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FIFTY-NINTH ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR.

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1890.  
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WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1890.

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I am fully convinced that one of the best agencies for usefulness that we should have is a sufficiently fair printing outfit, that we might publish a weekly paper to carry the intelligence of our doing back to the homes of these children and elsewhere, thereby greatly encouraging the children and be a medium of communication to all here, carrying information to all the reservations of what was being done here.

Through the liberal appropriation that has been made it is possible to renovate, complete, and refit our present buildings and make additions thereto that will greatly aid in our work and add to our comfort.

Permit me to express my appreciation of the very generous consideration you have given all my requests, and the general courtesies shown me by all those with whom I have had to do in your office. May I also be permitted to say that experience in this, as in every other position in life, will no doubt give one much knowledge he did not have at the beginning, and I am confident that each week is adding some knowledge to enable me the better to manage the affairs of this school. I readily appreciate the interest your office is taking in this work, and I have as the object of my work here the success of this enterprise.

Very respectfully, yours,

G. M. IRWIN,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF TRAINING-SCHOOL AT CARLISLE, PA.

INDIAN INDUSTRIAL SCHOOL,  
*Carlisle, Pa., November 2, 1890.*

SIR: I have the honor to forward herewith my eleventh annual report of this school. Complying with that part of your instructions requiring a historical sketch of the school, I have to report that the Carlisle school had its origin in convictions that grew out of eight years (1867 to 1875) cavalry service against the Indians in the Indian Territory. My regiment, the Tenth, is one of the two regiments of colored cavalry. I found many of the men of the command most capable. Williams, since the able historian of the colored race and American minister to Hayti, was a first sergeant in one of the companies. I often commanded Indian scouts, took charge of Indian prisoners, and performed other Indian duty, which led me to consider the relative conditions of the two races. The negro, I argued, is from as low a state of savagery as the Indian, and in two hundred years' association with Anglo-Saxons he has lost his languages and gained theirs; has laid aside the characteristics of his former savage life, and, to a great extent, adopted those of the most advanced and highest civilized nation in the world, and has thus become fitted and accepted as a fellow citizen among them. This miracle of change came from association with the higher civilization. Then, I argued, it is not fair to denounce the Indian as an incorrigible savage until he has had at least equal privilege of association. If millions of black savages can become so transformed and assimilated, and if annually hundreds of thousands of foreign emigrants from all lands can also become Anglicized, Americanized, assimilated, and absorbed through association, there is but one plain duty resting upon us with regard to the Indians, and that is to relieve them of their savagery and other alien qualities by the same methods used to relieve the others. Help them, too, to die as helpless tribes, and to rise up among us as strong and capable individual men and American citizens.

These views led me to recommend to General Sheridan in 1875, when sending to Florida the Indian prisoners then under my care at Fort Sill, that they should, while in such banishment, be educated and trained in civilized pursuits, and, so far as practicable, be brought into relations with our own people. Being detailed to conduct the prisoners to Florida and to remain in care of them, I established schools among them, and through letting them go out as laborers, which they very willingly did, and every other means that offered or I could contrive, I pressed upon them American life and civilization.

The three years of their stay in Florida wrought wonderful changes among them. At one time they pleaded to have their wives and children sent to them and to be allowed to remain east; but the inexorable supervision and management of the agencies was unwilling that any more should escape tribal thralldom, and even demanded the return of those who were away and had gained a desire to throw off its power.

In the spring of 1878 when these prisoners were released, 22 of the young men were led to ask for more education, and said they would stay east three years longer if they could go to school. Through the interest and sympathy for them which had grown up during their stay in Florida, the money was provided by friends, and these 22 were placed in school—17 at Hampton Institute, Va., 4 near Utica, N. Y., and 1 at Tarrytown, N. Y.

In the fall of 1878 I was sent to Dakota and brought to Hampton 49 youth from the Fort Berthold, Standing Rock, Cheyenne River, Crow Creek, Lower Brulé, and Yankton Agencies, and was detailed by the War Department to stay at Hampton until the new pupils were accustomed to their new mode of life and interested in educational pursuits. After three months I reported to the Secretary of War that these conditions had been reached and that I might be sent to my regiment.

I was advised by the Secretary, McCrary, that action would be taken later, and as I found afterwards a clause was placed in the Army appropriation bill for 1879, as follows:

Section 7. That the Secretary of War shall be authorized to detail an officer of the Army, not above the rank of captain, for special duty with reference to Indian education.

I was then informed by the Secretary that this law was made upon his request and that of Mr. Schurz, Secretary of the Interior, and was intended to cover my detail at Hampton. The few months that I had served at Hampton convinced me that there was no need, and that it was not for the best interests of the Indian to unite his problem with that of the negro. That, hurtful to both, principles of raceism and exclusivism as against the whites were thus fostered. That, while in order to reach success, both needed the best of opportunities and the environment, not of each other, but of the dominant race into which they are to become incorporated. Their entry into full possession of American intelligence and fellowship would be from such radically different present conditions as to make the uniting of their cases in the public mind an unnecessary hindrance to the Indian's cause.

I, therefore, said to my superiors that I was not content to remain at Hampton, but that I would gladly undertake a separate work, and suggested an industrial school of two hundred and fifty to three hundred Indian youth in the old military barracks at Carlisle, Pa., which, being in the midst of an industrious and intelligent community, would afford the best examples and be an excellent point from which to forward pupils into the public schools and labor lines of the country. The suggestion was laid before Congress and secured at once the attention of the Indian committees of both the House of Representatives and Senate. A bill was drawn and a very favorable report to Congress made by the House Indian committee, but the bill was so far back on the calendar it was not reached that session and did not become a law until July 31, 1882. In the meantime, the favorable attitude of Congress led the Secretary of War to submit the project to General Sherman, commanding the Army, and General Hancock, commanding the Department of the Atlantic, in which the barracks are. They both approved, and on the 6th of September, 1879, an order was issued turning over the barracks to the Department of the Interior for an Indian school, pending the action of Congress on the bill.

The site for Carlisle Barracks as a military station was given free of rental to the province and the Commonwealth of Pennsylvania by the Penn proprietors from 1755 to 1801, when it was purchased from the Penns by the United States. The barracks were first a rude block-house, as an outpost against Indians and a refuge for the neighboring settlers. During the Revolutionary War, being remote from active operations, they were used by the colonist authorities as a recruiting station and a place for the detention of prisoners of war. Substantial buildings were erected by Hessian prisoners captured at Trenton, of which buildings only the present guard-house remains. In the wars with England in 1812, with the Seminoles in Florida, 1836 to 1842, with Mexico, 1846 and 1847, the barracks became important rendezvous and a point of departure for the troops sent from this section. The buildings erected during the Revolution, and subsequently having become dilapidated, were repaired and rebuilt in 1836. These buildings remained until 1863, when they were burned by the Confederates, under Fitz Hugh Lee, on the night of July 1, just before the battle of Gettysburg. Rebuilt in 1865-'66, the barracks were occupied as a cavalry school and depot until 1872, at which time the depot was transferred to St. Louis, and the place was practically unoccupied until it was turned over to the Interior Department for this school.

Located in one of the best agricultural regions in the country, surrounded by a thrifty, industrious people, Carlisle barracks merited the indorsement given by General Hancock, who, in approving its transfer to the Interior Department for an Indian school, said, "I know of no better place for the establishment of such an institution."

On September 6, 1879, I was ordered by the War Department to report to the Secretary of the Interior for Indian educational duty. On the same date I was ordered by the Secretary of the Interior to establish this school, and to proceed to Dakota and the Indian Territory after pupils. By the end of October I had gathered 136 pupils from Rosebud and Pine Ridge Agencies, in Dakota, and from the Cheyenne, Kiowa, and Pawnee Agencies, in the Indian Territory. Hampton gave 11 of the former Florida prisoners, and the school opened November 1, 1879, with 147 pupils.

"THE CONTACT OF PEOPLES IS THE BEST OF ALL EDUCATION."

The aim of the school from the start has been to teach English and give a primary education and a knowledge of some common and practical industry and means of self-support among civilized people. To this end regular shops and a farm were provided, where the principal mechanic arts and farming are taught the boys, and suitable rooms and appliances arranged, and the girls taught cooking, sewing, laundry, and house-work.

During vacation each year all pupils of both sexes sufficiently advanced, and who could be spared from necessary school work, have been sent out into families and on farms as laborers, and thus they have learned to apply practically the lessons, more or less theoretical, taught at the school, besides earning large pocket money. The first vacation (1880) we placed out 6 girls and 18 boys, and the number has steadily increased to 520 the past year, as shown in the table herewith. At the close of vacation, if satisfactory conditions existed, arrangements have been made and students encouraged to remain out through the winter and attend the public schools. Last winter an average of 190 were so out. Each out pupil when not attending school receives such pay as his or her ability is entitled to. Their aggregate earnings during the year were \$15,252.39, of which the boys earned \$12,556.15 and saved \$6,508.01, and the girls earned \$2,696.24 and saved \$1,096.81, a total savings of \$7,604.82. This, added to the savings of previous years, gave them a total of \$13,131.24, to their credit June 30. One hundred and seventeen pupils returning home in July, 1889, carried with them \$2,115 that they had earned and saved. More than 200 good places offered for them last year had to be refused because all the pupils sufficiently advanced and prepared were taken. These two facts show how they are appreciated as a labor element, and suggest that, through labor and public school lines, the whole young Indian population can be brought into civilization and self-support.

The Carlisle system of industrial education presents some features not usually found in the trade school. Our people generally have, as beginners, an imperfect knowledge of the English language, and instruction by any course of lessons with explanation of process or methods is well nigh out of the question. Of necessity, therefore, they must acquire knowledge and skill by observation and practice. Education thus obtained is wholly practical. Shoe-making is taught by making shoes, tin-smithing by making tin-ware, carpentering by working with carpenters at whatever building operations are in progress, and so on through all the departments. The lowest intellect derives satisfaction and encouragement from being able to produce a tin-cup, a pair of shoes, a horseshoe or a table, etc.

As a consequence, the pupil becomes at once productive. We make the shoes needed for the school; do the repairing; make our own clothing; and for the Government quantities of tin-ware, harness and wagons; print two papers—a weekly with a circulation of 10,000 and a monthly of about 2,000, and a large quantity of miscellaneous school printing; do all the steam fitting, and pipe work of the premises; care for the steam boilers, and farm 300 acres of land.

In carrying on this industrial training in connection with the school-room education we find that a half day at school and a half day at labor, with an evening study hour, give the best results. All school and work departments are organized with two sets of pupils, alternating the sets between school and shop each half day. By this plan the instructors in all departments have smaller numbers under care at any one time and are better able to give individual attention.

As the students advance in industrial lines a small sum per diem is paid them. These payments are in a graduated scale. For the first four months there is no pay, then at the rate of 4 cents per each half day for the first year, 6 cents for the second and 12 cents for the third year and after; and in the heavy work of the farm in summer 24 cents per day. This, in the aggregate, is not a large amount, but it wonderfully increased the desire of the students to learn a trade, and enables us to practically teach the value of money and economy in its uses, and also constitutes an important element of control.

All the boys have instruction in the work of a farm and vegetable garden either at the school or at country homes.

The educational department of the school was enlarged at the beginning of the school year by the organization of two additional sections, making twelve exclusive of normal department.

There arrived during the year new pupils as follows: In August, 121 Chippewas, Oneidas, and Pueblos from Michigan and New Mexico. In September, 50 Chippewas, Cheyennes, Arapahoes, and Sioux from Minnesota, Michigan, Indian Territory, and Dakota. In October, 17 Caddos, Apaches, and Kiowas from Kiowa and Comanche Agency. In November, 14 Piegans, Cheyennes, Arapahoes and Creeks from Montana and Indian Territory. In December, 5 Chippewas from Michigan. In January and February, 13 Mandans and Rees from Fort Berthold, Dakota, and Piegans from Montana. In March 61 Piegans and Crows from Montana. In April, 65 Piegans and

Blackfeet from Montana. In June, 1 Cherokee from Indian Territory. Total number, 347.

Approximately, of these one-half entered in and below the first reader grade; two-thirds of the remainder, the second and third reader grades; the remaining one-third, the fourth and fifth reader grades; and 2 of the girls the graduating class. The placing of these pupils caused unavoidable interruptions in the school routine. In order to do the most regular and best work, it is very desirable that parties should come in between the 1st of June and the last of August each year.

The system of grading which I introduced March 1, 1889, has been tested and has proved, in the main, to be satisfactory. Now that a uniform course and plan of grading is established in all the schools the work will be greatly facilitated. The prospect of promotion to a higher grade, and the diploma on completion of course, have proved a valuable incentive to the pupils.

A post-graduate course was begun and will be put into more thorough operation during the coming year.

The normal department has been organized on a better basis than heretofore. There has been an average attendance of 50 of the smallest children belonging to first and second grades. These were taught by 8 pupil teachers, 6 young women, and 2 young men, under the superintendence of the teacher in charge. Five were members of the graduating class and 3 from lower grades. In addition to their practice work in teaching these have received special normal instruction. The normal work is now an important factor in the school, and it is intended that pupils of proper degree of advancement who show aptitude shall be taken as practice teachers, selected as much as possible from different agencies.

The annual examinations and second graduating exercises took place on May 14. We were favored with the presence of many prominent officials of the Government, among them the Assistant Secretary of the Interior, the honorable commissioner of Indian Affairs, the chairman of the House committee, and members of the Indian committees from both Houses of Congress, besides other friends of the Indian from Washington and elsewhere. The forenoon was given to the inspection of schools and industrial departments and drill in gymnasium. In the afternoon, the invited guests assembled in the chapel to listen to essays and declamations by the graduating class. The diplomas were presented by the honorable commissioner, General Morgan, accompanied by words of good counsel and encouragement.

The graduation limit was fixed at the end of the grammar-school grade, because this point might be reached by an average pupil at the expiration of two terms of five years each. While we arrange to go beyond this with a post-graduate course, we urge that all should go out into the schools of the land and measure themselves with their white brothers and sisters, thus making ready to compete with them for the prizes in life. To this end, through the kindly co-operation of friends and the officers of the following schools, Carlisle has had as representatives during the last year 2 girls in the Carlisle High School, and 2 at the Millersville Normal School, Pennsylvania; two also at the Alma, Michigan, College and Normal Training School. Two young men have been at Marietta College, Ohio, and 1 at Rutgers College. The expenses of these, in part, and many other wants of the school, have been met by the continued liberality of friends to the school who have given us without solicitation \$5,768.77 during the year.

One hundred and ninety-two of our pupils are members of the various churches in the town of Carlisle.

The following table gives the population of the school during the year by tribes:

Tribes.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.			On farms during year for longer or shorter period.	
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.	Male.	Female.
Alaskan	2				2			1		1		1		
Apache	92	23			115	11	3	3		78	18	96	81	19
Arapaho	14	4	7	11	36	6		1		15	14	29	14	7
Arickaree		1	1	3	5	1					4	4		2
Assinaboine			21	13	34					21	13	34		2
Blackfeet				1	1						1	1		
Cherokee				1	1						1	1		
Caddo			8	3	11	1				7	3	10	5	1
Cheyenne	18	7	13	5	43	5	3			26	9	35	25	2
Chippewa	2	1	41	26	70	10	3	1		32	24	56	15	13

Tribes.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.			On farms during year for longer or shorter period.	
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.	Male.	Female.
Comanche	6	1	1		8	3				4	1	5	4	
Crow	22	6	10	9	47	4	1			28	14	42	22	4
Creek			2	2	4	1	2			1		1		
Gros Ventre	1		11	5	17					12	5	17		
Iowas	1				1	1								
Kaw	1				1								1	
Keechi	1				1					1		1	1	
Kiowa	9	4	1		14	3	1			7	3	10	2	1
Lipan		1			1							1		1
Menomonee	1				1	1						1		1
Miamian	1	1		1	3		1			1		1	1	
Modoc			1		1					1	1	2		1
Navajo		1			1		1							
Omaha	4				4	1							3	
Oneida	12	2	2	2	18	3				11	4	15	10	2
Onondaga	37	39	15	11	102	5	3			47	47	94	38	47
Osage	1	1			2		1			1		1	1	
Ottawa	6	1			7	4				2	1	3		1
Pawnee	6	5	20	14	45	5	1			21	18	39	8	7
Peoria	7	6	1		14	1		1		6	6	12	6	6
Piute	1			3	4	1	1				2	2	1	1
Ponca	1	1			1						1	1		1
Pueblo			1		2					2		2		
Piegian	60	48	10	12	130	31	28	1	1	38	31	69	35	17
Pottawattomie	1		30	16	47					31	16	47	13	
Quapaw		2			2		1						1	1
Sac and Fox	2	1			3					2	1	3		1
Seminole		1			1						1	1		1
Seneca	1	2			3					1	2	3		1
Shoshone	2	1			3					2	1	3	1	2
Shawnee					2					2		2		
Sioux		4			4									
Stockbridge	53	23	12	10	98	13	3			52	4	56	38	23
Wichita		4	1		5					1	30	31	5	1
Winnebago	1				1					1		1		1
Wyndotte	15	7			22	2	1			13	6	19	10	2
	3	7		2	12	1	2			2	7	9	2	5
Total	386	205	209	150	950	114	56	7	4	474	295	769	346	174

It has been urged against industrial training of this and other schools that the trades taught are of no practical value to them on their return to their agencies. This presupposes that the Indians are to always remain as they are in an ignorant tribal condition. If we ever get the Indians to break up their tribal relations and venture out into the world as successful individuals, it must be done through training them to various industries, so that in different capacities they may individually feel able to cope with the whites. When the Government and the Indians' friends give up the notion of continued herding on reservations and offer opportunities and encourage their venturing into the industries of the country, the Indians will begin in earnest to become men and individuals, and not before. By far the largest number of Indians who in this generation will be self-supporting will be so not by reason of their knowledge of fractions, but by their ability to do a good day's work in the office or field or at the bench.

Among those who have been at Carlisle and are now or have been successfully working among the whites, I can instance several blacksmiths in car-shops having one or two white men as helpers and strikers; others as regular journeymen carpenters; another in a machine shop; another a painter in a coach factory for several years; others as printers, working regularly at the trade successfully, and many valued farmer helps, among them a Comanche, who pays his taxes in New England, and a Cheyenne, who also pays his taxes in Pennsylvania, and has become an expert in dairy work and caring for fine stock cattle. After preparation in our school hospital three of our girls have gone into nurse schools, and one of them has graduated and now earns \$15 per week nursing in white families, and all of these in competition with whites.

Very few of those who have returned to the reservations after three or more years with us but are able to support themselves by labor in any civilized community. If

they do not do so on the reservations it is the fault of the conditions existing there. My inquiries show that our pupils returned to their reservations average quite as many successes as the pupils of any other school.

But this is not an important fact as bearing upon the progress of the tribes towards citizenship for the reason that, even though all were successful, we re-enforce the tribal plan by remanding them to the reservations and so build up a separate class and race of people more out of harmony with the Government and general interest of the country because of the strength gained by education. No duty rests upon either the Government or charitable people to create so-called nations like the Cherokees, Creeks, and others where the freedom and rights of the individual are chained to socialism and crushed by oligarchy. Schools and training along tribal lines on tribal ground, aided by remote schools ministering to the tribal idea, have done that for these tribes, and can be and are being made to do it for the Sioux and other tribes. Schools can be made the most powerful instruments to continue the Indians as Indians and tribes, or they can be made the most powerful instruments to speedily break up tribal slavery and bring about the freedom and American citizenship of the individual Indian. A special school system for each tribe, whether arranged after our State public school systems or along church and mission school lines, or both, will segregate and weld the tribes into separate and petty nations as surely in the future as it has done in the past. On the contrary, if the youth of the tribes are sent into our already organized public school systems and from these encouraged to associate and to join in their interests with the nation at large, tribal socialism, with all their perplexing clogs and expense to the Government, will soon merge into and disappear in the body politic of the country.

Citizenship will be learned only by experience. Nearly as well expect to get the spirit of American citizenship into the negroes in mass in Africa as to try to get it into the Indians in mass on the reservations under the influence of tribal surroundings. Government money at least ought to be used only to build Indians into the United States, not to build them out of it. The result of education ought to be citizenship, and not to be remand citizenship to the future and render its consummation more difficult. One course of treatment leads 7,000,000 of the black race to universally demand American citizenship, and another course of treatment leads 260,000 of the red race to universally reject American citizenship. History will record that the driving back and reserving course pursued towards the red race far exceeded the other in gross inhumanity.

Pandering to the tribe and its socialisms, as most of our Government and mission plans do, is the principal reason why the Indians have not advanced more and are not now advancing as rapidly as they ought. We easily inculcate principles of American citizenship and self-support into the individual in the schools located where such examples and principles prevail. The misfortune is that the only future to which such youth are invited is that of the reservation, where their new principles are not only most unpopular, but in many cases interdicted.

It is a common experience of our returned students to have not only their savings carried home from the school taken from them at once, but to be unable to realize much of anything for themselves from any earnings they may make at the agencies. Their relations and friends come upon them with demands for a share of their earnings, and often before they receive their pay it is all promised in small sums to such relations and friends, who do not and will not work. In but few of the tribes have allotments been made, and markets are remote. There is, therefore, on the agricultural line at the agencies very little encouragement to the individual. No manufacturing of any kind nor commercial interests, except the few Indian traderships, are allowed upon the reservations, and there is no opportunity, outside of the very limited agency needs, for them to obtain employment. They are consequently at a great disadvantage. The more these oppressive conditions become apparent to students somewhat advanced in education, and who have experienced the better conditions of civilized life, the more there is of a growing disposition to break away from the reservation and to strike out into the world, where occupation and opportunity invite. In my judgment it should be the duty of every Indian school, whether governmental or mission, agency or remote from the agency, as well as the duty of the Indian agent, and other Indian service employes, to forward Indian youth and worthy Indians of any age into civilized communities and the honorable employments of civilized life, and to constantly direct the attention of all Indians that way.

The argument used by some self-constituted friends of the Indians, which has been so potent in recalling Indian youth from the many opportunities of busy civilized surroundings to their homes and the tribes so barren of opportunities, that we are separating and breaking up families, is in the light of conditions in America most weak and absurd. No American family feels divided with its members scattered from the Atlantic to the Pacific, and very few really progressive families but are so scattered.

If educated Indian youth must be continually returned to their tribes it would seem

reasonable that the Government should open a way and apply such pressure upon them as shall cause the newly acquired ability to be used for their own support. Within the history of this school, a vigorous Indian agent did this successfully, and with the limited means at his command compelled the returned youth to earn their living. That they can become self-supporting here, and in large numbers, we have most fully demonstrated and repeatedly reported. To fail in self-support destroys manhood.

In order to educate successfully the youth should enter school to remain until discharged by reason of graduation or other good causes. Five years at school, half of which is spent in literary training, the other half in industrial training, gives only two and a half years to each, which is too short a time to gain any proficiency in either the one or the other. In my report of last year I invited attention to the fact that our highest grade is two years below the ordinary high-school grade of the public schools, and stated that we ought at least to carry our pupils to the high-school grade. I also urged that there should be more stringent regulations in regard to holding Indian youth in school and stated that our period of five years, established with the consent of the Department, was antagonized by the fact that the Department consented to a three-year course, and even less, at all the other schools. I also stated that the Government has from year to year entered into agreements with different churches and institutions for the education of Indian youth without any system as to the length of time they should remain in school; that these churches and institutions competing for pupils with the Government's own industrial and other schools used arguments and resorted to methods to fill their schools, calculated to confuse the Indians and render them averse to sending their children to the Government schools. These evils, though somewhat modified, still exist.

If the duty of educating the Indians rests upon the Government, the duty also rests upon the Government to hold them to its systems of education until they are educated and equipped with sufficient ability to meet and compete with the average citizen. Unless this is done the very education given becomes weakness, for the opponents of Indian education will point at their inefficiency and yell, "Graduates of Carlisle University," and it is again established that a "little learning is a dangerous thing." Ample evidence is provided in the official testimony of special allotment agents, inspectors, and of Commissioners negotiating with the Indians, that even the partly educated youth, and especially those who have enjoyed eastern advantages, are in favor of the progress of the tribes and the aims of the Government in its allotment and other civilizing purposes.

The question of expense to the Government becomes more and more in favor of our system. We received an appropriation for the year of \$80,000, to be disbursed at a per capita cost of not exceeding \$167. On this appropriation we carried an average of 664 pupils, being a per capita cost to the Government of a little more than \$120. During the sessions of the school we had present at the school an average of 474, which was six short of our appropriation number. At some expense to our appropriation, but at no expense to Government, the remaining 190 were out in families and in the public and other schools of the country, getting their lessons in civilization by every day practical experience and observation, and at the same time testing their mental and physical powers in competition with the youth of the land, and receiving, as I have so often stated in former reports, more benefit than they could derive from any purely Indian school. Properly managed, there is no reason why, in the near future, thousands of Indian youth should not be so placed throughout the country, and thus the law of Congress providing for this system, which outside of Carlisle has been practically a dead letter for the last eight years, would become the most powerful, because the most practical, influence for civilizing and absorbing the Indian tribes. In order to do this successfully, influences that now insidiously oppose Indian youth going into the public schools, and antagonizing to the development of their independence and self-help, will need to be removed or restrained.

Very respectfully, your obedient servant,

R. H. PRATT,

*Captain Tenth Cavalry, Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

## REPORT OF HAMPTON NORMAL AND AGRICULTURAL INSTITUTE, HAMPTON, VA.

HAMPTON, VA., July 1, 1890.

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

The arrival in October of two new parties, one from Indian Territory, the other