

REPORT

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BEING PART OF

THE MESSAGE AND DOCUMENTS

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## REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., August 19, 1895.

SIR: My sixteenth annual report of this school is herewith submitted. The following table shows the changes in population during the year:

	Tribe.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.		
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.
1	Alaskan.....	2	2	4	1	9	1	1			5	2	7
2	Apache.....	42	15			57	6		1	1	35	14	49
3	Arapaho.....	1	4			5		2			1	2	3
4	Arickaree.....		2			2		2					
5	Assinaboine.....	22	9			31	8	3	1		13	6	20
6	Bannock.....		1			1						1	1
7	Caddo.....	3	2	1	1	7					4	3	7
8	Catawba.....		1			1						1	1
9	Cayuga.....	1				1					1		1
10	Chehalis.....			1	1	2		1			1		1
11	Cherokee.....	18	15	3	2	38	3	1			18	16	34
12	Cheyenne.....		5		5	10				1	5	4	9
13	Chippewa.....	35	23	45	24	127	20	12			60	35	95
14	Comanche.....			3	3	6	1			1	2	2	4
15	Cour d'Aléne.....			1		1					1		1
16	Cowlitz.....			1		1					1		1
17	Coquell.....			1		1					1		1
18	Cree.....	1				1					1		1
19	Creek.....	1				1	1						
20	Crow.....	10	7	5	2	24	5	5			10	4	14
21	Digger.....				2	2						2	2
22	Flathead.....	4				4	1				3		3
23	Gros Ventre.....	3	2	1		6				1	3	1	4
24	Iowa.....			1		1	1						
25	Iroquois.....	5	1			7	1	1			4	1	5
26	Kaw.....	1			1	1	1				1		1
27	Kiowa.....	4	1			5	2				2	1	3
28	Klallam.....			1		1					1		1
29	Klamath.....			1		1					1		1
30	Klickitat.....			1		1					1		1
31	Mission.....			1	1	2					1	1	2
32	Nez Percé.....	12	9	1	1	23	5	1			8	9	17
33	Nooksachk.....	1				1	1						
34	Omaha.....	2	1	7	5	15	1				8	6	14
35	Oneida.....	40	34	21	17	112	19	11			42	40	82
36	Onondaga.....	1				1	1						
37	Osage.....	18	2			20	2	1			16	1	17
38	Ottawa.....	11	9	5	2	27	4	5			12	6	18
39	Pawnee.....	1	1			2	1						
40	Papago.....			1	4	5					1	4	5
41	Pend d'Oreille.....	1				1	1						
42	Peoria.....		1			1							
43	Piegan.....	17	6	6		29	13	4			10	2	12
44	Pima.....		6	10	4	14					10	4	14
45	Pottawatomie.....				1	1		1					
46	Puyallup.....	1		2	3	6		2			3	1	4
47	Pueblo.....	10	14	3	3	30	2	4			11	13	24
48	Quapaw.....		1			1						1	1
49	Sac and Fox.....	3		3		6	2		1		3		3
50	Seneca.....	24	18	1	1	44	5	3			20	16	36
51	Shawnee.....	4	8	1	3	16		2			5	9	14
52	Shoshone.....	3				3	2				1		1
53	Siletz.....	3				3					3		3
54	Sioux.....	30	32	6	8	76	11	10			25	30	55
55	Stockbridge.....	2	3			5					2	3	5
56	Tuscarora.....	13	6	2	1	22	1	1			14	6	20
57	Winnebago.....	7	4	2	1	14	3	1			6	4	10
58	Wyandotte.....	1	5			6		2			1	3	4
59	Yakama.....			1		1					1		1
	Total.....	358	244	148	92	842	125	77	3	5	378	254	632

As the years pass, and the scope of the school work becomes more clearly defined, it is not to be expected that each successive year will develop any great changes in conditions or methods, but that they will rather show a steady maintaining of the standard already reached, with only such added features as experience or altered conditions may make necessary or desirable. Experience proves that the kind of

education that will save the Indian to material usefulness and good citizenship is made up of four separate and distinct parts, in order of value, as follows:

First. A usable knowledge of the language of the country.

Second. Skill in some industry.

Third. The courage of civilization.

Fourth. A knowledge of books, or education, so-called.

**English speaking.**—In developing this order of progress the use of the English language is made compulsory in the school, and further pushed through bringing into one school children from many tribes, and then from time to time sending pupils into English-speaking families by the outing system, by which multiplicity of means English soon becomes the habit of the tongue and mind with most students. The greatest difficulty is with those who have previously made some progress with reading some Indian vernacular. Without knowledge of our language the Indian is helpless in any situation requiring intercourse with the white race. Hence it is the prime necessity in his education.

**Industries.**—Of almost equal importance with the first condition is the "industrial training." To this end the aim has been to make the school shops as practical as possible. The only bar that now exists to as complete proficiency as may be obtained in the school is the unnecessary broken nature of the work caused by the expiration of the school period and return of students to their homes, and the necessary summer outings. As it is, in each department every year ordinary journeyman proficiency by some, and in a few cases special excellence of workmanship, is reached. It has always been my aim to carry on the industrial work of the school with as little expense as possible for appliances, the only fairly well equipped department being the printing office, which, in return, proves of exceptional value to the school as an industrial factor, educator, and convenience.

I think now, however, that all the shops should be improved and enlarged, and placed somewhat in line with the trade schools of the country, and have asked for a special appropriation to effect this.

The school farms are in good condition, and the season's crops, so far gathered, fair, with the prospect of a good crop of late vegetables. While a high place is given to all industrial training, agriculture is placed first, and with it all students must, through the outing or on the school farm, become familiar during their school period. This has been the uniform practice of the school; therefore, when I hear it so often urged against the trade instruction of Carlisle that no use can be made in the West of the trades acquired, I have satisfaction in the knowledge that if students must return West, whatever may be urged against the trades of printer, carpenter, blacksmith, or shoemaker, there is always the farming ability acquired under thoroughly practical conditions to fall back on, and it is not usually considered a detriment to anyone to be handy at more than one thing.

For the ensuing year the teaching of Sloyd to the smaller pupils is arranged for. This will prepare them for more efficient work in the shops later. Our location, so remote from frontier prejudice, gives opportunity for ambitious pupils to follow any civilized pursuit, though not practiced on the school grounds. Among the boys we have a competent photographer and picture framer; another works with the electric light and power company half days; still another is employed in the large steel works at Steelton at machinist's duty and pay. For the girls new doors are opening. Their success at printing, typewriting, as clerks, and trained nurses has been uniform and gratifying.

**Country outings.**—The third quality, "Courage of civilization," is better given by this system than by any other method I can think of. It is replete with benefits, but gives especially to the students facility in using the English language, a practical knowledge of business methods, and direct contact in the labor market with the competing race. I am glad to report that the Indian always holds his own, and often is the preferred laborer. The number of outings during the past year has been 357 boys and 235 girls; total, 592. The failures have been few, and the general satisfaction of both employers and students most gratifying.

**Fourth quality, "Knowledge of books."**—The schools opened September 3, 1894, with a number of new teachers, some of whom proved unsatisfactory for various reasons, and delay, inconvenience, and loss to the school, resulted, making it January before all the rooms had settled teachers. The number of advanced students has so increased that it has been possible to separate in different rooms the senior and junior classes, with benefit to both grades. The course of study and grading have been made to conform as nearly as possible to the public schools. Each year's work constitutes a grade, but pupils are advanced from one grade to another whenever ready.

There has been a decided improvement in the method of instruction in music, especially in the vocal department, and the gain is suggestive. The instrumental methods are those used in conservatory work, the teacher having the practice of the pupils, as well as their instruction, under her immediate supervision.

Between 40 and 50 pupils have received instructions in the art class. Much creditable drawing and modeling has been done, and pupils have gained largely in power of observation and means of expression.

The work of the normal department has been continued along the same lines as heretofore, 10 pupils being under instruction in the practice and theory of teaching. These pupil teachers meet their critic teacher for criticism and instruction, two hours per week, besides receiving individual instruction.

**Students' pay.**—From the beginning of the school until the Department order of 1894, it had been the custom to give a little pay to apprentices and such other students as had exacting duties in connection with the work of the school, the amount paid being nominal, in no case exceeding 12 cents for the half day's work. One object of this payment was to instruct in the use and handling of money. Strict rules were enforced and every care was taken to encourage students to save and to expend judiciously. The expenditures were mostly for articles of clothing, such as white shirts, collars, shoes for Sunday, neckties, etc., and thus the school issue of such articles was reduced. A regular bank account was kept with each student, and the system made thoroughly educational.

The process was beneficial in every way; but without fairly considering its advantages at Carlisle, it was ordered discontinued, and the small amount of money theretofore at the students' disposal was cut off. The effect of this on the clothing supplies has been to cause an excess of issues over the year previous, as follows: 278 coats, 117 pairs pants, 101 pairs shoes, 447 pairs rubber shoes, 252 collars, 216 undershirts, 60 pairs suspenders, 137 pairs gloves or mittens, 44 dozen handkerchiefs, 519 shirts, and even then the boys were not as well clad as the year before. This refers to the boys only, but so far there has been no great hardship, as Carlisle is especially fortunate in being able, by its outing system, to make it possible for nearly all her students to earn some money for themselves. Aside from its educative value, the apprentice pay system at Carlisle was not waste money.

**Sanitary, social, etc.**—Last winter was unusually long and severe, and the strain showed on pupils with weak lungs. Where it was practicable those seriously affected were returned to their homes, as their people and those who influence them demand. One case of scarlet fever occurred, but by isolation the disease was prevented from spreading and the patient came through nicely. Throughout the winter all students had daily gymnastic exercises with marked good results.

Numbering as we do 700 persons full of life and vigor it is necessary to provide proper outlets for the surplus energy, hence the larger boys have football and baseball teams and meet the best local organizations as well as some distant ones, such as those of the Lehigh University, University of Pennsylvania, and Naval Academy. By thus contending in sport as well as labor with Young America each race learns to appreciate the other.

Year by year there is good progress in the ability of the students to bear themselves properly in new situations. They now take part readily on all social occasions, provide amusement for themselves, and cooperate in all efforts to add interest to the school life by celebrations, literary entertainments, etc.

The usual religious services have been held at the school during the year, and the Young Men's Christian Association and the circles of King's Daughters have continued their work successfully. The churches and pastors of the town do not flag in their interest and help in the religious care of the students. Each student has choice in the matter of churchgoing in town.

**Conclusion.**—The Government object in all Indian educational work should be that out of the Indian—a consumer and wanderer—there may come a citizen and producer, an element of help to the nation instead of a burden. Are we succeeding? As I consider the long list of those who have been more or less educated at Carlisle, and now are doing well as farmers, stock raisers, clerks, teachers, mechanics, lawyers, and nurses, and many as trusted employees at agencies and elsewhere, I can say emphatically that large, complete, and speedy success is assured, especially if we will quit making our education of young Indians a contribution to tribal autonomy, and make it a feeder to our national energies.

Very respectfully,

R. H. PRATT,

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

THE COMMISSIONER OF INDIAN AFFAIRS.

its expenses here and there. It strives, however, in all cases not to interfere with the progress of the work. When it gives up a school or limits the number of pupils, it is in those places where there is a Government school, or one under the care of some other denomination that can do the work. Our church means to go on with its school and missionary work as usual in years to come. In round numbers, I may say that we have expended on Indian schools and mission stations during the last year about \$150,000. It affords me great pleasure to add that the past twelve months, notwithstanding financial stringency and other causes that have operated against us, the work has been decidedly prosperous. Attendance has been very large at our schools, and growing desire for instruction and preaching has been witnessed in nearly all the districts where our schools are located. A number of calls have been made on us for new schools and missionary stations that we have had to decline for the want of money. This is a matter of regret, but necessity knows no law.

The following table shows the way in which we disbursed our funds during the year:

Tribes in—	White ministers.	Native helpers.	Church members.	Sunday school members.	Schools.	Teachers.	Scholars.	Contributed to self-support.	Contributed to missions.
New York.....	2	9	469	364	.....	.....	.....	\$500	\$50
Washington.....	1	9	898	349	.....	.....	.....	525	75
Oregon.....	.....	1	66	.....	.....	.....	.....	50	.....
Dakota, Minnesota, Montana.....	4	19	1,249	862	4	28	210	1,660	1,960
Idaho and Iowa.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	17	11	1,144	700	16	88	1,554	648	350
Omaha.....	1	1	86	30	.....	.....	.....	12	5
Winnebagoes.....	1	.....	15	38	.....	.....	.....	5	77
Stockbridge.....	1	.....	37	.....	.....	.....	.....	.....	.....
Chippewas.....	1	2	151	193	1	16	175	50	80
Pimas and Papagoes.....	1	.....	11	50	3	8	120	9	55
Pueblos.....	6	1	821	750	8	37	431	.....	.....
Alaska.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	35	53	4,961	3,496	32	177	2,490	3,459	2,652

The above statistical table shows the work of the Board of Home Missions of the Presbyterian Church among the Indians. It will be noticed with interest that these people made contributions toward the support of their own ministers to the amount of \$3,459, and that they contributed to the support of missions in general \$2,652. This we believe to be one of the most encouraging signs that true work of grace has been wrought in their hearts and lives.

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

The report from Carlisle was made by Mr. A. J. Standing.

I regret that it falls to me instead of Captain Pratt to make this report, but as I was passing through the city on my way from Atlanta to Carlisle the Captain asked me to be here.

Carlisle has no special report except to say that the work of the school is prospering, and is advancing year by year in this respect; that a better grade of scholarship is being reached in a shorter period. Of course it will be understood that in the early days of the school a very large number of students was received who had comparatively no knowledge of English, and who had to begin with learning the language, thus using one or two years of time. We receive now very few of that class. It is fair to say that a degree of scholarship is reached in two or three years that would formerly have taken five.

The essential feature of the school, the outing system, is still popular, and we believe thoroughly in its results, and that in no other way can such knowledge of civilization and of civilized pursuits be obtained as by that individual training. Speaking for myself and my own convictions, I must say that I believe more and more in this individual work. It is so much easier to operate on the individual than on the mass, and as the mass is composed of individuals the influence in the end is sure.

It was very gratifying to hear this morning the testimony in regard to one of the students from Carlisle, and as I well know the young man I can testify that his

school life justified what we have heard of him in Alaska. He was a very faithful student, following along his line of duty day by day without any special help, and showing that he was a faithful, trusty boy.

Speaking of the Atlanta exhibit, there has been an exhibition during the fair there an exhibit from the Indian Bureau which is the best that the Indian Bureau has ever had, and it is the first time that it has ever been adequately represented along with other Government Departments in the Government building of an exposition. It constituted a large part of the exhibit of the Interior Department, and I am given to understand that it was one of the most popular parts of that exhibit, and received many commendations from those who inspected it. It was a revelation to many people of what has been accomplished. It represented industrial and common-school work in upward of twenty-five schools. Under orders of the Commissioner of Indian Affairs a large part of the exhibit will come to Washington to be set up in the office of the Indian Bureau.

It has been interesting to hear the different reports that have been made this morning. I was struck with the fact that Mr. Janney disclaimed any present active work, but last year I happened to pass through a section of the country in which years ago the Friends carried on a very active work, and I was assured several times that the most progressive and brightest period in the history of those people in Nebraska was the period when they had the active support and help of the church that Mr. Janney represents.

In my journeys I am constantly brought in contact with the different missionaries and their work, and I want to testify to the great benefit that has accrued to the Indians from their efforts. It is such that while twenty years ago it was quite proper to look upon the Indians as heathen people I think we now have as much right to consider them Christians as heathens, inasmuch as while they are not all church members by any means, yet the influence of Christianity has so permeated them through and through that it is understood and appreciated and is becoming more and more their rule of life.

It has been in the past our custom, of necessity, to go to the different Indian agencies and organize parties to come to Carlisle. That is rapidly passing away, and applications are constantly received from all parts of the country, so that the numbers of the school have increased over last year; and the students being those who are anxious to come for the education they receive we look for increasingly satisfactory results.

Mr. William Brown was asked to report for Hampton.

Mr. BROWN. The work is still progressing. More attention is given to manual training, and all of the students have opportunities for becoming familiar with the use of tools, and so better fitted for life. It is hoped that in the coming year trade schools will be established, and all the students will have a chance to be grounded in the rudiments of some trade and the trade will be completed in some of the shops. We have the best reports of the returned students. A careful investigation shows that more than three-fourths do well after they have gone home. At present there are thirteen graduates of Hampton in the schoolrooms of the Indian service.

Dr. Charles A. Eastman was asked to report concerning his work.

Dr. EASTMAN. My work has been mostly among the Northwestern Indians, and largely among the Sioux. I have worked among the young men nearly two years, and we are organizing or reorganizing associations. I owe my materials mostly to the missionaries who have worked among these Indians for so many years. I find that this work will advance the Indians if carried on properly and wisely, and if it is pushed by the Indians themselves. My belief is we can build a Christian Indian through arousing his love for his people and his country, and upon that build a self-respect and finally a love of man and love of God. I find that there is little sympathy with one another among the various tribes of Indians, but there is little more between the different denominations that have carried on religious work among the various tribes, and sometimes in the same tribe. My purpose is to overcome this if possible by trying to reach the young men of the tribe. I find that by talking with them in a simple and clear way of what Christianity is to the Indian, and what it will bring, that they become truly Christians, and it does mean a great deal to the Indian when he understands it, and there are a great many Christian Indians to-day. There are a great many who are not, and there are many who pretend to be Christians who are not and yet this is not characteristic of the Indian alone. One thing has taken vigorous hold of the young Indian's mind—the possibility of the development of recreation, of physical culture, of love of sport of a higher kind. We find to-day absolutely no wholesome, pure recreation or sport among the Indians. Everything in that line is of a gambling kind and degrading. But if we can take hold of the work in a proper way and introduce some of the old games, the young men will find there is something in them.