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ANNUAL REPORT

OF THE

COMMISSIONER OF INDIAN AFFAIRS.

1894.

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of home products. This was taken not in competition with other Indians and schools, but with the surrounding country. We also took two premiums on brood mares and one on a colt. When the fair delegation came home with the blue and pink ribbons and the diplomas the children displayed as much enthusiasm as white children; and why not?

In closing this report I wish to express my sincere appreciation of the assistance of the Indian Office, and I take this occasion to express my thanks for the granting of my many requests. It also affords me pleasure to acknowledge the courteous treatment of Acting Indian Agent Capt. A. E. Woodson, of the Cheyenne and Arapaho Agency. His cordial support of this school has been valuable and is appreciated.

Very respectfully,

JOHN H. SEGER, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., August 25, 1894.

SIR: I have the honor to submit herewith the fifteenth annual report of the work of this school, and in doing it am reminded that this is the only instance in the service where one of the larger schools has remained under continuous management for anything like the period indicated. To this fact, and the experience gained during these years, must be attributed much of the success that continues to attend this school, which has been so fruitful in forwarding the whole work of Indian education throughout the country.

The work of the school has been carried on in all departments without material change from past years, only such alterations being made in class and other work as tended to improve the instruction and increase the benefit to the pupil.

A material advancement in grades has been made in the schoolroom department. The progress of the individual pupil has been more closely noted, and whenever his mental development enabled him to do the work of a higher grade he was promoted. The possibility of promotion at any time has been a healthy stimulus. Regular class promotions were made March 1, at which time the strongest and brightest minds were permitted to skip a room or grade, and by this means were kept working with pupils of equal power, instead of leading a slow class and losing incentive. The half-day system makes it possible for the observing teacher to have almost an ideal grouping or classification of pupils.

Special five-minute exercises, after the usual devotional exercises at the opening of school daily, have been held throughout the year. The subjects considered have been history, literature, science, biography, and morals, the scholars and teachers taking turns in presenting a selection. The exercises have been sufficiently instructive and helpful to warrant this special mention.

The teachers' meeting, held weekly during the year, unifies sympathies, aims and methods, and gives increased esprit de corps so valuable to the highest success of any effort depending on a collective body of workers.

Industrial.—School shops are becoming, year by year, more exclusively school-time employment places, the summer vacation being spent in farm work at the school, or out in Pennsylvania and New Jersey, only enough students remaining during the summer to care for the buildings and premises. This change we welcome, for the shops are primarily instructive, and not for the unlimited manufacturing of goods. The change of occupation is beneficial to the student and quickly qualifies him for agricultural pursuits. There is also this great benefit derived from this summer exodus; the Indian boy is for this period no longer an Indian, but a man working for wages.

The character of the work done in the shops is of equal grade with former years, and there is greater gain in self-reliance, as well as ability, on the part of the apprentices.

As the years go by and the various educational influences at work have their effect on the Indians it is plain that there is a greatly increased ability to receive verbal instruction, so that whereas years ago the instruction given was a matter of observation on the part of the apprentice, that is not now the case exclusively. The language difficulty is largely overcome, and Indian youth intelligently receive instruction given in the English language.

Farms.—The school farms and dairy have proved themselves, as heretofore, useful and necessary adjuncts in supplying vegetables, milk, and butter. The season this year has been more favorable for farm crops than last year, and the results indicated for the year are excellent. The herd of cows came through the winter in better condition than ever before, and by the use of ensilage as food the flow and quality

of the milk was well maintained during the winter months, the product in richness equaling that of cows on green pasture. The results thus obtained lead us to continue the use of the ensilage as winter feed for stock. The utility of this course has been a matter of experiment for some years, but I now regard the economy, as well as the desirability, of ensilage feeding in this locality settled.

The dairy, since the time it was first made a prominent feature, has been conducted wholly by the Indians, who have had the care of the cattle, the milk, butter making, and the dairy utensils, and the service has been well performed.

Outing.—The outing system continues the distinctive feature that it has been for all the years past. As the spring season approached it was feared the depressed condition of agriculture and the great supply of unemployed labor would bring difficulty in placing out our usual quota. Such, however, did not prove to be the case and as usual more applications were received than could be filled, but at slightly reduced wages from previous years.

The number out during the year, for longer or shorter periods, has been: Boys, 493; girls, 328. There has been less trouble with these out pupils than in any previous year. The system seems to be understood more perfectly by all parties. The country home is looked forward to by the students, and it frequently happens that lasting friendships are formed between the Indian students and the families of which for a time they are members.

The results with the girls are specially gratifying this year. Their services are so generally acceptable that my visiting agent stated that she could place 500 girls in good homes if she had them available.

The results of this plan are of the greatest benefit to the individual and are more effective as an education to self-support than any training that could be given in any school. The plan entails a vast amount of labor and correspondence in the selection of suitable homes, arriving at just compensation, examining reports monthly, the details of transportation, and the supervision by visiting agents, made twice each year.

Apaches.—Among those whose record as workers is generally good are the Apaches from Mount Vernon. Most of them have now been connected with the school for the full period of five years—some for eight years—a large part of their time having been spent away from the school. Many of them are mature men and women—not generally bright as students, but speaking and writing enough English to get along. The question arises, What is their future? They are becoming restless and impatient for a solution of this question. They came here as prisoners of war. What is their present status? Are they still prisoners? This question should be answered in the near future.

Buildings.—During the summer all buildings have been renovated by the use of paint and kalsomine and a good deal of the bedding has been renewed, so that the students' quarters are now in specially good condition, thoroughly purified, and healthful.

Chicago awards.—In my last report mention was made of the exhibit of the work of the school in the liberal arts department of the Columbian Exposition. I have since been notified that a diploma was awarded the school for its exhibit, of which the text is as follows:

[Department of Liberal Arts, Chicago, Ill. Indian Industrial School, Carlisle, Pa.]

AWARD.

Excellence of methods, objects, and results, as a part of the best plan for the industrial, intellectual, patriotic, social, moral, and spiritual training of the Indian to take his place as a member of civilized society, seen, first, in his separation from savage surroundings; second, in wise and well-fitted plans and methods of theoretical and practical training of boys and girls in the several years of school life, during which they learn conditions of caring for health and are prepared for active affairs in common studies, such as reading, writing, drawing, arithmetic, composition, geography, music, book-keeping, and morals; and in industries for girls, such as household economy, needlework, cutting of garments, and cooking; and for boys, farming, carpentering, blacksmithing, harness, and wagon making, the making of tinware and shoes, and printing; third, as seen in the outing system, by which the pupils are placed in good families, where both boys and girls, for a year or more, become familiar, by observation and practice, with all the customs and amenities of American home life, fixing what they have been learning in the theory and practice of the school; fourth, as seen in the results attained, and (a) in the outing system for 1892, which resulted in the earning by 404 boys of \$16,698.83, and by 298 girls of \$5,170.15, or a total of \$21,868.98, all of which was placed to their individual credit; and (b) in the useful and worthy lives of the great majority of all who have returned to their Indian homes.

Approved:

JOHN EATON, *Individual Judge.*

JOHN BOYD THATCHER,
Chairman Committee on Awards.

An exhibit of corn and wheat raised on the school farm and sent as a part of the Pennsylvania State exhibit was also awarded a diploma by the Department of Agriculture.

[Department of Agriculture, Chicago, Ill. Indian Industrial School, Carlisle, Pa.]

AWARD.

Corn on ear.—Ears well filled with plump, sound grain of good color.L. H. CLARK,
*Individual Judge.**Wheat.*—Yield from 22 to 35 bushels per acre; weight, 63 pounds per bushel. Good, plump grain.F. E. BRIGGS,
Individual Judge.

Approved:

JOHN BOYD THATCHER,
Chairman Committee on Awards.

These awards I regard as creditable alike to the Department, the school, and the Indian race.

The exhibit in the liberal arts department was a point of interest to many distinguished visitors, including the educational officials of many foreign countries, as well as prominent workers in the home and foreign mission fields.

The most gratifying feature, however, of our connection with the World's Fair was the visit made in October of upward of 450 of the students in a special train of ten coaches, leaving Carlisle at midnight October 1, and returning at midnight October 7, after a most valuable and instructive stay of more than four days in Chicago, during which time the services of the band in the different band stands, a concert in festival hall by the band and choir, and a daily parade and drill of one hour by the battalion of five companies of school cadets, were accepted by the management as earning an entrance for the whole number of students to the grounds, and incidentally gave the school, and all Government Indian school work, great publicity. The expenses of this trip were paid by the students themselves from their summer earnings, specially favorable rates being granted by the Pennsylvania Railroad, for the use of a special train which ran to and from Chicago as a section of the fast Columbian Express. I consider the outlay of this trip a good investment on the part of the students, educationally. The event constitutes a lifetime memory, and is, as far as I know, the only instance on record of a like trip with Indian or any other school.

Social.—An Indian school differs from most others in that there is so much to teach in regard to manners that with others come naturally in the course of family life. One of these necessary features is that of association of the sexes on a proper footing. This is fostered by sociables, held once a month, where all students are present, under the supervision of officers and teachers, and two hours are spent in social visiting, games, etc. There are also in connection with the school several literary societies, among the boys and one among the girls. These hold their regular meetings, debate live issues, and at times, on challenge, hold competitive public debates. They also have their annual banquets, inviting the guests, and showing great interest and ingenuity in providing for their entertainment. The several circles of the King's Daughters also have their annual fair of articles manufactured and contributed for sale in the furtherance of such benevolent objects as they may undertake. These various interests are effective in furnishing a spur to individual effort and make the school routine more bearable by breaking the monotony of it.

Moral and religious.—Inasmuch as this is a Government school, of the class so frequently characterized as Godless, it is not out of place in this report to state just what is done in regard to religious observances and teaching. There are in the school representatives of nearly all the leading churches, both among the students and instructors, and, so far as these churches are represented in the town of Carlisle, their preaching, Sabbath school, and other services are attended by the students. In addition, a Sabbath school is regularly held at the school; also a Sunday service—undenominational in its character—and a students' prayer meeting weekly.

The Young Men's Christian Association is an active working organization of upward of 100 associates, with a comfortable hall for their use. The association is in full membership with the State organization and duly represented by its delegates in convention.

The King's Daughters order is also a strong force among the girls, very beneficial in its results.

Pastors of the town meet with and give instruction weekly to the students connected with their several churches. We are also frequently visited by eminent ministers, evangelists, and missionaries on the alert to advance the cause of Christianity. They always have full opportunity with the young minds here gathered. No pupils come here and go away ignorant of Christian truth and morality, whether they adopt them or not.

Band and athletics.—The school band reached its highest efficiency under the spur of preparation for the Columbian celebrations, and maintains the quality of its music, so that it continues to be a source of great interest to the school and a favorite organization in a district which has many fine bands.

In the month of April last, in response to repeated invitations to appear in Washington with the band and the choir, I arranged for a series of entertainments to be given in Washington, Baltimore, Wilmington, Philadelphia, New York, and Brooklyn, with the result of enlisting the good will of many influential people, and winning everywhere the most favorable notice. In regard to the musical capacity of the students, as well as their general ability and appearance, the opinion of all who hear them is eloquently expressed in the words of the Hon. Frederick Douglass in a recent letter. He says: "It is impossible to relegate to permanent barbarism a people endowed with the musical abilities shown by these young Indians."

In the field of athletics, the baseball and football teams have been able to hold their own with the various college and other clubs with which they have contended, fairly dividing the honors. The gymnasium has been supplied with new apparatus, and during the winter about twenty minutes' gymnastic drill was given to all students daily.

General.—There is one topic in connection with Indian education in the East that has of late been thrust prominently to the front, as though it were of the greatest moment, and has found its official expression in that clause of the Indian appropriation bill which forbids the taking of an Indian boy or girl to a school outside of the State or Territory in which the reservation is situated, without the voluntary consent of parents or next of kin, given in the presence of the Indian agent.

That such a provision was deemed necessary must be taken as evidence that somewhere, sometime, there has been forcible action in removing children from their homes to distant schools, and so compelling them to become educated and civilized. Desirable as such a course might be for the highest good of the Indians, no student has ever entered Carlisle in the way indicated to my knowledge, with the single exception of the Chiricahua Apaches, who were transferred as prisoners of war. My never varying instructions to my agents and others bringing students to Carlisle have been "with consent of parents and guardians, and concurrence of the agent and school officials." The agent signs a certified list of students (who have previously been examined by the agency physician), and thereby formally transfers them to the care of the school—a careful record of such transfers being kept at both ends of the line, and nothing whatever of the nature of a surreptitious removal has ever been attempted.

This much for the facts; now, as to the morals of such a rule, what are the influences to be overcome on the part of an Indian parent in sending a child away to a distant school? First, there is a family separation, something that is not strange or new to the people of America, but still it is a serious obstacle. Another consideration of more weight to the Indian is the girls, who, in many cases, are articles of merchandise at an early age, and the getting away from the reservation has been their only protection from being sold into a state of polygamy, disgusting in its incidents, and opposed to the general laws of the land. In the one case the profit is to the venal parent, and in the other case the benefit is to the girl.

Again, where money annuity payments are made, if the child is away at school, these payments accumulate either at the school or in the Treasury, and in the course of a few years amount to a respectable sum; but at home, or at a home school, this amount is added to the family income, and falls into the trader's hands at once. I also find that at some ration agencies, if in the home school, the family receives a ration for the absent child on the family ticket, and the child is also rationed at the school, but if away at a distant school, the ration is stopped altogether, as it should be. In other words, the Government says to the parent, "If you send your child to the home school I will give your family an extra ration. If you send it away to a nonreservation school, you can not have the ration." From the Indian's standpoint, it therefore pays to keep the child on the reservation. Incidentally, the ignorant Indian is made a judge in a matter that he is not competent intelligently to decide, and unreasoning instinct and self-interest control.

In this matter, with all due deference to parental instinct and affection, it seems only just that as the Government, for the most part, is paying the bills, it is perfectly in order that such moral pressure as the circumstances easily admit of be used to place in the paths of progress the rising generation of Indians, so that those who are now in the wane of life may indeed be the last of their race so far as ignorance, incapacity, and dependence are concerned.

Conclusion.—Indian education has had its experimental and formative stages. It is now universally admitted that the Indian can be and should be educated, and that the Government should do the work. There is, therefore, in the future the somewhat monotonous but necessary work of keeping on, keeping at it, until the work is done, and until the need for schools exclusively Indian shall have passed away and the Indian, through his intelligence and industry, becomes a free and independent citizen, to whom all the schools and occupations of the country open and become available.

In working to this end, Carlisle loses no opportunity of planting in the minds of those under her care the idea that the future is, one nation, one people, one lan-

guage, one way to comfortable living, open alike to the Indian and the white race, embodied in that ancient decree, "In the sweat of thy face shalt thou eat bread."

I give, as follows, the statistics of population for the school year:

Tribe.	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	1	2	2		5	1				2	2	4
2 Apache	52	15	3		70	13				42	15	57
3 Arapahoe	6	5			11	5	1			1	4	5
4 Arickaree		3			3		1				2	2
5 Assinaboine	22	12			34		3			22	9	31
6 Bannock		2			2		1				1	1
7 Blackfeet		1	1		2	1	1					
8 Caddo	5	3		1	9	2	2			3	2	5
9 Catawba				1	1						1	1
10 Cayuga	1				1					1		1
11 Cherokee			19	15	34	1				18	15	33
12 Cheyenne	6	4		2	12	6		1			5	5
13 Chippewa	52	32	11	6	101	28	15			35	23	58
14 Cree	1				1					1		1
15 Creek			1		1					1		1
16 Comanche	1	1			2		1					
17 Crow	12	7			19	2				10	7	17
18 Flathead			6		6	2				4		4
19 Gros Ventre	6	4			10	3	2			3	2	5
20 Iroquois	4	2	1		7		1			5	1	6
21 Kalispel			1		1	1	1					
22 Kaw			1		1					1		1
23 Kiowa	5	3			8	1	2			4	1	5
24 Menominee	1				1	1						
25 Miami			1		1	1						
26 Navajoc	1				1		1					
27 Nez Perce	11	8	3	2	24	2	1			12	9	21
28 Nooksachk.			1		1							
29 Omaha	2	3	1		6	1	2			2	1	3
30 Oneida	37	38	11	7	93	8	11			40	34	74
31 Onondago	1				1	2				1		1
32 Osage	15		8	6	29	5	4			18	2	20
33 Otoe	1				1	1						
34 Ottawa	18	20			38	7	11			11	9	20
35 Pawnee	1	2			3		1			1	1	2
36 Pen d'Orielle			1		1					1		1
37 Peoria											1	1
38 Piegan	24	7	5		36	12	1			17	6	23
39 Pottawatomie		1			1		1					
40 Payallup.	2	1			3	1	1			1		
41 Pueblo	17	14	3	3	37	10	3			10	14	24
42 Quapaw	1	1			2		1				1	1
43 Sac and Fox	1	2	2		5		2			3		3
44 Seminole	1				1	1						
45 Seneca	26	18	4	1	49	6	1			24	18	42
46 Shawnee		2	5	6	13	1	1			4	8	12
47 Shoshone.	4				4	1				3		3
48 Siletz			3		3					3		3
49 Sioux	37	38	1		76	8	6			30	32	62
50 Stockbridge	2	4			6		1			2	3	5
51 Tuscarora.	14	5		1	20	1				13	6	9
52 Umatilla	1				1	1						
53 Winnebago	4	3	4	1	12	1				7	4	11
54 Wyandotte.	1	5			6					1	5	6
Aggregate	397	269	100	52	818	139	76		1	358	244	602

Very respectfully, your obedient servant,

R. H. PRATT,

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

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT FLANDREAU, S. DAK.

FLANDREAU, S. DAK., October 8, 1894.

SIR: I have the honor to make the following brief report of the affairs of the Flandreau Indian Industrial School for the fiscal year ending June 30, 1894:

At the time I assumed charge of the institution, on March 8 last, the school had