

● SIXTY-SECOND ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS

TO THE

SECRETARY OF THE INTERIOR.

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1893.

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The faulty steam-heating and sewage systems, the ineffectual water supply, and the precarious condition of the pumps, while escaping casual observation, are factors of deeper concern, and for which appropriation is urgently needed. More facilities for instruction in applied science are desirable. The present age of industry requires ability to work from plans or drawings and skill in operating improved implements and machinery on the part of its successful workmen. This school should train its members in that direction.

Much delay and expense could be saved by telephone connection with Salem.

In behalf of the school I thank the Department for considerate attention to its many needs and interests. Grateful for courtesies of your office, I have the honor to be

Very respectfully, yours,

C. W. WASSON,  
*Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

### REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., *August 31, 1893.*

SIR: The 6th proximo will end the fourteenth year since your Department issued the orders establishing this school.

During these years 2,361 students were admitted to the school, of whom 1,483 were boys, and 878 girls. These came from 59 tribes. One thousand five hundred and ninety-seven have left the school, of whom only 60 graduated, all since 1889, none having completed the course earlier; 131 died at the school, and 633 still remain at date of this report.

During this period we have furnished to other schools more than 200 of our pupils as employés in the various capacities of teachers, assistant teachers, industrial teachers, mechanics, seamstresses, laundresses, cooks, and other assistants, and more than 250 have been employed at the agencies as clerks, assistant clerks, farmers, assistant farmers, and in the various mechanical and other authorized Government positions. About 80 of our students have left their tribes, at least temporarily, to try their fortunes among the whites, East and West, most of them after returning home and having tried reservation and home life for a while.

During these fourteen years 57 of our students have been sent into colleges, normal, and other higher schools. Five of our young men are at present students at Dickinson College Preparatory, two of them beginning their third year this fall, the others, their second year.

Students from Carlisle have always been noticeably in demand in the Indian school service. A school recently established numbers 5 of our former students among its instructors and employés. While I have constantly regretted that most of these had such short experiences here, and were so ill fitted for their duties, very few being graduates, and many far short of it, I have always yielded to their being used; nor have I raised material objection to students going from Carlisle to other schools, because I have realized that, to some extent at least, they would carry with them the purposes of the Government in establishing this school.

#### SCHOOLROOM WORK.

The schools are in good condition, the pupils have made fair progress, and several forward steps have been taken educationally. We have advanced the grading nearly one year's work from the fourth to the eighth grades, thus practically adding one year to the course in the higher department. Another year will see this plan realized. We have covered, heretofore, only the grammar grade of the public schools. The schoolrooms have been improved in ventilation, and other respects, and are most admirably furnished and adapted to the work for which they are intended.

The Normal department, established four years ago, carries from 60 to 70 of the smallest pupils in two rooms, using from 8 to 10 of our most advanced pupils under the normal instructor as assistant teachers. These attend to their own studies in the higher departments one-half day, and teach the other half. This practice-teaching has been of the greatest benefit to the pupil teachers, and is no detriment to the younger pupils.

Our commencement, which occurred on the 1st day of March, was as usual, attended by more visitors than we could well take care of. Mr. Phillip Garrett, of the Board of Indian Commissioners, delivered the diplomas to the graduates. The

class numbered only 6, which simply shows the great difficulty of holding students until they reach even the low point of graduation we have established. The class for the ensuing year numbers, at present, 24, and will be the largest we have had.

## INDUSTRIAL FEATURES.

During the past year there has been no material change in our system. We have continued to give practical instruction in mechanical and other industries. The system of one-half day work and one-half day school, established in the beginning, has continued to seem to us the best adapted for the double purpose of training in industries, and at the same time giving a literary education. Through our shops we have largely met the demands of the school in supplying our own wants, and have manufactured harness, wagons, and tinware in excess for the agencies.

In the carpentering department the work has been generally repairs, and improvements to buildings, making and mending of furniture, fences, etc. The blacksmith and wagon-making department has manufactured spring wagons and attended to the repair work of the school, including two farms; made bolts, hinges, staples, etc., and has shod the horses and mules. The shoemaking department has practically made the shoes for our large number of students and attended to the repairing. The harness making department has manufactured a very considerable amount of harness for the agencies. A gentleman from Boston, who had worked twenty-two years at harness making, visited this department during the year, watched an Indian boy making one of the most troublesome pieces about harness, and pronounced him a wonder as a workman. The boy had worked at the trade four years and two months, half-day periods only. Nearly all the suits for 450 boys have been made in the tailoring department. The tinning and painting departments have done their part in the system.

A number of our students have been efficient helpers in the care of our large steam plant, where important changes have been made, and, by their ability, have saved us the employment of outside skilled labor.

The farms have been carried on as heretofore, with a farmer in charge of each and a number of Indian boys to assist. The products of the farms have been below those of former years, because of the very dry season. We made another trial of the ensilage system in feeding our stock, and with less waste than the previous year, but I am still not satisfied. The drought prevented the corn from maturing, and I regret to report the same occurs again this present year.

The dairy has been well conducted by one of our former students—a Cheyenne—and his ability in the management of our herd is most gratifying. He obtained the knowledge which fitted him for this important place under our outing system.

The bakery is also in charge of a former student who, with the assistance of Indian boys, has provided good bread for the students.

The printing office, which has always been one of the most valuable departments of the school, calls for more special mention than I have heretofore at any time given to it. The work of this department comprises the publication of two papers, "The Red Man," an 8-page quarto, standard size, monthly, with a circulation of from 2,000 to 3,000, and "The Indian Helper" (10½ by 15), weekly, circulation, 9,000; also all the job work of the institution, consisting of numerous circulars, blank reports for the different departments, letter heads, envelopes, lists of pupils for use at the several quarters, constitution and by-laws for the societies and clubs, labels, pamphlets, official documents, blank receipts, booklets and lesson leaves for the educational department, invitations, visiting and business cards, programmes, photographic cards, and numerous other jobs covering a valuation of hundreds of dollars, if contracted for outside of the school.

Our plant consists of a Campbell oscillating cylinder press; a No. 3 Eclipse; a No. 2 Eclipse, and a small Model press; a paper cutter; 100 job fonts of display type; about 400 pounds of brevier; a small quantity of nonpareil, small pica, pica, and long primer; 3 imposing stones; 5 regular cases on stands; and the galleys, racks, cabinets, furniture, and other equipment of a country office, worth in the neighborhood of \$3,000.

It is our aim to give each apprentice a full course in composition, and as much of a course in the job, stone, and press work as the facilities allow. Instruction is given in making up forms, in methods of measuring margins, arranging furniture, and locking up forms; in the handling of presses, regulation of impression and tympan, and making and care of rollers, etc. Lessons are also given in the management of the steam engine, boiler, and drafts. Much time is given to systematic instruction in the theory and practice of printing.

We have had under instruction during the year, 35 apprentices, with an average daily attendance of 16. The first assistant, in addition to his care of some 10,000 names upon the books and galleys, gives instruction to a special detail in the setting of names, arranging and classifying them into routes, and mailing the respective edi-

tions of the papers. He also instructs in the other branches of the work, reads the sticks before the proofs are taken, thus giving each apprentice an opportunity to correct his own errors; then reads the galley proofs, and the proofs of made-up forms. The foreman of the office sees that the minor points of the details of each day are carried out.

In order that a proper distribution of the work may be made and no apprentice be allowed to run into a specified line of work to the neglect of other branches, a record of the daily work of each apprentice is kept as a guide in making the details. Thus variety and interest are secured to the learner with the chance given in all the departments.

At the present writing there are in the office five or six hands capable of setting fair copy at the rate of 500 to 1,000 ems per hour, and of distributing at a corresponding rate of speed. They can make up forms and do good press work. They lack only in judgment which comes by practice and experience, and they would make three-quarter hands in any country printing office. The rest of the apprentices are half-hands and beginners.

It is interesting to watch the development of thought and ideas as the learner gradually enters into the spirit of the office. Above all things else we endeavor to implant in their minds that business move is necessary to success, and they soon catch the spirit and take pride in gaining speed and accuracy at work. There is mental growth in the trade which proves of inestimable value to them in this or any other business they may follow after leaving the school.

The sewing department has made all the girls' clothing and the boys' underwear. The larger and more efficient girls have been specially trained in dressmaking. While a number of boys who have been trained in our industrial departments have reached the grade of fair journeymen workers and have gone out among the mechanics of this section and in other parts of the country and worked successfully in competition, earning their own living, it is a pleasure to note that girls trained in our sewing department have also been enabled to take care of themselves after leaving the school through the knowledge gained in that department.

Since the Government established Carlisle as an industrial school the idea of industrial training in schools has made wonderful progress throughout the whole country, and a variety of manual, technical, and trade schools have been originated. A number of persons interested in establishing these schools have visited Carlisle and studied our methods. I may mention particularly Mr. Auchmuty, of the celebrated Auchmuty Trade School, of New York, who spent two days with me before he started his scheme, and closely followed our system in his school. Mr. Pratt, of Pratt's Institute, Brooklyn, sent his principal man here before establishing his school, and some of our features were adopted there. I have myself visited and had my employes visit and make reports to me about some of the best of these schools, from time to time, and have tried to keep in line with the most practical and best methods, but have never been called upon by these examples to make any material change in the original scheme, because we have held to the principle that the old apprentice system had its excellencies, and if we had capable mechanics at the head of each department and followed that principle we would reach the best results. It would not be profitable nor best for us to adopt any system merely instructive, and not productive. Theory must be ground in with practice or there are no material gains.

#### THE OUTING SYSTEM.

This is, as I have so often explained, the placing of our students out among farmers and others during vacation that they may earn money for themselves and learn practically those lessons in civilized life that can be taught only imperfectly and theoretically in any school. It also provides that a considerable number may enjoy the privileges of public and other schools and association with white children. During the year 621 pupils were thus out, of whom 376 were boys and 245 girls. We received requests for 692 boys and 581 girls, so that we were able to supply less than half as many as were asked for. Two hundred remained out in the public schools for the winter.

Other Indian schools, and controlling influences among the Indians, unable from location to carry into practice the outing system, or able to do so only to a limited extent, are prone to antagonize this feature, but do admit that "there must be on the part of the Indian self-determination and self-dependence before there can be any marked change in his condition. There must be also a creation of wants on his part that he may be led to exertion for the supplying of these wants." These opinions have found expression in about every annual report from those managing the Indian for the last seventy years, and yet the same people who express them concentrate their efforts on segregating and massing schemes that not only have exactly the reverse effect but also destroy all of the very qualities they argue for which the Indian may have previously possessed. Purely Indian schools may easily be made

to break down and destroy these self-reliant qualities instead of building them up. What kind of self-reliance and self-dependence does the young Indian need, and how is he to gain these qualities without a chance?

I do not know of any young Indians, the product of any other school, who have done better, if as good work among their people, and continued it as long without deviation as two Sioux whom I can name, who were among the first pupils of Carlisle, one of whom remained four years, the other five years. They are indebted to this school for all the English and all the education and industrial training they had at the time of leaving it. They each spent over a year of their stay under Carlisle's care in Mr. Wanamaker's great store, in Philadelphia, one in the accounts department and the other in the shipping department. One has been at home eight years, and the other nine. They have been continuously, as I have been constantly informed, rendering most valuable assistance in the school work on their reservations. The short period they each spent under the influence of the push of Mr. Wanamaker's hive of industry did more to fit them for usefulness than ten years in the best Indian school that could be devised, equipping them not only for the work they have since been able to accomplish on the reservation, but rendering them perfectly competent to swing out from the reservation and hold their own among white men, which is, after all, to become the final lot of all Indians if the Government is ever to be freed from the care of them.

Two former students of Carlisle, who began life under the most veritable savage conditions and came to Carlisle directly from those conditions, have been elected to and are now filling responsible county offices in the West, called thereto by the votes of white men. Other examples by the score can be supplied.

The inquiry that should be made by all true friends of the Indian in regard to the results of Indian schools should not be that which is so universal, "What becomes of them after they go back? What do they do on the reservation?" but should be, "What progress are Indian schools making toward rendering Indian youth capable of citizenship and independent of the tribe, reservation, and Government support?" In answer to these last questions, Carlisle is now and always has been ready with a full reply.

I state again what I have so often stated before, that, thanks to the outing system and our facilities for applying it here, not more than one of our children in twenty, who has passed three years or more under our care, is unable to succeed in civilized pursuits among civilized people. Through their outing experiences their fears of the white man and of associating with him and of competing with him have been removed, and were it not for the tremendous pressure manipulated to draw them back to the reservation many times a larger proportion would pass out and assume place in our civilized communities.

I sent a score of girls and boys home to one reservation last July. Most of them expected to return to the school to complete their course. Several have returned. Those who have tell me that the missionary on the reservation had not only seen them, but all the others, and earnestly urged that it was "their duty to remain at home and help their people," and this story has been coming to me for some time from this source, but is not confined to that particular locality. These students only got above their fellows, and became able to help themselves and their people, because they did go away. Upon what right principle they are hindered from a fuller preparation it is impossible to discover.

#### SAVINGS SYSTEM.

This system originated here and was established in the beginning of the school. It covers the wages earned in the industries of the school and the earnings of the pupils during their outings, and furnishes an opportunity to give all students instruction in economy and thrift and the keeping of accounts. All their earnings are deposited. An exact account is kept, and each depositor has a bank book and is encouraged to put as much money as possible on interest. Under the regulations of the Department apprentices work the first four months for nothing; thereafter, for the first year, they receive 4 cents for each half day's work; the second year, 6 cents; the third year and after, 12 cents. These small payments give them valuable encouragement.

The earnings under the outing system are very much more material. All students are urged to save. Once a month they are given opportunity to make purchases of necessary articles. These expenditures are made under the supervision of the officers of the school. That they may be made wisely, each scholar is furnished with an application blank on which to state how much money is wanted and for what purpose, likewise the amount in bank, which the student finds by balancing his account book. Book and application are then handed in for examination and approval, and if the balance be correct and the articles be approved, his paper is cashed and he makes the purchases, which are submitted to the inspection of the matron or disciplinarian.

They earned during the year \$24,121.19, of which the boys earned \$18,351.54 and the girls \$5,769.65. Their savings at the end of June amounted to \$15,274.99, of which \$11,991.51 remained to the credit of the boys and \$3,283.44 to the credit of the girls. About \$7,000 of these amounts bears interest at 6 per cent and 3 per cent. Nearly every student returning home at the close of the year had money thus earned. One party of 86 took over \$1,300. Home-going students usually have a good trunk well filled, and some take sets of tools and other facilities to make earnings elsewhere.

COLUMBIAN QUADRICENTENNIAL.

On the 10th of October, 1892, I took 322 of our boys and girls, including our band of 31 instruments, to New York to participate in the Columbian parade of school children, marching therein from Fifty-first street to the end of the route, below Washington Square. In view of its historical character, marching as we did with the trained youth of the higher race from military and semi-military schools, I feel justified in adding to my annual report the following press extracts from a few of the many notices we received:

There was one distinctively and purely American feature in yesterday's parade. It was the delegation of Indian boys and girls from the school at Carlisle, Pa., all of them direct descendants of the races who were here when Columbus made his discovery. There was no better example of military training and discipline in the parade yesterday than the Carlisle Indians. Led by a first-class band of musicians from their school, they marched with a precision that would put to the blush some of our regulars, and with that peculiar and indescribable swing which comes only from long practice and perfect ease in line of march. \* \* \* Their uniforms, athletic appearance, and splendid marching brought salvos of applause and cheers all along the line. Pretty women waved approval from windows, schoolboys along the line cheered them vociferously, and the 1,600 little girls on the reservoir stand waved their flags with an enthusiasm that no other regiment called forth and sang their sweetest for the Indians. From one end of the line to the other it was a triumphal march for them, and it is not too much to say that the Carlisle school won the honors of the day. \* \* \* The column could have been spared any other company rather than this.—(New York Sun, October 11.)

But the one that caught the crowd was the Indian band that headed the delegation from Carlisle. With the smoothest harmony and in the most perfect time, this band \* \* \* played a marching anthem as it swept past the reviewing stand. Both the melody and spectacle were so unusual that the people rose to their feet and cheered again and again. \* \* \* The Indian boys marched with perfect step, and as they came opposite the President's stand every head of stiff, black hair was bared in respectful salute and with a military precision that no pale-faced organization equaled.—(New York Tribune.)

Where all did so well it would be unkind to make too many comparisons. But this must be said, that the Indian boys and girls from the Carlisle school did better than all the others. Let them enjoy that triumph over the children of the men whose fathers drove their fathers from the land Columbus discovered.—(New York World.)

One of the novel sights of the parade was 300 Indian boys from the school at Carlisle, Pa. They were splendidly drilled and marched in magnificent form.—(Boston News.)

The unique feature of the parade is the presence of the Carlisle battalion. Three 300 Indian boys and 50 Indian girls, the descendants of those first Americans who were here before Columbus discovered the West Indies, are in themselves an unmatched proof of our progress, and show that what Columbus hoped—the conversion to Christianity of the natives of the continents—is now in a fair way of accomplishment, under better and happier auspices than Columbus or his contemporaries could bring to bear.—(New York Mail and Express.)

The crowning reception of all was reserved for the uniformed Indians, a splendid looking body of young men, who marched past with the stolidity of pace for which the race is famous. They all uncovered their heads as they passed the reviewing stand, and they were cheered again and again. They were followed by a company of Indian maidens, dressed in dark-blue tennis gowns and blue hats, who marched as steadily and as well as their male comrades. The Indian boys, as soon as they passed the reviewing stand, executed a movement at the double-quick, opposite Fifth Avenue Hotel, in good shape, and were rewarded with a burst of applause.—(New York Evening Post.)

New York is in full holiday attire this week and indulging in the greatest hilarity, because of the discovery of America by the intrepid Columbus. Young America turned out to inaugurate the festivities and marched through the streets in procession of 35,000, reviewed by Governor Flower.

\* \* \* The feature of the parade, which perhaps attracted more attention than any other along the line, was the march of not "Six Little Indian Boys," but 300 of them from the Carlisle, Pa., Indian industrial school, accompanied by their own band of music. The sturdy-going warriors of different tribes, who are fighting a way to civilization for themselves and their race by means of practical education in agricultural and mechanical arts, as well as in the ordinary grammar-school methods of study, had been drilled and trained for Chicago in the Columbian opening ceremonies there.—(Natchez, Miss., Democrat.)

In the New York Columbian celebration there was one feature that provoked enthusiastic comment among the spectators. \* \* \* The intelligent faces and dignified bearing of the pupils of the Carlisle school formed such an admirable showing of the result of Indian education that it was little wonder that New York went into raptures over the parade of the Carlisle students. Certainly their appearance justified the wish that the work of Indian education were more extended than it now is.—(Boston Advertiser.)

And then followed what was unquestionably the most interesting feature of the whole pageant—the battalion of Indian youths and maidens from the United States industrial school at Carlisle, Pa. The young braves, divided into four companies of twenty-five files front, were clad in a neat uniform of blue, with fatigue caps of the regular army pattern, each man bearing an American flag and wearing the national colors pinned on the left breast. Among them there was hardly a man of mixed blood, and a finer or more soldierly lot of youngsters never wore the army blue. But for their straight black hair and swarthy features, they might easily have passed for a battalion of West Pointers. The four companies were respectively commanded by Cadet Capt. Chauncey Yellowrobe, a stalwart, full-blooded Sioux; Robert Hamilton, an Indian of the Piegan tribe; Fred Bighorse, a Sioux, and Benjamin Caswell, a Chippewa. They were headed by a fine band \* \* \* of thirty pieces, led by Bandmaster and Musical Instructor Dennison Wheelock, a full-blooded Oneida. The four companies of comely Indian maidens, clad in a neat uniform of blue serge, with felt sailor hats, each one bearing a tiny flag, fell in in the rear, led by Miss Rosa Bourassa.—(New York Recorder, October 11.)

Ten days later, on the 20th of October, we were in the opening-ceremonies parade at Chicago, with 305 of our boys, including the band. In the parade at New York our boys and girls each carried a small American flag, and at the head of the column Richard Davis, one of our stalwart young Cheyennes, supported by two small boys, carried a large banner, on which was inscribed "United States Indian Industrial School, Carlisle, Pa.," followed by the motto "Into civilization and citizenship."

In Chicago the same banner was carried at the head of the column, but the students were divided into ten platoons, each platoon representing a characteristic of the school, by which they are expected to attain civilization and citizenship.

The first platoon carried schoolbooks and slates.

The second represented printing, the front-rank students carrying sticks, galleys, cases, etc., and the rear rank, papers and pamphlets which they had printed.

The third represented agriculture, the front rank carrying agricultural implements; the rear rank, the products of agriculture from our school farms.

The fourth represented our baking department, the front rank carrying paddles, ovenpeels, etc.; the rear rank, bread.

The fifth represented carpentry, the front rank bearing tools; the rear rank, wood-work and other products of this department.

The sixth represented blacksmithing, the front rank bearing tools; the rear rank, horseshoes, chains, etc.

The seventh represented shoemaking, the front rank carrying knives, lasts, hammers, etc.; the rear rank, shoes.

The eighth represented harness-making, the front rank bearing tools; the rear rank parts of harness, etc.

The ninth represented tinsmithing, the front rank carrying shears, mallets, and other tools; the rear rank, buckets, coffeepots, etc.

The tenth and last platoon represented tailoring, the front rank carrying lapboards, shears, tailor's goose, etc.; the rear rank, made-up clothing.

For the same reasons, I append brief press extracts commenting on this parade also:

Following the governors came an attractive and instructive feature of the day. The Indian boys from Carlisle school marched behind their own proficient band. \* \* \* The boys wore neat uniforms and were divided into several companies, each representing the various grades which are taught at the school. \* \* \* The boys halted for a time in front of the reviewing stand. The Vice-President, the dignitaries, the governors, the staff officials, and the city officials, who had all by this time returned and taken seats on the reviewing stand, studied the Indian boys admiringly. The companies performed a variety of evolutions for the edification of the people, demonstrating their ability in military as well as in industrial affairs.—(Chicago Tribune, October, 21.)

One of the most interesting sections was the company of Indian boys from the Carlisle Indian school. They \* \* \* presented a fine appearance as they wheeled into line at the head of the second division's column. \* \* \* Formed in company front of double ranks, they swept down the avenue amid great applause. \* \* \* They marched like veterans, and exemplified what civilization can do and has done for the savage denizens of the far West.—(Chicago Inter-Ocean.)

The Indian band from Carlisle school was probably the most unique in all the musical features of the parade. Under the leadership of Dennison Wheelock, a full-blooded Oneida, the 30 young Indians who make up this band performed some excellent work on their instruments and were warmly cheered as they passed the crowds on the streets.—(Chicago Journal.)

The Carlisle Indian boys marched splendidly, the different companies carrying the emblems of their trades, \* \* \* the entire display evoking sympathy and enthusiasm as well.—(New York Herald.)

The next was represented by the second grand division of the procession. \* \* \* the Carlisle Indian school battalion leading. Over 300 bright, intelligent Indian boys, in dark blue uniforms—made by themselves—marched by the reviewing stand, separated into ten divisions. They carried implements of industry instead of guns; that is Capt. Pratt's way of "arming" Indians. It was an object-lesson for all the world to see.—(Jamestown, N. Y., Journal, November 1.)

In a column of such immense proportions it would be long to describe details; some notable features, however, were peculiarly impressive. The most striking of these was the appearance of the Indian boys from the Government school at Carlisle, Pa. They numbered more than 300 and presented a picture of the benefits of education that created a very strong impression. In ten companies, and beautiful alignment, they marched past the Vice-President, saluting as they passed and eliciting praise from every spectator. First came the \* \* \* band, pupils of the school, making a creditable showing. Each company that followed bore the emblem of the boys' line of study, \* \* \* an object-lesson in industrial education.—(Chicago News Record.)

These two parades were without cost to the Government, the expenses being covered by friends of the school. Aided by these same friends of the school, I was encouraged to undertake a small exhibit of our work among the school exhibits of this and other countries in the Liberal Arts Building at the World's Columbian Exposition. Later, when I explained to you the objects and character of the exhibit, you made an allowance from the small sum appropriated by Congress for the Indian Department exhibit, in order that I might enlarge and more clearly present our cause, and have it better cared for. This exhibit was in place and arranged at the opening of the fair, and has been under the care of an employé of the school, and one of our students, every day since the fair was opened, who has explained the school and the Government's Indian educational work to the many hundreds who visit it daily, especially to the school people from our own and foreign lands. Through its influence, the general interest in Indian education has, I am assured, been greatly enlarged and increased.

During the whole period of its existence Carlisle has served as the department of publicity in Indian school work, by its location, by its advantages, by its publications, and by the public presentation of its students on memorial occasions, such as the Penn Bicentennial in 1882, the Constitutional Centennial in 1887, the Columbian Quadricentennial in New York and Chicago in 1892, and numerous less conspicuous celebrations, all of which have had an important bearing on the general question by enlightening the public as to the merits of Indian education and the Indian people. It has also fallen mainly to Carlisle to represent the Indian Bureau at the various international exhibitions which have been held since its inception—in New Orleans, Paris, Madrid, and now in Chicago—with the result in general of wonderful increase in interest and help for the Indian cause. At New Orleans we were awarded a diploma for the excellence of our exhibit; a medal and diploma at Paris; also a medal and diploma at Madrid, and now I am repeatedly assured that our exhibit in Chicago is equal to any of its class. This exhibit, compared with the first exhibit of Indian education and industry made at the Centennial Exhibition in 1876, fairly sets forth the progress and capabilities of the race as students in literary and industrial attainments, and proves the Indian a savage not of necessity or want of capacity, but because of a want of education and freedom from his savage environment.

#### SANITARY CONDITIONS.

The general health record has been good throughout the year. We had a total showing of 376 cases under treatment during the twelve months, which is about one-half the number for the previous year. A large proportion of these cases were but slight troubles of two or three days to a week's duration, such as the lighter bronchial and pharyngeal attacks. We have had no epidemic, no long tedious fevers, and only eight cases of pneumonia. The total of all forms of tuberculosis numbered 37. Five deaths occurred, all from consumption. All Indians suffer greatly from eye diseases. There was a better eye condition among the pupils than ever before, conjunctival troubles being less frequent and more readily amenable to treatment. There is a growing regard among the pupils for health laws. As the intelligence rises individuals make frequent inquiries as to what they should do in certain cases. The teachers have been faithful in the work of awakening an interest in physiology.

It is unfortunate for us, and for the whole school work, that selections at the agencies are not always made carefully. It is certainly unfair to the Government, to the child, and to the parents, as well as to the school, to forward to us those who are not at least in fairly sound health. It has happened several times that pupils immediately on arrival have gone into the hospital from ailments of long standing, and have only left the hospital to be returned home. Twenty-six years' experience in handling Indians, and observation and study of the question, prove to me that sickness and death from the same diseases are at least not less frequent among the youth in the home life than in the school, nor are the home schools any better security than the remote schools against sickness and death.

During the year we have not been careless about the possibility of cholera reaching the United States. Vaults have been cleansed, drains perfected, surfaces kept clean, and food supplies carefully inspected.

#### PHYSICAL TRAINING.

While our students have much exercise in the industries of the school, we have not neglected physical training. The young men have eagerly taken hold of baseball, football, and other games, and so far have developed ability and skill sufficient to accept challenges from, and meet on common ground with, several different college teams, and have not always come out second best. The students, male and female, have had daily drill in calisthenics in the gymnasium, which has a floor 130 by 60 feet, and a full complement of Indian clubs and dumb-bells, besides other gymnastic apparatus.

For the ensuing year, I have secured the services of a specially-trained instructor, who has had considerable success. It is well settled that much may be done through proper physical training to ward off consumption and some other diseases to which the Indians are specially subject.

#### SOCIETIES.

Three debating societies among the boys, and a literary society among the girls, meeting weekly during the winter and discussing a variety of live questions, have given students wide opportunity for intellectual contest and acquiring a knowledge of parliamentary rules. Three circles of King's Daughters among the girls, and a



Young Men's Christian Association among the boys, have been well maintained, and are incorporated in the State and National organizations, and send delegates regularly to their conventions.

#### FRATERNITY AND RETROSPECTION.

The kindly relations that have always existed between the school and the community in which it is located have been strengthened and enlarged. Our students have responded so satisfactorily to all the requirements of association in the public schools, at labor, in church, Sunday schools, and elsewhere, as to win for themselves increased confidence and friendship. The people learn more and more to believe in them as capable of becoming a component part of the body politic. When we began here, much alarm was felt throughout the community and the surrounding country, because of the alleged dangerous character of our students; but we have conquered the situation. During our fourteen years' history, only one of our students has been brought before the civil courts, and he by myself for theft committed on the grounds. By order of the court, he was transferred to the reformatory at Huntingdon, Pa. During this period only one of our students was tried before the civil courts for an offense committed out from this school, and he was acquitted.

Marvelous changes have taken place in the condition of the Indians in these four-year years. \* Twelve years ago, under the orders of your Department, I went to New Mexico after students from the Pueblo Indians. The agent accompanied me on my visits to the several villages, and aided in securing the children. At that time there was not one Pueblo Indian able to read and write in English, or Spanish either, or capable of assisting his people to communicate with the surrounding English-speaking people. Now hundreds of their youth read, write, and speak English fairly well, and I receive letters from them daily. Then there was great opposition to their education, and especially in English, on the part of those who controlled these Indians. Now, these same opponents claim to be foremost in promoting their education and English speaking. Then, the principle of instructing the Indian tribes generally in their own languages was largely adhered to, and the most violent opposition was made when the Government demanded that only English should be taught the Indians in schools supported by the Government. Now, many of those who most earnestly opposed this Government move are the staunchest supporters of educating the Indians in the language of the country.

Then, there were scarcely any Indians of any tribe who went about their affairs individually through the country, using the railroads and other transportation facilities like other people. Now, it is common for them to so travel, and independent of escort. I have sent students of both sexes to the remotest corners of the country, alone, and never have met with a mishap worthy of mention. A young Alaskan, after a short preparatory course at the Government school at Sitka, was brought to Carlisle, and after four years under our training returned to his home alone, and is now employed as engineer at \$3 per day by one of the large mining companies at Juneau. Two others, who came to us with no English, after less than three years returned to help the missionaries at their homes on the Kuskokwim River, only 80 miles south of the Yukon, in farthest Alaska. They traveled from Carlisle to San Francisco alone.

Many other equally important changes might be noted, and it is right that I should claim for Carlisle a leading part in the accomplishment of these great results.

Not many years ago any scheme of Indian education was deemed Quixotic. Accomplished facts have, however, settled the question of possibility, and the same class who formerly said, "You can not do it," are now equally persistent in saying, "It is of no use. They all go back to old ways and are worse than they were before." Those who utter such sentiments are either blind to the facts or ignorant of them.

By what process have the people, now civilized but originally barbarous, attained their position? First, there were an educated and enlightened few, insignificant numerically as compared with the mass, who planted their ideas and were for a while the laughing stock of ignorance. Time added to their influence, their ideas permeated, and opposition weakened. After a while the two forces equalized and then ignorance and savagery gave way before education and civilization. The process is plain—the result sure.

At present the educated Indians are an immature minority, but each passing year adds to their numerical strength, as well as maturity, and correspondingly decreases the strength of the opposing influences.

This, therefore, is no time for halting; the work of to-day must be done in order to obtain the desired result of the future. Neglect the planting, and we can expect no harvest. Civilization and citizenship are the fruits desired. The planting must be of the same character. It is nature's law. Like produces like. The aim of Carlisle has always been to educate the future citizen among those who are already citizens,

whose ranks he is expected to join and whose country and people are to be his. The method is common sense—the outcome we are sure of.

I append the statistics of population for the year:

	Connected with school at last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.		Total.
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	
1 Alaskan	2		2	2	6	3				1	2	3
2 Apache	60	16			78	10	1			52	15	67
3 Arapahoe	9	6			15	3			1	6	5	11
4 Arickaree		4			4						3	3
5 Assiniboine	25	14			39	3	1			22	12	34
6 Bannock		2			2						2	2
7 Blackfoot		1			1						1	1
8 Caddo	5	3			8					5	3	8
9 Cayuga			1		1					1		1
10 Cherokee		5	1		1	1						1
11 Cheyenne	11	5			16	5	1			6	4	10
12 Chippewa	54	38	22	8	122	24	13	1		52	32	84
13 Cree	1				1					1		1
14 Creek	2				2	2						
15 Comanche	1		1		3	1				1		2
16 Crow	13	7			22	3				12	7	19
17 Gros Ventre.	7	5			12	1	1			6	4	10
18 Iroquois			7	4	14	3				4	2	6
19 Keechee			1		1	1						
20 Kiowa	2	3	3		8					5	3	8
21 Menomonee	1				1					1		1
22 Navajo	1				1					1		1
23 Nez Perce	13				1	2				1		1
24 Omaha	4	3			23	2	2			11	8	19
25 Oneida	49	56	3	3	7	2				2	3	5
26 Onondaga			2	3	111	15	20	1		37	38	75
27 Osage	15		2		2	1				1		1
28 Otoc			1		16		1			15		15
29 Ottawa	25	24	1		1					1		1
30 Pawnee	4	4			50	8	4			18	20	38
31 Puyalup					8	3	2			1	2	3
32 Peoria		1	2	1	3					2	1	3
33 Piegan	25	8	1	2	1					1	1	1
34 Ponca	2				36	2	3			24	7	31
35 Pottawatomie		3			3	2						
36 Pueblo	25	16			41	8	2			17	14	31
37 Quapaw	1	1			2					1	1	2
38 Sac and Fox	1	2			3					1	2	3
39 Seminole	1				1					1		1
40 Seneca	9	5	27	16	57	10	4			26	18	44
41 Shawnee	2	3	1		6	2	1					
42 Shinnecock			5	5	10	5	5				2	2
43 Shoshone	5				5	1				4		4
44 Sioux	50	37	7	9	103	19		1		37	38	75
45 Stockbridge	2	6			8		2			2	4	6
46 Tuscarora	9	3	10	4	26	5	1	1		14	5	19
47 Umatilla			3	1	4	2	1			1		1
48 Wichita	1				1	1						
49 Winnebago	8	4			12	4				4	3	7
50 Wyandotte	3	9	1	1	14	3	5			1	5	6
Aggregate	450	301	104	56	911	155	85	1	4	397	269	666

With renewed gratitude to the Department and Congress for continued support, I am,

Very respectfully, your obedient servant,

R. H. PRATT,

Captain Tenth Cavalry, U. S. A., Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.