

ANNUAL REPORTS

OF THE

DEPARTMENT OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1897.

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REPORT OF THE  
COMMISSIONER OF INDIAN AFFAIRS.

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## REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., August 25, 1897.

SIR: I have the honor to transmit herewith my eighteenth annual report for this school. The population and changes for the fiscal year ending June 30, 1897, were as follows:

Tribe.	Connected with school at date of last report July 1, 1896.		New pupils received during year.		Total during year.	Returned to agencies during year.		Died during year.		Remaining at school July 1, 1897.		
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Total.
Alaskan	4	2	3	2	11					7	4	11
Apache	18	7			25	7	1			11	6	17
Arapaho	1	3	7	1	12	2				6	4	10
Arickaree			1	1	2		1			1		1
Assiniboiné	12	6			18					12	6	18
Bannock		1			1		1					
Caddo	4	3			7	2				2	3	5
Catawba		2			2						2	2
Cayuga	1	4			5	1					4	4
Cherokee	23	22	1		46	2				21	23	44
Cheyenne	13	6	13	6	38	4	1			22	11	33
Chippewa	63	31	22	11	127	21	5			64	37	101
Clallam	1		3	4	8					4	4	8
Cœur d'Aléne	1				1					1		1
Colville			3	1	4					3	1	4
Comanche	2	2		4	8	1				1	6	7
Cowlitz	1				1					1		1
Coquell	1				1					1		1
Cree	1				1							1
Crow	11	4			15	2	1			9	3	12
Copah	3		1		4					3	1	4
Digger		1			1						1	1
Ehnek	1	2			3					1	2	3
Flathead	3				3					2		2
Gros Ventre	1	1			2	1					1	1
Iroquois	2	1			3					2	1	3
Kaw	1				1					1		1
Kickapoo	1			1	2					1		2
Kiowa	1	1			2		1			1		1
Klamath	1				1					1		1
Klikitat	1				1	1						
Lipan		1			1						1	1
Menominee	5	2			7	2				3	2	5
Mission	1		4		6	1				4	1	5
Mohawk	1	1			1					1	1	1
Navajo			1		1							
Nez Percé	8	9			17	2	3	1		6	5	11
Okanagan			2	2	4	1				1	2	3
Omaha	8	6	4	1	19	1				11	7	18
Onondaga	8	1			9	4				4		5
Oneida	49	51	3	1	104	7	2	1		45	49	94
Osage	14	3	1		18	4				11	3	14
Ottawa	16	7	4	1	28	4	2			16	6	22
Papago	2	6			8					2	6	8
Penobscot			1	1	1						1	1
Piegan	9	1			10	4				5	1	6
Pima	23	12			35	1	1			22	11	33
Ponca			1	3	4					1	3	4
Pottawatomie	3	2	2	1	8	1				4	3	7
Pueblo	9	11	7	7	34	5	2			11	16	27
Puyallup	1	1	4	1	7					5	2	7
Quapaw		1			1						1	1
Sac and Fox	3			4	7	1				2	4	6
Seneca	21	26	1	3	51	1	5			21	24	45
Shawnee	4	8	2	1	15	5	9			1		1
Shoshone	1				1							
Siletz	3				3	1				2		2
Sioux	38	38	10	8	94	10	6			38	40	78
Skokomish			1	1	2							
Spokane			1	3	4							
Stockbridge	2	3	2		7					1	3	4
Summie				1	1					4	3	7
Tonawanda		1			1						1	1
Tuscarora	11	5	8	5	29	8	2			11	8	19
Winnebago	7	5	7	3	22	1	1			13	7	20
Wishoskan		1			1						1	1
Wyandotte		2			2		1				1	1
Yakima	1				1							
Total	419	304	117	80	920	111	45	2		425	337	762



This table, with its sixty-eight names of different tribes, each representing a different language, shows that this school is exceptional, not only for the United States, but for the world. I venture the assertion that in no other institution in existence are there as many different nationalities and languages as are gathered here, with the object of molding all into one people, speaking one language, and with aims and purposes in unison with the civilization of the day and its government. There is no babel of confusion nor disadvantage, educationally, in bringing together such a diverse aggregation. On the contrary, the conditions are most excellent for forwarding the purpose of the school and giving a common language, a unity and loyalty of thought and effort. All our experience proves that the more individuals from the various tribes can be associated together, and the more immediate the contact of all with the better element of the white race, the more rapidly and thoroughly do our educational and civilizing efforts accomplish their purpose.

**Outing.**—The foregoing principles, established beyond a peradventure by our eighteen years' experience, have led me to urge and extend, so far as I have been allowed, the Carlisle Outing System, which I continue to regard as the best possible means of inducting Indian boys and girls into our civilized family and national life. Through contact only will the prejudice of the Indians against the whites, and the prejudice of the whites against the Indians, be broken up. The practical demonstration that the young Indian is as competent in the field and shop and in household matters as the young Anglo-Saxon, and has the same qualities of head and heart, removes Anglo-Saxon prejudice against the Indians, and the living in kindly American homes removes Indian prejudice, proving to both that neither is as bad as the other thought, thus accomplishing fully and at once for each what no amount of long-range assertion can effect.

An additional advantage, and one which ought to commend itself at once, is the fact that this system introduces the Indians into the organized systems of industry of the country at large, and is a sure practical means, if properly and persistently exercised, of relieving the Government of the false theoretical combinations which insist upon organizing special and separate industries for them. Given the courage and ability to compete in civilized life, the liberty to do that should follow, and the forcing or hiring the young of the Indian race, once educated and trained to better things, to return to the evils of tribal surroundings ought to be broken up.

During the fiscal year 1897 we placed out for longer or shorter periods 401 boys and 319 girls. Of these 104 boys and 101 girls remained out all winter attending district and other Americanizing schools with the young people of the families in which they resided, earning their board by their work out of school hours. They were thus bona fide residents of the district, and were daily imbibing practical American citizenship with all its ambitions and benefits.

While not advocating enlargement of my responsibilities, nor urging that large numbers in one school are an advantage, I have repeatedly stated within the last four years that Carlisle could most economically take care of 1,500 children by enlarging its outing. I have urged this because most schools, from their location, are unable to do anything at outing. I have always advocated that schools for Indian youth should be so located and conducted as to be the means of getting young Indians into our American life.

A synopsis of our outing shows that the boys and girls have earned for themselves during the year a total of \$20,448.39, of which the boys earned \$13,185.27, and the girls \$7,263.12. Our system enforces the habit of economy and saving. Of these amounts the boys saved \$6,426.03, and the girls \$3,288.21, a total of \$9,714.24. Boys and girls who have been out a number of times have acquired the ability, and generally do earn full wages, while those who are having their first experiences, being less useful, receive less pay.

The 401 boys out during the fiscal year earned as follows:

Number of boys.	Per month.	Number of boys.	Per month.	Number of boys.	Per month.	Number of boys.	Per month.
1.....	\$17.00	29.....	\$7.00	20.....	\$14.00	1.....	\$7.50
18.....	15.00	4.....	6.50	10.....	13.00	26.....	6.00
2.....	13.50	32.....	5.00	50.....	12.00	4.....	4.50
1.....	12.50	20.....	4.00	60.....	10.00	4.....	3.75
12.....	11.00	11.....	3.00	20.....	9.00	10.....	2.00
3.....	9.75	2.....	16.00	44.....	8.00	12.....	(a)
5.....	8.50						

a Board at country homes and railroad fare to and from them.



The 319 girls out during the fiscal year earned as follows:

Number of girls.	Per month.	Number of girls.	Per month.	Number of girls.	Per month.	Number of girls.	Per month.
1.....	\$12.50	39.....	\$5.00	1.....	\$10.50	6.....	\$4.50
2.....	11.00	1.....	4.25	12.....	9.00	40.....	4.00
14.....	10.00	1.....	3.75	28.....	8.00	6.....	3.50
1.....	8.75	19.....	3.00	4.....	7.50	10.....	2.50
2.....	7.75	1.....	2.25	3.....	6.75	19.....	2.00
13.....	7.00	10.....	1.50	5.....	6.25	4.....	1.25
3.....	6.50	7.....	1.00	6.....	5.50	16.....	(a)
41.....	6.00	4.....	12.00				

a Board at country homes and railroad fare to and from them.

We had in all during the fiscal year 920 different pupils under care, and 720 had outing experiences. A monthly report comes to me from each pupil, in which the employer states the conduct, health, kind of work performed, wages received, money expended and what for, and other data sufficient to insure full information in regard to the pupil. The conduct report of this outing at the end of June, 1897, is as follows:

	Girls (237).			Boys (263).		
	Ability.	Indus-try.	Conduct.	Ability.	Indus-try.	Conduct.
Excellent.....	39	38	71	26	28	28
Good.....	137	148	148	177	178	213
Fair.....	61	51	18	60	57	19
Bad.....						3
Total.....	237	237	237	263	263	263

These gratifying results could easily be multiplied many times, so as to bear increasingly upon the young of the Indian race until all are gathered into the public and other schools and industries of the country, to the abandonment of purely Indian schools, and the Indians become woven into the nation.

The industrial features.—From the beginning of the school we have endeavored to put aside purely theoretical methods, and to give our boys and girls a practical, productive training. It will readily be seen that in our outing system we have the farm work for the boys and the housework for the girls, in their highest and best types; for how can there be a better method of making a farmer of a boy than by putting him on a farm, where the necessity of the situation directs his every thought and effort into the line of practical farming, or of teaching a girl housework than by putting her into a family where the house mother, having her work to do and requiring additional help, compels practical housekeeping, including cooking. The daily necessity to get the work done accomplishes the purpose, and I venture the assertion that no class of young people in the country have attained a greater degree of skill in the several lines of farming and housekeeping than the young Indians who have experienced these advantages at this school.

At the school itself we have two farms. We have also, as reported on former occasions, established shops for the teaching of the various regular trades.

Throughout the eighteen years' history of the school the clothing required has mostly been manufactured at the school. The tailor shop, with tailor at the head and boys under his direction, has made the clothing for the boys, while the sewing room, with its several branches, has made the girls' clothing and attended to all the repairing. Advanced students are taught to measure, cut, and fit.

Our carpenter shop has always taken care of the general repairs in its line at the school and has been the means of great economy in the erection of buildings and in connection with any improvements made.

Our blacksmith and wagon making shop attends to the repairs at the school and two farms and manufactures spring wagons, which are taken by the Department for issue to Western agency schools.

Our harness shop manufactures sufficient harness to keep the boys busy and give them instruction in its line.

In like manner the shoe shop, tin shop, paint shop, and printing office attend to all the school work in their several lines. The output of the various shops has been such articles as are needed in conducting the school, with the exception of the harness, wagons, and tinware, which are manufactured with the view of turning all above our own needs over to the Indian Department for use of the



service at its agencies and other schools. It has been no part of our purpose to conduct our shops on factory lines. While it taxes our productive resources to keep up the supply of uniforms, shoes, clothing, etc., for 800 students, we have avoided expensive machinery and kept closely to the idea of fitting our students for the sphere which they will probably have to fill and within the limits of small capitalists, aiming as far as possible to develop workmen and not machines.

**Grading of apprentices.**—In order to establish a system of recording the progress of apprentices in the various shops, a method of grading analogous to that used in the schoolrooms has been introduced, so that each student may have a record that will indicate his progress and ability. To this end the following grades were created, viz: Helper, apprentice, efficient apprentice, journeyman.

No one can have a rating until he has been four months at a trade and has demonstrated his aptness and ability. If continued, he is rated as helper and advanced according to proficiency.

To grade as an apprentice, a student must have reached a fair degree of skill in the use of the tools of his trade and know the names of the tools, and understand the trade measurements and terms in general use.

To grade as efficient apprentice, the student must be able to receive and execute orders by pattern or by dimensions in a satisfactory manner, and know the names and quality of materials used and the approximate value of the same.

To grade as journeyman, the student must be able to do work in a thorough manner from verbal directions, and to estimate the quantity of material required for a job such as would ordinarily come to him, and have both the skill and speed necessary to make an average hand in the labor market. Whenever in the judgment of the superintendent of the shop apprentices have reached the journeyman grade he reports them to the superintendent of the school. The result of this grading system has been marked improvement.

During the year, through the kindness of the Government, we have added one story to the shop building, which has doubled our space and given ample accommodation for present needs and future growth in every department.

A new laundry also has been erected and fitted with the best machinery, so that the drudgery of our large necessities in that direction is reduced to a minimum. The building is one story, 120 by 45 feet, with cement floor, has plenty of light and ventilation, and is a model in its adaptability and equipment.

**The schoolrooms.**—The principal teacher reports a year of unusual progress, and all conditions and results especially satisfactory. In the normal department 12 advanced girls have been under training, and with more systematized application of principles and practices have reached better results than in former years. One and a half hours each day have been spent by them in teaching and about the same time in professional training.

The teachers, as a whole, have been especially faithful in their work and more persistent in their individual efforts to further qualify themselves for their duties. A reading club on special subjects and a circle comprising 22 members taking the course suggested by the Department have been features of the year. Regular teachers' meetings have been held from 8 to 9 on Saturday mornings, and the least mature teachers have been given one hour's instruction per week in pedagogy. In order to form a taste and habit for reading among the students one study hour per week has been devoted to silent reading.

The vertical system of writing was adopted during the year, and hereafter will be obligatory in the lower departments.

**Sloyd.**—About 90 pupils have been at work during the year in the sloyd department, and I feel warranted in saying that the results will tell favorably and increase the usefulness of these young people throughout their lives.

**Drawing.**—The classes in drawing have had special instruction in charcoal work, and two classes in mechanical drawing have been started. The results show that when opportunity is given the Indian as a class is not inferior in these lines to the more favored Anglo-Saxon.

In order to give proper scope to this class, the normal training class, and to science work more room in the school building has now become a necessity, and I anticipate that from the funds appropriated this year I shall be able to submit plans for an addition to that building the coming spring.

**Higher and supplementary education.**—Considerable pressure has been placed upon me at different times by officials and others interested to give this school the character of an Indian college or institution for the higher education of Indian youth. These propositions I have always opposed, believing such a course to be antagonistic to the best interests of the Indians and the Government. What the Indians need is not Indian schools but an entrance into the affairs of the nation and the opportunity to utilize the public and other schools already established where race is not a qualification. Exclusive race schools narrow and dwarf, and no better



means of perpetuating tribalism and Indianism can be inaugurated than a system of schools holding the Indians together. The association and competition in the public schools broaden and break up tribalism and lead out into the general competition and life of the nation. I have always regarded Carlisle as tentative, and have endeavored to use it as a means not to perpetuate exclusive Indian education but as a place to prepare the young of the Indian race to go out into the district and higher schools of the country.

The limit of the Carlisle course has been placed at a point where, if the student stops, he has been educationally equipped for the ordinary avocations of our American life, and where at the same time, if a higher education is desired, the foundation for that has been well laid. I have found no difficulty in placing students in the public and other schools of the country after they have reached the middle of our course or have passed beyond it, and they find a ready welcome in schools of every sort.

This fact is so important as to call for the highest consideration in the management of our Indians, and to my mind should lead to the placing of less emphasis on purely Indian and especially tribal schools, and greater emphasis on working the Indian youth out into the general school system of the country, and to limit the erection of future Indian schools to points where this is practicable. I do not fail to impress upon the capable boys and girls the desirability of continuing their education beyond the curriculum of Carlisle, and thus far have been able to place everyone so inclined in the way of reaching the highest results, and they have generally been able to do this, in large part and sometimes entirely by their own efforts. We are not going to make self-reliant men and women out of Indian youth except we enforce self-help.

During the past year five of our students have attended Dickinson College and one Metzger College for women, both in the town of Carlisle. Others have attended the high school of Carlisle. Some have been in the normal schools of the State, Drexel Institute of Philadelphia, and the nurses' schools of Philadelphia, New Haven, and Hartford. One of our pupils, after graduating from a New England normal school, was employed last year in a high school in Connecticut, and taught so acceptably as to be recalled and given a permanent position as teacher.

If our intention is to play upon the Indians as a mass and continue them forever under separate espionage, of course purely Indian schools are the best. But if it is our intention to end Indianism and incorporate the Indians into the citizenship of the country, we must resort to the same means used to make American citizens of other races.

Perhaps no one in the country has a more lively experience and conception than I have of the great interest that can be wrought upon the sentimentalism and charity of the country by working race education. But my experience and observation of its results and my conviction against it are such as to lead me to abandon the bringing of Indian education, either general or special, before the public for the purpose of securing money. The condition of public sentiment so far as the Indians are concerned does not require it, and if hereafter the Indians are forced into communities by themselves and into an exclusive Indian system, it will be because that condition has been brought about by the mistaken course in the management of Indian education. I am aware that this course is leading to a seeming loss of prestige for this school among the other Indian schools of the country.

We do not give a normal diploma, like some younger institutions, nor do we have a commercial course aside from the general bookkeeping and common business forms; but when our students can go into State normal schools and into the commercial institutions in Carlisle and elsewhere and take diplomas from them, they get what is far more significant as a means of entering the army of teachers and business men and women of the land than anything that can be given in the best Indian or purely racial school.

**Earnings and savings of students.**—The large earnings of the students are carefully looked after by a well-regulated system, and they are encouraged to buy only those things that are practical and necessary. Students leaving the school under our outing pay their expenses to and from their country homes, and use their savings for the purchase of extra clothing and the payment of such necessary and incidental expenses as may be approved. These earnings and savings have a valuable influence upon the life at school. Students may dress a little better; they can attend entertainments in the town of Carlisle; they can take little trips away from the school. Two hundred and sixty boys attended and marched in the inaugural parade on the 4th of March, paying half the expenses of their transportation for that purpose. It enables them also to contribute their share to the various school societies and entertainments, and to the churches and Sabbath schools to which they belong in the town of Carlisle; to send presents to their parents and friends



at home, and, as formerly reported, they have contributed thousands of dollars to the erection and improvement of buildings at the school.

**Health.**—No virulent epidemic has visited us during the year. There were about 100 cases of measles and several cases of sore throat of a diphtheric nature, but no fatal results from either. It has been necessary, however, to return to their homes a number of pupils on account of ill health, an unusual number of whom had been here but a short time and who never should have been sent to us. Greater care in the examinations by the physicians at the agencies would obviate these expensive difficulties.

Physical training indoors and out for both boys and girls continues to form a part of the regular daily routine of the school life. Our large gymnasium gives the best of facilities for indoor calisthenics and physical culture which is under the direction of a skilled instructor. I can repeat my former reports, and reaffirm that it has a marked and most valuable influence on the general health of the pupils.

**Athletics and sports.**—In this direction the Indian has of late shown decided capacity, inasmuch as the Carlisle ball teams have been able to hold their own with the representative athletes of the leading universities. This helpful association with the students of other institutions is invaluable to the Indian. The boys have been encouraged in these sports, because the courage and effort which win success in a friendly contention on the athletic field is a great aid in the broader and keener contentions of life they are to engage in later.

**Social interests and societies.**—As the Indian pupils develop mentally the need for other interests than the regular school work grows. This need is in part supplied by the work of the literary societies, of which there are two conducted by the boys and one by the girls, each having their own hall for meeting, with its proper equipment. These societies supplement admirably the lessons of the schoolroom, and lead to a great deal of individual effort and research, as well as friendly rivalry between the societies.

The monthly school sociables, the society reunions and celebrations, serve a useful purpose in varying the routine of school life, and give spur and scope to the resources of the young people in furnishing proper amusement for the occasions.

We are constantly favored with lectures and visits from people of national and even world-wide reputation, who by their interest and counsel add great inspiration to all the work of the school.

**Religious.**—One result of life at this school, valuable and far-reaching in its effect, is incidental to our location. The religious influences that have always attended the work of this school continue in force and grow in effect year by year. At the school, the regular Sabbath school services are supplemented by the several circles of King's Daughters and the Young Men's Christian Association, which have been well supported during the year.

The several pastors of the town churches are also diligent in their work, and once a week at the school meet those pupils who are associated with their respective denominations.

A valuable result of this feature of our work is the association fostered with the best people, by attendance at various meetings and conventions of both boys and girls, as invited guests or delegates. One young Nez Percé belonging to the school was sent as delegate to San Francisco to represent the Christian Endeavor Society of the First Presbyterian Church in Carlisle. For a number of years past several delegates have attended the Young Men's Christian Association summer school under Mr. Moody at Northfield; the number this year increased to nine. I must commend most highly the good results to the individuals and the school.

In summing up the work of the year there seems nothing remarkable in the way of progress to report. School work is necessarily very much a repetition of the same steps with a different set of pupils, except so far as new features may be introduced. We have numbered an average of 800 pupils, and each and every one has been subjected to the constant operation of influences calculated to instruct and benefit, and I can safely claim that appreciable progress has been made toward the end in view, which is that not only the Carlisle 800, but the whole number of Indian youth, may be so trained and instructed, that no longer in the woods or on the prairie exclusively, but in the hives of industry of the whites—the cities, the offices, the mills, and on the farms—shall their dwelling places be; and thus, in full possession of the customs and appliances of civilization, the Indian vacates his position as ward, to be coddled and cared for, and becomes a citizen, meeting in full all the obligations of that condition.

Very respectfully,

R. H. PRATT,  
*Captain, Tenth Cavalry, Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.