

FIFTY-EIGHTH ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR.

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1889.

gentlemen whose past services have justified the act, and whose merits in the future will honor this confidence.

Very respectfully, your obedient servant,

WM. H. H. BEADLE,
Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT CARLISLE, PA.

INDIAN TRAINING SCHOOL,
Carlisle Barracks, Pa., September 1, 1889.

SIR: I have the honor to transmit herewith my tenth annual report.

This school was established by orders issued September 6, 1879, from the Indian Office. The first party of students, numbering 76, arrived under my care from Rosebud and Pine Ridge Agencies, Dakota, October 5, 1879, and on the 27th of the same month I brought 57 others from Indian Territory. The school was opened November 1, 1879, and has steadily increased in numbers each year, reaching a total of 702 last year.

The following table gives our population at the beginning of the school year, July 1, 1888; shows the increase and decrease from each tribe during the year, the number returned to agencies, deaths, the number remaining at end of school year, and the number placed out in families and on farms during the year:

Tribes.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.			Out in families and on farms.		
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.	Male.	Female.	
Alaskan.....	2				2									1	
Apache.....	97	36	8	1	142	6	7	7	7	92	23	115	81	20	
Arrapaho.....	16	6			22	2	2			14	4	18	12	5	
Ariokaree.....		1			1						1	1			
Caddo.....					1	1									
Cheyenne.....	20	9	3	1	33	4	3	1		18	7	25	14	5	
Chippewa.....	2	3	1		6	1	2			2	1	3	2	3	
Comanche.....	5		3	1	9	2				6	1	7	5		
Crow.....	6	2	19	4	31	3				23	6	28	12	3	
Gros Ventre.....	2				2	1						1	1		
Iowa.....	1				1					1		1	1		
Kaw.....	1				1					1		1	1		
Kecchie.....	1				1					1		1	1		
Kiowa.....	2	2	9	2	15	1		1		9	4	13	3	2	
Lipan.....		1			1						1	1			1
Menominee.....					1					1		1			
Miami.....	1	2	1		4	1	1			1	1	2	1	1	
Modoc.....	1	2			3	1	1				1	1	1		1
Navajo.....	4				4					4		4	4		
Nez Percés.....	2	1			3	2	1								4
Omaha.....	10	12	7		19	5				12	2	14	6	4	
Onaida.....	35	37	4	6	82	2	4			37	39	76	34	33	
Onondaga.....	1	1			2					1	1	2	1	1	
Osage.....	6	1			7					6	1	7	5		
Ottawa.....	1	5	6	2	14	1	1		1	6	5	11	1	4	
Pawnee.....	8	6			14	1				7	6	13	7	6	
Peoria.....	1	1			2		1			1		1	1		
Piute.....		1			1						1	1			
Ponca.....					1							1	1		
Pueblo.....	64	50	1		115	5	2			60	48	108	52	30	
Piegan.....			1		1					1		1	1		
Pottawatomie.....				2	2						2	2			1
Quapaw.....	1		1		3					2	1	3	1	1	
Sae and Fox.....	1	1			1						1	1			1
Seminole.....		2	1	2	5		2			1	2	3		2	
Seneca.....	3				5	1	1			2	1	3	1		
Shoshone.....	2				2					2		2	2		
Shawnee.....				3	4						4	4			2
Sioux.....	60	26	7	3	96	14	6			53	23	76	47	19	
Stockbridge.....		4			4						4	4			1
Wichita.....					1							1	1		
Winnebago.....	11	5	6	5	27	1		1		15	7	22	9	1	1
Wyandotte.....	3	5		3	11		1			3	7	10	1	5	
Total.....	373	216	78	35	702	55	38	10	8	386	205	591	310	152	

IN FAMILIES AND ON FARMS.

We make it a point to give every capable student who desires it, and most of them do, the advantage of an "outing." During the year 462 have enjoyed this privilege; a number of them during vacation only. The demand for our students steadily increases. We made no effort whatever to secure places for them, yet we had requests for double the number we could spare. If we had the pupils, and this feature of our work were pushed, there would be no trouble in placing 500 in families, on farms, and in the public schools. We would thus accomplish for them far more than any Indian school can do.

I again invite special attention to the advantages of this system, and trust it may receive from the Government the notice it deserves. The pupils are thus brought into daily contact with the best of our self-supporting citizens and placed in a position to acquire such a knowledge of our civilized life and institutions as will fit them to become part of our body politic. This knowledge they can acquire in no other way. Could every one of our 250,000 Indians be placed from three to five years in such surroundings, tribal and reservation life would be entirely destroyed; Indian languages would cease to exist; the Indians themselves would become English-speaking and capable of performing the duties and assuming the responsibilities of citizenship. To an Indian so placed every individual of the family and neighborhood becomes a teacher.

The reports from our out-students are almost invariably good, and their standing in the schools ranks favorably with that of white children.

INDUSTRIES.

Our industrial department has been conducted upon the same lines as in former years. To the different shops are assigned as many apprentices as they can accommodate, attention being paid to the natural aptitudes and tastes of the pupils. The quality of the work tends constantly to improve, and the products of our shops, not consumed at the school, are purchased by the Department. During the year we furnished for agency use 194 sets of double harness, 8 spring-wagons, and 6,332 articles of tin-ware. All the clothing and shoes required by the pupils were manufactured at the school.

The permanent beneficial results to our students of this industrial training are shown by the positions occupied and wages received by a number who have secured employment after returning to their homes, and by others working in eastern industrial establishments, where they receive the same pay as other mechanics.

SCHOOL-ROOM WORK.

Last year Congress appropriated \$18,000 for a new school building. As this was in process of erection at the beginning of the session, September 1, the classes were conducted in the gymnasium and small boys' quarters until December holidays. The new building was completed and occupied January 1, 1889, and we have now a complete and well-equipped school building capable of comfortably accommodating 600 pupils. It contains fourteen school-rooms, a large assembly-room 60 by 86 feet, an office, music and store-rooms.

During the year the school was regraded upon a system based upon the experience of nine previous years, as follows:

First grade (two years).—Language: Words, sentences from objects, pictures, etc.; writing from blackboard copies; lessons from book in script on slate; tracing-books; first reader complete. Numbers: Grube to 40, add and subtract to 1,000, multiply to 1,000 by one figure; practical examples.

Second grade (third year).—Forming sentences, dictation, memorizing, and recitation; writing, copy-books Nos. 1 and 2; Grube to 80; simple practical-examples in four elementary rules, without book.

Third grade (fourth year).—Second reader, with supplementary reading; construct sentences; give substance of lesson in own language; dictation, memorizing and recitations continued; arithmetic, four elementary rules with practical work, decimals to this extent; writing, Nos. 3 and 4; oral geography; oral hygiene; drawing.

Fourth grade (fifth year).—Third reader; primary arithmetic, using book through common and decimal fractions; writing, books Nos. 5, 6, and 7; dictation, memorizing, and recitation continued; drawing; primary geography completed; language, part first book 1 "Hyde," using book; hygiene; oral history.

Fifth grade (sixth year).—Third reader; United States history as supplementary reading; complete primary arithmetic and four elementary rules in large arithmetic; writing, Nos. 5, 6, and 7; language book continued, part 2, "Hyde;" geographical reader, United States, North and South America, and map studies; hygiene, No. 2, to respiration; drawing.

Sixth grade (seventh year).—Fourth reader; United States history as supplementary reading; large arithmetic; complete common and decimal fractions; weights and measures to denominate numbers; language book continued, book 2 to page 93, "Hyde;" geographical reader finished; map studies; hygiene, finish No. 2; writing, No. 7, advanced course; drawing.

Seventh grade (eighth year).—Fourth reader; arithmetic, through denominate numbers and measurements; writing, No. 7; United States history through Revolution; language, advanced book to page 137, "Hyde;" physiology, three topics; drawing.

Eighth grade (ninth year).—Fifth reader; arithmetic, through percentage; language, finish book; writing; drawing; United States history, complete; physiology, finish.

Ninth grade (tenth year).—Fifth reader; arithmetic, complete; language, analysis, composition, general series; geography, general review in advanced book; civil government; natural philosophy, elements.

Fourteen pupils having finished this course of study, were awarded diplomas at a public commencement, held May 22, 1889. This was our first graduating class.

I invite your attention to the fact that our highest grade is two years below the ordinary high-school grade of the public schools. We ought to carry our pupils at least to the high-school grade. This will require more stringent regulations in regard to holding Indian youth in schools. Our period of five years was established with the consent of the Department, yet the Department consents to three years, and even less, at all the other schools. The Government has from year to year entered into agreements with different churches and institutions for the education of Indian youth, without any system or regulation as to the length of time the children should remain in school. These churches and institutions, competing for pupils with the Government's own industrial and agency schools, use arguments and resort to methods to fill their schools which tend to confuse the Indians and render them averse to sending their children to the Government schools. To reach the full measure of success at this school I would urge, as I have repeatedly done in former reports, that the best pupils at the agencies be sent here; that a thoroughly organized system to secure these be adopted and enforced, and that all scheming by outside institutions to obtain pupils to the detriment of the Government schools be prohibited.

SANITARY.

With the exception of a number of chronic cases of scrofula and consumption, which came to us from the Apache prisoners of war in Florida, the sanitary condition of the school has been good. During the year few cases of acute disease occurred. There were 18 deaths; of these, 14 were Apaches who arrived here tainted with hereditary consumption.

The location of the school is healthy. It has always been remarkably free from epidemics; the air is pure, and no disease peculiar to the neighborhood is known. The diet is varied, the food abundant, excellent, and always well and carefully prepared; the clothing is ample and of good quality. Our dormitories are new, clean, spacious, well-ventilated, and well-drained. In winter they are kept at proper temperature by steam. I know of no place where the hygienic surroundings are better than here.

PUBLIC INTEREST.

The continued interest of the public and charitable people is shown in many ways, especially by the fact that during the year ending June 30, 1889, without any effort or solicitation on our part, we received donations amounting to \$6,078.71.

The religious interest of the different churches of the town continues unabated. Our students are welcomed in the Sabbath-schools and churches in increasing numbers. The best of feeling has prevailed between the school and the community throughout the year.

Very respectfully, your obedient servant,

R. H. PRATT,
Captain Tenth Cavalry, Superintendent.

REPORT OF HAMPTON NORMAL AND AGRICULTURAL INSTITUTE, HAMPTON, VIRGINIA.

HAMPTON, VA., August 20, 1889.

SIR: As in previous years the body of my report herewith presented is made up from the experience of the teachers and officers of our Indian department, and I offer it with no less confidence than heretofore in their ability to lay before you the main facts of our work here.