

ANNUAL REPORTS

OF THE

DEPARTMENT OF THE INTERIOR

FOR THE

FISCAL YEAR ENDED JUNE 30, 1904.

INDIAN AFFAIRS.

PART I.

REPORT OF THE COMMISSIONER,

AND

APPENDIXES.

WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1905.

class of students has come to us, more advanced, more earnest, more ambitious. This earnest desire to prepare to meet life's difficulties as become men resulted in a spirit of harmony, a cooperation, a pull-together ardor most enterprising and encouraging.

We have established practical courses of study, based entirely upon agriculture and household economy, and the work in these branches—made cheerful and interesting by opening to view a larger, fuller life, with profits tempting in content and wealth—has caused a complete revolution in desire and ambition. While formerly students thought contemptuously of life on the farm and almost unanimously hoped some day to teach, preach, practice medicine, or perform some other service requiring little physical effort, they now all hope and expect to be farmers and stock growers, to have homes of their own, and to enlist in America's great army of common people. This attitude is believed by the faculty to be a distinct gain, and all effort is put forth to keep students in the frame of mind that counts content, born of self-respect and self-support, as of more worth than eager pursuit of an easy life.

During the past two years many new buildings have been constructed, all of stone, of substantial build and modern equipment. These have enabled us to double the capacity of the plant. During the present year we shall enroll more than 800 students. At the present writing the enrollment is more than 700, notwithstanding 300 students, whose terms had expired, were sent home last month.

The farm, consisting of 8,640 acres, has been much improved. An experimental section has been established, giving our boys from the various reservations practical object lessons in soils, germination, and general management. The theory of farming is taught in the class rooms as well as outdoors. Dairying is an important branch of farm work, so important as to be in a class by itself, and we treat it accordingly. Gardening, horticulture, stock raising and breeding—horses, mules, cattle, hogs, and sheep—poultry raising, and bee culture are also given proper attention.

In every respect the year just ended has been most successful. The Office, as usual, has been most helpful and kind, and it is a pleasure to work for men who appreciate honest effort.

Yours, most respectfully,

S. M. McCowan, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., August 30, 1904.

SIR: On June 11, 1904, under direction of the President, I was detailed by the Secretary of War for educational duty, and was assigned by the Secretary of the Interior to take charge of the Indian Industrial School at Carlisle, Pa. I entered upon my duty here July 1, and inasmuch as my predecessor has not prepared an annual report for the fiscal year ending June 30, 1904, I submit herewith report of the assistant superintendent on the academic and industrial departments.

Statistics showing population by tribes and the school attendance during the year are as follows:

Name of tribe.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.		Total.
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	
Alaskan.....	20	25	28	17	90	4	3	3	44	36	80	
Allegheny.....	2				2				2		2	
Apache.....	10	2			12	7	1		3	1	4	
Arapaho.....	2	4	5		11	2			5	4	9	
Arikara.....	5	4	1	2	12	1	2		5	4	9	
Assiniboin.....		1	3		4	1	1		2		2	
Bannock.....		3			3		2			1	1	
Caddo.....	1		4	2	7				5	2	7	
Catawba.....		1	3		4			1	2	1	3	
Cayuga.....	2				2	2			1		1	
Cayuse.....	1	2			3				1	2	3	
Cherokee.....	28	28	7	4	67	14	9		21	23	44	
Cheyenne.....	3	3			6	2	1		1	2	3	
Chinook.....		1	1		2				1	1	2	
Chippewa.....	22	23	13	6	64	8	3		27	26	53	
Choctaw.....		3			3					3	3	

Name of tribe.	Connected with school at date of last report.		New pupils received.		Total during year.	Returned to agencies.		Died.		Remaining at school.		Total.
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	
Clallam			1		1					1		1
Comanche	1	1	2	3	7		1			3	3	6
Copah	1				1					1		1
Covelo			1		1					1		1
Crow	2	5	2		9	3	2		1	1	2	3
Dalles	1				1					1		1
Coos Bay				1	1		1					
Delaware	4		5	1	10	1				8	1	9
Digger	2	1			3					2	1	3
Eagles			2		2	2						
Filipinos	1				1					1		1
Grosventre	1	1	5	3	10					6	4	10
Hoopa	1				1		1					
Iroquois	12	17	2		31	8	3			6	14	20
Kickapoo	6	6			12	4				2	6	8
Kiowa	1	2	1		4	2	1			1	1	1
Klamath		5	3		8	2	2			1	3	4
Makah	2				2	1				1		1
Mandan		1	2	1	4					2	2	4
Menominee	7	7			14	4	2			3	5	7
Mission	12	15	1		28	6	8			7	7	14
Modoc	3				3	1				2		2
Mohawk	1	3	8	9	21	1	3			8	9	17
Mohave	1				2	1				1		1
Nez Percé	10	7	3	1	21	4	1			9	7	16
Okmagagan		1			1					1		1
Omaha	2	2			4	1				1	2	3
Oneida	35	35	4	5	79	16	10		1	23	29	52
Onondaga	19	6	3		28	5	2	1		16	4	20
Osage	11	4			15	9	2			2	2	4
Oto	1				1							
Ottawa	5	5			10	1	1			4	5	9
Ute	8	4			12	1	1			7	3	10
Papago		3			3		2				1	1
Pawnee			1		1					1		1
Penobscot	7	1			8	1				6	1	7
Piegan	4	4			8	1	2			3	2	5
Peoria		3			3						3	3
Pit River	1	2			3					1	2	3
Pima	17	4			21	7				10	4	14
Ponca	1	2			3	1	1				1	1
Porto Rican	20	18			38	4	1			16	17	33
Potawatomi	1	1	2	3	7					3	4	7
Pueblo	4	12	1		17	2	2			3	10	13
Puyallup	2				2					2		2
Sanpoil	3	1			4	1				2	1	3
Sauk and Fox	7	4	3	1	15	1				9	5	14
Samsean					1						1	1
Seneca	43	38	17	11	109	25	10			35	39	74
Shawnee	7	4		1	12	1				6	5	11
Shivwitz (Shebits)	1		2		3					3		3
Shoshoni	12	8	5	2	27	1	1			16	9	25
Siletz			1		1						1	1
Sioux	64	40	6	4	114	17	9			53	35	88
Stockbridge	8	5			13	3	2			5	3	8
Skokomish		1			1		1					
St. Regis	10	10	18	2	40	12	4	1		15	8	23
Tonawanda	1	3	2		6					3	3	6
Tuscarora	10	1	3		14	4	1			9		
Ukiah			1		1					1		1
Towana		1			1						1	1
Umpqua			1	2	3	1					2	2
Ute	6		5	2	13	5				6	2	8
Wallawalla	2	2			4					2	2	4
Washo	2				2					2		2
Wichita			1	3	4					1	3	4
Winnebago	12	7	1	1	21	4	2			9	6	15
Wyandot	2	2			4					2	2	4
Wailaki		1			1						1	1
Yuma	3	1			4					3	1	4
Zuñi	1				1					1		1
Total	496	410	179	88	1,173	205	100	3	5	467	393	860

There have been 924 outings during the fiscal year, 426 girls and 498 boys, and air earnings, respectively, have been \$12,343.22 and \$22,627.73. The number of outing pupils who attended public schools was 191 girls and 142 boys.

Judged by the physician's reports, the health of the school has been very good throughout the year.

In transmitting these statistics I feel that I am doing all that can be expected of me, as my connection with the school began July 1, and I know nothing personally of the conditions existing for the period covered by this report. Such recommendations as experience and a knowledge of the conditions would warrant on my part in the near future will be presented in special reports from time to time to your Office.

Very respectfully,

W. A. MERCER,
Captain, Seventh Cavalry, Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF ASSISTANT SUPERINTENDENT, CARLISLE SCHOOL.

CARLISLE, PA., August 20, 1904.

SIR: I herewith present my report of the academic and industrial departments for the year 1904:

Academic department.—Our work in this department was rendered difficult in the beginning of the year by a shortage of teachers, which was not finally supplied until school had been in operation more than two months. For most of the year supervision was almost entirely in the hands of Miss Bowersox, assistant principal, for the reason that I was called to other duties on account of absence of the superintendent and for other causes. She performed the duties of principal, in addition to directing specially the normal department during this period, in a most admirable manner.

Another unsatisfactory condition was the necessity of sending to advanced grades those indifferently or poorly prepared. The cause of these forced promotions was the admission to the lower grades of large numbers of new students, who, though often of large stature, were small in attainments. This condition obtained until after commencement, February 18, when by the going out of the graduating class, numbering 21 girls and 22 boys, the crowded condition was in a measure relieved. Should our attendance become any larger, it will be necessary to increase proportionally the number of schoolrooms and teachers.

With the one or two exceptions I have mentioned to you specially, the teachers have done satisfactory work and shown a quite commendable interest in the success of the entire department. This is evidenced not only by the conscientious work done by them during the school year, but by the ambition that prompts them to expend funds and endure the hard work of a month of summer school during the vacation. Some have not only done this, but have spent a part of the time allowed for annual leave in extending their course.

The weekly teachers' meeting has been a feature during the year as in previous years. These are held on Tuesday evenings from 4.15 to 5, the time being devoted to a discussion of the problems that arise in the week; or, in the absence of such problems, to the reading of Parker's "Talks on pedagogics." We have also continued the chapel talks, all the teachers in the academic department and a few of the trades instructors coming on the programme. The course embraced talks on biographies of a few modern writers and their works, economics as it touches the average citizen, physics, botany, agriculture, stock growing, fruit growing, printing, and metal work. The students manifested great interest in these talks, and I consider them as having a valuable place in our course of instruction.

During the year Miss Leila Patridge, author of "Quincy Methods" and editor of "Parker's Talks on Teaching," gave a three weeks' course in the teaching of reading, language, and spelling. She also spent a portion of the day in illustrative work in the schoolrooms. This course was of great value to the teachers, being given, as it was, by one who is a recognized authority upon the topics treated.

The whole school was favored during the year with entertainments by the Amesbury quartette, the Dunbar bell ringers, Pamahasika's exhibition of trained birds and dogs, an evening of moving pictures by the Hadley Company, two lectures by Professor Search, and a series of ten illustrated lectures on travel at home and abroad by Mr. and Mrs. Crary. Prof. H. W. Elson, of Philadelphia, gave two courses of six lectures each on the history of the United States, which were highly enjoyed by pupils and employees. We were also visited and addressed by William J. Bryan and by Lieut. Richmond P. Hobson.

The excellent course of study outlined by my predecessor has been followed rather closely, except that it has been necessary to make some changes in the grading and arrangement of the work in mathematics. A more systematic effort has been made during the year to coordinate the industrial and academic departments. This has been made somewhat easier by my own connection with both. Practical problems involving processes in the shops have formed a basis for considerable of our work in mathematics. Instruction in mechanical drawing with special reference to the industries has been given to all boys from the sixth grade up; and this same connection has been in sight in all language lessons.

Accessions were made to the library of 638 volumes during the year. These additions have greatly increased the effectiveness of the library, from the fact that all are attractive works suited to the advancement and tastes of the various students. The records of the librarian show that during the year the circulation of the library was 4,369, and in addition reference books and current magazines were consulted 4,800 times by teachers and students in connection with their school work. The library is becoming a constantly increasing force in the education of the students, and I respectfully recommend that every year see the addition of several hundred volumes of readable books, selected by the principal and the librarian after consulting with all the teachers of the various grades.

Industrial departments.—We have followed the same lines of industrial instruction that have been in vogue at the school for a number of years, viz, blacksmithing, carriage making, carriage and house painting, printing, tailoring, harness making, shoemaking, tinmithing, carpentry, and to a limited extent plumbing and steam fitting. The constant aim has been to increase the efficiency of the training. It was with this end in view that mechanical drawing was substituted for a considerable amount of the art work in the academic department, and a course of study has been prepared, which, though ready for promulgation and followed to a considerable extent, has not yet been published.

The carpenter shop has witnessed considerable change in the installation of benches, so that each student has his place, and in the purchase of new tools, so that each may have a complete set, for the

condition of which he is held accountable. An additional carpenter has also been employed, who devotes his attention during the school year to teaching the classes assigned to him.

Although the bakery has never been classed as one of the departments in which any constant effort is made to give instruction, still it might be well to state that we have added to its convenience by moving it to the basement under the kitchen, in which has been erected a 16-foot Fish rotary oven.

The efficiency of the industrial departments as an educational force has not been as great as it could be made on account of urgency for production. Observation in the best trade schools of the country has taught me that in order to do the best teaching it is necessary that production be lost sight of, or, in other words, that it be merely an incident. If we accomplish anything in any line of work it will be the thing we constantly strive for. If in our shops it is production, they will degenerate into factories. If it is instruction, they will become more and more schools for the education of young men in the trades. Give a teacher to understand that his efficiency is measured by the number of suits of clothes, pairs of shoes, sets of harness, or buggies he may turn out and he will endeavor to develop in students special skill in a particular portion of the trade rather than a mastery of the whole. If, on the other hand, he is aware that his success is told by the mastery his pupils have of the particular trade they are learning, he will turn out mechanics rather than products. To sum it all up, we have worked rather too largely on the factory and rather too little on the school idea, but year by year getting nearer and nearer to right lines.

The outing, the band, and athletics, all excellent institutions in their places, interfere somewhat with the efficiency of teaching in the industrial departments. Students have been held to regular attendance in the academic department, thus throwing all irregularities upon the shops. As a consequence, the attendance has been unsatisfactory. I simply call attention to this condition, not having in mind any method whereby the attendance could be made more regular without limiting the time devoted to some of the special features of the institution.

Accompanying this report and made a part of it is a schedule of the output of the farms, shops, etc., and increase in stock during the fiscal year.

Respectfully submitted.

EDGAR A. ALLEN,
Assistant Superintendent and Principal Teacher.

Capt. W. A. MERCER, U. S. A., Superintendent.

REPORT OF SCHOOL AT CHAMBERLAIN, S. DAK.

INDIAN TRAINING SCHOOL,
Chamberlain, S. Dak., August 30, 1904.

SIR: I have the honor to submit the seventh annual report of this school for the fiscal year ending June 30, 1904.

The Chamberlain Indian School is located in the Missouri Valley, about 1 mile north from the city of Chamberlain.

The enrollment during the past year was 174. The average attendance for the year was 153.

Our new buildings, the boys' home and school, were not completed until after Christmas last year and consequently we could not enroll our quota of 200 pupils. We have ample room in our new schoolhouse for all class-room work, but our new boys' home is not large enough to accommodate 100 boys. I have recommended that an appropriation be made for the erection of an addition to this building. We also need a building for employees' quarters.

Plans are being prepared for a hospital, a superintendent's cottage, and a large shop building. When these buildings are erected our somewhat crowded condition will be relieved.

The health of the children has been good during the entire year. We were fortunate in not having any epidemics or deaths. I think that the good health of the pupils was largely due to good, well-cooked food, cleanliness, and the watchful care of our attending physician, Dr. R. H. Goodrich. Our cook, Miss Mary Mashek, has been with us six years, and she is sure of a position as long as she wants it because she is an excellent employee. Our physician has served the school faithfully for the same period of time. A good, faithful, earnest worker is always sure of a good position in the service. I wish we had more of them.

The school plant comprises 3 large brick and 16 minor frame buildings. All these are in reasonably good repair.

Our water supply is excellent. It is pumped from the Missouri River into large settling tanks, where it is allowed to stand until it becomes clear. We have two pumping plants, one run by artesian-well power, the other by a gasoline engine. It is really a double system, so if the artesian well should fail at any time we would still have water supplied for domestic purposes and fire protection by the gasoline plant.

The lack of a good farm is a great drawback to this school. We have about 15 acres suitable for cultivation. This is no more than what is needed for garden purposes. The rest of the 160 acres comprising the school land is fit only for grazing, and not extra good for that. In another communication I have recommended the purchase of more land. We should have at least 500 acres in addition to what we have. Our Indian boys could then be taught farming and stock raising. These are