in the treaty of 1868 with the Sioux, Kiowa, Comanche, Cheyenne, Navajo, and other large nomadic tribes. These treaty clauses emphatically provide for compulsory education, and so far as these particular tribes are concerned consistency would seem to require that the clause in the appropriation bill antagonizing the treaties should be omitted. Indian parents are not by any means as competent judges of what is best for their children as the lowest classes of white parents. The State determines that white parents must educate their children, and provides the ways and means. If Indian education is to be accomplished at all, why should the State take any weaker position with reference to them?

#### RETURNED PUPILS.

I have this year been at some pains to discover the condition of our returned pupils, and while I can find much to commend, I find very much more to deplore. Many returned students are doing well under circumstances and surroundings that would swamp Anglo-Saxon youth of the same ages and of far greater attainments and experience. The prominence of our school has made our returned pupils conspicuous. It would be well that equal range of observation and criticism reached all systems of Indian schools. The Government is not attempting by means of its schools to prepare Indian youth to live in the midst of barbarism. Attempts in that direction have never been a success, and probably never will be. The various recent enactments of Congress in reference to Indians, together with the course of Department management, indicate an intention to close out barbarism in this country and substitute civilization; therefore, the direction of all Indian educational work should be towards preparing Indians to live in civilization. To this end an apprenticeship to civilization is absolutely requisite, and only a full and thorough apprenticeship will bring success.

The action of Congress in giving lands in severalty to Indians has occupied the attention of our older students not a little, and gives them encouragement to hope for the fruits of independent life and labor in the near future. Many inquiries have been made directly and some letters written by them to the Department on the subject.

#### SCHOOL-ROOM WORK.

The literary work of the school has met with its usual gratifying success. Young Indians beginning without a knowledge of English may be taught to speak and think, read, write, and cipher in this language almost as readily as white children, and there is no good reason why the innumerable Indian languages should be much longer continued, not to say elaborated.

#### APACHES.

A notable addition to the school was the 106 children of the Apache prisoners at Fort Marion, Fla. They are quick, bright, and promising. Seven married couples were in the party.

#### DONATIONS.

The charitable gifts in cash to the school during the year amount to \$14,720.68, which sum was almost all invested in the new buildings. Five of the gifts were of \$1,000 each. The donors numbered 334. Mr. William C. Allison, of Philadelphia, was kind enough to give us steam pipe and fittings sufficient for the large boys' quarters, together with sash, glass, and other articles, which would have cost us near or quite \$800. These liberal helps plainly show the deep interest taken by the public in this feature of the Government's Indian work, and ought to encourage the most abundant school appropriations by Congress.

Our relations with the religious and educational influences around us have continued to be of the same friendly character as heretofore reported. An average of

just about 100 of our students attended the public schools in different parts of this and adjoining States during the winter, and no unfriendly relations were reported.

In conclusion I may add that the improvements under way and made during the year through Government and charitable aid afford us excellent accommodations for 500 pupils in all our dormitory and industrial needs, but a commodious and well equipped school-room building is still necessary to make our establishment complete.

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., August 15, 1887.*

SIR: I have the honor herewith to submit my report for the past year, premising that it is, as usual, based upon the special reports made by the various heads of departments.

INDIAN SCHOOL.

(Miss J. E. Richards, principal.)

The number of Indian students enrolled on our lists was largest in the early winter, when it stood at 146. Support for 120 only is received from Government. There are now 125, 40 girls and 85 boys, including one graduate acting as teacher and assistant, and one girl in Massachusetts; 37 have left since the 1st of December, and 1 has died. The average number of deaths for the past two years has been  $3\frac{1}{2}$ . We have 5 married couples.

The following tribes are represented:

Sioux .....	67
Omaha .....	19
Winnebago .....	9
Arickaree .....	1
Mandan .....	1
Sac and Fox .....	7
Pawnee .....	5
Wichita .....	1
Comanche .....	1
Absentee Shawnee .....	4
Delaware .....	1
Pottawatomie .....	4
Pima .....	1
Oneida .....	2
Onondaga .....	1
Chippewa .....	1

125

Average age, 17.

In August a party of 20 arrived from Standing Rock agency, Dakota, selected by Major McLaughlin, and escorted by Mr. McDowell, the head of the Indian training shops. Many of these, though fresh from camp life, with little or no English or book knowledge, have proved excellent material, eager to learn, quiet, and faithful.

During the fall two of our pupils, who had spent the vacation at home, one in Nebraska, the other in Indian Territory, brought back with them two small parties of 4 boys each, Omahas and Pawnees.

Later, 9 boys and girls accompanied Mr. Talbot on his return from the Sac and Fox agency, Indian Territory, where he had gone in response to an urgent appeal. He found matters much improved since his visit there a year previous; a school superintendent full of real interest in the children under his care, and the old chief, Keokuk, whose grandson, a bright, promising boy, came with the party to Hampton, in full sympathy with education and progress. Several of the pupils thus brought had already been at an eastern school, White's Institute in Indiana. A few years of normal training should fit them to be efficient teachers or helpers at the West.

The last of November the Rev. Mr. Gravatt, who had left Hampton in October, taking back 16 pupils to their homes, returned with the 21 Dakotas gathered during his trip from Cheyenne River, Crow Creek, Lower Brulé, Yankton, and Flandreau agencies, and also Edwin Phelps and his family from Standing Rock; the latter a