

ANNUAL REPORTS

OF THE

DEPARTMENT OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1901.

INDIAN AFFAIRS.

PART I.

REPORT OF THE COMMISSIONER,
AND
APPENDIXES.

OKLAHOMA CITY
LIBRARIES

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GOVERNMENT PRINTING OFFICE.

1902.

duct of the young Indians, who associate with them in the educational work of the association. One half day is set aside on the Chautauqua programme for the "Indian morning," when our pupils entertain 5,000 people with essays, songs, orations, instrumental music, etc., all of which are well received.

The annual banquets given by the various literary societies were a social and literary feature of the school. The toasts offered by the members would do justice to older and more experienced speakers.

Discipline.—Fewer cases were reported for discipline than any previous year. The conduct of the pupils and their general interest in their school and work have been very commendable. While a military system prevails, and is necessary to a certain extent, yet we try to avoid too much militarism and that which amounts only to vain show. Pupils are formed in companies and battalions and are properly officered. The orders of the office regarding fire drills have been rigidly enforced. Special attention has been paid to ventilation and good food for the necessary health of the pupils.

Religious exercises.—Ministers of different denominations preach to the pupils on Sundays, and over half the pupils are members of the Salem churches. The young men have a flourishing Y. M. C. A. and give more money each year to the State organization than any other association in Oregon. They also responded very liberally to a call toward helping to build a new Y. M. C. A. building in Salem. The girls have their Christian Endeavor, Y. W. C. A., and King's Daughters, all of which are helpful to them and the school.

Societies.—Four literary societies and two bands of mercy were successfully maintained during the year. Two of the above societies admitted pupils from the higher grades only, and the grade of work done, therefore, was of a higher order and proved more instructive and beneficial.

Improvements.—Three large brick buildings, viz, girls' dormitory, laundry, and industrial building, will be constructed this fall. Heating and electric lighting plant will also be enlarged and extended so as to cover the entire plant. With these much-needed improvements the crowded condition will be greatly relieved and better and more satisfactory work accomplished in the future.

Buildings.—The school plant consists of about thirty buildings, which are kept in good state of repair and well painted.

The Chemawa school has enjoyed another peaceful and successful year. The employees have been loyal, faithful, and in most cases efficient. They have worked together harmoniously in building up this school and advancing the interests of the pupils. As a result of this united effort, splendid results have followed, and the pupils were contented, interested, and learned to love their school as they would a home.

In conclusion, I desire to thank my assistant, Mr. W. P. Campbell, and the employees of this school for their earnest and faithful services; also the Indian Office, for the cordial and prompt support extended to me in my official capacity during the past year.

I have the honor to remain,

Your obedient servant,

The COMMISSIONER OF INDIAN AFFAIRS.

T. W. POTTER, *Superintendent.*

REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., *September 4, 1901.*

SIR: This is the twenty-second annual report of this school I have had the honor to submit to the Department, which period covers its whole history.

	Boys.	Girls.	Total.
Enrollment from the beginning, September, 1879, to June 30, 1901 ..	2,703	1,657	4,360
Discharged during that period, including deaths	2,147	1,206	3,353
Admitted during the year	133	99	232
Discharged during the year	114	49	163
Deaths	1	3	4
Total enrolled during the fiscal year	671	503	1,174
Remaining at the school June 30, 1901	556	451	1,007
Tribes represented during the year			77
Outings during the fiscal year	394	458	852
Students' earnings during the fiscal year	\$18,444.78	\$10,269.91	\$28,714.69

At the close of the fiscal year the students had to their credit a total of \$19,594.83, \$15,500 of which is their earned savings, the balance coming to them as annuities, etc.

The population of the school for the year by tribes was as follows:

Population.

Tribes.	At school July 1, 1900.		New pupils received.		Total.	Returned to agencies.		Died.		At school July 1, 1901.		Total.
	M.	F.	M.	F.		M.	F.	M.	F.	M.	F.	
1. Alaskan.....	7	14		2	23	1				6	16	22
2. Allegheny.....	4		1		5					5		5
3. Apache.....	17	5	1		23	4				14	5	19
4. Arapaho.....	4	3			7	2				2	3	5
5. Arikara.....	1	2			3	1				2		2
6. Assiniboin.....	3			1	4	1				2	1	3
7. Bannock.....		4			4						4	4
8. Caddo.....		2			2		1				1	1
9. Catawba.....		2			2						2	2
10. Cayuga.....		3	1		4					1	3	4
11. Cayuse.....	1				2	1					1	1
12. Chelan.....		1			1	1						
13. Cherokee.....	27	22	1	12	62	4	1			24	33	57
14. Cheyenne.....	15	5			20	3				12	5	17
15. Chippewa.....	38	26	8	8	80	12	2			34	32	66
16. Clallam.....	2	2		1	5	2	1				2	2
17. Cohulla.....		1			1					1		1
18. Comanche.....		6			11	2	1			3	5	8
19. Coos Bay.....	5	1			2	1					1	1
20. Copah.....	1				1					1		1
21. Creek.....			3		3	3						
22. Crow.....	8	7		1	16		1			8	7	15
23. Delaware.....	7	1	1		9	2	1			6		6
24. Eskimo.....	1	4			5					1	4	5
25. Grosventre.....	1				1	1						
26. Iroquois.....	6	4		2	12	1				5	6	11
27. Kickapoo.....	8	10	2	1	21	2	1		1	8	9	17
28. Kiowa.....	3	2			5		1			3	1	4
29. Klamath.....	8	10			18	6	2			2	8	10
30. Lipan.....		1			1						1	1
31. Mandan.....	1				1					1		1
32. Menominee.....	7	4	4	4	19	1				10	8	18
33. Mission.....	21	21	1		43	2	6			20	15	35
34. Modoc.....	4	2			6	1	2			3		3
35. Mohawk.....	8	9			17	1				7	9	16
36. Mohave.....	1	1			2					1	1	2
37. Munsee.....		1			1						1	1
38. Navaho.....	1				1					1		1
39. Nez Percé.....	6	1			7	1	1			5		5
40. Okinagan.....	1	2			3					1	2	3
41. Omaha.....	6	1	1	1	9	1				6	2	8
42. Oneida.....	43	47	10	9	109	5	5			48	51	99
43. Onondaga.....	18	7	2		27	3				17	7	24
44. Osage.....	16	9	3	1	29	3	3			16	7	23
45. Otoc.....		1			1						1	1
46. Ottawa.....	6	3	2	1	12	3	1			5	3	8
47. Paiute.....			1	1	2					1	1	2
48. Papago.....	3	5			8					3	5	8
49. Penobscot.....	3	5			8		2			3	3	6
50. Piegan.....	9	4	2	1	16	3	1			8	4	12
51. Pima.....	22	7			29	1	1			21	6	27
52. Ponca.....	2	4			7					3	4	7
53. Porto Rican.....	4		25	14	43	1				28	14	42
54. Potawatomi.....		1	2		3					2	1	3
55. Pueblo.....	17	17			34	2				15	17	32
56. Puyallup.....	2				2	2						
57. Sauk and Fox.....	2	1			3	1				1	1	2
58. Seminole.....	1				1	1						
59. Seneca.....	60	38	25	25	149	15	8	1		69	56	125
60. Shawnee.....	5	3	1		9	1			1	5	2	7
61. Shoshoni.....	4	3	5	5	17				1	9	7	16
62. Siletz.....		1			1						1	1
63. Sioux.....	37	35	16	2	90	8	2			45	35	80
64. Spokane.....		1			1						1	1
65. Stockbridge.....	10	6	7	4	27		2			17	8	25
66. St. Regis.....	6	4			10					6	4	10
67. Summie.....	1				1					1		1
68. Tonawanda.....	11	3	3		17	2				12	3	15
69. Tuscarora.....	16	8		1	25	4	1			12	8	20
70. Ukeah.....	1				1					1		1
71. Umatilla.....		1	2		3					2	1	3
72. Wallawalla.....	3	1			4	1				2	1	3
73. Washoe.....		1			1					1		1
74. Winnebago.....	9	6		1	16	1	2			8	5	13
75. Wishoshkan.....					1						1	1
76. Wyandotte.....		3			3						3	2
77. Yuma.....	1		1		2					2		2
Total.....	538	404	133	99	1,174	114	49	1	3	556	451	1,007

The great diversity of origin, speech, and experience, assembled in one unity, multiplies progress and becomes an object lesson it were well to heed. No concession to any part is ever made or needed. There is no tribal or race animus whatever. Congeniality prevails throughout, though mayhap bitter ancestral tribal strife existed for centuries previous. Dwelling together, knowing each the other, unifies, drives out conceit, and begets mutual respect, hence real Americanism. A thousand Sioux youth assembled in the same place, in the same school, under the same administration, would only perpetuate Siouxism, tribalism, hinder English speaking, English education, and Americanism. If such would be the result at Carlisle, how much more on the reservation?

Of the 114 boys discharged during the year, 45 were dropped because of being runaways, 75 per cent of whom were new to the school, and practically all of them were chronic runners.

The runaway habit, which occurs only among the boys, is getting to be a serious evil. My knowledge of the methods prevailing at the agencies and the schools near the reservations convinces me that running away from school is cultivated in a large degree by the system. Boys who run away from Carlisle, I find on tracing, are those who have been educated to run away by the agency day or boarding schools. As no material punishment is attached to running away from these schools, it comes to be for the boy only a nice little lark. At most of the day and agency boarding schools mounted policemen are kept to chase and bring back the runaways. The policeman finds the boy at home, takes him on his horse behind him, and brings him back to school, and the boy has had his little visit home. No pressure is placed upon the parents nor upon the boy beyond that. When the winter is on and the school becomes the most comfortable place, then the boy remains at school all right, but as soon as pleasant weather arrives he flits.

There ought to be some course of treatment at the agencies that would restrain instead of cultivate the runaway habit, and force the parents to exert some preventive pressure. This could be done among reservation Indians by using the same means as a punishment of parents for harboring or encouraging the runaway boy that is used to compel them to send the boy to school. Agents withhold rations to the family when the children should be in school and are not sent by the parents. This brings the parents to time and they send their children to school. If, when boys run away, there was the same denial of rations to the family, it would practically end running away from school among such Indians.

I suggest as a remedy, to end the running away from the nonreservation schools, that the superintendent report to the agent at the time, and that the agent be instructed to arrest and notify the superintendent, and the boy be returned to the nonreservation school under the care of a policeman and discipline be administered.

A semireformatory Indian school on one of our coast islands where incorrigibles, both runaway and other, could be sent for suitable periods would be a blessing to them and the school service.

The system or lack of system in the transfer of students is an abomination. The regulations of the Indian office requiring promotions from school to school are a dead letter, and it devolves now as much as ever upon every nonreservation school to send its agents to the reservations and persuade students to attend and parents to consent, which has always been the case. The reason is plain. A few weeks ago a reservation school superintendent of over twenty years' service in Indian schools told me that not less than nine out of ten of the reservation school and agency employees are opposed to nonreservation schools. Judging from our experience here, this is not overstated. An analysis of this opposition shows that the people referred to are acting ignorantly. They have received appointments in the Indian service and gone directly from civil life to their posts in the field. They have not come in touch with the nonreservation schools, nor gathered up the intentions of the Department and Congress in the premises, and their own bailiwicks naturally become more important to them than any other.

Last fall, upon the urgency of a number of people interested in the advancement of our new island population, especially of the Porto Ricans, and with your sanction, I received as students of this school, under the same rules and conditions governing in the case of Indian pupils, four girls and one boy from Ponce, Porto Rico. A few months previous to this, and upon the urgency of those who brought them, and with your approval, I had received four boys, who came to the States with our returning Pennsylvania volunteers. An especially bright lad was also received from San Juan upon an appeal from one of my former teachers, then at work in the schools there. These young people immediately became a part of the school in all its interests, and very soon, as a result of their letters home, many requests poured in from parents and friends in Porto Rico urging us to accept others. I laid this matter before you and

suggested that I be allowed to increase the number to 40, which you authorized, in view of the fact that we are carrying quite a good many Indian youths over and above our appropriation number, and these could be counted as a portion of this excess.

Dr. M. G. Brumbaugh, commissioner of education for Porto Rico, with whom I have corresponded quite a little, at once took hold of the matter, selected from different sections of the island the most suitable of the many candidates, and arranged that they be delivered at New York City without expense to the school. I received them at that point. As will be seen from the statistics, the total number was increased to forty-two. These came in separate small parties, and as they continued to come the number of appeals from parents urging that their children be included increased so that Commissioner Brumbaugh wrote me that he could easily send 500 if I would take them. This movement and experience, with very slight exception among the very first received, has been of a most gratifying character. The expressions of gratitude from the parents and the satisfaction of individual Porto Ricans, both officials and others, who have visited the school, have all been in every way encouraging.

In the meantime I have already placed under our outing system ten of these young people, selecting for all of them the most favorable places for their education and development, and as rapidly as practicable I shall increase this number until if possible all are so located away from the school; for living in an American family and going to school with American children is a far better and more rapid method of Americanizing and educating the Porto Ricans than schools made up wholly of Porto Ricans can possibly be. It operates the same with them as with the Indians.

In this connection it seems well to insert the following letters from the honorable commissioner for that island:

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, May 7, 1901.

DEAR SIR: On the transport *McClellan*, which sailed from here at noon to-day, are 14 children for Carlisle. The majority of these are girls. You will notice, however, that in the aggregate of the number on both boats there are more boys than girls. It was absolutely impossible to avoid this condition. The people of this island are perfectly willing to send their boys anywhere under the sun, but it was only with the greatest reluctance that I was able to get any parents to have their daughters sent away from home. You will understand the significance of this is due to the Spanish customs. I have sent as many on this boat as the vessel would accommodate. I will send as many additional girls as I can on the next transport to complete the total number to 30. It may not be amiss to say that it would easily be possible to send 500 boys to you if I were to grant all the petitions that have been made to this department, and in a few cases I could send you some fine young women, but they are above the limit of 18 years, and for that reason I did not feel free to select them. Girls under 18 years are to be had only with difficulty, but we will be able to send the full quota you asked for, and I sincerely trust that you can see your way clear to increase the number allowed to Porto Rico. The claims of these people upon one's sympathy and the strong pleas which they make for help touch one's heart.

It may be of interest to you to know that these children were escorted to the American transport by the public school children of this city to the number of about 400, marching under the American flag, cheering the Carlisle school and cheering the American Government for its liberality in taking these children and giving them a good education. I believe that no more salutary influence could be exemplified in their behalf than this, and my fond hope is that I may be permitted to increase the number.

The transport goes from here to Cuba, and will be due in New York on May 17. Will you kindly arrange to have them met in New York?

Thanking you with my whole heart, I am,
Very sincerely, yours,

M. G. BRUMBAUGH,
Commissioner.

Maj. R. H. PRATT,
Indian Training School, Carlisle, Pa.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 17, 1901.

DEAR FRIEND: I thank you for your letter of August 5, and beg to say that I will send no more pupils without your consent. I also request you to indulge me in my trespass upon your limits, and know that you will gladly forgive me for sending more boys and girls than I should have sent when you remember that this office is crowded daily with crying women begging us to send their children north to be educated. I have now positively stopped the whole procedure, but trust that in the near future you can do us the great service of allowing us to send additional children to the school.

Yours, respectfully,

Col. R. H. PRATT,
Superintendent of Indian School, Carlisle, Pa.

M. G. BRUMBAUGH,
Commissioner.

This disposition and action on the part of Dr. Brumbaugh and the urgency of Porto Rican parents is a most gracious contrast to the twenty-two years' experience I have had of the general conduct of educators the Government hires and sends among the Indians to civilize them, and to that of Indian parents whom these educators and civilizers urge and educate to not send their children to better opportunities.

The blacksmith, carriage and wagon, tin, shoe, harness, tailor, paint, and carpenter shops have been running as usual, and a supply of tinware, harness, carriages, and wagons manufactured for the Indian service. The printing office keeps up its printing

of a weekly paper, and printing of blanks, reports, lists, and other jobs for the school. The laundry, dining room, sewing room, bakery, etc., were conducted as in the previous year.

A domestic science department was put in operation last fall, and continued through the year with fair success. Every girl in the school, except those in the senior class and those pupils in the normal department who attend school all day, received instruction in this valuable accomplishment.

An arrangement has been made for a thorough reorganization of the industrial section of the school during the year 1902.

For some years we have been renting a farm of 156 acres, known as the Hocker farm, about three miles from the school, paying an annual rent of \$600. My endeavors to buy a nearer farm of equal size and quality were not effective until last August. I found then a farm of 176 acres cornering with the Parker farm, and less than a mile distant from the school, could be had for \$20,000. With the permission of Congress and the Department the farm was purchased and the final negotiations completed before the end of the year 1901, so that it is now in the possession of the Government. This gives us, in all, 306 acres for cultivation and does away with the necessity of renting another farm. The buildings on the new farm are old and will need to be replaced in part. There is a fair orchard and better vegetable land, which will make valuable addition to our supplies for students.

Our school herd, numbering 55 cows, continues to be an invaluable contribution to our needs, but should be increased to at least 80.

The principal teacher reports a year of special advancement along all lines. The extra teacher allowed last year, whose duty it was to bring up slow students and those deficient in some studies, has given valuable service and encouragement to a discouraged and discouraging element. Sloyd, music, and drawing continue valuable features of the curriculum. A comprehensive course of study has finally been completed by the principal teacher and printed in our printing office, giving thorough and excellent direction to the work of every teacher and pupil. The use of the school library by students for reference and in preparation of debates in the literary societies has been growing steadily, and to it is due much of the increased interest in literary programmes.

A class of 16 girls and 23 boys from 17 different tribes was graduated in March last.

With few exceptions our teachers took advantage of the summer-school leave granted by the Department and attended either the Buffalo and Detroit Institutes or regular summer schools for teachers.

During the spring phonograph records of school recitations and exercises for use at the Buffalo Exposition were taken by expert operators under the direction of the managers of the Government exhibit, also cinematograph impressions of the school athletics, gymnastics, etc., and Miss Johnston, under orders from the Department, took over 100 photographs of the different departments of the school, interiors of schoolrooms, shops, etc., which are all on exhibition at Buffalo in connection with papers prepared in the schoolrooms, and samples of our industrial products. Mr. Howard Gansworth, a graduate of this school, and this year a graduate of Princeton University, has efficient charge of the Indian exhibit for the Department for a part of the season.

In November last I was invited by the authorities of the Pan-American Exposition at Buffalo to make an engagement for our band for a month in the summer. In making this application the director-general stated that their object was to show what instruction and opportunity would develop in Indians along higher musical lines. As the savage qualities of the Indian are usually put before the public almost to the exclusion of the civilized qualification, I concluded to accept the offer. The band was at the time disorganized, but I secured the best leader I could find and pushed the preparation for this engagement. The result has been more than gratifying. The band is more finely developed than ever before, and without concession on account of being Indian is ranked by musical authorities as equal in many selections to Sousa's and other celebrated bands.

Many inquiries are made concerning the establishment, methods, aims, and results of the school, together with queries as to the use made of education by those who go out from us. To meet these I have arranged to issue something in the nature of a catalogue or annual, giving the points of general interest. From the first we have kept as careful an office record of every student as our work would permit, but our numbers are too great for a catalogue of all. I shall therefore include only all the graduates and a few special students who left the school before we began to graduate pupils. A committee is now at work on this booklet, which will be illustrated with some of Miss Johnston's pictures and ready for publication as soon as plates are procured.

A card system of records is in process of completion in the record department, and when fully written up will afford ready means for a quick survey of every pupil's career.

We have in process of erection at the school an addition to the storehouse, and two additions to the dining room, 44 feet 6 inches by 32 feet. The first will double our present storage room, and the dining-room annex will give a room 125 by 82 feet. These are made necessary by the continued growth of the school. Last winter 700 students were crowded at meals into a hall originally intended to seat 450. Larger quarters are now needed for the boys and girls and more accommodations for the employees are also necessary.

The 600-horsepower boilers placed last year have given satisfaction, heating the buildings much more uniformly and economically than in previous years.

It is with great satisfaction that I can report the health of the school exceptionally good throughout the year. Of the 4 deaths this year one was of quick consumption, another of heart disease, another of brain trouble, while the last was undoubtedly of previous development. The girl was taken ill soon after her arrival and was at once beyond help. These health results disprove the statements of critics who allege that in the remote schools an excessive percentage of the students die.

In closing this report I desire to emphasize statements I have been making for several years past. I have now been in the Indian-school service twenty-three years, not counting the three years' feeble school work for and while in charge of Indian prisoners at Fort Marion, St. Augustine, Fla. My experience among the Indians prior to going to Florida, added to the Florida experience, led me to know that all the Indians need in order to become English-speaking, useful, intelligent American citizens is the same opportunities and responsibilities accorded to our own people and all foreigners who emigrate to and locate among us. I have always seen, and now more than ever before see, that it is impossible to give the Indians these opportunities with any force in their tribal aggregations on their reservations. The element of necessity of contact, the learning by seeing, association with, and doing is entirely absent at their homes. We had ample experiences to prove this before Carlisle and other nonreservation schools were established. No experiences we have had since disprove it. Educating them together in tribes is only added hire to remain tribes. Tribal disintegration, individual freedom, and the taking upon their individual selves the useful qualities of our American life can never come to them in any fullness through any educational training that may be given to them in their tribal masses on their reservations, no difference how excellent the quality of instruction. Again I say the Sioux, educated in schools made up entirely of Sioux on the Sioux Reservation, naturally accept that they are to remain Sioux indefinitely.

There being a general slush fund for that purpose in the hands of the Department, and all agents and agency school people naturally willing to build and improve their surroundings at the public expense, in many cases expensive school buildings have been erected on the reservations for practically all the children. These schools are required to be kept full or their employee force is cut down. This compels the reservation school, through its entire employee force, to hold the children to their reservations. Most of the nonreservation schools are carried on as though under the reservation system, because no effort is made to give their pupils experiences and opportunities beyond the school limits. The children are brought from the reservations to the schools, reserved there for a time, and then returned to the reservations.

As I have no sympathy with any methods of tribalizing or catering to useless Indians, not even with schools, when used for that purpose, I feel that I am becoming more and more extraneous to about all that is being done for the Indians, because I see that much failure is bound to come in the final reckoning, for it will continue to be alleged and alleged to be proven that Indians can not take on our education and civilization successfully; but in truth they have never been really invited into nor allowed any real opportunity to enter civilization's family.

Very respectfully,

R. H. PRATT,

Lieutenant-Colonel Fifteenth Cavalry, Superintendent.

THE COMMISSIONER OF INDIAN AFFAIRS.