INDIAN TRAINING SCHOOL, CARLISLE, PA.,
August 31, 1883.

SIR: I have the honor to transmit herewith my fourth annual report. The change in the time at which this report is required, leads me to think it better hereafter to begin and end the report with the fiscal year, and I make this report to cover the period between September 30, 1882, the date of my last annual report, and June 30, 1883, end of the fiscal year.

The following table gives statistics of pupils during the period covered by report:

Tribes.	Connected with the school at date of last report.		New pupils received during the period.		Total connected with the school during the period.	Returned to agencies.		Died.		Remaining at school.		Total
	Boys.	*Girls.*	*Boys.*	*Girls.*		*Boys.*	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*	
Apaches	3	2	.....	.....	5	.....	.....	.....	.....	3	2	5
Arapahoes	17	13	.....	.....	30	.....	3	.....	.....	17	10	27
Caddoes	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Cheyennes	30	12	1	.....	43	5	1	.....	.....	26	11	37
Comanches	11	.....	.....	.....	11	1	.....	.....	.....	10	.....	10
Creeks	10	15	.....	.....	25	.....	2	.....	.....	10	13	23
Crows	.....	.....	8	.....	8	.....	.....	.....	.....	8	.....	8
Delawares	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	1
Gros Ventres	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Iowas	3	2	.....	.....	5	.....	.....	.....	.....	3	2	5
Kaws	3	1	1	.....	5	.....	.....	.....	.....	4	1	5
Keechies	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Kiowas	4	5	.....	.....	9	1	3	.....	.....	3	2	5
Lipans	1	1	.....	.....	2	.....	.....	.....	.....	1	1	2
Menomonees	5	3	.....	.....	8	.....	.....	.....	.....	5	3	8
Miamies	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Modocs	2	2	.....	.....	4	.....	.....	.....	.....	2	2	4
Navajoes	.....	1	11	1	13	.....	.....	1	.....	10	2	12
Nez Percés	4	1	.....	.....	5	.....	.....	.....	.....	4	1	5
Northern Arapahoes	8	2	.....	.....	10	4	.....	1	.....	3	2	5
Omahas	20	11	.....	.....	31	.....	1	.....	.....	20	10	30
Osages	20	14	.....	.....	34	.....	.....	.....	.....	20	14	34
Ottawas	2	.....	.....	2	4	.....	.....	.....	.....	2	2	4
Onondagas	.....	.....	1	.....	1	.....	.....	.....	.....	1	.....	1
Pawnees	9	4	.....	.....	13	1	.....	.....	.....	8	4	12
Poncas	5	.....	.....	.....	5	.....	.....	1	.....	4	.....	4
Pueblos	10	8	1	2	21	.....	.....	.....	.....	11	10	21
Potawatomies	.....	.....	1	.....	1	.....	.....	.....	.....	1	.....	1
Sac and Foxes	1	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1
Sioux, Rosebud	1	.....	23	11	35	1	.....	.....	.....	23	11	34
Sioux, Pine Ridge	4	1	23	8	36	1	.....	.....	.....	26	9	35
Sioux, Sisseton	4	4	.....	.....	8	1	1	.....	.....	3	3	6
Seminoles	.....	2	.....	.....	2	.....	.....	.....	.....	.....	2	2
Shoshones	2	.....	.....	.....	2	.....	.....	.....	.....	2	.....	2
Towaconies	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	1
Wichitas	5	2	.....	.....	7	.....	.....	1	.....	4	2	6
	188	108	70	24	390	15	11	4	.....	239	121	360

Our average during the nine months covered by my report was 367.7. For the whole year between July 1, 1882, and June 30, 1883, it was 343.

During the winter we had out in families, attending the public schools, 33 boys and 19 girls. At the end of June, 1883, we had placed out 99 boys and 43 girls. Our pupils come to us now for 5 years, 2 years of which we shall endeavor to place them under this family training. My reports for 1881 and 1882 give a fair expression of the continued esteem these placed-out students receive, and my remarks in those two reports in regard to its advantages are reaffirmed. In my judgment it opens up a practicable course to accomplish the destruction of race prejudices and to bring our Indian population into useful, productive life. Two years in our school will generally give to previously uneducated and untrained Indian boys and girls a sufficient knowledge of English and enough skill and industry to make them acceptable helps in farm and other industrial civilized pursuits. After three years' trial I can see nothing to prevent a very great expansion of this system, so that it may be made to bear upon thousands instead of a few score. But some encouragement and influence should grow up looking to the enlargement of their sphere of life and usefulness beyond reservation lines after the expiration of their school periods.

We have carried forward our shop-work much on the same plan as last year, and have increased the number of apprentices to the limit the room and facilities we have been able to create would allow. We are now able to give instruction to about 100 apprentices.

For information in regard to our school-room work, I respectfully refer to the report herewith of Miss C. M. Semple, the principal of that department.

Your attention is also invited to the sanitary conditions during the year and some views and deductions in the report of the school physician, hereto appended.

Very respectfully, your obedient servant,

R. H. PRATT,
Captain and Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

INDIAN TRAINING SCHOOL, CARLISLE, PA,
August 20, 1883.

SIR: In reviewing the work of the school-rooms the points which seem of especial interest and importance are those which relate to the classification of pupils and arrangement of studies. It has been extremely difficult to secure uniformity in the sections of approximately the same grade either in methods or rate of progress. This difficulty has arisen from several causes, the chief of which, the frequent admission of new pupils at irregular periods, is made apparent by the following table showing agencies from which they came and dates of entrance:

Kiowa, Comanche, and Wichita, October 6, 1879; October 27, 1879; April 3, 1880; September 9, 1880; August 31, 1882.
Sioux, October 6, 1879; November 30, 1882.
Cheyenne and Arapaho, October 27, 1879; September 6, 1880; February 3, 1881; August 31, 1882.
Ponca, October 27, 1879; February 20, 1880.
Pawnee, October 27, 1879; August 31, 1882.
Sisseton Sioux, November 6, 1879; November 6, 1880.
Menomonee, November 6, 1879; November 6, 1880.
Iowas, February 25, 1880.
Pueblo, July 31, 1880; February 4, 1881; January 28, 1882; October 21, 1882.
Creek, January 22, 1881.
Osage, February 26, 1881; June 9, 1882.
Northern Arapaho, March 11, 1881.
Quapaw Agency, December 20, 1881.
Omaha, August 19, 1882.
Navajo, October 21, 1882.
Crows, February, 1883.

To find place and proper instruction for each company of new comers without any especial provision for individual teaching, and yet maintain anything approaching to a good system of grading, has been almost impossible. At the beginning of the year the boys learning trades and girls regularly detailed for half-day work were graded and divided into half-day schools, each teacher having charge of two sections. Before the close of the year the school resolved itself into seven of these half-day schools and two composed of younger pupils whose details were less regular. The average number of pupils to each teacher has been 37; the average attendance nearly the same.

I think it very desirable that we should have experimental shops for the boys not learning trades, where, under the care of a teacher, even the youngest pupils might have some kind of manual training daily. I do not doubt that the gain in health, energy, and clear-headedness would make any expenditure in this direction an ultimate economy. We invariably find that when an idle or mischievous boy is put to work at a trade his standing is raised in scholarship as well as conduct. In some cases the improvement has been very remarkable; in not one has it failed of good results.

At your request, I have put in the form of a schedule the course of study which we have attempted to follow, or toward which we have worked. Some exceptionally quick pupils have done a little more; a few, mostly adults or irregular in attendance, much less than the amount laid down. In the light of our experience and acquaintance with the results of Indian teaching elsewhere, this course seems all that ought to be expected of the average Indian pupil coming into school ignorant of English, and giving at least half the time to manual training. Further experience will probably show that in the case of large numbers it will be impossible to cover the ground fully.

FIRST YEAR—*First session.*—Objective study of language, writing words, phrases, and sentences upon slates or blackboards, and in note-books, in script. Number: By the use of objects and numeral frame, addition and subtraction orally, counting, writing, and reading numbers.

Second session.—Continue script work; but begin the study of Roman characters using charts or lessons prepared and printed for the class.

Drawing from the first: Illustrative, the pupil being encouraged to draw the object studied—linear, as a means of eye and hand training and the study of form.

Singing, gymnastics, modeling in clay, and other simple kindergarten occupations alternate with the regular school routine.

Adult primary, the same, with the exception of kindergarten occupations.

Arithmetic is left indeterminate in amount throughout the course in the lower grades. Adults can do much more than children in this branch.

Phonic drill and analysis to aid in securing correct enunciation and in the discovery of new words, begun this year, and continued in all the grades.

SECOND YEAR.—Continue objective script work. Begin First Reader, using Webb's Model, Lippincott's First, Picture-Teaching, charts of the same grade or prepared lessons. Language: Sentence-making, letter-writing, descriptions of pictures or objects, lessons or stories reproduced orally and in writing by the pupil. Number: Addition, subtraction, multiplication, and division—Grube method—as far as knowledge of English permits. Drawing, singing, and gymnastics.

THIRD YEAR.—Second Reader work; language as in second year. Diaries begun. Number as in second year, using and learning simplest tables of reduction and fractional parts of numbers by use of kindergarten blocks and other objects. Much applied work in first four rules. Geography begun by use of molding-board; drawing and oral teaching. Easy lessons from Mrs. Hall's Our World or Guyot's Introduction, for reading and reference.

FOURTH YEAR.—Reading: Third Reader, supplemented by simple lessons in natural science, history, and geography, from Guyot's Introduction, Our World, Hooker's Child's Book of Nature, or printed lessons prepared for the class. Language: Abstracts of lessons, diaries, letters, descriptions, compositions, "Language Lessons," part first, introduced. Geography: Oral lessons, the class using a text-book for reference; drawing and learning definitions of natural divisions of land and water, names, positions, and general features of continents and the United States. Arithmetic: Reduction continued practically. Fractions begun. Much practical work in tables of time, measure, and weight, and in finding the cost of supplies of fuel, food, and clothing.

NOTE.—The following example given to a class of this grade by the commissary clerk was solved correctly by several pupils. Example: We have on the farm and at the school 5 horses and 4 mules. We are allowed to feed each horse 12 pounds of oats and 14 pounds of hay, and each mule 9 pounds of oats and 12 pounds of hay, daily. How many pounds of each will they be fed from January 1 to March 31, inclusive?

To another class of younger pupils, same grade, the following example was given as an examination question. Example: Metopa had $4.50, and bought 5 yards of ribbon at 12 cents per yard, 3 collars at 15 cents each. What did they cost, and how much had she left? How many oranges at 4 cents each can she buy with the money left? Solved correctly by fifteen out of a class of seventeen pupils. Eight of the same class worked practical questions in addition, subtraction, multiplication, and division of fractions. Six of the class no errors.

FIFTH YEAR.—Reading as in fourth year, introducing new Third Reader, or other reading of nearly the same grade; prepared lessons reviewing oral teaching of past years in natural science, animals, plants, &c. Language as in fourth year. Geography: Elementary geography as text-book, alternating with history, taught orally and by reading and writing abstracts. Number: Arithmetic continued; study of geometrical form, using Hill's Elementary Geometry for reading and reference.

In this course I have not considered the more advanced pupils, who have come to us from mission and agency schools. Some of them have dropped into third and fourth year grades. A small class have nearly completed the seventh-year studies of the ordinary grammar-school course. Two members of this class have had some instruction in methods, and practiced teaching, under supervision, with success.

Previous to our public closing exercises, which occurred May 23, all the classes sustained a written review. The papers were carefully prepared, and generally indicated the standing of the pupil, although no use is made of them for that purpose. We have had these reviews monthly throughout the year. No marking is done, and as there is nothing of a competitive nature, we have seen no evidence of the nervousness and mental strain which is usually attendant upon examinations.

The advance in text-book work, especially in the middle grades, has been apparently slower than during any previous year. This is chiefly because our experience has shown us the wisdom of making haste slowly. Our pupils, as a rule, come to us after the best years for memorizing have passed away, and even with the youngest of them this faculty is taxed by the multiplicity of objects and events which come under their notice, and duties required, many of which are made the subjects of constant instruction. The lessons of the school-room must be again and again re-

viewed and various tests applied before we can be at all sure that they are, in any practical sense, their own.

Language study, by means of sentence-making, abstracts of geography and history lessons, descriptions and letters, has received more attention this year than formerly. In the upper schools time has been well spent upon diaries, the daily notes being written upon slips of paper, and corrected before copying into the books. The result of this labor is apparent in the letters and review papers. Although there is still much bungling work, the May letters, written by scholars who have been with us three or more years, are, with few exceptions, good in composition, spelling, and penmanship.

The order and industry, especially during the last session, have been excellent. Not one of the new Sioux pupils, who came from camp December 1, and only one of the Navajos, was reported. Very few required even a reproof from their teachers.

Respectfully submitted.

C. M. SEMPLE,
Principal Educational Department.

Capt. R. H. PRATT, *Superintendent.*

INDIAN TRAINING SCHOOL,
Carlisle Barracks, Pa., August 21, 1883.

SIR: I have the honor, in compliance with your request, to present the following report of the health and sanitary condition of this school for the past year:

There have been treated over five hundred cases, the larger part of which were simple diseases, such as slight colds and simple sore eyes. No malignant epidemic has prevailed. There were 20 cases of measles, all of which recovered without any untoward complications. The pupils passed through the diseases incident to the seasons with fewer serious cases than the same number of white persons in the community adjacent.

There have been more cases of malarial fever than they have had in the town of Carlisle, due no doubt to the fact that many of our pupils came from malarial districts, and being subjects of the disease it is liable to recur under slight provocation.

Scarlet fever and diphtheria both prevailed in the town and community, and a number of deaths occurred from both. We did not have a single case in the school. An epidemic of catarrhal fever, with many severe cases of throat and lung complications, passed over this community in February and March. Our pupils were not more affected by it than the whites; indeed, the most aggravated cases that came under my observation were among the employés and their families.

There have been 6 deaths; 4 were from consumption, 1 from acute pneumonia, and 1 from dropsical trouble, following pneumonia in a syphilitic subject; 2 of these cases were diseased when admitted; 1 took his bed same day he arrived and 1 very soon after. It will be seen that all the deaths that have occurred have been from pulmonary trouble, and all except 1 resulted from tuberculosis. The record shows that a very large majority of the deaths since the organization of the school have been from pulmonary affections. This accords with my personal observation and experience among these people.

The consolidated sick report of the Indian service for the year ending June 30, 1882, shows that out of a population of 144,822 there were 1,225 deaths, or 1 death for every 118 persons. There were 732 cases reported sick with consumption, and to report a case of consumption means to report a death in a very large majority of cases; hence I conclude that considerably more than half the deaths from all causes in the whole service were from consumption. Whether this is a larger death rate than occurs from this disease among other races I have not the statistics at command at present to show. Dr. B. G. Northrop, formerly State superintendent of instruction for Connecticut, and who has taken great interest in the Chinese and Japanese students sent to the United States to be educated, told me that very many of those who came died of pulmonary affections.

The opinion generally prevails that the Indians as a race are physically strong. In regard to this I would say that where so much immorality and lewdness exists as does among the Indians there must of necessity be a great deal of of venereal disease. This, with its concomitant scrofula, which prevails extensively among them, due to their utter disregard of all sanitary laws, and their use of improper and imperfectly prepared food, cannot fail to produce impoverished and debilitated constitutions. Dr. S. D. Gross, than whom we have no higher authority, says of syphilis, "A poison so potent, so subtle, so diffusive in its action and so difficult to eradicate, is well calculated to make the most fearful inroads upon the system." Especially is this true among the Indians, as their filthy habits and ignorance of remedial agents, gives the disease the best possible chance to ravage the system and impair the vital powers. Add to this sanguinary marriages, which are very frequent, as few marriages are con-

summated outside the tribes, and we have a train of influences which must deteriorate and weaken and establish predispositions which very slight exciting causes develop into fatal terminations.

In regard to the mortality rate of the camp Indians, there is no doubt but that the statistics are very imperfect; many bands and parts of tribes are far removed from the observation of the agency physicians, and many tribes are loath to report the deaths through superstition and for various other reasons.

In comparing our death rate with the figures as given in the Commissioner's report, I would mention the fact that in some instances the weakly and to their people the worthless children are sent to school. In this connection I would recommend that hereafter all pupils be submitted to a thorough examination, as suggested by the appended list of questions, before leaving their reservations.

I believe the half-day work and half-day school plan productive of the greatest possible good to these pupils, both mentally and physically. I most heartily indorse the planting-out system as inaugurated and practiced in this school. It furnishes the pupils an opportunity of obtaining a knowledge of domestic life and of civilized industry which they cannot get in the school. It is the most satisfactory test of character to which they could be subjected, as well as giving them the advantage of a varied and nutritious diet in connection with regular physical exercise, thereby very much enhancing their chances of overcoming any hereditary weaknesses. .I regard the sanitary conditions of the school good. It is no doubt largely due to the sedulous care taken in this respect that we have escaped some of the epidemics which have prevailed in the community around us.

Respectfully,

O. G. GIVEN,
School Physician.

Capt. R. H. PRATT.

Health examination of applicant to be entered as pupil in the Carlisle School.

Name, ——— ———; sex, ———; tribe, ———; age, ———.
Examined at ———, this —— day of ———, 18—.
Father's name, ———.
Living? ———; state of health, ———; dead? ———; cause, ———.
Mother's name, ———.
Living?———; state of health, ———; dead?———; cause, ———:
Eyesight, ———; hearing, ———.
Any disease of stomach?———; bowels? ———; kidneys? ———.
Any cough?———; any spitting of blood? ———.
Any skin disease? ———; any suppurating glands? ———.
Any scrofula? ———.
Ever had fits? ———; ever had syphilis? ———
Ever had severe sickness? ———; nature, ———.
Ever received an injury? ———; ruptured? ———.
I certify that I have personally examined the person above named with the results shown.

———,
Agency Physician.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,
Hampton, Va., October 1, 1883.

SIR: I have the honor to report as follows on the work for Indians at this institution during the school and fiscal year closing July 1, 1883, and to make statements in connection therewith on the general Indian question:

Permit me to state, introductorily, that, fifteen years ago, this school opened with 15 negro students and 2 teachers. There have been this year 578 students and 35 teachers, besides officers; and the "plant," unincumbered, is valued at $350,000. Until 1878, negroes only were admitted. In that year it become our unmistakable duty to receive 17 captive Indians, who, under the care of Capt. R. H. Pratt, U. S. A., had changed from the worst of savages to well-disposed men eager for education, for whom no place was so suitable as Hampton, because of its industrial teaching. This, and all like schools in the South had been founded on the principle of admission for all, "without regard for race or color or previous condition of servitude." This hospitality to a few red men has resulted, not only in an increase to 109 Indians, but in the great work of Captain Pratt at Carlisle, Pa., to which this was an essential stepping-stone; in a new and hopeful public sentiment, a fresh departure in Indian education, and in a new demonstration of the Indians' capacity, with proper opportunities, to become good citizens.

Whatever their failures, they are found to be not from innate causes but from surrounding influences. So hopelessly seems the latter against them, that many despair of success; but is it not a little gain to feel that the red race is capable in