REPORTS OF SUPERVISORS OF EDUCATION.

REPORT OF SUPERVISOR OF EDUCATION, FIRST DISTRICT.

August 31, 1892.

SIR: I have the honor to submit the following report in accordance with your recent letter of instructions, to include "all matters that have come under my observation as Supervisor of Indian Education for the first district, with a résumé of the educational outlook therein."

I may state here, for the benefit of the uninformed, that the first district comprises Michigan, Minnesota, North Dakota (excepting Standing Rock), Sisseton in South Dakota, and Iowa.

I will try to embrace herein all the information requested, so far as I can do so and keep this report within proper limits, including, as far as possible, the condition and needs of each school as to school room and industrial work, buildings, etc. I fear I must do this generally, for to present the facts in the case of each school at length would make my report too long.

The annual report of the Commissioner of Indian Affairs gives the number of Indians on each reservation, with the number and location of the Government schools; and the reports of the several superintendents give the condition and character of the buildings, the attendance, studies pursued, various kinds of labor performed, progress made, deportment of pupils, and all other matters pertaining to school work. In the Commissioner's report will also be found the number, location, and general features of the many excellent denominational Indian schools scattered through not alone this district, but through the whole field of Indian life, and devoted to the education and Christianization of Indian youth. In all of these schoo's are to be found competent and faithful teachers, conscientious personal care of the children, and the true missionary spirit that has always animated those engaged in this beneficent uudertaking.

I believe the test of the real absorption of the Indian into civilization is not so much his book learning as his having abandoned his pagan customs, quit dancing, cut his hair, dressed white fashion, and gone to work. Without both the ability and the will to take care of himself by his own labor, I would not give much for his claim to being a Christian. But I desire (myself not a professing Christian) to bear this testimony: Unless the Christianization of the Indian is coupled with and made a part of his education, the harvest will be only Dead Sea apples, fair sometimes upon the surface, the bitterness of ashes inside.

Concerning the teaching, it is good in all the schools. The teachers are efficient and painstaking, and compare well with those who occupy similar positions in white schools. I have sometimes heard it said that in some of the contract schools (and, to speak plainly, this shot is usually aimed at the Catholic schools) "that in some of the contract schools about all the children learn is the catechism and a little music and fancy work;" but the charge is false, and is the offspring of ignorance and prejudice. They are as good spellers, as good readers, as good writers, as well taught in grammar, geography, arithmetic, history, and physiology; as well drilled in music and calisthenics, as polite in manners, as conversant with English, and as graceful in recitation and declamation as can be found elsewhere. What more can be required?

Taking into consideration the many hindrances that exist, the teaching of Indians, as it now is, is entitled to words of encouragement and praise. It is far from presenting a gloomy or a disheartening prospect. Still, although it has reached the dignity of a system, it is, for many reasons, a very defective one, visible quite as plainly and as painfully to those at work within and for the system as to those who stand outside and criticize it so severely. I wish hereafter in this report to state some two or more of these defects, and suggest what I believe to be the remedy.

I may say here concerning the "educational status" in this district that while

marked differences exist upon the different reservations the same general impediments also exist throughout. For instance, the Oneida people appear to value education as fully as do white people. They have constantly a large number away at school. They have six day schools, four of which are taught by Oneidas. They have also a beautifully situated and handsome boarding school in which they are deeply interested and which will be filled to overflowing as soon as opened. Not far away are about 700 Chippewas on Lake Flambeau Reservation. They are poor and ignorant. They have one day school with a good average attendance, but of the 30 who attend to-day 15 will be absent to-morrow and still another 15 will keep the average number good, and next day the same shifting process will be repeated, and so on through the week. The two teachers, Mrs. Sullivan and Miss Curran, are faithful and persevering in the face of many hindrances.

But presenting these two instances as contrasts I think the same general impediments exist throughout the district. One of the most serious, I may safely say the most serious, is this very evil of irregularity in attendance, increased and made worse by the apathy and often indeed the hostility of the adult Indian. His unwillingness to send his children to a far-away school I can in some measure understand, and I do not believe a law to compel him to do this could be enforced; but a law to compel him to send to the reservation schools could be enforced and beyond question ought to be enacted. To see a well-equipped reservation boarding school, with good accommodations for a hundred pupils, with perhaps less than half that number in attendance, and the whole force of employés engaged in a daily struggle for the school against the indifference and often the hostility of the Indian is to say the least unpleasant. Such, however, is the frequent situation.

I would cite as an instance of what exists generally (though not generally I think to so marked a degree) the two excellent schools at Sisseton, namely: the Government boarding school and the Presbyterian Mission school, established years ago and christened by the venerable missionary, Dr. Riggs, "Goodwill." They are both provided with excellent and ample buildings, and everything needed for personal comfort, fine water, high, healthy location, and just as good people as can be found anywhere, in or out of the Indian school service. Now, these Sisseton Indians are reputed to be "well advanced." In inventing all sorts of frivolous and false and malicious objections against these schools, and in defeating the object for which they were established, they are "advanced!" In other respects I have not found them so. The wonder is, that with such impediments, the schools—I speak of them now generally—are as good as they are. They would not be were not the employés (as a rule) most faithful and patient and persevering in the performance of their duties.

Irregularity of attendance, scanty attendance, insufficient attendance, call it how you will, is the chief evil; the lion in the path. There is but one way to overcome it, one way and no other, namely: by the enactment and enforcement of a compulsory law, limited in its operation to the reservation schools. I speak feelingly for I have seen quite enough to make me feel deeply on the subject. Its salutary effect would be felt in the great training schools equally as in the reservation schools, for regular attendance would soon so improve scholarship and "grade," that whole classes, fit for transfer (and not as now, unfit), could be told off to the far-away schools as easily as classes or parts of classes are now told off from our high schools to the university.

One word more in this connection. Indian children are, as a rule, tractable and amiable, and those who have them in charge usually become much attached to them; but they are not, as a rule, diligent in study. While some of them are, most of them are not, and for this, as indeed sometimes for other reasons, it becomes necessary to punish them. If the child is punished it is quite likely to run away, and its parents will ordinarily be the last persons in the world to bring it back. Often the superintendent is in doubt, which is better; to punish, with the certainty thereafter of an unpleasant and often an unsuccessful trip after a runaway, and a disagreeable encounter with an angry and insolent Indian; or, not to punish. The remedy for all this, the substitution of a full, steady, and regular attendance for the present scanty, gypsylike, vagabondish condition, is compulsion. Its enactment and enforcement will solve "a little bit" of the Indian problem; and the solution of "a little bit" of it is all any man should venture on, unless he is, or imagines himself to be, omniscient.

In estimating the qualities of Indian school children, one thing must be remembered; a large proportion, I think fully one-half, are practically white. They are perhaps as bright and capable as other white children of their age,

but that a "full-blood" is, no fair-minded person will for a moment insist. The Ida Warrens, the John Carls, the Chester Corneliuses, and the blue-eyed, brown-haired Belle Lamberts, Laura Wakefields, and Lily Clinches can not properly be classed as Indians at all, and should be counted for what they are.

The uncertainty of tenure is another serious impediment. The application of the civil-service rules to a few of the school places will perhaps better this condition; but the contentions that often occur over even a poorly paid place make such a position very uncomfortable for the holder. The member of Congress claims his prerogative clear through the pay roll, and even the United States Senator does not always disdain to interfere.

Bad feeling, too, sometimes exists between the Indian agent and the superintendent, originating oftener than otherwise in the interference of the agent in school matters that are properly none of his business. Experience shows that the agent can, and occasionally does make it unpleasant for the superintendent and for any of the employés who side with him. But, he says, "I am responsible on my bond for all the thousands of dollars worth of property used in this school, and I have a right to interfere." To a proper extent, yes, he has. The trouble is that he does not always confine his interference within the proper limit. For this evil, and it is a serious one, the remedy is to bond all the schools. Many are bonded now; those that are not ought to be, and then their management intrusted to the superintendents and supervisors of the several districts.

Given a finely equipped school with large comfortable buildings; with wells and windmills and cisterns; with plenty of land about it, though not of the best; with barns and stock; beautifully situated on a sightly eminence and embowered in tall shade trees; with a force of excellent employés and a not especially ill-disposed Indian community, and a captious, fault-finding agent; and here is its history. It has had four superintendents in eighteen months, and is now, as far as I know, waiting for its fifth. The last two, after a few months of unpleasant experience, were transferred to other schools. If fit for the places they now occupy (and I well know they are) they are equally so for the place they were transferred from. But the agent did not like them, and they had to go.

Fortunately it is not always thus. Sometimes the agent and the school people coöperate cordially. But it is not necessary to depend upon the accident of harmony between these officials. The remedy is ample and easily applied; it is, to bond the schools. If the agent is what he ought to be he will coöperate as kindly with a bonded as with a nonbonded superintendent; if he is not what he ought to be his power for mischief is at least curtailed.

Concerning the day schools. Some of them are doing good work; others not so good, and this mostly for reasons for which the teacher is not to blame. Amongst these are the long distance many of the children live from the school, the lack of decent clothes, bad roads, severe weather, sometimes the lack of a noonday meal, and more, and worse than all, the utter indifference or unwillingness of the Indian himself. Often the children come without breakfast and remain without dinner. They start at about 9 o'clock to walk to school and they get in at any time between 10 and 12, or, equally likely, do not get in at all. If the teacher punishes next day the room is nearly empty. All she can do, or rather all she dare do, is to coax. All these impediments and many more the Indian day-school teacher has to face.

The taking of a camp Indian into a boarding school usually involves its transmutation from a dirty, ragged, uncombed, vermin-infested child, into a clean, well washed and combed, well clothed and, oftener than not, a remarkably nice, sweet-faced little boy or girl; and when the change has been effected it can be maintained. But the day school-teacher can not do this. To be sure she can, and all good day school-teachers do, provide basins, soap, combs, towels, and plenty of water, and the children use them daily; but the night's lodging in the tepee or equally filthy cabin undoes the day's renovation, and it becomes after all something like Sisyphus and his stone. Still the teacher perseveres, and the labor is not all lost. I know it for I have seen it.

Concerning the educational outlook in this district, it is but the truth to say that it is encouraging. I believe the school service is steadily growing better. While the indifference and opposition of the adult Indian may be decreasing (as I know it is claimed) there is still enough of it to keep the attendance far below what it should be. What is needed, and what must in some way or other come, is an approximation at least to that steady, dependable, daily attendance that exists in white schools, instead of the haphazard, vagabondish habit that now exists upon the reservations. Without this no teacher, no number of teachers, no system can succeed.

The next best thing to success is to deserve it, and if the schools are not all successes the teachers, although always held accountable, are often but little to blame. I present this as the truth in my (late) district (and as my supervision of it has ended I certainly have no motive for overstating the case), that with few exceptions every Indian school therein is well conducted in all respects, so far as it can be with the means afforded; and that where anything is lacking it is not usually because of carelessness or inattention on the part of employés, and the "lack," whatever it may, would be supplied if the means therefor were furnished; and, furthermore, that as to the personnel of the employés, as to faithful and efficient teaching, as to care and kindness for the children, as to food, lodging, and raiment, as to cleanliness, as to proper supervision during recreation, as to care and attendance, food, medicine, and nursing in sickness, and as to the daily lesson of Christian character, by both precept and example, the schools will bear inspection, and they deserve the confidence and supporting sentiment of all good people.

I do not limit this tribute to the Government schools, but include in it all, both Catholic and Protestant. The "few exceptions" are confined to two or possibly three. Still, the "good ones" are not all equally good. Some are more capably managed than others, for, depend upon it, it requires capability to manage an Indian school; and, besides, some are liberally provided for in many ways, while others are niggardly supplied, and with many things that are merely plain, everyday necessaries of life some are not supplied at all.

When I say they are all, or nearly all, "good," I do not wish to be understood as saying that any of them are good enough. They can, and I believe they will, all be made better, and still better than they now are. This will come about through more carefully considered appointments, through more thorough supervision, through much candid, face-to-face, and kindly criticism and profitable conference between supervisors and employés, and between employés themselves, and, finally, by an awakened understanding that the Indian school system requires both intelligent legislation and liberal treatment.

The reservation boarding schools in this district provide but little opportunity for properly learning the mechanical arts. Of "manual labor" there is commonly an abundance, to wit: household work for the girls and door-yard and barn work for the boys. There are a few exceptions, notably the Fort Totten school and the large agricultural school at Clontarf, Minn. There are also regularly and without fail each season at the White Earth school, under Mr. Hume's excellent management, 7 acres of the finest garden in the State worked entirely (not partially, but entirely) by the pupils under Mr. Hume's direction. It furnishes an abundant supply of all kinds of vegetables for the use of the school during the entire year.

I do not believe that the mechanical arts can be taught to advantage in the reservation schools, nor do I believe that they are taught to the best advantage at any of the schools. The candid truth appears to me to be that the best place for a youth, white, black, or red, to learn a trade is in a white community with a practical master mechanic. If the boy wants to learn a trade let him go into a "workshop" and learn it! Let him rise at 6, go to work at 7, work his ten hours instead of three or four; let him see with his own eyes and take part with his own hands in the daily busy income and outgo of the shop; let him be industrious and diligent to learn, and in four years he will have become a capable mechanic. Confine him for the same time to a (so called) "industrial pursuit" in a Government (so called) industrial school, and at the end of four years he will hardly have learned enough to earn a dollar a day. I am not insensible to the value of "trade schools," nor entirely ignorant of the important work they are accomplishing; but, as between the practical, wage-earning workshop of the town or village and the industrial department of the Indian training school, as at present conducted, I am sure I would not for one moment hesitate were the subject my own son.

It can easily be gathered from the tenor of this report that the writer is a believer, not only in Indian education, but that he regards as of the greatest importance (among others) four things connected with it, namely:

First. The proper place to educate the Indian is upon or near his home, unless indeed the more proper way is to arrange for his education so as to "remove him from Indian life to white civilization, never to return," a proposition that is both foolish and cruel.

Second. The facilities for teaching the mechanical arts should be either much increased or else entirely done away with. It is true that "the Indian makes a fairly good mechanic," but it is equally true that the dominant characteristics

of the race point to another line of employment more forcibly than to mechanics, to wit, to agriculture and stock-raising, to a pastoral life.

But lest I be misunderstood. I would say here, that I regard a judicious amount of manual labor as necessary to the welfare of the pupils in every Indian school. The work of the schoolroom is excellent: but this matter of labor needs readjustment; it needs overhauling; it needs to be so arranged that each boy and girl shall have every day a certain number of hours of manual labor, and it should be so performed, no matter what it be, whether emptying slops, washing dishes, sweeping halls, or setting a table neatly, or making beds and airing and sweetening a domitory, or arranging articles of furniture, curtains, ornaments, pictures, flowers, etc., in a living room, as to confer a benefit on him or her who performs the labor. I need not say how this benefit is to come; thorough work is always a benefit; slipshod work is a harm. I do not for a moment doubt that "industrial training produces a bodily condition helpful to study and does more to tone up the morals of the school than any other influence except religious exercises." But all this seems so self-evident as to make it unnecessary to state it.

Third. The schools should all be bonded.

Fourth. The present miserable attendance should be (as it surely can be) remedied by a compulsory law.

All of which is respectfully submitted.

T. S. ANSLEY.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERVISOR OF EDUCATION FOR SECOND DISTRICT.

BROOKINGS, S. DAK., *August 24, 1892.*

SIR: I have the honor to submit my annual report of school work from February to June 30, 1892.

The second supervisor district consists of six agencies of the Dakotas, Montana, Wyoming, and Nebraska; in all, fifteen agencies.

Of the eleven different tribes represented the Sioux are by far the most numerous. The Santee, Yankton, Lower Brulé, Crow Creek, Pine Ridge, Rosebud, Standing Rock, and the greater portion of the Fort Peck are Sioux. In Nebraska are the Winnebagos and Omahas, in Montana are the Assinaboines, Gros Ventres, Blackfeet, Flatheads, Crows, and Northern Cheyennes, and in Wyoming the Arapahoes and Shoshones.

Within the district are 85 schools, 2 of which are nonreservation schools, Genoa, Nebr., and Pierre, S. Dak.; 1 nonreservation contract school, St. Peter, Mont.; 15 Government boarding schools, 20 contract boarding schools, and 47 Government boarding schools; in all, 85.

These different tribes are widely scattered and differ among themselves in language, morals, habits, customs, and religion, as well as environment. All these different conditions materially affect their advancement in the march towards civilization. Three reservations I could not visit, Pine Ridge, Rosebud, and Cheyenne River.

Successful school work has been begun upon every reservation. Some of the schools have not been as successful as we hoped to have them; most of them have been very successful, while a few have attained grand successes. The schools are the great civilizers; where we find the best schools there we find the greatest advancement in civilization. Let a person go from Tongue River to Crow Reservation, and a marked difference can be seen, and yet the Crow Indians are considered low in the scale; but the schools on Crow Reservation are getting in their successful work, and the Crows are rising. Go from the Crow Reservation to the Flathead, or from Blackfeet to Standing Rock, or Santee, and the wonderfull changes educational and religious work is accomplishing will be seen. The doubter will be convinced. But there is plenty of darkness and ignorance yet to combat even among the most successful. Great obstacles must yet be overcome before success can be wholly ours.

One of the greatest obstacles to overcome among some of the tribes is polygamy. Wherever that exists the Indian places a low estimate upon his wife and daughters. He will resist the efforts to place them in school and educate them. The practice of marrying young girls of 12, 13, or 14 years of age, often to men who already have wives, is still terribly prevalent among some tribes, and wherever that practice is prevalent we usually find the poorest schools. The strong hand of the law should be stretched to stay this evil.

Just as great care must be taken to gather in the girls and educate them as the boys. An educated Indian youth married to an ignorant camp girl is weighted down so that he can not possibly rise. The case can be illustrated by the progress of the Sioux. They are a high type of Indian, proud, brave, self-respecting, and rather progressive. It is worthy of note that those that were hostiles a few years ago are now among the most progressive among them. They are now the largest tribe in the United States, numbering nearly 26,000, or more than one-tenth of all the Indians in the United States.

The mothers and daughters of these Sioux are usually the rulers of the homes. The marriage relation is respected and the women are reputed virtuous. The only cases of polygamy among them now are old cases. The Sioux women are constantly rising in the social and domestic scale. I have visited the Sioux homes and found them neat, with wooden floors to their houses, with cook stoves, good beds, pictures upon the walls, and in some cases sewing machines of their own buying. This state of affairs has been brought about by the work of the schools and the missionaries. The girls have learned to cook, sew, laundry, and do housework at the school, and they have taught their mothers. They have married and carried their education into their homes. The girls of the Sioux are generally in school. What may be said of the Sioux may be said with equal truth of the Omahas and Flatheads. The Flatheads, though not so pugnacious, are more advanced in civilization. Polygamy is unknown among them.

A striking evidence of the progress the Indians are making is the constantly increasing number of them who are filling responsible places. They are becoming preachers, doctors, teachers, mechanics in all positions. Sixteen of the teachers in this district are either full or mixed blood Indians, two are agency physicians, many are preachers, and a large number are filling other positions, and in most all cases with credit.

The duties of the supervisor are outlined by the honorable Commissioner of Indian Affairs:

> Each (supervisor) should be a trained school expert, charged with the duty of visiting, reporting upon, and advising with the teachers of all the schools within a definite area, and should have such relation to Indian schools as is generally sustained by county superintendents in the States. They should be required to devote their entire time to the work, should be subject to orders from the Commissioner of Indian Affairs, and be ready to proceed wherever necessary upon telegraphic instructions to any part of the field. Their services should be invaluable in determining building sites, selecting employés, investigating charges, establishing new schools, and in generally building up the educational work.

This outline has generally been followed. Assistance and advice have been freely given, and in some cases important changes in schoolroom work have been made.

The greatest defect found in many of the schools, especially the Government boarding schools, is the defective English and low voices of the pupils. In April a circular letter was issued by the supervisor outlining a course of language work for day and evening work. In some cases marked changes resulted. If English is deficient a school is apt to be deficient in other things. If good English is acquired, then other school studies come easily.

Most of the superintendents and teachers bring to the work enthusiasm and love of the work, but in some cases their efforts have been somewhat misdirected, and their aims have been too high. They sometimes have seemed to forget that the Indian child has everything to learn. But greater uniformity has been gained, and good results gained.

DAY SCHOOLS.

Of these I have seen only eleven, nine of which were doing good work, and could be called successful, and two that were failures. The scope of these schools is necessarily very limited. I am not prepared to discuss their merits as yet. It is certain that on some reservations they can be of little use for several years.

INDUSTRIES AT BOARDING SCHOOLS.

Most of the industries for the girls, whether in contract or Government schools, are the same, and an honest and successful effort has been made in every school to give the girls a thorough knowledge in all domestic pursuits. The girls in the schools take kindly to cooking and sewing, and readily learn all branches of housework. In many cases they become expert in butter-making and in taking care of poultry. When a girl has completed the reservation school course she is usually competent in domestic pursuits.

For the boys the industries must necessarily be varied to suit environment. The leading industry for Montana, Wyoming, and the Dakotas must necessarily be stock; in Nebraska agriculture and fruit-raising. In all cases a thorough knowledge of gardening should be acquired. The caring for cows is an industry that has to be cultivated. Poultry, too, is one of the most profitable industries that can be placed in possession of the Indians. This properly belongs to the girls. In some of the schools this has been carried on with great success.

MORALS.

More than one-half the reservation boarding schools are under the charge of some religious denomination. Of course in these schools special religious instruction is given and usually with excellent results. In nearly all the Government schools a Sabbath school and prayer meeting is sustained and moral instruction has never been neglected.

SIZE OF GOVERNMENT BOARDING SCHOOLS.

The Episcopal people seem to prefer small schools, about 50 pupils, arguing that the small school is more like a family. There is reason in their plan, but as the Government plan contemplates a great graded system, it seems to me that the larger school is better. And if a graded school is better than an ungraded, then the more grades the better. There is little danger of any Indian school on any reservation being too large. I would not advocate the establishing any new school of less size than 100.

RESERVATION SCHOOLS.

Fort Peck.—The Indians upon the reservation are mostly Sioux, with a portion of Assinaboines. They had, October, 1891, 200 pupils gathered into one school. In November a fire broke out and all the large buildings were burned to the ground. About 85 of these children were gathered into the old log buildings that formerly had been used for school. From the schoolroom work now found in this school, it must have been, under more favorable circumstances, in the first rank of schools. I found no language work in any school so good. Other schoolroom and industrial work is of a superior character. The fire was a real disaster to this people, for a large portion of the young people have gone back to camp and are drifting back to heathenism. When the new buildings are erected it will take time to bring it back to its old position.

Eight acres of garden, irrigated by pumping water from the Missouri River, is all the agricultural work they can carry on. If Poplar Creek could have an irrigating ditch a great part of this people could be provided with a portion of arable land. Until that time they must depend almost wholly upon the Government ration and stock-raising. That has not been neglected at the school.

Fort Belknap.—The Gros Ventres and Assinaboines compose this reservation. There are two boarding schools here. The St. Paul's Mission (Catholic contract), an old school with capacity of 160, and the new Government school built last year.

The St. Paul's is located 35 miles from the agency in a pleasant little nook in the Little Rocky Mountains. It is a very successful school, the language and arithmetic work being particularly meritorious. Rains seem to fall here sufficient to make a favorable showing on the farm. They have a good farm and large herds. Good instruction in both pursuits is given. The buildings are mostly log, but they are roomy and comfortable.

The new Government school has two fine brick structures for dormitories and schoolrooms, with a good outfitting of other buildings. They are capable of accommodating 100 pupils. Last year there were 59 boys and 29 girls. Polygamy is practiced on this reservation and the girls are hard to get. Fifteen more girls should be put into this school. The work of this school has necessarily been pioneer work. They have made a good start and will start off on the new year with bright prospects. They are now dependent upon the Milk River for their water. It is the worst stream in Montana for domestic purposes, alkaline at all times and sometimes stagnant and fetid. The water at Snake Butte would supply this want and would be sufficient to irrigate the gardens. As these people must depend upon stock growing, instruction will be shaped in that direction. This school could profitably be increased to 100 pupils.

Blackfeet.—The Blackfeet Indians are not progressive, and they are polyga-

mous. School work has dragged here, but two good-sized schools are now established here, the Government boarding school, and the Holy Family Mission school (Catholic contract).

This latter school has just completed its second year. It is located 5 miles from the agency on Two Medicine Creek and is very complete, with a capacity of 100. At the time of my visit there were 51 boys and 51 girls. The school has gained an excellent start. The schoolroom work was good and the industrial work received it share of attention. They are adding largely to their stock and they aim to instruct well in gardening and in stock-raising, and at some future time add mechanical work.

The Government school is the older school, having been organized within the old stockade several years ago. For about six years it has been running with one teacher, and does not seem to have been a success in any direction. Two new buildings have been erected during the past year, 22 miles from the agency, and in January the school was moved from the agency to these buildings. Not an outbuilding of any kind had been built. The school was raised in numbers from 40 to 75. There was much confusion and disorder for several weeks; the children became discontented and many ran away. If often happened that they were gone several days before being returned. These things were detrimental to the school. But at its close it was running smoothly and another year will see a good school here. The new buildings will accommodate 100 easily and there are a plenty of children here. Here, too, the girls are kept out of school. The farm contains 1,200 acres of good land, and stock-raising should be taught as a specialty.

Flathead Reservation.—This is the finest reservation in Montana. The lands are more productive and the climate less rigorous. Grain and vegetables grow here in luxuriance, and fruit can be raised very successfully. Irrigation has to be depended on mainly. The people are mainly Flatheads.

The only school upon this reservation is the Catholic contract school, St. Ignatius Mission. This is probably the best reservation boarding school in the service. During the past year 330 pupils have been enrolled, equally divided between boys and girls. There is a kindergarten department numbering 75. The schoolroom and industrial work are of a high order; that for the girls extending beyond that usually taught, by fancy and ornamental needlework, butter and cheese making, etc. The industries for the boys are varied and extensive beyond agriculture and stock-growing. The saddle and harness making at this school are superior. Shoemaking, blacksmithing, printing, painting, sawing, milling, and engineering are successfully taught. The kindergarten is a great success. The children are healthy and happy. They learn the English quickly, and in some cases have forgotten their native tongue. At the age of 5 or 6, when they enter the regular school, they are ready to enter the second or third year's work. The buildings are capacious, comfortable, and pleasant. The children do not return to their homes in vacation.

A new school is soon to be started near the agency.

Crow Reservation.—The people of this reservation are all dark Crows. They have three good schools upon this reservation, viz: The Government boarding, the Catholic contract ("St. Xavier industrial"), and Unitarian contract ("the Montana industrial").

The Government boarding school has been enlarged during the past year so that its capacity now is about 125. It is located at the agency, and with its increased facilities will be one of the best schools in the service. The schoolroom work last year was honest and of a high order. Industrial work, both for boys and girls, is very successful. They have an excellent farm which is perfectly irrigated, and all their vegetables are raised, with good fruit prospects. Butter-making is carried on successfully. Considerable attention is paid to stock-raising. The outlook for this school is very encouraging, although polygamy is very common on this reservation.

The St. Xavier school is located 24 miles from the agency upon the Big Horn River. The plant has been extensively enlarged by the completion of a fine new brick building, which is used for schoolrooms and boys' dormitory. The capacity of this school is easily 200. Although a comparatively new school it is a very good one, and the schoolroom work was very satisfactory. The language work and general exercises were particularly fine. No irrigating ditch has been constructed yet in this valley, so that as yet little can be done in agriculture. A small ditch for use of school farm has been constructed, which will be a great benefit next year. An attempt to raise fruit will be made at this school also. If the experiments at fruit-raising prove successful at these two schools, it will open up a new industry for this people.

The little Montana industrial school is situated 5 miles from Custer station on the Northern Pacific Railroad. It is not a new school. It has a capacity of 50. It is a model school on a small scale. The building is really a large cottage, rather crowded but having a home-like appearance. The school is doing excellent work, both schoolroom and industrial. They have a good farm and quite good progress is made in wood shop work.

Tongue River Reservation.—About 800 Cheyenne Indians occupy this reservation. They are a wild and unprogressive lot. There are two schools, the Government day at the agency on Lame Deer Creek, and the Catholic contract, St. Labre, on Tongue River. The latter school was discontinued at the time of my visit on account of lack of attendance. The attendance at the day school was very irregular and small. The Indians send to school or not just as they choose. There needs to be a good Government boarding school erected, and the strong hand of authority stretched out and those children gathered into school. They will be a menace upon the safety of their neighbors if it is not done.

Winnebago and Omaha Reservations.—The Winnebago school has been in hard luck. For some years it seems to have been woefully mismanaged, and just as it was gaining a good position and doing excellent work, a fire broke out (March, 1892) and burned it to the ground. It was a disaster, for this people are in great need of the school. They are immoral and unprogressive, but the school was doing good work for them.

A portion of the school has been reassembled in other buildings, but nothing like the former efficient work can be done. The school property here is very valuable, the farm being one of the best in Nebraska. Grain and vegetables of all kinds can be raised, as well as fruit. These people are self-sustaining and are good workers, but they need to have their children in school to fit them for the duties of citizenship, which they will soon come to. The school, when rebuilt, should be raised to 100.

The Omaha boarding school is an old and prosperous school, excellently managed; it is doing excellent work. It is located in the most desirable part of Nebraska, and agricultural industrial pursuits are advantageously taught. Both these tribes are now allottee citizens, and as such assume the privilege of keeping their children from school too much. There are many out of school because of lack of school accommodations. This school would be benefited by being increased to 100.

The Omaha Mission industrial school is a Presbyterian contract school. The attendance during the past year has been small. The capacity of the school is about 50. The location is on the west bank of the Missouri River. All the schoolroom and industrial work was of a satisfactory character, and it is to be regretted that they had no larger attendance.

Santee.—Upon and connected with the reservation are the following schools: Agency boarding, Santee normal training (Congregational contract), Ponca and Flandreau day, and Hope (Episcopal contract).

The Santee agency school is a fine plant, having a capacity for 125 pupils. The school and dormitory buildings are good, but the outbuildings are poor and inadequate. The farm is excellent although too small. The school is well equipped and is doing good work both in the schoolroom and farm. No attempts have been made to carry other industrials except shoe-repairing.

The Santee normal training school is a fine school and deserves the high reputation it has gained. It is not like any other school. While following the course of study and rules laid down for the Indian schools, it aims to go farther. Earnest and faithful work is done in all departments, and many who leave this school are fitted to become teachers. A school of theology is a part of the institution. It is an industrial school in the fullest sense. For the girls, the course in cooking and sewing is more thorough than ordinary, and for the boys, a very complete knowledge of wood and iron shop work, shoe and harness making is given. The dormitories are comfortable and homelike, being separated into several separate buildings with a matron for each. This is one of the oldest and best schools in the Indian service.

The Hope school is across the river from the reservation in the town of Springfield, S. Dak. Like all the Episcopal schools, it has a capacity of only 50. It is a model little school. The enrollment has been 21 boys, 26 girls. Instruction in schoolroom and industrials excellent. Could not visit the day schools.

Yankton.—The Yankton industrial boarding and the Episcopal contract school for boys, "the St. Paul's," are the only schools on this reservation that receive Government support.

The Government school was started in 1882 and for several years had a ca-

pacity for only 75. Two years ago another building was erected, bringing it up to 140. It still needs a good building, which might be used for school and audience room. A few years ago the school suffered from gross mismanagement, the ill effects of which it has scarcely recovered from. As a consequence of that trouble the boys and girls have been educated entirely in different schoolrooms, and the two buildings are denominated "boys' school" and "girls' school." There has been a consequent loss in power by so doing. The time has now arrived when it is best to regrade the school and educate the sexes together. The school has gained a good standing. The industrial work has been very successful. They have a fine farm and ordinarily they can raise grain, hay, and vegetables in abundance. A large number of fruit trees have been set out and give promise of fruit in the near future.

The St. Paul's school of 38 boys has done well during the past year. It is quite complete in its appointments and is a well-conducted and profitable school. It has capacity for 48. They have a good farm and special attention is paid to agricultural industrials. Good progress in schoolroom work was shown.

Lower Brulé.—The census shows that there are nearly 300 children of school age upon this reservation. The Government boarding school accommodates 70. There has been less than 40 in the two day schools at Driving Hawk's Camp, and at the mouth of the White River. A few are away in other schools. It will be seen that the greater number are in no school. The buildings at the Government school are old and poor; but until the Lower Brulés are fully settled it may be best to do little to them. Notwithstanding these drawbacks the school made an excellent record during the past year both in school-room and industrial work. It should be raised to 100.

The Indians who formerly lived near the day school at mouth of White River, have nearly all moved away. The school has not been a success during the past year.

Crow Creek.—The children upon this reservation are closely picked up. The Government boarding, with its 120 pupils, Grace Howard Mission with 22, and the Catholic contract, Immaculate Conception, with 90 pupils, and 20 at other schools, has drawn closely upon the 300 shown by census.

The Grace Howard Mission is a small but choice school 7 miles southeast of the agency. It is composed mostly of girls. The management and schoolroom work has been satisfactory. Reading and number work excellent. Careful attention paid to the industrial work for the girls. Not much attempted with boys as they are small.

Immaculate Conception Mission, 15 miles north of agency, is a very complete plant, capable of accommodating 125 pupils. The buildings were built by the Misses Drexel. The work here is of a high order, especially that of the schoolroom, which is excelled by few. The outfit of the school is very complete. The long-continued drought has been against them for agricultural work, but they have paid special attention to stock-raising. They have a good band of 10 pieces.

The Crow Creek Industrial School has been largely increased during the year, and has made great progress. Most of the schoolroom work has been particularly fine. Extensive outdoor work has been carried on, and the industrial work has been thoroughly taught. The buildings are in fair condition, and a good hospital building has been erected during the year. In addition to stock and swine, a fine lot of poultry has been added. This is one of the progressive schools.

Standing Rock.—Over 750 children are enrolled in school upon this reservation out of the 900 shown by census. All the schools, twelve in number, are Government schools—three boarding and nine day. The school work, as a whole, is superior here to any I have seen elsewhere.

The day schools are surprisingly good, with a very regular attendance. All the children came to school dressed neatly, all the boys having their hair cut. Many of the children attend from a distance of 5 miles. The attendance has been very regular, and considerable progress in language, numbers, and local geography has been gained. The Indians become accustomed to seeing the school, and the idea of education becomes implanted. The Indians visited the schools freely, and really seemed interested and proud of the schools. Twelve young people from the day schools voluntarily went from one day school to the boarding school. Seven of the teachers of the day schools are mixed bloods or full-blood Indians, and all are doing well.

Another boarding school is being built at the Little Eagle camp. The boarding schools are the St. Elizabeth, and the Agency Boarding, and Agricultural Boarding.

St. Elizabeth's school is owned by the Episcopal Society, who employ teachers and other employés, but the Government furnishes rations and clothing. The buildings are new and very nice. They have a capacity for about 50. The school is in its second year and has made a good start in all except industrial work outdoors. The school and industrial work inside was very satisfactory.

Agency and agricultural boarding schools.—Only one reservation school excels these two schools in this district. The agency school excels the agricultural school somewhat in the schoolroom, but the agricultural excels the agency in industries. Both schools need another teacher. Each school has an enrollment of over 100. The schoolroom work in either school compares favorably with many graded white schools. At the agency school special attention is paid to industrial work for girls and instrumental and vocal music. At the agricultural, where the boys predominate in numbers, special attention is paid to industrial work for boys, mostly agricultural. They have a fine young band of 18 pieces, which adds greatly to the interest of the school.

The schools, missionaries, and good management of the agent are doing rapidly the work of civilization upon this reservation. I saw no blanket Indians upon this reservation. They are raising stock and considerable grain. They live in good houses with floors. They have cook stoves, furniture, pictures upon the walls, and sometimes sewing machines, bought by the Indians themselves. No polygamy allowed. The general school work is the best of any I have seen.

Shoshone.—This has been a neglected corner in the educational field. My visit was the first and only one since 1887. About 900 Arapahoes and about the same number of Shoshones are upon this reservation. They are a rather wild lot in some respects. The Arapahoes are called immoral, but they are willing to put their children in school. The Shoshones are not considered immoral, but they are unwilling to put their children in school. As a consequence, most of the children in school are Arapahoes and only about 20 Shoshones are in any school. There are 575 children of school age upon the reservation and less than 200 in any school. The Government school at the agency has a present enrollment of 83. The Catholic school, St. Steven's, at the mouth of the Little Wind River, has had about 70. The Indians have not yet realized that a steady attendance is necessary, and they are accustomed to take their children from school quite often.

The old Government buildings are adobe, and are unfit for school purposes. In past years the school has not made great progress. New buildings are in process of erection which will accommodate 150 pupils. This will be the finest lot of buildings in the district. When these are completed the school will start on an era of prosperity.

The St. Steven's school has not been a great success as yet, but they have a fine brick building and another one will soon be built.

There are plenty of children here to fill both schools. A firmer policy will be inaugurated another year, and the authorities will run the schools. Both schools have fine farms which produce well. They both have good irrigating ditches. Unless additional school facilities are furnished most of the Shoshones will stay out of school, as there seems to be nearly enough Arapahoes to fill both schools, and I think that most of the children of both schools will be from that tribe. There needs to be still more school accommodations here. The old adobe building is unsafe to live in. They have had one epidemic of diphtheria, and at the time of writing this report have another.

NEW NONRESERVATION SCHOOLS.

One with a capacity of 150 is in process of erection at Flandreau, S. Dak. It will be ready for occupation some time during the coming year.

The military reservation at Fort Shaw, Mont., having been turned over to the Indian office for school purposes, a school is to be started there September 1, 1892.

NONRESERVATION CONTRACT SCHOOL.

The St. Peter (Catholic) is located near the center of Montana. No Government officer had ever visited the school before me. The school is accommodated in two stone buildings, which are capacious enough for 300 pupils. Both buildings together are reported to have cost over $62,000. The boys' dormitory was built two years ago of rough stone. The girls' building is a beauty, built of hewn stone. I found in attendance 101 boys and 102 girls. There had been much sickness among the boys' teachers, and their schoolroom work could not be shown off to good advantage, but enough was shown to show that there had

been no neglect in that. Some instruction has been given in wood shopwork, but most of the instruction had been devoted to stock, of which they have an extensive herd. The schoolroom and industrial work at the girls' building was of a superior character throughout. The sewing-room work and art work were surprisingly good. Special attention has been paid to dairying. The school has gained an excellent start, and is doing good work.

GOVERNMENT NONRESERVATION SCHOOLS.

Pierre Industrial.—Located 1 mile from the city of Pierre is a comparatively new school, this being their second year of school. All of the principal buildings are of brick, and 180 pupils can be accommodated easily. Like most new schools it has had many things to contend with, but last year it was prosperous and got fairly started. Unfortunately the school had to be dismissed in June on account of lack of funds. The plant is quite complete as far as schoolrooms and dormitories go; but it is now in need of shops, for, from its location, it can not become largely agricultural or stock-growing. Two hundred acres belong to the school, but 160 acres are 5 miles from the school. It is high and dry prairie and too far away either for pasturing or tillage. I think it should be traded for something nearer the school. On a limited scale a shoe and carpenter shop have been maintained. They both should be enlarged and made successful. Except for this lack the outbuildings are quite complete. The facilities for industrial work for the girls are good and they have been well improved. A good system of steam heating and waterworks adds greatly to the comfort and convenience of the school.

Grant Institue, Genoa, Nebr.—This fine school is located in eastern Nebraska, about 50 miles from Omaha or Sioux City, in a westerly direction. The whole plant has been greatly enlarged during the past year, and now has a capacity of about 500. The school is so well known, and has been reported upon so often, that I shall make brief report of it. It has a strong and competent corps of teachers and employés, and is a rival to the best schools of the kind in the country. The schoolroom work is good.

As an industrial school it has been a great success. Their 320 acres of land are as good as any in the country, and afford the boys a good opportunity to learn practical agriculture. Last year most of the farm work was done by the boys, and the productions amounted to over $21,000. Brooms to the value of over $6,000 were made from the broom corn raised last year. Harnesses to the value of $6,000 were made almost wholly by the boys. Beside the broom factory and harness shop, they have a tailor shop, where all the mending, repairing, and manufacturing of clothing is done by boys. The cutting and fitting for the whole school is done by them. Nearly all the shoes for the entire school are made in the shoe shop. The "Pipe of Peace" is published weekly by the boys. It has a circulation of about 1,000, at 10 cents per year. They have good carpenter, paint, blacksmith, and wagon shops. It will be seen the boys have a good chance for choice of trades. The girls are as well provided for in the sewing room, bakery, laundry, and cook room.

A good system of military training and a really excellent band add greatly to the interest and efficiency of the school. Church and Sabbath school services are sustained at the school.

CONCLUSION.

In conclusion—

First. I say that nonreservation schools are being established in advance of their needs. For some years the main reliance must be upon the reservation boarding school. If the nonreservation school is to be the advanced school in the service, time should be given the reservation to do its work in grading. At present both schools are doing much the same work.

Second. Attendance in school should be obligatory upon all reservations. Because an Indian becomes a citizen he should not be freed from the necessity of educating his children any more than a white man should. In some cases Indian children are entering the common schools and doing well, but the conditions are rare in which that can be done at present. During the next twenty years the education of the Indian youth should be so pushed that the necessity for the maintenance of separate schools would cease.

Respectfully submitted.

O. H. PARKER,
Supervisor, District No. 2, Indian Education.

The COMMISSIONER OF INDIAN AFFAIRS.

STATISTICS FOR SUPERVISOR DISTRICT NO. 2.

Contract boarding schools, 1892.

School.	Agency.	State.	Denomination.	Enrollment.		Total.	Average attendance.	Capacity.
				Boys.	Girls.			
Mission—								
Holy Family	Blackfeet	Mont	Roman Catholic.	51	51	102	.....	110
St. Xavier	Crow	Mont	do	59	60	119	119	200
Montana Industrial	do	Mont	Unitarian	26	26	52	48	50
St. John's	Cheyenne River	S. Dak	Episcopal	....	44	44	43	48
Oahe*	do	S. Dak	Congregational	....	....	....	.....	.....
Immaculate Conception.	Crow Creek	S. Dak	Catholic	68	55	103	92	125
St. Ignatius	Flathead	Mont	do	167	170	339	284	350
Omaha	Omaha	Nebr	Presbyterian	30	17	48	23	50
Holy Rosary*	Pine Ridge	S. Dak	Catholic	....	....	....	.....	.....
St. Francis	Rosebud	S. Dak	do	53	54	107	97	.....
St. Mary's	do	S. Dak	Episcopal	17	27	44	43	.....
Santee Normal Training.	Santee	Nebr	Congregational	....	....	151	121	200
Hope	Springfield, S. Dak.	S. Dak	Episcopal	21	26	47	43	50
St. Paul's	Fort Belknap	Mont	Catholic	87	82	169	155	170
St. Steven's	Shoshone	Wyo	do	35	35	70	.....	75
St, Labre*	Tongue River	Mont	do	....	....	....	.....	60
St. Peter's	do	Mont	do	105	108	213	204	300
St. Paul's	Yankton	S. Dak	Episcopal	45	....	45	35	50
Grace Howard	do	S. Dak	.....	6	16	22	21	20
St. Elizabeth's	Standing Rock	N. Dak	Episcopal	16	26	42	32	50

*No report.

Government boarding schools, 1892.

School.	State.	Enrollment,		Total.	Average attendance.	Capacity.
		Boys.	Girls.			
Blackfeet	Mont	47	28	75	47	105
Crow	Mont	50	40	90	72	125
Cheyenne River	S. Dak	62	.....	62	58	60
Crow Creek	S. Dak	62	52	114	104	135
Fort Peck (up to time of fire)	Mont	114	83	197	115	200
Fort Peck (after fire, Nov., 1891)	Mont	52	41	93	76	90
Fort Belknap	Mont	59	29	88	72	100
Lower Brulé	S. Dak	35	35	70	61	65
Omaha	Nebr	38	35	73	53	70
Pine Ridge	S. Dak	72	73	145	97	200
Standing Rock Agency	N. Dak.	54	65	119	81	110
Standing Rock Agricultural	N. Dak.	68	35	103	80	110
Santee	Nebr	....	....	....	.....	125
Shoshone	Wyo	49	35	89	75	100
Winnebago	Nebr	42	40	82	70	(*)
Yankton	S. Dak	100	60	160	.....	145
Nonreservation schools:						
Genoa	Nebr	220	150	370	370	500
Pierre	S. Dak	.....	.....	166	121	180

* House burned in March, 1892.

Day schools, 1892.

School.	Enrollment.			Average attendance.	Agency.	State.
	Boys.	Girls.	Total.			
Tongue River			38	9	Tongue River	Montana.
No. 1	20	17	37	25	Standing Rock	North Dakota.
No. 2	14	19	33	24	do	do.
No. 3	15	9	24	16	do	do.
No. 4	26	24	50	35	do	do.
Grand River	36	34	70	49	do	do.
Cannon Ball River	36	38	74	55	do	do.
Marmot River	18	13	31	14	do	do.
Bull Head	12	14	26	23	do	do.
Little Eagle	33	16	49	27	do	do.
No. 1	8	7	15	12+	Cheyenne River	South Dakota.
No. 3	9	4	13	9—	do	do.
No. 4	5	5	10	7+	do	do.
No. 5	17	13	30	22—	do	do.
No. 6	11	6	17	13+	do	do.
No. 7	5	7	12	9½	do	do.
No. 8	20	8	28	12—	do	do.
Agency Day	23	20	43	28	Rosebud	do.
Ring Thunder Camp	17	8	25	20	do	do.
Lower Cut Meat Camp	14	17	31	27	do	do.
Little Oak Camp	16	17	33	28	do	do.
Pass Creek	13	9	22	20—	do	do.
Little White River	12	16	28	24	do	do.
Red Leaf Camp	8	14	22	15	do	do.
Cut Meat Creek	17	21	38	34	do	do.
Pine Creek	17	14	31	21	do	do.
Corn Creek	9	13	22	18	do	do.
Big Oak Creek	15	16	31	26	do	do.
White Thunder Creek	19	18	37	32	do	do.
Black Pipe Creek	11	9	20	18	do	do.

[These figures are based on census of 1892, and are nearly correct for all agencies.]

Agency.	School census, 1891.	School census, 1892.	In reservation schools.	In other schools.	Total.	Per cent in school (about).
Blackfeet	513	(*)				
Crow	490	554	235	30	265	49
Crow Creek	272	310	239	20	259	84
Cheyenne River	620	692	231	157	388	57
Flathead	389	498	339	1	340	70
Fort Peck	374	400	197	60	257	65
Fort Belknap	400	423	257	13	270	64
Omaha		323	121	37	158	49
Lower Brulé	240	265	70	20	94	35
Pine Ridge						
Rosebud †	1,162	1,100	534	‡100	634	58
Santee	227					
Standing Rock	747	934	611	‡125	736	79
Shoshone	506	575	145	40	185	34
Tongue River	246	392	70		70	19
Winnebago		273	82	37	119	44
Yankton		418	198	116	314	75

*Census not received.
†Census for 1892 must be reported incorrectly.
‡Estimated.

REPORT OF SUPERVISOR OF EDUCATION, THIRD DISTRICT.

IN THE FIELD,
Reno, Nev., August 20, 1892.

SIR: I have the honor herewith to submit my first annual report of the third supervisor's district, United States Indian schools.

SCHOOLS IN NORTHERN CALIFORNIA.

Round Valley Agency.—Here a boarding school is being erected that will accommodate 80 pupils. It is pleasantly located, and will be provided with an ample water supply under 200 feet pressure. The original boardingschool building at Round Valley was burned in July, 1883. Since that two small day schools have been in operation. There are 80 pupils of school age on the reservation, and it is estimated that there are 40 more living in the mountains contiguous to the agency that are desirous of attending school. The school farm is of ample size and great fertility, and affords excellent facilities for the instruction of these Indian youth in hop growing and horticulture as well as in general farming. These Indians are in favor of the education of their children, and from their contact with the whites have learned to esteem the knowledge acquired in schools.

Hoopa Valley Agency.—The withdrawal of the military from Fort Gaston will enable the Department to utilize the buildings of the military post for the establishment of a large industrial boarding school. It is estimated that on the agency and in the region of the Klamath River extending as far east as Yreka, there are at least 250 children that should be gathered into this school. These Indians are quiet, industrious, and self-supporting, and are anxious for the education of their children.

Day schools.—The day schools in the region of Ukiah, Cal., are doing excellent work, and are well attended.

At Upper Lake there is a band of 229 industrious Indians, including 34 children of school age. These Indians are erecting a schoolhouse at their own expense, and have applied to the Government for a teacher.

The Indians of Inyo County, Cal., have been entirely without educational facilities until February last, when a day school was opened at Bishop. This school has been very successful from the beginning. In April 56 children were enrolled. While visiting the school I was impressed with the apparent eagerness to acquire knowledge that was manifested by the pupils. The children came to the school neatly dressed. Many of them brought lunches nicely put up in bright pails. It is estimated that there are at least 1,000 Indians in Inyo County, including 200 Indian children of school age. These Indians are self-supporting, and are very desirous of educating their children. The school at Bishop should be increased to two departments and two teachers employed. At Big Pine the Indians have erected and furnished a day-school building and have requested that a teacher be sent them. Should the Stewart Institute be enlarged to meet the necessities of the case it would find here a large field from which to gather pupils.

The Pit River Indians, in the region about Alturas, Cal., and extending west for 100 miles into Shasta County, number over 800, including 190 children of school age. They have no reservation, but are widely dispersed throughout the country. Many of them have visited the schools of the Klamath Reservation in Oregon, and are so much pleased with the results of Indian education there that they deserve the establishment of a boarding school for their children. The citizens of Modoc County, Cal., offer to donate to the United States an excellent farm and school site of 320 acres for that purpose. These Indians are quiet, industrious, and moral, and are considered by the whites as a valuable factor of the population of the country. The children are more than ordinarily bright and healthy.

SCHOOLS IN OREGON.

Klamath Agency.—The schools of the Klamath Reservation have accomplished a great work in the civilization and enlightenment of the Indians. These Klamaths and Modocs have abundant faith in the schools, and deem it a dire misfortune if any of their children are refused admittance.

The agency boarding school is in excellent condition. A new building, comprising class and assembly rooms, has recently been erected. An additional building is needed for the boys, to include dormitories and sitting room, and a system of water supply under pressure is desirable. The facilities for industrial training are good and the results are excellent.

The Yamax boarding school continues to merit its high reputation. The building is overcrowded. A new dormitory is needed. A system of waterworks, including tower and windmill, is also desirable. The fine farm of 500 acres and the carpenter shop afford good facilities for instruction in these departments.

Siletz Agency.—The boarding school has an enrollment of 65 pupils, which equals its capacity. Twenty-five from this reservation are attending Harrison Institute. Six children are not attending school. The buildings are fair. An addition to the boys' dormitory is needed.

Grand Ronde Agency.—The Grand Ronde boarding school has a capacity of 75. Seventy-four pupils are enrolled. Twenty children of school age have not attended school. The building for girls is in good repair. The boys' building is old, worthless, and dangerous. The school barn is old, decayed, and of no value. A new building for boys, to include dormitories and sitting room and a school barn, are sadly needed.

Warm Springs Reservation.—The agency boarding school has an enrollment of 76 pupils. The school building is old and worthless. The erection of a new building with a capacity of 100 pupils has been planned. The Sinamasho boarding school has a capacity for 65 pupils. The buildings are badly constructed and of little value. A new building similar to the one planned for the agency school is needed. A system of waterworks for supplying the school with spring water under pressure is desired. There are 224 children of school age on this agency; 9 are attending the Harrison Institute.

The Umatilla Reservation.—The Umatilla boarding school has an enrollment of 72. There are 195 children of school age on the reservation. This school now has three fine buildings, including one for class and assembly rooms just completed. It can accommodate 100 pupils.

SCHOOLS IN WASHINGTON.

Puyallup Agency.—The number of children of school age belonging to the Puyallup Consolidated Agency is as follows:

Reservation.	Males.	Females.	Total.
Puyallup	81	73	154
Chehalis	13	17	30
S'kokomish	15	17	32
Squaxon	9	10	19
Nisqually	10	9	19
Sklallam Indians	38	34	72
Quinaielt	33	22	55
Total	199	182	381

The Puyallup boarding school has an enrollment of 149. It is in fine condition, and excels both in literary and industrial instruction. The buildings are mostly new, are well planned, and of sufficient capacity.

The Chehalis boarding school has 51 enrolled. The instruction in farm work and dairying is especially good. The buildings are of fair capacity, but are old and need considerable repairing.

The S'kokomish boarding school has 56 enrolled. The school has done efficient work in all its departments. Considerable attention is paid to fruit growing. The building for girls is of sufficient capacity and in good repair. The boys' building is old and of little value; it is much too small. A new building for boys is needed.

The Quinaielt boarding school is doing excellent work. The buildings are poor and old. Some repairs, and an addition to the boys' dormitory are needed.

The day schools at Jamestown and Port Gamble, with an attendance of 24 and 22, respectively, are doing well.

Tulalip Agency.—The children of school age in this agency are as follows:

Tulalip	100
Lummi	90
Madison	35
Swinomish	58
Muckleshcot	30
Total	313

The contract boarding school at Tulalip has an enrollment of 120, and the day school at Lummi 60, leaving 133 not attending any school. A boarding school is needed at Lummi of sufficient capacity to accommodate the children of both Lummi and Madison, these reservations being only about 30 miles apart. Since the erection of new buildings at Puyallup the children of Muckleshoot can be accommodated there; Muckleshoot is only about 20 miles distant from Puyallup. The school buildings at Tulalip, with some repairs and additions, can accommodate the children of the Tulalip and Swinomish reservations.

Neah Bay Agency.—The boarding school has an enrollment of 69, which includes all the children of school age on the agency. The buildings are old and poor. The boys' building is overcrowded. No sitting room for boys is provided. An addition is needed for a boys' dormitory and a sitting room.

The day school at Quillayute has an enrollment of 52. It is well conducted.

Yakama Agency.—The boarding school has a capacity of 110, with 106 enrolled. The building for girls is nearly new. The boys' building is old and of little value. There are 260 children of school age on the agency, and it is estimated that at least 100 children belonging to this reservation are dispersed through the contiguous mountain valleys. Seventy-three are enrolled in the North Yakama contract school, leaving 181 unprovided for. A new building is needed to increase the capacity of the agency boarding school to 250 pupils.

The Colville Reservation.—By the last census the total Indian population is 3,195, children of school age 462. The Colville contract school has an enrollment of 79, and the Cœur d'Aléne contract 72. The Tonasket boarding school has a capacity for 80, making a total of 231 provided for, and leaving 231 without school accommodations. I would recommend the erection of a boarding school on the tableland overlooking the agency, where a fine site can be secured.

The Tonasket boarding school is located about 140 miles from the agency. It has neither farm nor shops. The location is extremely unpleasant. The water supply is alkaline, and during a portion of the year is utterly unfit for use. It is desirable that the school be removed to a more suitable locality, where a good farm can be secured. Its capacity should be materially increased.

SCHOOLS IN IDAHO.

Nez Percé Agency.—The agency boarding school is filled to its capacity with an enrollment of 60. The building is in good condition. But little industrial work is attempted, the pupils being quite young.

The Fort Lapwai boarding school has 150 enrolled. The school is well graded and the class room work is very fine. The building for girls is in good repair, and can accommodate 100. The new school building of four class rooms and an assembly room is a fine structure. The kitchen and dining room is an old condemned building. The boys' quarters are temporary, and wholly inadequate to their use. A building for boys of a capacity of 150 is needed. Also a new dining room and kitchen, and shops for mechanical training. I would recommend that this school be raised to the grade of a training school of the second class, and that transfers of pupils to this school be made from the highland schools of Washington and Oregon. There are 300 children of school age under this agency.

Fort Hall Agency.—Number of children of school age on the reservation, 190. The Fort Hall boarding school has a capacity for 175, with an enrollment of 117. The main buildings are good, substantial structures of recent erection. The excellent facilities for instruction in mechanical pursuits and in farming and stock-raising are especially noteworthy.

SCHOOLS IN NEVADA.

Pyramid Lake Reservation.—Number of children of school age under the agency, 85. The Pyramid Lake boarding school, with a capacity for 60 pupils, has an enrollment of 65. The buildings are in good condition. The day school at Wadsworth has 25 pupils enrolled, with an average attendance of 22.

Walker River Reservation.—Children of school age, 156. The only school accommodation is a day school with a capacity for 24 pupils and an enrollment of 35. The buildings are very poor. These Indians are progressive and anxious for the education of their children. I would recommend the erection of a boarding school at this place to accommodate 100 pupils.

SCHOOLS UNVISITED.

I have not as yet visited the Lemhi, nor the Western Shoshone Agency.

TRAINING SCHOOLS.

The Stewart Institute at Carson, Nev., has been filled to its capacity with an attendance of 105 pupils. There are at least 100 additional children asking admission to this school. Were it possible to accommodate them the attendance could easily be increased to 250. I would recommend the erection of additional school buildings to increase the capacity of the Institute to 250 pupils. Blacksmith, harness, and shoe shops are also needed.

The Harrison Institute, located near Salem, Oregon, has had a prosperous year; 270 pupils have been enrolled. Extensive improvements in buildings have been completed during the year, including the erection of a superintendent's residence, employés' building, hospital, boys' dormitory, and additions to the main buildings, increasing the capacity of the school to 275. The grounds and drainage have been greatly improved.

TRANSFER OF PUPILS.

The number of pupils in this district recommended for transfer to training schools is as follows:

School.	Males.	Females.	Total.
Yakama boarding	7	3	10
North Yakama contract	2	2	4
Klamath boarding	3	5	8
Yainax boarding	3	5	8
Warm Springs boarding	6	8	14
Sinemasho boarding	8	9	17
Chehalis boarding	2		2
Puyallup boarding	2	1	3
Neah Bay boarding	6		6
Tulalip contract boarding	6	4	10
Lummi day	8	5	13
Total	53	42	95

ATTITUDE OF THE INDIANS TOWARD EDUCATION.

With the exception of the band of Bannacks at Fort Hall, and the small bands of San Puells and Nespilems on the Colville Reservation, the Indians of this district are greatly in favor of schools. This is true of most of the old Indians and especially so of the young members of the tribes both on and off the reservations, and they highly appreciate the advantages of education for their children. The desire for education appears to be rapidly increasing, and is especially noted among the nonreservation Indians.

CONCLUSION.

In this district the educational outlook is very encouraging. During the year school attendance has materially increased, several new buildings of large capacity have been erected, and others have been planned. The class-room work generally is excellent, and is not surpassed by the best schools of equal grade in the adjacent country. The industrial instruction is very practical and of the kind best adapted to the material advancement of the Indians in civilization.

Respectfully submitted.

WILLIAM T. LEEKE,
Supervisor of Education, Third District.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERVISOR OF EDUCATION, FOURTH DISTRICT.

IN THE FIELD, *November 1, 1892.*

SIR: In obedience to instructions from the Indian Office I have the honor to submit the following report for the fiscal year ending June 30, 1892.

The fourth supervisor district comprises Kansas, Oklahoma, and Indian Territory. It contains a population of 16,800 souls, 3,200 of whom are of school age. This population is under the jurisdiction of seven agencies, a number of which are consolidated, containing several reservations which were formerly under the supervision of different agents.

There are nineteen reservation schools in operation in the district, ten contract schools, and two industrial training institutions. Of the contract schools but four receive per capita funds for the children in attendance. The others merely receive rations for the Indian pupils in their schools. There is one reservation day school, three having been closed at the end of the fiscal year. One contract school closed the 1st of April and merged into the Government school near by.

One reservation boarding school was established during the year and will soon be in operation. A second one, for the Citizen Pottawatomies, has been partially established, the site chosen, and the preliminary measures taken, looking toward immediate operation, in connection with the Absentee Shawnee school on the reservation under the jurisdiction of the Sac and Fox Agency in Oklahoma.

I was appointed to the position of supervisor July 14, 1891, and at once entered upon the discharge of duty.

As a rule I found the schools in good condition, but readily discovered that the system of inspection which had previously prevailed was not such supervision as the interests of the schools demanded. Inspectors and special agents are not always school men, and the business of the agency, as a rule, demands the greater portion of their time, and the inspection of the school is rather incidental. The information usually obtained regarding the various interests of the schools was secured from the agent, and as agents are not practical school men, the inspection was not always what the real conditions indicated. Superintendents, as a rule, were not consulted, and often matters that should have received the attention of the representative of the Government went unnoticed and without correction. Superintendents of the Government schools, without exception, have cordially coöperated with me in bringing about desired changes and are heartily in sympathy with the policy of supervision inaugurated by the Indian Office.

I found a lack of uniformity in grading, practical methods and systematic promotions and transfers in reservation schools. Some contract schools were not properly equipped and were not able to comply with the terms of their contract with the Government. I found some employés who had crept into the service who were not holding their positions because of efficiency of service, nor by the approval of superintendents; but from the nature of circumstances their incompetency had not been brought to the attention of the Indian Office.

I have endeavored to bring about a uniformity of grading, and we now have a system of promotion and transfer that will add very materially to the efficiency of all the schools. The work of employés has been inspected with a view to securing the very best service; often errors have been corrected, and by a few timely suggestions employés who otherwise were not doing good work have been assisted to a better comprehension of the service desired, and are now doing acceptable work. No mere inspection could bring about these results.

I mention these facts because the duties of supervisors do not seem to be well understood in some quarters.

EDUCATIONAL CONVENTION.

That a more perfect uniformity of methods might be established, harmony of effort among the schools be secured, and that opportunity might be given for the discussion of the numerous important questions which arise in the operation of Indian educational institutions, the honorable Commissioner of Indian Affairs granted authority to hold an educational convention at Arkansas City, Kans., December 29 and 30, which was well attended and much good accomplished for the Indian school service. I have noticed the excellent effects of that convention in the work of all the schools throughout the district.

The convention was conducted under three departments for the day session, viz, superintendents, teachers, and matrons. Each division discussed various topics suggested from a programme previously prepared and published for the occasion. Two evening sessions were devoted to lectures by prominent gentlemen in the service. The last evening session was held in the opera house, when a large and appreciative audience listened to the presentation of a literary and musical programme by the pupils of Haskell Institute, Chilocco training school, and Ponca Reservation school. The object of the exercises was to indicate, in part, what was being done for these children in the schools in a literary way. The result was highly gratifying to the friends of the cause, and many who were somewhat skeptical on the subject of Indian education were convinced of its ultimate success as a medium of civilization.

In addition to the work of the convention already indicated, there was an exhibit of industrial and schoolroom work that was a surprise to many who do not realize what is being done for these people through the instrumentality of the schools. The daily Arkansas City Traveler contained the following notice of this department, which I think indicates the sentiment of the public, relative to the work which these children, with the most degrading home environments, are able to be taught. The article says:

It was designed by this department of the convention of Indian school workers to indicate to some extent the character of the work now being done by the pupils in the schools. The display was very gratifying to the friends of Indian education and converted many "doubting Thomases" to the educational policy as the only way to civilize the Indian and make him an intelligent citizen, contributing to the wealth of the country, instead of remaining a ward of the nation and a menace to his neighbor.

The exhibit was in two lines—articles from the shops and sewing-rooms and a display of schoolroom work proper. Haskell Institute had a magnificent display, occupying one large room with an exhibit of articles made in their shops and various departments. Their display of school work consisted of maps, examination papers, drawings and the like, and was very fine and greatly admired. Chilocco Institute also had a splendid exhibit, there being a good display of work performed in every department of that institution. Ponca Reservation school had an attractive exhibit in fancy work, which was very highly complimented. The Mennonite contract school at Halstead, Kans., made a display of the more practical things pertaining to household training, the exhibit being in the line of kitchen and dairy work; samples of bread, butter, and the like were very fine. While much praise has been given the teachers and superintendents (and justly, too) assembled in this interesting convention, the work of the pupils is none the less meritorious. William Pollock, a Pawnee boy, has several specimens of his paintings here which show remarkable talent considering the limited instruction that he has received in this art. A number of examination papers are exhibited which would be a credit to any grammar department in our school on account of the excellent penmanship and neat appearance. Children of the primary department from Haskell Institute have prepared original stories, bound in the form of booklets, that are certainly creditable to the little ones. The little ones of six years of age, being too small to learn crocheting or difficult needlework, have been taught to sew carpet rags, and the rag carpet on exhibition was sewed entirely by them. The shoes on display from Chilocco were made mostly by boys who have only been under Mr. Robinson's care a short time. Frank Purdy, after only three months' experience, makes excellent shoes, as does also William Lone Wolf, a Kiowa boy. The suit of ladies' underclothing which was so greatly admired was made entirely by Anna Smith, an Iowa girl. In fact every branch of industry deserves special mention.

Various committees were appointed at the first session of the convention, and their reports indicate the sentiment of the body; and as the gathering was composed of over a hundred of active Indian school workers, the result of their thoughtful deliberation, touching the various interests of Indian education, it seems to me, would be proper to record in this report. The resolutions and recommendations of these committees, contain the "conclusion," so to speak, of their deliberations, and they are as follows:

Gradation and promotion.—Recommend that a committee of five be appointed to prepare questions for examination for promotion in all the schools in the fourth district, the examinations to be given semiannually by the principal teacher, under direction of the superintendent.

Recommend that no promotions be made to industrial training schools until the fourth primary grade work has been completed, and at the completion of the primary course pupils be reported to the district supervisor for promotion to industrial training schools.

Reservation boarding schools.—Recommend that, as the reservation boarding schools have the burden and the honor of the education of a large majority of Indian children, and as these schools are the greatest medium for the introduction of education and civilization into the Indian communities, it is suggested that these schools be given as complete an organization and equipment as possible.

That the recommendation of Special Agent Mrs. Daniel Dorchester in regard to the appointment of field matron be indorsed, with this amendment, that the field matron be attached to the reservation school force, with the additional duty of coöperating with the superintendents, in reference to the attendance of

children at the reservation schools, and exercise a motherly oversight of them when visiting their homes.

That the Department be asked to furnish all reservation schools with an enrollment of thirty children under the age of 8 years, the material required for kindergarten instruction, and create the position of kindergarten teacher for the school.

Attendance.—*Resolved*, That it is the sense of this convention that an uncompromising, effective compulsory education law is absolutely necessary to the satisfactory maintenance of attendance at reservation boarding schools.

Resolved, That it is our unanimous conviction that through the proper means such compulsory law can be effectually applied and enforced.

Resolved, That in our judgment the means now existing on reservations and already at the command of Indian agents are sufficient to accomplish the end sought, viz, the manipulation of rations and annuities and the police force.

The committee on resolutions made the following report:

Resolved, That the convention is in hearty coöperation with the honorable Commissioner of Indian Affairs in his indefatigable efforts for the improvement of Indian education and its entire harmony with the policy of the present Administration for the rapid civilization of the Indian people.

Resolved, That the convention express its appreciation of the untiring efforts of Supervisor Richardson in beginning and bringing to complete success this the first general meeting of the Indian school workers of the fourth district.

Resolved, That it is the sense of this convention that all grades of schools, whether on or off the reservations, are integral parts of the present system of education, and while it receives our hearty support, we welcome the day when this system shall blend into the school system of the land.

Resolved, That it would be for the best interests of the Indian school service that the superintendents of reservation boarding schools be allowed to assume complete control of their schools at a time when they may furnish to the Department a satisfactory bond for the proper discharge of their duties.

This committee also made a recommendation relative to attendance similar to the recommendation of the committee on attendance. It was agreed that Indian agents had sufficient means at their command to enforce attendance, if properly used.

Before adjourning, on the recommendation of the committee on organization, the convention effected a permanent organization and requested that the meetings be held annually, if authority could be obtained.

DETAILED COURSE OF STUDY.

In order that the schoolroom work may be systematized and uniformity secured, I have prepared a detailed course of study, based upon the curriculum of the Government for Indian schools, and will soon ask the Indian Office for its adoption. This will secure better results from teaching effort and aid very materially in securing regular promotions and transfers from the reservation to the industrial training schools.

The foregoing is a brief outline of what has been done in this district the past year in the way of supervision, and in part indicates that the work of a supervisor can be made to contribute very materially to the advancement of the interests of Indian education. I deem it proper that some such statement should be made, insomuch as certain distinguished churchmen have deemed it necessary to unjustly pass severe criticism upon the honorable Commissioner of Indian Affairs for appointing supervisors of education, and going so far as to foolishly charge that these officials were spies of the Commissioner to work detriment to certain contract schools. There was never a more unjust and uncalled-for accusation. The facts are, these contract schools had never had an inspection, properly, and it is from a sense of their inferiority that this seeking to shut out expert investigation and supervision comes.

These schools have received fair and impartial inspection and their actual worth as an educational medium has been properly and fairly presented, and no desire has ever been intimated that other than fair and honorable treatment be extended all of these contract schools. They are part of the Indian educational system as now carried on by the Government, and they should stand or fall on their own merit. The facts are, there will be needless contention so long as the Government maintains this perilous system of uniting church and state, and the sooner appropriations for this sectarian purpose are abolished the better for the peace and harmony of the country.

PRESENT EDUCATIONAL CONDITIONS IN THE DISTRICT.

Quapaw Reservation.—The school population under the jurisdiction of this agency is 401. Of this number some are married, others are attending the various industrial training schools, while there are those whose physical condition is such that incapacitates them for school. The actual available school population does not exceed 300.

There are two reservation boarding schools now in operation, the Seneca, Shawnee, and Wyandotte, with a capacity of 175, and the Quapaw, with a capacity of 110. If the last-named institution had a four-room school building and a boys' dormitory combined its capacity would easily reach 150. This would furnish ample accommodations for all the Indian youth on this reservation. The schools are now operated to their fullest capacity.

Pottawatomie and Great Nemaha.—Two hundred and seventy-five children of school age are on the three reservations under the supervision of this agency. The school operated for the Pottawatomies, near the agency, will have a capacity sufficient to accommodate the children of this tribe when the buildings now in process of erection are completed. The school for the Sac and Fox and Iowa tribes is sufficiently enlarged to minister to the educational demands of these tribes.

The capacity of the school for the Kickapoos, however, is not sufficient to accommodate these people, and the buildings are old and dilapidated; in fact, not suitable for the purpose for which they are used. The Kickapoos are slow in their advancement, and do not coöperate in the education of their children. It would be wise, I think, to erect a building with a capacity to accommodate at least 75 children and put every child of school age and suitably qualified in school and keep him there until something can be done for him that will be perceptibly felt by these people.

Cheyennes and Arapahoes.—There are 701 Indian children of school age under the jurisdiction of this agency. To accommodate this large school population there are three boarding schools, with a capacity of 375; two contract schools, able to accommodate 145. Not considering those of school age who are married, or those who are attending nonreservation schools, or those incapacitated for school, there will remain at least 100 children of school age who can not be accommodated. There will be a considerable number transferred to nonreservation schools this year; yet there will be quite enough children whose educational interests are not provided for on the reservation to fill another school. And if there is a people in all the Indian country, who need the training, to prepare them for the new life recently thrust upon them, it is these Cheyennes and Arapahoes.

The capacity of the Arapaho school should be increased to at least 150 by erecting a four-room school building. Should another school be established, it should be located about 75 miles west of the agency, near the settlements of White Shield's and White Chief's bands.

Kiowas and Comanches.—There are three boarding schools now in operation under the supervision of this agency, and a fourth to open in a short time. In addition to the four Government schools, there are four churches in operation. These schools, with a combined capacity of not to exceed 550 children, are the facilities at present provided for the accommodation of about 700 children of school age. It is very difficult to ascertain the actual school population of these people, as the great mortality among their children recently greatly demoralized them, and only an approximate idea can be formed as to the number of children who have died since the enumeration was taken.

By erecting additional dormitory buildings at the Kiowa school and a four-room school building at both the Kiowa and Wichita schools the capacity of both institutions would be greatly increased. It may become necessary to make some additions to the Rainy Mountain school, as it is excellently located for health and will be a desirable school, I think, for the Kiowas.

Osage Reservation.—With the boarding school at the agency recently enlarged and the Government school at Kaw, together with a number of church schools on the reservation, ample facilities are provided for the accommodation of all the children of school age on this reserve.

The council of the Osage government has voted that it was their desire that a number of their young men should attend some of the white colleges and obtain a thorough education. As the expense of the same is to be paid by the tribe from their immense wealth, it seems to me that they should be granted the opportunity. I see no better cause to which a portion of their vast funds could be

dedicated than that of educating about twenty of their most promising young men. As it would be no expense whatever to the Government, it seems to me that it would be wise to make the experiment.

Ponca, Otoe, Pawnee, and Oakland Reservations.—Under the jurisdiction of these consolidated agencies is a school population of 401. Ample facilities have been provided in the erection and successful operation of three boarding schools and one day school. Nearly every child of school age among these tribes is now in school. There have been several transfers made from all these reservations this season to Haskell Institute, Chilocco, and other nonreservation schools.

Sac and Fox Agency.—A boarding school at the agency, with a capacity of 130, one near old Shawneetown, with a capacity of 90, and a contract school near Sacred Heart, in the Pottawatomie country, afford the facilities for the education of 500 Indian children that are on these reservations, or, more properly speaking, under the jurisdiction of the Sac and Fox Agency, as the country was opened up for settlement last year and these Indians suddenly thrown upon their own resources.

It is proposed to establish a school for the Pottawatomies, to be operated in conjunction with the Absentee school. This will furnish facilities for at least 150 additional pupils, as the arrangement will increase the capacity of the Shawnee school on the plan proposed for erecting a new school building.

The Kickapoos, with a school population of nearly 100, have practically given but little encouragement to any effort that has hitherto been put forth to establish schools for their people. The Friends' church has made several attempts, I believe, to secure their coöperation in school matters, but with very little success. There is a desire, however, among these people to do something towards educating their children, and I think it would be wise to erect a building that would accommodate not less than 75 and put their children in school. They are a nonprogressive Indian and unless something is done looking forward to bettering their condition they will remain dependents.

INDUSTRIAL TRAINING SCHOOLS.

Haskell Institute.—Those of us who are conversant with this institution, who have been acquainted with its work from its earliest history, readily acknowledge that it now enjoys a prosperity hitherto unknown to this school. There are now 550 pupils in attendance, and the work in the various departments has reached the highest standard attained by Haskell since its foundation.

It seems to me that the time has come when the work of these institutions might be more definitely particularized; that is to say, there are special lines of training for which each school may be especially adapted. As, for example, Haskell might emphasize the trades, in her industrial training, with farming, gardening, and stock-raising, on a more limited scale. An advanced literary course might be followed by a normal course of training, which would prepare Indian young men and women for teaching among their people and furnish them with a profession by which they might be able to earn a livelihood anywhere that their lot may be cast.

It seems to me that the capacity of this institution should be increased to accommodate a much greater number of pupils. Near the Indian country, the item of transportation alone is important. The climate is not unlike a great portion of the Indian country, contributing a large per cent of children and youth who will attend these industrial institutions. The school is located amid the very best civilizing influences. Under the shadow of the Kansas State University, ambitious young Indians will have the mental stimulus which an institution of the character of the university will give, together with the ever striking example of the great civilizing influences which cluster around Haskell, and make its environments such that its possibilities as an industrial training school for Indian youth are very great.

Haworth Institute.—This institution is familiarly known as Chilocco industrial training school and is located near Arkansas City, Kans., on the Cherokee Strip. The institution has an immense tract of excellent land, to the amount of 8,640 acres. This can be made the "great farm school" of the service. All branches of agriculture should be taught here. It seems to me that the industrial training at this school should emphasize farming, gardening, fruit-growing, dairying, stock-raising and the like, while the trades should receive only incidental attention. The location of Chilocco is all that can be desired for the kind of school suggested. The conditions in farming here are very similar to those with

which the Indian pupils from the great scope of Indian country will have to contend in the development of their farms.

On the completion of the buildings now in process of construction, the capacity of the school will be about 350. It should be increased to at least 500, it seems to me. The proceeds of this magnificent farm will contribute quite an important item in defraying the expense for operating the school.

Returned students.—One of the important factors in the Indian educational problem, is, "How shall the fullest measure of practical results be secured?" "What policy should be inaugurated towards the returned students?" The 20th of last January I received a communication from the Indian Office bearing date of the 15th of the same month and containing the following paragraphs:

> Under the system of Indian education now in operation, provision is made for the training of a large number of Indian youth in schools off reservations, both in Government and contract schools. More than one-fourth of all the Indian pupils enrolled last year were in such schools. This method of education has been in operation during a sufficient length of time, perhaps, to furnish a partial basis for estimating its efficiency.
>
> Conflicting opinions have been expressed as to its ultimate net value. Some claim that the "returned student" retains the habits and principles acquired during his school life away from home and becomes an uplifting force among his people. Others insist that upon his return home he is dragged down by his surroundings, and sometimes "relapses" into even a worse condition of civilization than is found among those who remain at home. It is also affirmed that at schools distant from home the health of the students becomes undermined, and that a considerable portion of them return home only to die. On the other hand, it is claimed that in general the health of students improves while they are away at school. Other opinions on the subject fill all the space between these extremes.
>
> The office should be in possession of information from which a trustworthy opinion can be formed as to the worth and permanency of the training given in such schools.

In the letter above mentioned supervisors are instructed to give such information as can be obtained from facts and specific instances rather than opinions and generalizations.

Since receiving the instructions from the Indian Office, as stated above, I have given the subject special investigation and am gratified to state that the result of my labors in this important direction is very satisfactory, and in the light of information, reliably obtained, I can safely assert that the result of Indian education, off reservations, is much more favorable than many are inclined to acknowledge. In short, the per cent of those who succeed is as great as is found among whites, whose environments are decidedly in opposition to their advancement, and whose culture, received at school, is no greater.

The facts are, there is a misconception as to the grade of these industrial training schools relative to the character of mental training given. We hear them often spoken of as "Haskell College," "Carlisle University," and the like, which indicates that the work that is expected of these institutions is not well understood. When it is remembered that the course in mental development in these schools is very much limited, not extending beyond the grammar grade, for the most part, a modified opinion of these schools will be formed.

In the investigation of the record of "returned students," I have the following, and mention these specific cases as an indication of the results that may be expected from the training that these Indian children receive from the schools off the reservations:

I find Thomas Alfred, a full blood Shawnee Indian, a Hampton student, formerly county surveyor of one of the new counties in Oklahoma, lives near Tecumseh, has a neat home, and is respected as an efficient, faithful officer and earnest Christian gentleman. A Miss Johnson, educated at Carlisle, has been in the Government service for a number of years and is now taking a more advanced course in the high school at Carlisle; she is an excellent teacher. Her sister is now doing very acceptable work as teacher in the Quapaw boarding school. Both are Wyandotte girls. Robert Burns is Government interpreter at Cheyenne and is doing well. Miss Jackson, a Seneca young lady, I believe, is an accomplished stenographer and is making good wages as instructor in a shorthand school. Special Agent Litchfield informs me of two Shawnee boys, Alfred and William Shawnee, who assisted him in making a large payment, doing all the clerical work, and he says that he never had better assistants in all his experience of over twenty years in the Indian service. Mr. Walker, a Wyandotte, is a successful teacher at the Quapaw school, and his brother is also engaged in school work at the same place, both doing well. A young Modoc who came to the Modoc Reservation, near Seneca, Mo., less than twenty years ago, with the remnant of Capt. Jack's band, after the terrible battle of the Lava Beds, is Government interpreter and is one of the most trusty and progressive Indians that I have met. He claims to have loaded the guns for Capt. Jack during the unfortunate encounter, but is now a Christian, earnestly de-

voted to the work of the Friends' Church, of which he is a consistent member. He received his only literary training at the Quapaw Reservation boarding school.

I met returned students at Kaw, who are doing well and represent the advanced element among their people. On this reservation we have an illustration of what we may expect of the second generation of educated Indians. The superintendent of the Government school at Kaw, Uriah Spray, has been with these Indians for nearly a quarter of a century, and has in school the children of parents who attended his school twenty years ago in Kansas, before the removal of the Kaws to their present reservation. He tells me that the improvement is very marked: that they have no trouble in keeping their children in school, and that they talk with more freedom and learn with much greater ease, and in every way indicate what we may reasonably expect from the second generation of these people whose children are now in training.

Wichita Reservation school has a former Carlisle student as laundress, and she is acknowledged to be the best that institution has ever had. Cora Pickering, a Modoc girl, from Hampton, is cook at the Seneca and Wyandotte school, and Superintendent Hall says that she is an excellent employé. John King, also a Hampton boy, is a successful merchant at Tecumseh, Okla. I have a list of over a hundred returned students from Haskell, Carlisle, Hampton, and White's Institute, all making excellent records.

I have found some "who have fallen by the wayside," but the per cent of those who have succeeded is much greater than one would think, judging from the adverse criticism on this class of students which we are subject to hearing from those who have not given the matter a fair investigation. I find the one prevailing excuse of those who do not succeed to be that they found no work to do, and having no employment, they had no means of support, and "the Indian way was the cheaper way."

There are two thoughts that, it seems to me, should be kept in view in considering this feature of Indian education, viz, a plan for directing the efforts of these "returned students," as soon as they reach their homes. I think the Government should retain jurisdiction over them, and to this end would suggest that each student should be required to take a "post-graduate course" in farming or at work at some trade, learned at school, with a course of reading.

This should require not less than three years for the completed course. This arrangement would be a source of support during the "trial period" of the struggling young Indian. Each reservation should have an authorized superintendent of post-graduate students. This might be one of the superintendents of the reservation schools, and he should be required to make detailed reports relative to these students and should be armed with authority that would guarantee him control of this class of pupils, and he should be held responsible for their advancement. Of course their farm training should be on their own farms and they should receive abundant assistance in developing for themselves a farm and building a home. If some such course was pursued, instead of "dumping" them out into the reservation, subject to all the discouraging environments that meet them at the very beginning of their better life, the results would be much greater.

Another important fact is worthy of consideration. I found that the per cent of those who had succeeded upon their return to their homes was much greater among those whose literary advancement or mental development was most pronounced. I fear that in the past the matter of a rigid mental development has not been considered with that importance which it demanded. The effort has largely been in the direction of industrial training. That the latter may be made to serve the student in a practical test, it is very necessary that it be supported by an aroused ambition, such as culture and mental training alone will surely give.

I have dwelt at considerable length on all these subjects, which seem to me are important and which should be discussed for the benefit of the cause.

I desire to express my cordial appreciation of the earnest coöperation of superintendents and agents in the work of the year. It has been a year which has crowned the cause of Indian education with great success. If the policy inaugurated by the present Commissioner of Indian Affairs can be kept in operation for a reasonable time the solution of the problem will be a matter of the past. There is no doubt that the only successful solution is in the education of the Indian youth, that they may become self-supporters, contributing to the wealth of the country and enjoying the blessings of a happy civilization.

I am truly grateful to the honorable Commissioner of Indian Affairs, and in fact to the Indian Office—to the gentlemen who have so ably presided over the

various divisions of the Indian Bureau—for uniform kindness and consideration, for forbearance in the attempt to acquaint myself with the new duties of an untried position.

Very obediently,

JNO. W. RICHARDSON,
Supervisor of Education, District No. 4.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERVISOR OF EDUCATION—FIFTH DISTRICT.

IN THE FIELD, *August 30, 1892.*

SIR: I have the honor to submit my first annual report as supervisor of Indian education for district No. 5, comprising Arizona, Colorado, New Mexico, and Utah.

During the past year I have been a close student, studying the Indian question very carefully, and I confess that I know very little about it now. We deal with a strange class of people. Many of them, though aged, are mere children, and how to reach them and do them most good should be the first question with every one in the service. We must do all in our power to win their confidence and then prove by word and deed that we are worthy of the same, and we can accomplish something with them.

Since the object of the Government is to educate and civilize the Indians, it is necessary to bring them to school. After we have them in school the instruction needed is entirely different from that given in schools for white children. We take them with practically no language. They do not have a name for many of the most common things around them, for the simple reason that they never used anything like those objects in their camps. Many of them never saw what we call a table or a bed! It is a new life for them in every respect, and we can not be too careful in starting them, and after they are started all of them require careful and patient guidance. I am pleased to report, however, that most of them are very willing to learn. Many of them are quite apt, and nearly all are quiet and peaceful. I am convinced that they give their teachers less trouble in this respect than the same number of white children would.

It did not take me long to see that only about one-third of the children of proper age and health belonging to this district were in school; that the capacity of our reservation schools is not equal to the number of pupils; that the pupils in the nonreservation schools advanced more rapidly than those in the home schools, and that the nonreservation schools were better prepared to teach different industries than those at home. On account of these reasons and in compliance with instructions from the Indian Office I gave the greater part of my time during the past year to the securing of pupils for the nonreservation schools.

At first thought it would seem very cruel to gather a number of children, take them away from home and parents, and place them amongst people of whose language and customs they know nothing for a number of years; but when you are amongst those people; see how poor they are; see their surroundings; know that you take the children to people who will take better care of them than their own parents can, and in a short time see that those children are happier at school than they were in camp, you begin to feel that in transferring them you did a very humane act.

Having given so much of my time to the gathering of pupils, it was impossible for me to visit all the schools in the district, but those which I did visit were subjected to a rigid inspection. Whenever I saw anything wrong in the school proper or in the shops, dining room, or dormitories, I made it my business to assist the proper person to make the necessary changes and improvements.

One of my special duties is to cheer up and encourage the different employés and children, and it affords me pleasure to state that my suggestions were usually carried out very nicely.

DIFFERENT KINDS OF SCHOOLS.

Contract schools.—In this district we have contract schools of two kinds—boarding and day. The former bring about the more satisfactory results, but with one exception the contract schools do not do as good or thorough work as

is done in Government schools of the same grade. I admit that in some of the contract schools the children receive very good care and training, but as a rule the teaching force in these schools is not near so strong as it is in the Government schools. Consequently I find that a pupil who attended a contract school for four years is not so far advanced as one who attended a Government school for the same time. Again, the contract schools are not equipped to give the industrial training which the Indian needs so much.

Government day schools.—The one at McCarty's was closed because the Indians refused to send their children, and a new one was opened at Fort Apache. These schools are having a hard struggle to get along. In too many cases the parents do not take interest enough in the welfare of their children to see that they attend school. It is very often necessary for the teacher to send some one for the children in the morning and at noon, and even then the attendance is very irregular. Again some children might be willing to attend but they have absolutely no clothing that is fit to wear. These schools could be greatly improved by clothing the children and by paying an Indian policeman to see that all the children of the village in which the school is are in regular attendance.

Reservation boarding schools.—Arizona has four Indian agencies and at each one we have a boarding school. The work done at each one is quite satisfactory, but the capacity at each one should be enlarged and then the schools kept filled. The Pima school has the best buildings and the largest attendance. The San Carlos school is doing good work, but has poor quarters; since my last visit the buildings were thoroughly repaired. The school at Fort Defiance should have a much larger attendance. There are between 3,000 and 4,000 school children among the Navajos and less than 100 attend school! There are several hundred children who attend no school on each of the other reservations.

The only reservation boarding school in New Mexico is at Mescalero. Agent Rhodes had this school filled to its utmost capacity. About one-half the school children were in attendance. I transferred 26 to the school at Fort Lewis to make room for those not then in school. After the school is filled again the school population on the Mescalero Reservation will be nearly all in school. The school buildings at this agency are poor and very poorly arranged.

There is no school on the Jicarilla Reservation, and I am inclined to think that a school there would have a hard struggle to eke out an existence. The parents are very shiftless, decidedly opposed to schools and advancement, and deem it their duty to visit a neighboring town very frequently. At least 200 children of school age, not attending any school, are on this reservation. Their home is close to the Fort Lewis school, and the Government should compel the parents to place their children in that school.

The Southern Utes in Colorado have at least 225 school children. Of these only 16 attend any school. When I was with these people they were urged by the whites, who desire to take possession of the land on the reservation, to oppose the plan of the Government and not allow their children to go to school, and they actually succeeded in making the Indians believe that the Government was doing wrong in asking them to place their children in any school. I would recommend that the same course which I suggested for the Jicarillas be followed on this reservation.

The new buildings for the Uintah school in Utah not being ready in time for the opening of the school interfered very much with the enrollment and attendance at that school during the year, but with the comfortable quarters which we have now we entertain bright hopes for the future.

Bonded or training schools.—Of these we have three in Arizona, two in New Mexico, and two in Colorado. The second one in Colorado is at Fort Lewis, and was opened in March. This is a delightful place for a school, and it has the grounds, buildings, and other accommodations to make it one of the large Indian schools of the country. The work done in this class of schools is very satisfactory, but we are all the time trying to do still better. It is really surprising to watch the progress that the pupils make, especially in the different industrial departments.

RECOMMENDATIONS.

Establish a reading room for the children at every school and supply it with suitable reading matter.

Either compel all contract schools to follow the course of study prepared by the Indian Office or close them.

The Indians are the wards of the nation. All of them should be educated and for many reasons the Government should do that.

The matrons at all the Indian schools should be trained nurses.

The Government should open a day school in every one of the pueblos and compel the children to attend that school.

The Government should take steps to compel every Indian child of proper age and health to attend school. At present, in this district, not more than half the school population is in school. When the children return from school their former companions will assist in bringing them back to their old habits. By compelling all to attend school a great deal of that retrogressive tendency will be conquered.

Very respectfully, your obedient servant,

DAVID S. KECK,
Supervisor, Fifth District.

The COMMISSIONER OF INDIAN AFFAIRS.