

SIXTIETH ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR.

1891.

WASHINGTON:
GOVERNMENT PRINTING OFFICE,
1891.

REPORT OF CARLISLE SCHOOL, PA.

INDIAN INDUSTRIAL SCHOOL,
Carlisle, Pa., September 1, 1891.

SIR: I come to you with this my twelfth annual report for this school, with nothing abated of its life-long purpose, which has been, as you know, to make the Indians a component part of the grand structure of civilization and nationality which we have erected on this continent. We are now, as we always have been, equally at war with the savagery and ignorance of the Indian and with those systems that spread a thin glamor of civilization over him, hold him *en masse*, separate and apart from the national life, and then fasten him as a festering parasite upon our national treasury and impose him upon our charity and civilization with no sympathy or purpose trained into him to be other than a parasite.

The following table shows our population for the year:

Population.

Tribes.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.			Absent in families and on farms.	
	M.	F.	M.	F.		M.	F.	M.	F.	M.	F.	Total.	M.	F.
Alaskan	1		3		4	1				3		3	1	
Apache	78	18	1	1	98	10	3	1		68	16	84	67	21
Arapaho	15	14			29	3	6	1		11	8	19	13	9
Arikaree		4			4						4	4		4
Assinaboine	21	13	6	4	44	1	2			6	15	42	20	9
Bannock				2	2						2	2		2
Blackfeet					1						1	1		1
Caddo	7	3			10	1	2			5	3	8		
Cherokee		1			1						1	1		1
Cheyenne	26	9		2	37	10	4	1		15	7	22	15	10
Chippewa	32	24	28	21	105	6	2	1		53	43	96	33	20
Cree			1		1					1		1		1
Creek	1				1						1	1		
Comanche	4	1			5	2				2	1	3	2	1
Crow	28	14			42	12	6			16	8	24	17	7
Gros Ventre	12	5		1	18	2	1	2		8	5	13	6	2
Kaw	1		1		2	1				1		1	1	
Keechi	1				1	1					1	1		1
Kiowa	7	3			10	2				5	3	8	6	4
Lipan		1			1					1	1	1		1
Mandan	1				1					1		1	1	
Miami	1	1			2		1			1		1	1	
Navajo	3				3	1				2		2	2	
Nez Percé			9	5	14	1				8	5	13	7	2
Omaha	11	4	4	3	22	6	2			9	5	14	7	7
Oneida	47	47	9	5	108	16	4		1	40	47	87	40	45
Onondaga	1				1	1								
Osage	2	1	11	1	15	2				11	2	13	10	2
Ottawa	21	18	16	13	68	9	4			28	27	55	24	18
Pawnee	6	6	5	2	19	7	4			4	4	8	4	4
Peoria		2	1		3					1	2	3		2
Piegan	31	16			47		7	1		30	9	39	22	2
Piute		1			1						1	1		1
Ponca	2				2					2		2	2	
Pottawattomie				2	3						3	3		1
Pueblo	38	31			69	5	3			33	28	61	32	26
Quapaw	2	1			3					2	1	3	2	1
Sac and Fox		1		1	2		2							
Seminole	1	2			3		2			1		1	1	
Seneca	2	1	2		5	2	1			2		2	1	
Shawnee		4	2		6		1			2	3	5	1	3
Shoshone	2		4		6					6		6	5	
Sioux	52	30	13	17	112	12	7	2		51	40	91	46	27
Stockbridge	1	4			5	1					4	4	1	3
Tuscarora			5	2	7		1			5	1	6	3	
Wichita	1				1					1		1	1	
Winnebago	13	6	6	1	26	7	2			12	5	17	10	4
Wyandotte	2	7	2	3	14		1			4	9	13	2	7
Total	474	295	129	86	984	123	66	9	1	471	314	785	411	247

It will be seen that we had an increase over last year of total under care during the year of 34. The average number under care during the year was 754; an increase over last year's average of 90. Our total cost to the Government for all support, buildings, and improvements, also all transportation, both of pupils and sup-

plies, was \$111,893.81. Our income from donations was \$4,020, which, added to our Government cost, made \$115,913.81; \$5,500 of this was expended in the erection, repair, and improvement of building and \$10,146.81 for transportation of all kinds. These make the sum of \$15,646.81, which, deducted from \$111,893.81, total expense to Government, leaves \$96,247, which is the basis we should stand on in the comparisons of cost with other schools. By our system the Government has had 754 of its Indian youth in school for one year at a total cost of \$111,893.81, including all transportation, both of supplies and pupils and all improvements, instead of costing \$125,918 as it would in the other 167 schools, or \$131,950 as it would in the 175 schools, and in addition in both these classes the Government having to pay for all transportation of supplies and pupils and also improvements.

These results are reached in part through placing a portion of our pupils out in families and in the public schools, which we have so long practiced and urged as the best civilizer and educator for all Indian youth. There are many good reasons why this system should prevail. Among the most important are:

First. That in no other way can the differences between the races be so well and so entirely settled and the best there is in the Indian be brought into use to forward his development into a capable, civilized citizen;

Second. It is a system that can be promptly and sufficiently expanded to encompass all the Indian youth of the country;

Third. Without considering these far greater advantages of association and the opportunities of learning civilization by experience and contact, secured by our method, it is much less expensive to transfer the Indian youth to the east and work them into the public schools than it is to transport supplies, etc., to them at the west.

Eastern schools may claim especial credit for planting in the Indian mind ideas of citizenship and individuality, and for securing that public interest for them which has brought about such vastly increased educational help.

Our outing system brings our students into actual personal and commercial relations with the better class of industrious people of our race, and thus begets within the students common-sense ideas of individuality, independence, self-support, and citizenship. It grows to be more and more the most important feature of our school. During the year we had out, for longer or shorter periods, 413 boys and 249 girls, most of these during vacation, but we kept an average of about 200 out during the winter attending public schools. I again urge the great advantage of this system and the importance of its general adoption until the whole body of Indian youth shall thus come directly in contact with the intelligence, industries, and civilization of the nation.

While the demand for our students has greatly increased, the general fruits of the outing system have correspondingly increased.

The total earnings by farm labor during the year amounted to, boys, \$13,165.36; girls, \$3,036.67, making a total of \$16,202.03, of which they expended \$9,814.66, and had remaining to their credit June 30, 1891, \$6,387.37. We paid to them for labor at the school during the year \$4,064.27, which made their aggregate earnings \$20,266.30.

Every boy and girl is encouraged to save, and regular bank accounts are kept, each one having a bank book. The total number of depositors at the end of the year was 723. The total amount to their credit was \$10,430.

The debt on the gymnasium (\$5,000), which has hung over us for three years, and which Congress has refused to liquidate (though the Senate in 1889 did grant the amount, but the conference committee refused, and the House in 1890 did give it, but the conference committee again refused), has been assumed by the pupils of the school, and almost \$4,000 has been contributed. I have no doubt the balance will be raised in the near future. But for this contribution their credit balance would be above \$14,000.

Students out from us are mostly with farmers, and receive pay according to their ability, as other farm helps. Many of course are somewhat inefficient because of their first experiences. Others are small—some so small that we are glad to get them places for the cost of their keep, and they are glad to go on such terms.

During the month of July the wages received by the boys were as follows; one received \$20 per month; five received \$18; one, \$17; two, \$16; thirty, \$15; twelve, \$14; one, \$13.50; fifteen, \$13; six, \$12.50; fifty-five, \$12; six, \$11; eighty-two, \$10; one, \$9.50; twenty-two, \$9; thirty-three, \$8; thirty, \$7; two, \$6.50; thirty-three, \$6; twenty-three, \$5; and forty-seven received a less sum than \$5 per month. Of the girls, two received \$10 per month; one, \$9; one, \$8.50; two, \$8; four, \$7.50; three, \$7; two, \$6.75; two, \$6.50; four, \$6.25; thirty-four, \$6; three, \$5.75; ten, \$5.50; two, \$5.25; thirty-one, \$5; and one hundred received various sums less than \$5 per month. In all these cases the students received their board and washing, and a very considerable number of them were additionally rewarded with presents and various excursions and trips to the seashore, to the cities, picnics, etc.

A close comparison of the salaries paid other laborers shows that there is no difference between the salaries paid for Indian labor and the salaries paid laborers of other races in the same neighborhoods.

By reference to the table of population, it will be seen that the Apaches, Sioux, Cheyennes, Arapahoes, Assinaboines, Crows, Osages, Piegiens, and others of the supposed most uncivilized tribes have furnished their full quota in the outing system. Our arrangements with all who take our students provide that on the dissatisfaction of the student or the patron the student returns to the school. The number so returned during the year was twenty, or 3½ per cent of the whole. Students are only sent out upon their own request after a full knowledge of the purposes, hardships, and benefits, and almost universally those who once go out in this manner one year beg to go out the next and every year after while they are at the school.

The principal blanks used in connection with the outing system are sent herewith as part of this report.

The mechanical and other industries of the school have been continued on the lines heretofore fully represented in my annual reports, and which have proved by our experience most advantageous. We have first supplied our own wants in clothing, including shoes, and in articles of furniture, and the equipment of school rooms, quarters, and farms, and then have furnished the Indian service with quantities of harness, tinware, and spring wagons. Through these demands we have been enabled to give instruction to 231 apprentices in the different mechanical branches during the year, not including special instruction given to girls in their particular lines of need. We have found it not specially advantageous to make great effort to fill large contracts for the Department, for the reason that when we undertake such contracts it interferes with our outing system, and compels us to narrow the opportunities of our students and hold them together as a mass of Indians, while the outing system enlarges their experience, gives them courage to meet and compete with civilization, and undermines the wall of separation which divides the white and Indian races.

The training in our shops and on our farms has had its rewards for quite a considerable number of students. Young men have obtained employment among the whites and in other schools in mechanical and in agricultural lines, and some have been specially enlisted in the Army as company mechanics.

Our school farm has been greatly benefited by the commodious barn, 120 by 65 feet, just completed with funds given by Congress, giving us ample accommodations for a large increase in our herd of cows. In building it we have put up three silos capable of holding 400 tons of ensilage, which we propose to feed hereafter. Another addition to the farm equipment has been an incubator and brood house, which has been successful in giving us a large increase of poultry.

The early spring was unfavorable on account of drought, but the plentiful rains of summer have pushed forward the crops, and the outlook at this writing is good for a large supply of vegetables and all farm and garden products.

The schoolroom departments have been continued quite on the same lines as last year. The school work covers nine grades, beginning with nothing and carrying up to graduation at about the grammar grade of the public schools. I have always felt that purely Indian schools should stop at this, and that any higher education required for especially bright pupils should be obtained in the public and other schools of the country; and indeed our experience constantly confirms the opinion that it would be far better if Indian youth were transferred to the public schools of the country as rapidly as they have learned sufficient English and application to enable them to enter such schools successfully. We graduated 10, the exercises occurring on June 3 last. About half of the graduating class aspire to higher education, and I have made arrangements for them in other schools. There is no race objection to Indian pupils in any of the public or higher schools of the country, so far as I have found. I am frequently invited by college presidents to send our graduates to them, and that they are welcomed into the public schools the 200 so out in the schools of this and adjoining States last winter fully attests. Instruction in the English language forms a most important feature of our school work always.

Last year we gave some special attention to instruction in mechanical drawing with excellent results, and about 20 pupils who showed special aptitude in drawing were formed into an art class and received one lesson per week from the art teacher of Metzger Institute. The results in copying from casts and other objects were gratifying.

In all the departments sufficiently advanced, all pupils were instructed in primary bookkeeping. The accounts were made personal, so far as possible, so that they might learn to look after their own affairs.

During the months of March and April our whole school work was materially interrupted by an epidemic of measles, which required the breaking up of several sections of the school for weeks and the detailing of teachers as nurses. The gymnasium and the chapel were both turned into hospitals for the accommodation of these

cases. The teachers cheerfully performed these arduous duties, and the careful attention the sick students received from doctor and nurses relieved us from any of the fatal or bad results often following such attacks on the reservations.

The normal department of the school was continued as outlined in last year's report and 8 of the advanced pupils received special training as teachers therein. Several of these developed a capacity which will warrant me in recommending them for positions in schools anywhere, in the near future.

It has seemed best that the two higher classes of the school be partially relieved from mechanical and other industrial instruction and be sent to school all day instead of a half day school and half day work, as heretofore. I have, therefore, planned to adopt this method on trial the ensuing year.

Carlisle, in common with the majority of Indian schools, has always been Christian in its teaching and influence. This feature of the school has become more prominent as the scholars have advanced in intelligence and appreciation of their Christian surroundings. A regular Sabbath preaching service attended by all the students has been maintained from the beginning, in which at times preachers from all denominations, except Roman Catholics, have officiated, and Roman Catholics have been offered the opportunity but declined to use it. These services have always been supplemented by a Sunday evening prayer meeting attended by all but the youngest class of students; a Thursday evening prayer meeting especially for all church members, and a regularly organized Sunday school for the girls and such boys, as by reason of not understanding English or on account of being too young, do not go to the town Sunday school. This Sunday school is officered and taught by the teachers and other interested employes and advanced students, representing almost every denomination, including Catholics. Its statistics for the year are as follows: Average attendance, 238; number of teachers, 20; amount of collection, \$79.37. The collections have been ample to furnish all the scholars with suitable Sunday school papers, besides forming the habit of giving according to their ability.

Most of the large boys regularly attend the several Sunday schools in town, and the Catholic students, of both sexes, go to their own town Sunday school, and the relations of the students to the several churches of the town of Carlisle continue to be most helpful to the students.

Several years ago the boys voluntarily organized a Young Men's Christian Association, and became a part of the general State and College Association, to which they regularly send delegates. Their relations with these State organizations, and with the local societies of Dickinson College and the town of Carlisle, are most fraternal and have been of the greatest advantage to themselves. The average membership of the association has been about 60. They believe in their society and work for its advancement among the other students.

The girls have three circles of "King's Daughters," numbering in all about 60, and are equally zealous in their labors among the girls. They manufactured many little articles of bric-a-brac, and held a fair among the students last year at which they raised \$60, which, together with other sums raised in various ways, enabled them to cultivate a missionary spirit of giving. Some of their money was donated to a needed school of which they heard in Tokyo, Japan. The most of it was given to those of their own race who were wounded in the Dakota campaign of last winter. I do not speak of this special work of our school in any spirit of ostentation, nor do I wish to assume that these features are special to Carlisle, for I have abundant information that most of the other Government schools are just as successfully engaged in the same kind of work.

Very respectfully,

Your obedient servant,

R. H. PRATT,

Captain Tenth Cavalry, Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

BLANKS USED IN OUTING SYSTEM AT CARLISLE SCHOOL.

BLANK SENT TO THOSE APPLICANTS FOR HELP WHO ARE UNKNOWN TO US.

INDIAN INDUSTRIAL SCHOOL,
Carlisle, Pa., _____, 189 .

Our object in placing pupils in families is to advance them in English and the customs of civilized life. We send out as many as we can spare towards the end of the school term, then visit them before our school opens in September, and if everything is satisfactory and persons wish to keep them, arrange for them to remain one or two years.

Pupils remaining out over winter must attend school at least four months continuously, and their labor out of school hours must pay their keep.

They are paid, as other persons, according to ability: Girls from 50 cents to \$2 per week; boys from \$5 to \$15 per month. Wages can be arranged after a two weeks' trial and advanced as deserved. I must be kept informed of the wages fixed upon and any changes thereafter.

R. H. PRATT,
Capt. and Supt.

Please answer the following questions, tear off at this line, and return to me.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Who are your references? 2. Who compose your family? 3. What other employes do you keep? 4. Is the use of tobacco or liquor allowed in your household? | <ol style="list-style-type: none"> 5. Does your family attend religious services, and would the pupil have the same privilege? 6. What is the age of the — you wish? 7. What will be the nature of — work? |
|--|---|

Signature _____,
P. O. _____.

Date _____.

INQUIRY SENT TO OLD PATRONS OR TO PERSONS WELL KNOWN TO US FOR INFORMATION ABOUT NEW APPLICANTS.

INDIAN INDUSTRIAL SCHOOL,
Carlisle, Pa., _____, 189 .

DEAR SIR: Please oblige me by giving the information asked below, and return this slip to me in the inclosed envelope. Any information you give will be treated confidentially.

Are you acquainted with _____?
Does he use whisky or tobacco?
Is he a man of good habits?
What class of help does employ?

Is he kind to his employes?
Does he pay promptly?
Who compose his family?
Of what religious society is he a member, if of any?

Very truly yours,

R. H. PRATT,
Captain and Superintendent.

REGULATIONS TO GOVERN PERSONS IN CHARGE OF OUT STUDENTS.

[Copy furnished to each patron and pupil.]

1. Do not allow pupils the free use of money. Advise and assist in all purchases of clothing and other necessaries, which charge up at the time. Give pupil spending money occasionally if asked for it, but if bad use is made of it withhold it and notify me. After two weeks trial talk with pupil and correspond with me about wages; but what is customary for like service in your vicinity should determine the matter. When returning to the school give enough money for transportation and send balance to me in check, in favor of pupil.
2. Pupils must attend Sabbath School and church regularly where such privileges are accessible.
3. Absence without your permission, or loafing evenings and Sundays, must not be allowed.
4. Pupils visiting their companions must not be encouraged to make a practice of staying for meals.
5. Patrons or others are not to hire pupils who have been sent to their neighbors without my consent, nor should students be encouraged to change places.
6. Except authorized by me, students are not to return nor be returned to the school before the period for which they engaged expires.
7. Pupils are not to use tobacco or spirituous liquors in any form. This or any other offense against good order must be reported to me at the time.
8. When out for the winter, pupils are to attend school continuously at least four months, working out of school hours for board and washing.
9. Pupils must bathe at least twice a week.
10. Encourage pupil to read and study during the off hours, even at busy seasons, and give some assistance.
11. Reports must be sent in promptly the last day of each calendar month, even if pupil has been with patron only a few days.

R. H. PRATT,
Captain and Superintendent.INDIAN INDUSTRIAL SCHOOL,
Carlisle, Pa.

MONTHLY REPORT BY PATRON.

Capt. R. H. PRATT,

Superintendent Indian Industrial School, Carlisle, Pa.:

_____, _____, 189 .

The following is the report of _____, student from your school in my employ, during the month of _____:

Pupil was received _____, 189 .	Number of days at school during month, _____.
Conduct, _____.	Balance due pupil from last month, \$_____.
Does pupil use tobacco or spirituous liquors in any form? _____.	Wages for this month, \$_____.
Habits, _____.	Amount of money given to or expended for pupil during month, \$_____.
Does pupil bathe as often as our rules require? _____.	Whole amount of pupil's money in my hands now, \$_____.
Health, _____.	What was bought with money given pupil and spent for him during month? _____.
Kind of work, _____.	
Ability and industry, _____.	

The above account agrees with the one kept by me.

Pupil.

Remarks:

Respectfully,

In charge of pupil.

NOTE.—It is important that all the above questions be answered correctly and fully, and especially important that accounts be correctly stated, in order that our records at the school may be complete. Please use pen and ink in making out report.

VISITING AGENT'S REPORT.

Report of _____, student of Carlisle Indian Industrial School, who went _____, 1890, to live with _____, of _____ County, State of _____.

Health, _____.	Name and address of teacher, _____.
Conduct and habits, _____.	Attends what church and Sabbath school? _____.
Cleanliness, _____.	
Ability, _____.	Wages, \$_____. Amount due pupil, \$_____.
Economy, _____.	Are careful accounts kept by both patron and pupil? _____.
Number of months at school, _____.	When to return? _____.
Grade or quality of school, _____.	

NOTE.—Any general statement or wishes of patron or pupil, together with agent's estimate of place, people, and student.

Visiting Agent.

_____, 1890.

INDIAN INDUSTRIAL SCHOOL, CARLISLE, PA.

DEAR FRIEND: We require all students to write to their homes once a month. When at the school we see that such letters are written and sent. There is much complaint from parents that students out from the school do not write.

Hereafter all patrons will require pupils under their care to write home letters at the end of the month and inclose such letters to me, with their monthly reports, to be forwarded by me to their parents. Record will be kept and patrons notified of omissions.

Respectfully,

R. H. PRATT,
Captain and Superintendent.

THE OUTING SYSTEM AT CARLISLE.

A paper read at the Mohonk Indian Conference, October 8, 1891, by Capt. R. H. Pratt, U. S. A., Superintendent of the Carlisle, Pa., Indian School.

My theme is "A way out," or what we at Carlisle would call the "outing system." The Indians are walled off from participating in our civilization by their savagery and ignorance, aided by the reservation and other systems we have adopted for and forced upon them. Their opportunities to see and hear and know are so limited, that

they are not to be blamed if they make little progress in the arts of civilization. This feature of their case struck me at once when I came in contact with them as an officer in the Army in 1867, and I have ever since urged foreign emigrant privileges for them, and that our civilization should absorb them and not they absorb our civilization and remain separate tribes and people.

How can a man become a sailor if he is never permitted to go to sea? Why expect a boy raised in exclusively agricultural surroundings to become anything but an agriculturist? If the Indians cannot participate in the privileges and benefits of our civilization they are not to be blamed for not adopting it. If the youth are raised and continued in the surroundings of their tribes and savagery we should find no fault with them for remaining tribes and savages.

The beginning of my experience in outing Indians, that is, in getting them away from their reservations, was in the spring of 1875, when I was sent by the War Department with prisoners to Florida, and the distress to them of that beginning equaled that caused by the prospect of certain death.

We had chased and fought a good part of the Cheyennes, Kiowas, Comanches, and some Arapahoes up and down through the western part of the Indian Territory from July, 1874, to April, 1875, and had captured many hundreds of them, who were held prisoners at Fort Sill and at the Cheyenne Agency. On the recommendation of General Sheridan, the Government determined to send the bad leaders to prison in Florida. Seventy-four were placed in irons, that is, iron rings connected by a short chain were riveted on their ankles and many of them were handcuffed also. One Cheyenne woman, named Mochi, was thus chained. They were shipped to the railroad in Army wagons, ten in a wagon. A heavy chain fastened to a strong staple in the front of each wagon bed was passed between the legs and over the shackle chain, and they were made to sit down five on a side. The other end of the chain was fastened to the rear of the wagon bed with a staple and padlock so that it was impossible for any of them to get out except they were loosened by the guard.

As we moved away from Fort Sill crowds of their relatives and friends covered the high points as near as they were permitted to and women wailed and gashed themselves with knives. Two companies of infantry and two of cavalry protected the train, marching with loaded guns in front and rear and on the sides. At night the prisoners were taken out and long chains were padlocked to the wheels of the wagons and the prisoners strung on these so they could sleep on the ground between the wagons. Guards with loaded guns marched up and down each side of each string of prisoners. When we reached the railroad they were loaded into cars, which most of them had never seen before. When the cars began to move rapidly many of the Indians covered their heads with blankets from fear. We stopped nine days at Fort Leavenworth, waiting the orders of the War Department. Gray Beard, the principal chief of the Cheyennes, in the nighttime, attempted to commit suicide by hanging himself with a piece of blanket he had torn off and fastened to the grate in the window and around his neck, and keeping his feet off the floor by lifting them up. He was saved by the waking of his old friend, Minimie.

Vast crowds of people were gathered at every stopping place on our way as we passed on through St. Louis, Indianapolis, Louisville, Nashville, Chattanooga, Atlanta, and Jacksonville, to the old Spanish fort at St. Augustine, Fla. Above Nashville, Lean Bear, one of the principal Cheyenne chiefs, attempted to commit suicide by stabbing himself in the neck and breast with a small penknife, making eight wounds. He was pronounced dead by a surgeon on the train, and I left the lieutenant and 3 men at Nashville to bury the body, but after we left Nashville he revived and five days after we reached St. Augustine he rejoined the party. He had, however, made up his mind to die, and steadfastly refused food and water until death came.

Just as we reached Florida, passing through the pine woods at 2 o'clock in the morning, Gray Beard, who had tried to commit suicide at Leavenworth, secured a whole seat for himself, managed to elude the notice of the guards standing in each end of the car and to jump out of the window when the train was going 25 miles an hour. It was reported to me at once. I pulled the bell rope and stopped the train. The conductor came and backed the train until we found where he had struck the ground. After searching for some time and failing to find him I detailed a portion of the guard to remain and secure him and had just got aboard the train with the rest of the guard when Gray Beard came out from under palmetto bushes in rear of the train and started to run so rapidly, that the guard, who saw him thought he had gotten his shackles off, cried out, "Here he is," and instantly fired, the bullet passing through Gray Beard's body. We lifted him on the rear car and he died in an hour.

San Marco had been fitted up as a prison, so that it was simply a great pen, so walled up with boards inside as to make it impossible for them to get out or even up onto the terreplein, 20 feet above the floor of the court. A strong guard, with loaded guns, marched to and fro on the terreplein, and the Indians' sole outing place was in the court, below where they could only look up and see the sky.

By this time the heart of the officer in charge was as sad and heavy as the hearts of his prisoners. The people were constantly anxious to see the Indians, but it was thought best to only allow them opportunities a few hours two days in the week, when they came in crowds as to an animal show. My orders from the War Department directed me to take charge of the prisoners and see that their proper wants were supplied. I reasoned that their proper wants included all the gains, morally, physically, intellectually, and industrially, that could be made for them while undergoing this banishment. Against the protest of the commanding officer at St. Augustine I assumed that I was entirely responsible, and that it was my business to determine what to do and how to do it.

I accordingly removed the chains, then reduced and finally dismissed the guard, and organized the young Indians as a company, placed them on guard, and during two years and a half there was no violation of my trust. I took down and removed that portion of the fort that had been constructed to keep them in the court, and built a house on the terreplein, where they could live and get the fresh sea air and look out upon the town, country, and ocean. I undertook the profession of school teacher first myself, then aided by my interpreter and Mrs. Pratt, and finally by some of the good ladies of St. Augustine—Miss Mather, Miss Perit, Mrs. King Gibbs, and Mrs. Couper Gibbs, also Mrs. Carruthers of Tarrytown, N. Y., and others, with a session of one and a half to two hours daily.

I removed the soldier cook and appointed Indians to do the cooking; built an oven, got a baker to train an Indian to bake bread; required all the policing, chopping of wood, carrying of water, etc., to be done regularly and systematically, so that each Indian had some work to do each day. I issued Army uniforms to them. About half of them, not being cautioned, cut off the legs of the trousers to use for leggings, throwing away the upper part. To these I again gave new trousers, admonished them, and had no more trouble. After some weeks I insisted on the men cutting their hair, and this was a sore trial, but as I wore my hair short, a little argument and sarcasm secured assent. Then paint was abolished, and there was regular bathing in the sea.

Mr. Ballard, a curiosity dealer, gave them 6,000 sea beans to polish at 10 cents apiece. After a while we went out on the beach and searched for miles, and found thousands of sea beans, which they polished and sold for themselves. Industry and commercial intercourse, together with a little schooling, kept their minds and bodies occupied and comparative contentment grew. After a while, when they began to understand, they attended the different churches of the town. We became great friends, and as they learned, their desire for a higher life grew. I bought and built boats, taught some of them how to sail and row; and they took visitors to the beach and up and down the coast and thus made other gains.

Later on I began sending them out individually to work. Miss Mather and Miss Perit first took one to look after their horse and cow, do errands, keep the yard clean, etc. Every morning and evening he went from the fort down through the town to their home and attended to his duties. From great fear, which was on all the people when they arrived, they, by their industry and good conduct, became favorites in the town, until at last there was scarcely any person opposed to the Indians, and they found jobs picking oranges, on the railroad helping to handle baggage, going to and from Tocoï, in the saw mill handling logs and lumber, grubbing land, etc. I need not attempt to tell you all that occurred.

Three years wore away and they were released. They all said, "Give us our women and children; we would rather live here than go back to the reservations where there are many Indians as bad or worse than we were." Their proposition was submitted to the Government, but the opposition of a narrow-minded Indian agent led the Government to deny their request. Then 22 young men said, "We would rather stay East a few years longer and go to school than go home now." To this the Government said, "The money we have for school purposes is to be used for the youth on the reservations." My desire and the desire of their teachers to help these young men who wished to stay led us to go begging, and among the good people who visited St. Augustine we found those who would undertake the expenses of this one and that one until the whole 22 were provided for. Bishop Whipple undertook the expenses of five; Mrs. Burnham, then of Syracuse, N. Y., took four, and sent them up into central New York, near Utica, into the family of the Rev. Mr. Wickes, an Episcopal clergyman, who is here in the audience; Mrs. Carruthers took one to her home at Tarrytown; Mrs. Larocque, of New York City, paid for two, and others one each until all were provided for. Seventeen went to Hampton, and thus was engrafted Hampton's noted Indian branch. All the others returned to their tribes in the Territory.

Mrs. Pratt and I went to Dakota and brought 50 more, both boys and girls, to Hampton. I was detailed to stay there "until they were accustomed to their new mode of life and interested in educational pursuits." I urged Gen. Armstrong to get the Indians out, away from the school among our own people. He sent me to Berkshire, Mass., where, with the help of Mr. Hyde, of Lee, we planted a vacation colony of the

"Florida boys," as we called them among the farmers, one here and one there, and so that work began and grew and has continued in Berkshire and elsewhere.

In the fall of 1879 Carlisle Indian School was begun. In the spring of 1880 we did a deal of writing and talking, and succeeded in placing 16 boys and girls among the farmers in Pennsylvania, for vacation only. The people were afraid of the Indians and the Indians were afraid of the people, and more than half of these first Carlisle outings were failures, some after a few days, others after two or three weeks; but we did not stop. Next year we more than doubled the number and kept a few out during the winter in public schools. The next year and every year thereafter the growth of the system was rapid, until during the fiscal year which closed June 30, last, we showed an outing list numbering 662, most of them during vacation; 413 were boys and 249 girls. More than 200 of these remained out during the winter, living in families, generally treated as their own children and attending public schools with the youth of our own race; a few in our higher schools and colleges; and all at no cost to the Government.

I have insisted that Indians should be treated like other people, and should receive pay in proportion to their labor. During vacation our boys and girls, "lazy, good-for-nothing Indians," as they are called, instead of idling away their time as so many youth of our own race under like circumstances do, are working hard and earning money for themselves. Their total earnings the past year were \$20,266.30, \$4,064.27 of which was earned by labor performed at the school, and \$16,202.03 outside of the school. Testimonials by the hundred from their employers as to their good ability and character form part of the permanent records of Carlisle, and of the 662 out last year only 20, or 3 $\frac{1}{2}$ per cent, were failures. Of 768 pupils over 700 have bank accounts, aggregating a credit of over \$13,000.

The outing system is a means of acquiring the English language and what goes with it far quicker and more perfectly than it can be gained in any school, for the reason that all talking is with English-speaking people, and being along the lines of civilized life and its needs, innumerable other important things are learned at the same time, and they are compelled to think in English. The outing system breaks down their old prejudices against the whites, their superstition and savagery, because, not being surrounded by them, all such qualities that may have grown up within them in their tribes fall into "innocuous desuetude." No plan that I know of will end the prejudices of the white race more rapidly and thoroughly. The whites learn that Indians can become useful men, and that they have the same qualities as other men. Seeing their industry, their skill and good conduct, they come to respect them. Not many boys or girls who have been at the Carlisle school three years or more, and have had the privilege of this outing system, but have made warm friends among the whites, with whom they keep up a correspondence after they return to the school, and in many cases after they return to their tribes, where, so far in their history, the inevitable generally consigns them.

The outing system broadens the whole Indian mind among the tribes, for the boys and girls so out correspond with father and mother and other friends at home and the thoughts of those who do not get the privilege of leaving are led away from the reservation. When the youth write home that they are kindly treated and of the many privileges and opportunities they have to learn and earn, that they have been down to the ocean, or to Philadelphia, New York, or even it may be to Lake Mohonk, the thought of the father and mother and the other friends who get this information is led into different channels; and slowly but surely the walls that surround the pen in which those at home are placed are lowered; and I look for the time to soon come when they will-themselves break away from their hindrances and become free men and free women.

In all these years I have learned more and more to look upon our treatment of the Indians as being unjust and unchristian in its reservation methods, and to esteem the insidious plans we are constantly inaugurating to preserve the autonomy of the tribes as being worst of all, even worse than the wars and massacres that we have perpetrated upon them. Wars and massacres violently destroy life and they expect and understand that; but the reservations and the system of keeping them out and away from our civilization and our national life destroy hope, and beget a despair which brings recklessness and greater death, which they do not understand and are not able to provide against.

The solution of the Indian problem hinges upon the destruction of the present systems and in the devising of means that will disintegrate their tribes and bring them into association with the best of civilization. Partial destruction of past systems and the settling on them of others with the same trend will not accomplish the purpose. Lands in severalty, unless the distribution of the land is properly managed, will only band, bind, and confirm the tribal power and serve to continue the hindering of their civilization, absorption, and citizenship. If it is inevitable that they must occupy lands in severalty and not be allowed to get away and become individuals, then the distribution of their lands should be in alternate sections with white men;

that is, there should be an Indian and a white man and an Indian and a white man, or, better still, two or three white men between each two Indians. Purely Indian schools, especially tribal Indian schools, not supplemented by actual contest with the brain and muscle of the other youth of the land will not bring them into possession of the courage and ability necessary for competition with us as a useful and component part of the inhabitants of this pushing, growing country.

REPORT OF PIERRE SCHOOL, S. DAK.

PIERRE, S. DAK., Oct. —, 1889.

DEAR SIR: In compliance with your instructions of April 3, 1891, I herewith submit my first annual report of the Pierre Industrial School.

This school is located within the limits of the city of Pierre, S. Dak., 1 mile east of East Pierre depot. Twenty acres of land were donated at this point by the citizens of Pierre for the site of the school; also 160 acres for a farm, situated $3\frac{1}{2}$ miles north of the school. This last tract of land, owing to its distance from the school, the circuitous road through the hills necessarily traveled to reach it, and the general uncertainty heretofore attending all farming operations in this region of light rainfall, is as yet unimproved.

Work commenced on the school grounds in the fall of 1889, when the main school building, a two-story brick structure, costing \$24,615, was erected.

March 8, 1891, I took charge of the premises. The school at this time consisted of a bare building furnished with nothing but a steam heating apparatus. In April a clerk, farmer, and carpenter reported for duty, and as soon as the necessary authorities could be obtained stock and tools were purchased, and the work of getting the school in readiness for use commenced. Ditches were filled, the grounds graded, walks and drives laid out and graveled, trees were planted, 8 acres of ground broken for garden; the land was fenced and cross-fenced; a two-story frame stable and two-story frame laundry were erected. Water mains were laid 4,715 feet to connect the school with the city water supply; a complete system of plumbing was placed in the school building and laundry, carrying hot and cold water to the different rooms where needed; a sewer was laid 3980 feet to the Missouri River; and wardrobes, tables, screen doors, and windows were manufactured.

Vexations delay occurred. From July 1 to October 16 the school was entirely without funds. Owing to the failure of the appropriation bills to pass, credit was refused the school unless the bills were guaranteed, and necessary supplies did not arrive until December. In February teachers and other employes reported for duty and the school was opened.

The half-breeds were prompt to avail themselves of the opportunities offered for their children, but to the Indians the school was new; they required time to discuss it and become acquainted with its merits. After the usual amount of "talk" and visiting, the confidence of the Indians was obtained, pupils were furnished, and the school was filled; 51 girls and 30 boys were enrolled, which was as many as the school could accommodate without crowding.

The results of the first year's school work were highly satisfactory. The general health of the pupils was good, only one serious case of illness and no deaths having occurred. Excellent progress was made in the schoolrooms, the course of study being adhered to as closely as possible, though the delay in the arrival of books and other school supplies prevented a strict grading at the beginning.

The girls made noticeable advancement in the various housewifely industries, all that were old enough working one-half day in the different departments in regular order. Several of the girls learned to make their own dresses, cutting, fitting, and doing every part of the work from first to last. Twenty-one different girls learned to make excellent bread, while all the older ones acquired considerable skill in cooking meat and vegetables. It is quite evident that many of the younger women are very anxious to learn the housekeeping secrets of their white sisters, a number having applied for admission to the school for this reason, several of whom were married women with families.

The boys were instructed in the care of stock, gardening, and carpentry, to which I will add this year blacksmithing, and as soon as possible harness and shoemaking and the manufacture and repairing of wagons. Several of the pupils refused to go home with their parents for vacation, although permission was given them, while a number of others went at their parents' command, but very reluctantly and with many and tearful protests.