ANNUAL REPORTS

OF THE

DEPARTMENT OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1899.

REPORT OF THE
COMMISSIONER OF INDIAN AFFAIRS.
PART I.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1899.

Plans and specifications are now being completed for the installation of a steam-heating and electric-lighting plant, and we hope to have this important and valuable improvement in full operation before the winter season. In my letter of August 8, 1899, I have stated the improvements still needed to make this plant complete in every respect and more successful in its work.

During the year Inspectors McConnel and Duncan, Supervisor Bauer, and Superintendent of Schools Miss Estelle Reel paid the school official visits, which were extremely beneficial to us. Their wise and practical suggestions aided me greatly in the management of the school and in the successful accomplishment of the work desired.

In conclusion I wish to thank my force of employees for their hearty cooperation and support, and the Indian Office for the courteous treatment which it has accorded my requests for the betterment of this school.

I have the honor to remain your obedient servant,

THOS. W. POTTER, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., *November 1, 1899.*

SIR: In sending you my report for the past year, I invite attention to the fact that the 6th of September closed the twentieth year since the order directing me to establish this school was issued by the Interior Department, and the 6th of October the twentieth anniversary of the arrival, under my care, of the first party of students, composed of 82 Sioux from Pine Ridge and Rosebud agencies.

The school has steadily grown from the 147 students with which it opened on the 1st day of November, 1879, until now it numbers 970 pupils, with arrangements made that will soon place the total above the 1,000 I agreed to carry this year. During these twenty years 3,783 Indian youths were entered as pupils, of whom 2,328 were boys and 1,455 girls.

There were no graduates until the year 1899, when 14 completed the course; 18 graduated in 1890, 11 in 1891, 12 in 1892, 6 in 1893, 19 in 1894, 20 in 1895, 25 in 1896, 26 in 1897, 24 in 1898, and 34 in 1899. The total number of graduates is therefore 209.

We began by graduating at the grammar grade of the public schools, but have since raised the standard until now our curriculum ends about halfway between the graduating points of the grammar and high-school grades.

Of the 2,916 students who passed out from Carlisle, it will be seen, therefore, that only about 7 per cent were graduates, and the grade at which their course ends shows that even these were not especially well equipped with education.

I have followed with care the career of the graduates, and can safely claim that not over 5 per cent have turned out bad, and only two were criminal. Of those who did not graduate, a very large proportion were under our care for only a limited period, and while many of these nongraduates have done wonderfully well, and are filling places of trust and industry most acceptably, others, and especially some of those sent here for reformation, and dismissed from the school because of incorrigible conduct, have not done well. The persistent attempt in some localities, especially in the West, to stamp all offending young Indians ever at Carlisle as graduates rests, therefore, on slender foundations.

The following is the population for the year which this report covers:

Tribes.	Connected with school at date of last report, July 1, 1898.		New pupils received during the year.		Total during year.	Returned to agencies during the year.		Died.		Remaining at school July 1, 1899.		Total.
	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.	
Alaskan	7	12	2	4	25	2	.....	.....	.....	7	16	23
Apache	17	10	15	.....	42	7	4	1	.....	24	6	30
Arapahoe	5	3	.....	.....	8	2	1	.....	.....	3	2	5
Arickaree	2	6	.....	.....	8	.....	4	.....	.....	2	2	4
Assinaboine	9	5	.....	.....	14	3	2	.....	.....	6	3	9
Bannock	.....	4	.....	.....	4	.....	.....	.....	.....	.....	4	4
Cayuga	.....	4	.....	.....	4	.....	.....	.....	.....	.....	4	4
Caddo	.....	3	.....	1	4	.....	1	.....	.....	.....	3	3
Catawba	.....	2	.....	.....	2	.....	.....	.....	.....	.....	2	2
Cherokee	31	32	.....	1	64	8	6	.....	.....	23	27	50
Chelan	.....	.....	1	.....	1	.....	.....	.....	.....	1	.....	1
Cheyenne	20	10	1	.....	31	4	4	1	.....	16	6	22
Chippewa	59	34	2	2	97	11	13	.....	.....	50	23	73
Clallam	3	4	1	1	9	1	1	.....	.....	3	4	7
Colville	3	1	.....	.....	4	3	1	.....	.....	.....	.....	.....
Comanche	2	5	2	1	10	.....	3	.....	.....	4	3	7
Cowlitz	1	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....
Coquell	1	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....
Cree	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Crow	9	9	.....	.....	18	1	1	.....	.....	8	8	16
Copah	3	.....	.....	.....	3	.....	.....	.....	.....	3	.....	3
Coos Bay	.....	1	1	.....	2	.....	.....	.....	.....	1	1	2
Digger	.....	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....
Delaware	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Ehneck	.....	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....
Esquimau	2	5	.....	.....	7	.....	.....	.....	.....	2	5	7
Gros Ventre	1	1	.....	.....	2	.....	.....	.....	.....	1	1	2
Hoopa	.....	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....
Iroquois	2	1	.....	.....	3	2	1	.....	.....	.....	.....	.....
Kickapoo	1	1	7	6	15	2	1	.....	.....	6	6	12
Kiowa	4	.....	.....	.....	4	.....	.....	.....	.....	4	.....	4
Klamath	6	7	.....	2	15	.....	.....	.....	.....	6	9	15
Lipan	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	1
Menominee	9	6	.....	1	16	2	2	.....	.....	7	5	12
Mission	10	1	16	22	49	3	1	.....	1	23	21	44
Mohawk	5	7	5	2	19	1	.....	.....	.....	9	9	18
Mojave	.....	.....	2	.....	2	.....	.....	.....	.....	2	.....	2
Muncie	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	1
Narragansett	2	.....	1	.....	2	1	.....	.....	.....	1	.....	1
Navajo	2	.....	.....	.....	3	2	.....	.....	.....	1	.....	1
Nez Perce	2	3	5	.....	10	1	1	.....	.....	6	2	8
Okanagan	1	2	.....	.....	3	.....	.....	.....	.....	1	2	3
Omaha	10	6	4	.....	20	3	1	.....	.....	11	5	16
Onondaga	5	1	.....	1	7	2	.....	.....	.....	3	2	5
Oneida	37	47	9	10	103	7	12	.....	.....	39	45	84
Osage	11	3	.....	.....	14	6	1	.....	.....	5	2	7
Ottawa	13	3	.....	1	17	2	1	.....	.....	11	3	14
Papago	2	5	.....	.....	7	.....	.....	.....	.....	2	5	7
Penobscot	.....	1	.....	2	3	.....	.....	.....	.....	.....	3	3
Piegan	4	1	1	.....	6	3	.....	.....	.....	2	1	3
Pima	22	10	2	.....	34	2	2	.....	.....	22	8	30
Pottawottamie	4	3	.....	.....	7	1	1	.....	.....	3	2	5
Ponca	2	3	1	2	8	.....	.....	.....	.....	3	5	8
Puerto Rican	.....	.....	2	.....	2	.....	.....	.....	.....	2	.....	2
Pueblo	19	25	3	.....	47	3	5	.....	.....	19	20	39
Puyallup	2	.....	.....	.....	2	.....	.....	.....	.....	2	.....	2
Sac and Fox	2	2	.....	.....	4	.....	.....	.....	.....	2	2	4
Seneca	40	42	21	7	110	18	9	.....	.....	43	40	83
Shawnee	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Shoshone	3	4	3	1	11	1	1	.....	.....	5	4	9
Siletz	.....	.....	.....	1	1	.....	.....	.....	.....	.....	1	1
Sioux	29	35	14	9	87	16	19	1	.....	26	25	51
Skokomish	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	1
Spokane	1	2	.....	.....	3	.....	1	.....	.....	1	1	2
Stockbridge	10	6	2	.....	18	.....	1	.....	.....	12	5	17
Summie	.....	1	1	.....	2	.....	.....	.....	.....	1	1	2
Tonawanda	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	1
Tuscarora	9	9	4	3	25	2	3	.....	.....	11	9	20
Ukeah	2	.....	.....	.....	2	1	.....	.....	.....	1	.....	1
Umatilla	.....	.....	.....	1	1	.....	.....	.....	.....	.....	1	1
Washoe	.....	.....	10	.....	10	2	.....	.....	.....	8	.....	8
Winnebago	12	7	2	.....	21	4	.....	1	.....	9	7	16
Wishoskan	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	1
Wyandotte	1	2	.....	1	4	1	.....	.....	.....	.....	3	3
Yuma	.....	.....	1	.....	1	.....	.....	.....	.....	1	.....	1
Total	462	405	141	82	1,090	132	107	4	1	467	379	846

It will be seen that our pupils during the year have come from 75 different tribes or languages. This is carrying out the original plan to use the school as a means to break up tribal and race differences and to make it emphatically an Americanizing institution. In addition to this, and of much greater significance, is the plan of bringing the youth of these various tribes into direct relations with the whole body of our people. To that end, this particular place, located in a civilized, industrious community, remote from tribal influences, was selected; the selection and plan being the result of observations and experiences in the West and through having charge of Indian prisoners in St. Augustine, Fla., in 1875 to 1878, and one year's connection with Hampton Institute, 1878–79.

While in charge of the prisoners in Florida I arranged for them to go out and work, and such was the success that a protest to Congress from the laboring element of the community was made because of the competition resulting. When I arranged and took a portion of the youngest of these to Hampton Institute as students and went West and brought in 50 additional Indian pupils, both boys and girls, for that institution, I urged the principal to put them out into families and into the public schools and give them a chance, through experience, to work out their own salvation by labor and contact with our own people, and I planted the first colony of Indian pupils out from Hampton in Berkshire County, Mass.

This scheme began at once at Carlisle, and was designated the "outing." The first summer we put out 18, more than half of whom came back through failure. The next summer the number was more than doubled, and thereafter it steadily grew, until for several years past our numbers out during each vacation have been above 600, and the total number of outings during the history of the school has reached 5,006. For several years past only about 4 per cent have failed to give satisfaction. All students receive fair wages, and all the money earned is their own. A banking system was established in the very beginning of the outing by which each student and the school have a careful record of every deposit and withdrawal. Great benefit has come to the students in the opportunities thus given and used to learn the value and proper uses of money. The students' earnings the past year have amounted to $25,752.76.

Some influence has diligently sought to disparage the school by many outrageous newspaper stories during the past year. The Apache Kid story has been repeated, whereas "Kid" was never at Carlisle or any other school. A story widely published about a young man and woman, two alleged graduates of Carlisle, from the Cheyenne Agency having gone back to the blanket—and the bad—had no foundation of truth in it; no such students were ever at the school, nor did the incidents portrayed occur. Another, of a Cherokee girl that had returned to her people and who barbarously murdered her lover and fiancé, a white man, was also without a shadow of foundation. One peculiarity of all these fake stories is that the crimes alleged, occur on the reservation, remote from the public eye.

I here note the one instance of great crime in the whole history of the school, and that occurred this year. Eugene Tahkapuer, a full Comanche, who had been at school at his agency, came here September 9, 1880, aged 15 years. He remained seven years. A most excellent man in Massachusetts wanted an Indian as helper, to take into his family and send to school. I submitted the case of Eugene. He went. He lacked several years of graduating, and it was a year prior to our having graduated any class. He attended the public school in Conway, Mass., four years; was a favorite, made many friends, and graduated from that school. He had grown so fond of his home and life there and was so welcome that he remained. He worked for farmers and became so capable that he was able by himself to run a farm successfully.

I never heard anything but good reports of him throughout his whole stay in Massachusetts until his crime and death. In July this year he shot the daughter of the widow whose farm he was managing. It appears that he was discharged for his attentions to the daughter. My information is that he believed himself to be an accepted suitor. When dismissed he went to town, bought a pistol, returned and shot the young lady, told her mother that he had shot her, went into and fired the barn, then shot himself, and his charred bones were found therein.

His record from the beginning of his school life at his home school, which I knew of well, until the occurrence of the dreadful crime, was uniformly good and in many respects most excellent. It is self-evident that neither his schooling at home, here, or in Massachusetts, nor the fact that he was an Indian, had anything to do with his committing the crime. Such heinous acts, and for the same cause, are of daily occurrence among our Anglo-Saxon population.

In the schoolrooms the strongest efforts have been put upon the language work, in order to secure good English conversation, reading, and written expression.

There have been fewer changes among the teachers than in the last several years,

and because of this we have had greater unity and advancement in the work. The resignation, on December 31, of Miss Simmons, a young Indian woman, teacher of No. 6, to take up special work in music at the Boston Conservatory of Music, necessitated the only change made during the year.

The drawing is growing more effective under the common-sense management of the drawing teacher, both as a means of expression, and of enhancing the powers of observation, as well as elevating the taste of the pupils. All teachers during the year were given one evening a week for special instruction upon the subject by the drawing teacher, which has resulted in marked improvement in their ability and freedom in presenting this and other subjects.

Vocal music is taught in classes in the schoolrooms, and pupils are not allowed to advance to the next higher grade until they have made their requirement in music as in other subjects. A choir of voices receives special instruction two evenings each week, and a glee club among the boys has developed gratifying ability.

Instrumental music is taught individually, and thirty pupils are under instruction. The effort has been to make thinking and appreciative music pupils, and those pupils who have any power in this line are doing excellently.

The sloyd classes continue to be most valuable. About 120 boys and girls have worked in this department during the year, taking from two to four hours weekly.

The work of the normal training class for the last three years has been so planned that the pupil teachers will get about one and one-half hours of practice in teaching daily, with about one hour of theoretical work upon the subjects of psychology, methodology, school economy, and history of education. Considering that our graduating point is but little above the grammar grade of the public schools, and our pupils have such limited intelligence as preparation, it will be seen we are really doing only preparatory normal work. With this limited preparation, I am able to report that scores of our graduates are rendering good service as teachers and helpers in Indian schools and at the agencies all over the Indian field, and the Government receives increasing good returns for the educational help it is giving.

I would not advocate a higher course for our Indian schools. It will be much more to the advantage of all Indian youth when they receive their education and training with the other masses of our population. While it is possible to give a tolerable industrial and educational equipment in purely Indian schools, for competition of Indian with Indian, it is not practicable to make the Indian a competitor of the white man in such schools. To enable him to hold his own as a fellow-citizen, he must be educated and trained in schools with the bright young people of our own race. There is no prejudice against the Indian preventing his entrance into all lines of our American life. I deem it unfortunate for the Indians and for the country that there was injected into the Indian school service so much pressure for higher education in purely Indian schools.

It is easy to find place for all pupils who desire to make teachers and other professions their life work in the State normal and other higher schools and colleges. Among my present teaching force there are three of my old pupils who have successfully accomplished this higher training: Miss Robertson, a Sioux, who graduated from the normal school at West Chester; Mr. Simon, a Chippewa, who was graduated from the State normal at Indiana, Pa., and Miss Bailey, a Pueblo, also acquired the ability for a successful teacher by graduating from the high school of Philadelphia. A number of other pupils have followed the same course, and are now either teaching in white public schools or in Indian schools. The larger number of Carlisle pupils, however, who are now holding positions under the Government in Indian schools have not had normal or high school instruction, and are, therefore, ill prepared for the responsibilities put upon them.

Over 500 selected volumes have been added to the library, through funds granted by the Department. Our library now comprises over 2,000 volumes, but this year's appropriation was the first directly given for this purpose. As was expected, the pupils respond to these advantages with far more intelligent interest in every subject; they study better. The teachers are growing more efficient because of the chances for research and study close at hand. History, literature, science, art, and pedagogy have been the fields engaging their attention. Many valuable magazines and pamphlets have been classified and catalogued for the library, and thus form a most important help to the pupils in the class rooms and literary societies. Over 200 books were purchased by the pupils from their own earnings, as holiday gifts to each other, and fortheir own use. Books are read and studied generally under the guidance of teachers, and one study hour per week is given to this exercise, with a marked increase of ambition on the part of many to make something more of life.

All our work has been for substantial character-building. Truest development comes with the training of the child in all his faculties. With this end in view, dur-

ing all the years of the school each pupil has spent one-half of the day in the class room, and the other half at work at some trade or industry; for the girls, sewing, laundry, cooking, and housework, and for the boys, the several trades, work on the school farms, in the dairy, and bakery.

In the sewing room the girls are classified into divisions as follows, viz: The beginners, the menders, the advanced class in plain sewing, and two dressmaking classes. This gives an all-round experience and the ability to make their own clothing.

The laundry cleanses an average of 10,000 pieces per week during the school year, largely by machinery, and our laundry facilities are unusually good. There is however a quota of hand work, which gives opportunity for training in everyday washing and ironing.

The work of the dining room, especially heavy in a school of this size, is performed by details of girls under the supervision of a matron, whose force consists largely of inexperienced recruits who here get instruction in these womanly duties.

The cooking school is in connection with the dining room, and two lessons in plain cooking are given each week. All our girls in the course of their summer outings get careful instructions in family cooking, and also in the duties of the country housewife, dairying, preserving, bread making, etc.

The provisions furnished have in general been of good quality. The partial use of white enameled tableware, instead of the ordinary granite china, has vastly reduced the breakage, and in all future requests I shall ask for this ware.

The service in the kitchen and dining room form so necessary and important a part in the conduct of a school of this class that I think it highly important facilities should be the best and surroundings cheerful. Within the last year a number of handsome pictures have been hung in the dining hall. These pictures have been donated by railroad and steamship companies.

Inasmuch as the health and happiness of the students depend so much on the quality of the food and its manner of serving, special care has been used to provide all the varieties that our circumstances will admit, including a liberal supply of the products of the farms, fruits, vegetables, milk, butter, eggs, etc.

The bakery has been run by Indian boys in a satisfactory manner. Over 600 pounds of flour are turned into bread each day.

The workshops afford our boys practical training in the trades of printing, shoemaking, tinning, blacksmithing, and wagon making, tailoring, harness making, and carpentering.

The printing office continues invaluable as an educational aid, and is particularly useful as a feature of the general school work, doing all the school printing of blanks, lists, programmes, lessons, etc. It has also been valuable help to pupils and made many friends to our school and the Indian cause through its publication of the two school papers—one a weekly and the other a monthly issue. This is a popular calling with the students, equipping them with the ability to enter an ordinary printing office at living wages.

The shoemakers are engaged principally in repair work, but also manufacture a large portion of the new shoes. The machine facilities of this shop are limited and the output is largely handwork.

The tinners manufacture tinware which is sold to the Government, do all our repairing, and keep the roofing and spouting of our large buildings in good condition.

The blacksmith and wagon-making department is one of the most useful and important, and during the past year its lines have been widened by manufacturing carriages and buggies, as well as spring wagons, required in the Indian service at agencies and schools. This work is carried on under some difficulties because of a lack of space and equipment, but has been most helpful through introducing a variety of work of the best class and the object lesson of the result of labor in the well-finished vehicle. With the support of the Department in using the product, this shop is now producing good wagons and carriages, and turning out better mechanics.

The tailor shop is kept busy in providing the uniforms and other outer garments of the more than 500 boys.

The harness shop has furnished its usual quota of well-made harness, purchased by the Department. The money received for manufactured articles just about reimburses what is paid out for material and labor.

The carpenter department presents no specially new features, but continues most useful in its instruction, and as an aid to the school in repairing and general building operations. Bricklaying and plastering have been carried on in connection with this shop, and some aptness has been developed.

The school farms and dairy have been conducted on usual lines, with the idea both of production for our needs as a school, and for instruction; but instruction is much

better and more generally obtained by the outing all our boys get with farmers in Eastern Pennsylvania and New Jersey, where dairying, truck, and general farming are about at their highest development.

The additions to the academic building are now complete, though operations were much delayed by difficulty in obtaining material, owing to the unusual demand for all classes of building supplies.

The drainage of the school premises, heretofore noted as being somewhat deficient, is now reconstructed, and all drainage passes through a common outlet into running water at a point 3,000 feet distant from the main school buildings. This will do away with the annual annoyance of cleaning cesspools, and is added protection against the development of disease.

The heating plant was put in nine years ago in as cheap a manner as possible, owing to limited means, and while it has, up to the present time, enabled us to keep comfortably warm even in the coldest weather, it will probably not serve more than the coming winter. I expect with funds now available to renew and enlarge the plant, but the extraordinary present demand for material of this class makes it unwise to attempt to change until the spring of the year, when I hope to accomplish a complete renovation of the system.

The general health of the school has been good throughout the year, except seventeen cases of black measles, introduced by means of an infected letter from home. This resulted in the death of one of the most prominent and capable young men ever with us, and who, as a student of Dickinson College, had nearly completed his junior year, leading his classes. Other cases were of a milder type and came through nicely.

Special care was taken by isolation to prevent the spread of the disease; and during the present summer all the buildings occupied by students, as well as the hospital, have been thoroughly renovated, kalsomined, and painted, so that I look upon our conditions as being now more favorable than ever. Our experience when threatened with the possibility of a spread of this disease, of the almost impossibility of complete isolation while using the school general hospital, suggests that we ought to erect and equip a small building far enough removed from the main school premises for safety, to be held in readiness to receive contagious cases.

A most helpful feature in attaining and preserving the good health of the school is the attention given to physical culture. The large gymnasium is used each day by classes in gymnastics, and the athletic field is the center of interest during the season of football, baseball, and other outdoor sports. The football team continues to bring honor to itself and the school by its skill and strong manly work, and is of incalculable value in the intercollegiate association it has brought to our students and the good public opinion it has aroused.

The social life of the school is cultivated and greatly advanced by the work of the literary societies, in the debates and literary numbers which form the programs of the meetings of the three societies each week; also through monthly gatherings of the entire school in the gymnasium, and the various entertainments by the different organizations. We live a healthy social life, attractive and instructive to the students, preparing them for the social conditions they find when they go out into civilized communities.

The religious life and work of the school are well known. The pupils attend the various Sabbath services in the town and at the school. The Young Men's Christian Association and the King's Daughters are vital organizations, and have become as much a part of the life of the school as the work of the class room, the object being to produce, not an abnormal being, but an all-around, wide-awake American citizen, serving God and the country, sustaining, in all relations of life, those duties that fall to and become a part of our citizenship.

Before concluding this report, I must revert to my hopes and expectations when I began twenty years ago. It seemed clear to me then that if I could demonstrate to the Indian workers and management East and West, and to the people of the United States, especially the Christian people and educators, that, by placing them in contact with our people, it is easy to give young Indians the English language, the education, and the industrial training and refinement which will make them competent and acceptable in civilized life, all these forces and influences would gladly work to this end, and a speedy civilization and absorption of the Indian race would result. My experiences, however, have demonstrated that the influences I counted on as helpers will not give up their holdings nor change their methods easily.

Early in the work here I was forced to realize that any scheme to end the tribal conditions and push the Indians out into association and self-support among our own people would be strongly antagonized, not by the Indians so much as by many who held government and church place in and over the tribes. Largely because of the success here, it was finally accepted that education and industrial training was the

important thing, and the Government was led to make liberal appropriations for that, but with constant and excessive pressure and demand that the education ought to be given at the home and among the Indians. Organizations claiming authority of oversight and the dictation of plans secured control through selection of the heads of Government departments, including the educational management, who manipulated in favor of agency and tribal schools, and demanded and received large appropriations contingent upon enlarging such methods, alleging that as people near the Indians had to suffer because of the presence of the Indians, therefore any moneys the Government expended should be expended there, where it would benefit such people. Other reasons of a like nature, but equally lacking in a real bearing upon the vital question itself, were advanced until increasing appropriations have allowed the gathering of nearly all Indian children into schools, almost all at their own homes.

The operation of this increase and the pressure brought to bear upon the remote schools have led to a condition disastrous to the speedy and even the real success of using Indian education as a means to get the Indians from tribal into the national life. The school, instead of becoming a means of educating and training the young of the Indian race into the ability to move out and cope with our civilization, has come to be used as a means to build up and maintain the integrity of the tribe, and to create and substitute a more intelligent, if peaceful, prejudice against the United States and to general association and competition with our people, in place of the violent, ignorant prejudice against such association that previously existed. No intelligent comparison of results has been made. A constant, overbearing, and false criticism has been widely indulged in against the nonreservation school, and such schools, Carlisle included, have been forced to give the results of their labors back to Indianism instead of passing them over to the nation.

With full knowledge of what my saying so will bring upon myself, I unhesitatingly report that the churches at work through their missionaries among the Indians have been, and are still, more at fault than any other one influence. This is no new condition. The Honorable Secretary of War, who then had charge of the Indians, reported to the second session of the Twentieth Congress in 1828 as follows:

> The annual appropriation of ten thousand dollars to the purposes of educating Indian children, and teaching them the mechanic arts, has the effect to draw to almost every Indian reservation, in addition to the agents and interpreters, a considerable number of missionaries and teachers, with their families, who, having acquired, principally by the aid of this fund, very comfortable establishments, are unwilling to be deprived of them by the removal of the Indians; and thus, we have found that, while the agents, specially employed by the Government for this purpose, are engaged in persuading, by profuse distributions of money and presents, the Indians to emigrate, another set of Government agents are operating, more secretly, to be sure, but not with less zeal and effect, to prevent such emigration.
>
> These remarks are not intended as a personal reflection on the missionaries and teachers, much less on the pious and respectable patrons of these benevolent institutions, who, no doubt, are disposed to lend a ready support to every humane measure which the Government may think proper to adopt in favor of these depressed people; but are rather intended to show the natural and unavoidable tendency of the system itself to counteract the leading policy of the Government.

The missionary who will work and plan to get Indians out of tribal life into the national life is a rare find. My experience of more than thirty-two years has brought me in contact with one, and the unceasing appeal of every missionary and missionary influence to my young people is for their return to their people and the tribe. Very largely the Government influences controlling the tribes are thus forced and directed this way; and in many instances, where the Indians themselves show a desire to move out and seek for better things beyond the tribe, they are overpersuaded, and even forcibly controlled against doing so.

Within a few days I have had a visit from one of the most intelligent and best educated Indians from the five civilized tribes of the Indian Territory, who himself was educated away from his tribe. In speaking of this, he deprecated that formerly under their own management of their educational affairs, the Indians of their own motion and influenced by experience that it was most advantageous, educated every year scores of their young people away from their tribes, in the best schools of the whites; but that now, since their educational matters have been taken out of their hands and the Government has appointed its own agents to manage their schools, this privilege of sending their children away has been taken away from them, and all the children are limited to home education, which is a misfortune, because it tends to tribalism.

Perhaps not one of all the persons who insist upon this method of tribal and home education would be satisfied to submit their own children to the same system of education. They certainly could not be satisfied to do that, if they had any expectation of success for their children in the general life of the nation. If it is any part of our national purpose that the Indians shall abandon tribalism and rise up as individual, useful men, we do violence to our own intentions and greatly wrong them by enforcing a system of education which is purely tribal in its character, and which

gives no chance to the child for experience and training beyond the tribe. No wrong is in any way committed by enlarging the opportunities of the Indian youth. The wrong is in the limitations and hindrances and false training forced upon them. The tribes in New York have had schools among them for seventy-five years, and they live in the Empire State, but they are still tribes, with no disposition to break away from the tribe. The five so-called civilized tribes have had schools among them for nearly the same length of time, and all who have been educated outside of the tribe have been so educated to return and control things within the tribe; and such is their antipathy to the United States that they are unwilling to accept of any condition that tends to end their tribal, and entering national, relations.

I urge that in all legislation and all departmental management the home and the tribal school be constantly minimized until eliminated, and that the non-reservation, especially the most remote and best situated with reference to association with our own people, be enlarged and increased and that it be made the special duty of all Indian schools to forward their pupils into the public schools, with a full purpose of thus ending all necessity for any Indian schools. Experience shows that this is by far the quickest and best way to educate Indians. It is also the cheapest and it is the only way to secure that experience which is absolutely necessary to make the Indian competent to meet and compete in civilized life. I repeat what I have often said before, that I do not know of a single Indian capable of meeting the duties of our civilization who did not acquire that quality away from the tribe. A celebrated Treasurer of the United States said, "The way to resume is to resume." Using the same simile, I say the way to break up tribalism is to break it up. This may, and no doubt will, interfere with the plans of ethnologists, but it will help the Indian out of the consumer into the producer class, and bring the end of an appropriation of seven to eight millions annually for his support.

Respectfully submitted.

R. H. PRATT,
Major, Tenth Cavalry, Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT CHAMBERLAIN, S. DAK.

CHAMBERLAIN, S. DAK., *August 28, 1899.*

SIR: I have the honor to submit my third annual report of the Chamberlain Indian training school.

Attendance.—This school was organized on the 5th of May, 1898. On the 30th of June, 1898, the enrollment was 37. During the fiscal year ending June 30, 1899, 54 new pupils were enrolled, making a total enrollment of 91 for the year. Of this number 3 were withdrawn, 2 ran away and were never returned, and 1 was expelled; leaving a total enrollment on June 30, 1899, of 85.

The capacity of the building is rated at 80. The enrollment for the present year will be about 100. The following table shows the average attendance by quarters:

Quarter ending—	
September 30, 1898	39.35
December 31, 1898	61.61
March 31, 1899	74.16
June 30, 1899	84.08
Average attendance for year	64.8

Owing to the fact that this school is barely more than a year old and that pupils were being enrolled at different times during the year, the average attendance for the year is not what it would have been had 85 pupils been enrolled at the beginning of the year.

Schoolroom work.—The work in the classrooms was under the charge of J. Harry Cox and Minnie E. Lincoln. At the beginning of the year the two teachers could easily handle the work, as the grades and classes were not numerous. Early last spring a new classification was necessary owing to the advancement of some pupils, necessitating formation of new grades. The work then became so heavy for the two teachers that the superintendent had to teach a half day during the rest of the term. We should have a third teacher. The work in the primary room under Miss Lincoln's charge was satisfactory and the pupils made good progress in their studies. I can not say so much for the work in the intermediate room; it was not satisfactory. We have a new teacher for this year and I hope for better results in the advanced grades.