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Oneidas.—The Oneida Reservation is located in Brown and Outagamie counties, about 40 miles from the headquarters of the agency by wagon road or 73 miles by railroad. The reservation consists of 65,440 acres of land, all of which was allotted to the Indians in severalty several years ago. The only occupation of this tribe is farming, and many of the Indians have well-cultivated farms, good buildings, plenty of stock, and are in independent circumstances, equal to their white neighbors. While many of these Indians are in comfortable circumstances, there is a class among them, the same as will be found in every white community, who are poor, and another class who are shiftless. The latter class, however, I am pleased to say, is not very large among the Oneidas.

The Oneida Reservation, being located but a short distance from the flourishing cities of Green Bay, Deperre, Seymour, and Appleton, and being traversed by a railroad, affords the Indians an excellent market for all they have to sell.

The Oneidas have under cultivation 4,064 acres, which is an increase of 464 acres during the year. They have erected during the year 19 frame and 17 log houses, at a cost of \$4,392. They have under fence 7,244 acres, and have made 9,076 rods of fence the past year. They raised during the fiscal year the following crops:

Wheat	bushels ..	8,030	Oats	bushels ..	67,200
Barley and rye	do	930	Corn	do	11,300
Potatoes	do	23,890	Turnips	do	330
Onions	do	530	Beans	do	640
Other vegetables	do	3,484	Hay	tons	1,170
Butter	pounds ..	32,460	Lumber, sawed	feet	321,200
Timber marketed	feet	660,220	Wood cut	cords	7,000

They own 704 horses, 3 mules, 403 cattle, 345 swine, 73 sheep, 5,504 domestic fowls.

Nearly all the Oneidas speak enough English for ordinary intercourse. They are very much interested in educating their children, and the younger generation, of school age, are all attending either the reservation or nonreservation schools.

The adult Oneidas exercise the right of suffrage at all State elections, and cast their votes as intelligently as their white neighbors.

The Oneidas receive an annual annuity of \$1,000, but as the amount per capita is only about 50 cents, it is of no particular benefit to them, and could be better used for other purposes for their benefit. On account of the interest the Oneidas take in educating their children, a few years will make a great change in the tribe, and when the time arrives that they are given patents in fee simple for their lands they will be qualified in every way to become independent and as thrifty a people as their white neighbors.

Stockbridge and Munsees.—The Stockbridge and Munsee Reservation consists of 11,500 acres of land, located on the southwest of and adjoining the Menominee Reservation, 7 miles from the headquarters of the agency. The soil of the reservation is generally fertile, and where properly cultivated produces abundant crops of all grains and vegetables indigenous to this latitude. A few of these Indians are turning their attention to farming and have excellent crops, but owing to the unsettled state of their affairs the most of the tribe that reside on the reservation are not making much effort to cultivate the soil.

These Indians are very anxious to cut and dispose of the timber remaining on their reservation, but owing to the bad faith shown by many the previous year in refusing to clear the land for farming purposes after the timber was cut, I refused to recommend that they be allowed to clear land and sell the surplus timber. I, however, recommended that a large number of them be allowed to cut from 10,000 to 20,000 feet of timber each for the purpose of building houses, barns, and fences. They have cut the timber as authorized, but as yet but a few have built new houses or barns.

These Indians raised last year 2,991 bushels of oats, 2,535 bushels of potatoes, 90 bushels of rye and barley, 150 bushels of turnips, 35 bushels of onions, 40 bushels of beans, 136 tons of hay, 450 pounds of butter, 575 bushels of wheat, 6,917 bushels of corn. They have under cultivation 500 acres of land, and live in 88 houses.

Of the 509 Stockbridges and Munsees enrolled, only about 300 live on their reservation, the balance living in various places from the State of New York to the State of Washington.

As reported by my predecessor in his last annual report, the affairs of this tribe are in a complicated state, owing to the jealousy of the different factions into which the tribe is divided. They will never agree on anything, and the only way ever to settle their affairs will be for the Government to settle for them, irrespective of any faction of the tribe. They are as competent to become citizens as the average white man. All of them speak and read English. All of them live and

have the same habits as white men, and are perfectly capable of caring for themselves. Their lands should be allotted to them, the \$75,000 held in trust for them by the Government, paid to them, and the tribe turned loose to look after themselves individually. The longer the Government defers this the worse it will be for the tribe.

A start has been made in this direction, as during the year twenty-nine patents in fee simple, each patent calling for 80 acres, have been issued to them. Many of these patents were given to the heirs of deceased persons, but the heirs are buying each other out, and those who have title to their lands are apparently making an effort to improve their condition.

Schools.—There are two reservation industrial boarding schools, one contract boarding school, and five day schools connected with this agency. The Menominee boarding school is located at the headquarters of the agency on the Menominee Reservation, and has a capacity, when crowded, of taking care of 160 pupils, and as the school is always crowded, its capacity will have to be enlarged if all the Menominees and Stockbridge children of school age are to be accommodated. Both the Menominees and Stockbridges are taking a great interest in educating their children than ever before, and it is now no trouble to fill up the school. In fact, children have to be refused admittance for a lack of room.

Connected with this school is a large farm, well stocked with cattle, hogs, sheep, and domestic fowls, a shoemaker and carpenter shop, where the boys are taught to farm, the care of stock, carpenter work and shoemaking. Attached will be found the report of Leslie Watson, the superintendent of the school, giving a comprehensive and detailed account of its operations during the past year.

The contract boarding school is located on the Menominee Reservation at the headquarters of the agency. This school is conducted by the Catholic order of Franciscans, and has a capacity of taking care of 170 pupils. The Government contracted with this school to educate and support 60 pupils during the fiscal year 1898, but in addition 58 pupils have been admitted during the year who were supported by the order. This school has large and substantial buildings, which are well furnished, a well-cultivated farm, an able corps of teachers, and are well equipped as a boarding school in every respect. A detailed report by the superintendent of the school is attached.

The Oneida Boarding School is located on the Oneida Reservation, and has a capacity of 120 pupils. This school, as well as the four day schools on the Oneida Reservation, are under the charge of Charles F. Peirce, who is a bonded superintendent, and ranks with the best Indian schools in the country. The Oneidas take a great interest in educating their children, and when graduated from their local school a large number are sent to the various industrial Indian schools throughout the United States. A large number of the Oneidas who have graduated at these schools are now employed as teachers or in other positions at reservation schools.

The Stockbridge Day School is located on the Stockbridge and Munsee Reservation. During the past year a housekeeper as well as a teacher has been employed at this school and noon-day lunches given the pupils, and besides, under special authority, clothing was issued to the children. This has caused a decided increase in the attendance and interest in the school. As the Stockbridges are an English-speaking tribe, every opportunity should be given the children to obtain a liberal education. Charles H. Koonz, the teacher at this school, and his wife as housekeeper, have made a decided success of the school during the past year.

Miscellaneous.—The buildings at this agency, while old, are in very good repair. By the expenditure of a small sum of money each year in repairs they are kept comfortable. The buildings have mostly been painted during the past year, which adds much to their appearance.

Police.—Eleven Indian police are employed; six on the Menominee Reservation and five on the Oneida Reservation. No policeman is employed on the Stockbridge Reservation. The policemen are, as a general thing, attentive to their duties, but an occasional change has to be made in order to preserve discipline.

Indian court.—There is one court of Indian offenses, and that for the Menominees only. The judges of this court consist of three old men, two of whom are pagans—so called on account of their retaining their ancient belief—and one a Catholic Christian. All petty cases and disputes among the Menominees are brought before this court and decided by them, as well as Indians arrested on the reservation for being drunk or disorderly. In the latter cases the judges usually impose a fine or imprisonment in the agency jail. The decisions of the judges are always just, and are respected by the whole tribe.

Religion.—The Menominees, with the exception of about 300, are adherents of the Roman Catholic Church. The 300 are called "pagans," and retain and practice to a certain extent their ancient belief. There are three large and pretty Catholic

churches on the Menominee Reservation, in which services are held by the Catholic order of Franciscans and the services are usually well attended.

The Oneidas are divided in their religious belief between the Episcopalians, Methodists, and Catholics, the majority of the tribe being adherents of the Episcopalian Church. They have a fine stone church, a resident missionary rector, and the services are well attended. The adherents of the Methodist Church are next in number among this tribe, have a fine church, and a resident missionary pastor. The Catholics have a church building on the reservation, but have but a few adherents among the tribe.

The Stockbridges and Munsees are Presbyterians, with the exception of a few families, who are Catholics. The Presbyterian Church building on the reservation is an old dilapidated building, wholly unfit to hold services in it, and there is no resident minister. Occasional services are held in the schoolhouse, but interest in church matters are at a low ebb. There is a good chance for the Presbyterian Church organization to do a lot of missionary work among this tribe. The Catholics have a neat and tasty church on this reservation. Only a few of the tribe are communicants of this Church, but regular services are held every month.

Intemperance.—One of the serious drawbacks to the improvement of the Indians under my charge is their love for intoxicating liquors, and it seems that it is an impossibility to prevent them from obtaining it. Since I have been agent I have used every power at my command to prevent the Indians from obtaining intoxicating liquors, but with little success. If an Indian has the money it appears to be an easy matter for him to obtain liquor. If caught by the police on the reservation drunk he is arrested, brought before the Indian court, and fined or imprisoned.

Where I have been able to secure sufficient evidence that a saloon keeper or others have sold liquors to the Indians I have had them arrested and prosecuted before the United States district court, but if convicted the fine and sentence to imprisonment is so light that it has no effect. In other cases the saloon keeper would have as witnesses some of his hangers-on, who would swear him innocent, and he would be discharged. I am of the opinion that when a whisky seller is convicted of selling liquor to the Indians, if the court would impose the full penalty of the law it would in a great measure stop the traffic with the Indians.

Employees.—As a general rule, the employees at this agency [have performed their duties] to my satisfaction and with credit to themselves, and peace and harmony have prevailed.

Conclusion.—Thanking the honorable Commissioner of Indian Affairs for his efficient aid and many courtesies shown me in the conduct of affairs at this agency during the past year, I am,

Very respectfully,

D. H. GEORGE,
United States Indian Agent.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SUPERINTENDENT OF MENOMINEE SCHOOL.

MENOMINEE BOARDING SCHOOL, August 1, 1898.

Sir: Again I have the honor to submit a report of the Menominee boarding school (Green Bay Agency) for the year 1898.

There were enrolled 173 children and an average attendance of 157. At the commencement of the school year we have but little trouble in filling the school, and always without the assistance of police. These children like to be in school, and the parents take much interest in their children's education, quite frequently visiting their schoolrooms and debating society, shops, and Sunday evening services, all of which is very encouraging to teachers and superintendent.

Schoolrooms.—There are four schoolrooms—kindergarten, primary, intermediate, and grammar. All did good work, but especially the kindergarten, intermediate, and primary teachers have worked faithfully and patiently, and by their fruits may be known. Visitors going into these rooms always remark, "What fine schools!" The primary room is, and always has been, very crowded, and until we can have another large room and another teacher I am powerless to prevent it. In fact, this whole school plant should be enlarged and placed upon modern improved lines, with all modern improvements and fixtures, or not expect of teachers, matrons, and superintendents the best work. Why should this school work in small rooms poorly ventilated, poorly lighted, and crowded beyond reason, and with but few modern things to work with? Echo answers why. The Menominees have to their credit in Washington something like \$1,000,000, and would be glad to have a little of it expended in building a new school plant. The attention of the Department has been called to this matter very frequently by inspectors, supervisors, and agents, but it has availed nothing.

Shops.—There is in connection with the school a carpenter and wagon shop; also a shoemaker's shop. Eight boys are regularly detailed in the carpenter shop and four in the shoe shop. All are improving and some are becoming quite proficient at their trades. Much credit is due Mr. Russell, the carpenter.

Girls' work.—Work for the girls is about the same as in all schools of this character—laundering, sewing, cutting, mending, cooking, cleaning house, making butter, caring for milk, etc. In addition to doing the above, they have prepared rags for about 100 yards of rag carpet that is now in the loom and will soon be upon their hall and sitting-room floors.

School farm consists of 320 acres; is a beautiful location and very fair land. Only a few years ago it was all covered with large timber and many stones, but at this time 135 acres are under cultivation, and in grain, grass garden, and pasture, and all inclosed in a most substantial board fence, about 400 rods being constructed this year, the posts being cut and drawn from the timber by the schoolboys. Separate pastures were made for hogs and cattle, where they can have free access to a beautiful mountain stream of pure cold water. It is truly an object lesson to white people as well as Indians, and is entitled to more inspection and consideration from those coming here to look things over than it receives. It seems hard to get those who are in authority to look the farm over and see what the boys are doing toward storing up knowledge that will prepare them to make good, comfortable, happy homes for themselves.

I am strongly in the belief it is better to get the children to make and love a good home and know how to work than to give them a high education which they will never have a chance to use. So many returned students will not do anything if the honorable Commissioner does not give them a chance to teach or become a Government employee of some kind. Better teach them to work, and then let them do as white people do, work or go hungry. There is much good land upon this reservation, where the young people could in a short time have fine homes and raise grain of all kinds and stock enough to be independent and happy.

This farm, after a careful estimate, will yield this year—

Potatoes	bushels	1,000	Rye	bushels	200
Beans	do.	40	Melons	do.	1,500
Oats	do.	1,000	Onions	bushels	25
Hay	tons	20	Pickle	barrels	10

Vegetables of all kinds in abundance—lettuce, pease, sweet corn, beets, squashes, etc.

Stock.—The school stock consists of 4 horses, 19 head of cows and young cattle, 58 hogs and many small pigs, 20 sheep and many chickens, all in splendid condition. There has been sold at auction \$150 worth of hogs and \$27 worth of wool. The shearing of the sheep, care of the lambs, calves, and pigs, and milking of cows is done by the school boys, and are very valuable lessons for them. They do this work carefully and cheerfully. Will say here there is nothing wrong with the Menominee boy; all he wants is a chance.

Sickness.—This school had a very severe trial of measles in January, there being in bed at one time about sixty boys and girls, and death of two small boys in consequence. We received much help and encouragement during this epidemic from the old Indian mothers and fathers, who came and sat up nights and helped us care for the children, never complaining about the care their little ones were receiving. With this exception the health of the school was excellent.

Employees. While it is always expected and a certainty there will be more or less discontent, dissatisfaction, and complaining among people that are confined to certain rules and hours, and are so completely isolated from the outside world for eleven long months in each year, I am much pleased to report that there was but little to disturb our harmony and peace, and that all employees have been faithful to their duties and worked hard for the upbuilding of this people.

More room. There should be more dining, more and larger sitting and reading, rooms provided for this school. The tables are seated just as close as it is possible for children to get down, with but little room to move their arms and hands. The sitting rooms in cold weather, when the children remain in the house, are crowded so they can not read or move around and enjoy themselves. The truth is, the whole plant should be enlarged so as to accommodate at least 200 children. There are plenty of little ones still in the camps to keep it filled.

Sent away to school.—During the past year there have been sent to Carlisle School 22 and to Haskell Institute 32 children; in all 54.

Conclusion.—I wish to thank you for your deep interest in the school and kindness to myself and employees.

Yours, respectfully,

LESLIE WATSON, Superintendent.

D. H. GEORGE, United States Indian Agent.

REPORT OF SUPERINTENDENT OF ST. JOSEPH'S SCHOOL, MENOMINEE RESERVATION.

KESHENA, Wis., July 5, 1898.

Sir: Complying with a request made, I respectfully submit the following brief data concerning St. Joseph's Industrial School.

The school has a capacity of 170 boarding pupils. During the past year it has been in session for ten months. For a few weeks in March class work was interrupted by an epidemic of measles, which brought down nearly all of our pupils, but I am happy to state that the sickness did not prove fatal at our school. Not one child died; all have recovered.

The enrollment for the past year shows a total of 118 pupils, 62 boys and 56 girls, they all belong to the three reservations comprised in the Green Bay Agency. The school had a contract formerly for 130 pupils, but owing to a policy followed by the Department for the past five years this number has been gradually reduced to 60; thus nearly twice the number of pupils provided for by the Government has been supported and taught by our school during the year just closed. Charitable help has enabled us to do this.

The branches of instruction taught by our school are those of the common schools of the country, besides various industries mentioned hereafter. Schoolroom exercises are held as follows:

For the little boys and girls from 9 to 11:30 a. m., and from 1 to 3 p. m.; for the large boys, from 8:30 to 11:30 a. m., and from 1 to 3 p. m. during the winter months; after school hours in the afternoon the boys repair to their respective industrial work; for the large girls, from 1 to 4:30 p. m. With the beginning of the warm season class work in the afternoon has been suspended with the large boys and the time given to manual labor.

knowledge of the worth of labor and its remuneration, and at the same time the supreme hindrance of prejudice between the races is removed. This outing enabled me to carry 250 pupils above the number for which I received appropriation. An average of 250 remained out during the winter attending the public schools, and 600 were out during the vacation.

Each pupil earned wages according to his or her ability. the boys' earnings aggregating \$13,544.30, of which they saved \$5,208.61, and the girls' earnings aggregating \$8,184.20, of which they saved \$3,098.50, making the total earnings \$21,728.50 and the savings \$8,307.11. The earnings belong to the earners individually. Through a savings system established at the origin of the school each pupil has a bank and account book, and by supervision in its use the pupils are taught the value of money.

The pupils go out at their own request and almost universally have a pride in doing well, so that, through their good records, the demand for pupils each year is multiplied, and we have constantly to deny places at good homes. While these multiplying opportunities are available and the Indian children are in need of just such influences, it seems most lamentable that this opening is not utilized. I have often urged in years past the enlargement of this outing system, both at Carlisle and by its introduction into all Indian schools, and now again invite departmental attention. Seventeen years ago Congress placed a clause in the Indian appropriation bill which has been continued in every bill since, indorsing this movement throughout the service, and providing appropriation to carry it out, so that only executive action is necessary.

Through Carlisle as a preparing place hundreds more of our Indian children can be sent into other healthful, educating homes of the country. If from Carlisle, why not from the other Indian schools? The great hindrance is in yielding to the tribalizers and the multiplying of tribal schools, which only emphasize the false line of races. We can just as easily and more cheaply give the broader and really American training by a general use of schools remote from the tribe, and from them forward the children into the public schools, which will lead out from and disintegrate the tribe and bring individual usefulness as industrious American citizens. The reservation in all its management builds against this, and by its inducements recalls and destroys much that is done, and then often adds calamity to the crime. If the public schools, where all races blend, foster and perpetuate the true American citizenship, if Catholic schools foster and perpetuate Catholicism, what else can we expect than that Sioux schools will foster and perpetuate the Sioux as a separate people to continue an unending drain on the public purse and a perpetual threat to the peace and prosperity of a vast section?

In company with Supervisor Wright I visited recently a number of our out pupils and patrons. One of our most valued and interested patrons among the Friends gave us a detailed statement of her experiences with twenty-five of our girls during the past eighteen years, and what had become of them. I asked her to furnish a brief memorandum of what she gave, and the following is a synopsis. I do not give the tribes of each, as she did, but they came from the Pueblo, Osage, Cheyenne, Winnebago, Pawnee, Oneida, Miami, Iowa, Sioux, Wyandotte, Ban-nock, Nez Percé, and Seneca tribes. With varied success scores of our patrons could add like testimony:

No. 1 remained one and one-half years in my home. Was teacher at ——. Married happily the disciplinarian, who is an educated white man.

No. 2 remained one and one-half years. Returned to Carlisle, and from there to her home. Married a returned Carlisle pupil, who is temperate and industrious. Are living on their farm. Have a good house, and "my bedrooms are just as nice as your bedrooms."

No. 3 remained three years. Returned home. Deceased.

No. 4 remained nine months. Returned to Carlisle and then to agency. Have no knowledge of her present whereabouts.

No. 5 remained three years, until fitted for teaching. Taught some years in the ——— boarding school; married the industrial teacher, an English Canadian, and is living on a farm of 400 acres. Is an earnest Christian worker, taking active part in Sunday-school and Christian Endeavor work. Is a good, economical housekeeper; raises vegetables and chickens in abundance. Makes and sells butter; does her own and her children's sewing, and still loves her country mother.

No. 6 remained two years. Married while at Carlisle. Is now living on the reservation. Husband has a responsible position.

No. 7 remained three years. A rare girl. Graduated from high school, afterwards at ——— normal. Is now teaching on the ——— reservation.

No. 8 remained one year. Married by Friends' ceremony to a man of her tribe. Was the mother of three children. Now deceased.

No. 9 remained 8 months. Graduated at Carlisle; married a Carlisle graduate. Both are now teaching at ———.

No. 10 was matron at ——— school. Married a good man of her tribe. Is housekeeping, and has a comfortable home.

No. 11 remained four years. Took the Carlisle course with her country mother. Received her diploma. Remained at her country home another year for post-graduate studies. Graduated at ——— normal school. Is now entering her third year as head teacher in a graded school in New England. Studied painting in oils and china while in the country.

No. 12 remained one year. Has been seamstress at a Western school.

No. 13 remained five months. Is a Carlisle graduate, and married a Carlisle boy. Lives on their farm. Is a remarkably neat housekeeper.

No. 14 remained three years. Went South for health. Has been matron of small boys at ———. Took lessons in oil painting.

No. 15 remained one year. Graduated at Carlisle. Has charge of laundry at ———. Is happily married to one of the white employees. Good needle woman.

No. 16 remained three months. Has since graduated as nurse at ——— hospital.

No. 17 remained two years. Completed the Carlisle course in the country, except the last six months; returned to the school for that time. Received diploma. Took course in bookkeeping, etc., at Drexel Institute. Is now teaching at ———. Excellent housekeeper.

No. 18 remained three years. Followed Carlisle course. Returned to school for last six months of senior year. Returned to country home for lessons in embroidery and crayon, meantime teaching two children of the family a few hours each day. Showed much tact as governess. Is now in charge of sewing room at ———.

No. 19 remained two months. Can not give information concerning this girl.

No. 20 remained one year. Took senior studies. Returned to Carlisle and died. She was a Christian and one to do good among her people.

No. 21 remained two years. Not quick with books, but an indefatigable student, studying into the night. Accomplished more than her class. Received Carlisle diploma. Did fairly well in Latin, an extra study. Beautiful bread maker, good cook. Took lessons in crayon heads.

Has returned to ———.

No. 22 remained one year. A junior. Was doing well, but obliged by ill health to go home.

No. 23 remained two and a half months (summer). Had lessons in embroidery and botany.

No. 24 is with me now, taking junior lessons.

No. 25 just arrived.

Realizing that a safe future depends upon the training and intelligence of the youth, almost all of our States have laws for the compulsory education of the young, and the most effective charities, both in help to the individual and the State, are those that, finding children in the squalor and degradation of crime and ignorance, take them to the fresh air of cleanliness and schooling without consulting the creators and older victims of the baneful influences. When, therefore, we find the Indian children eager for education, but the parents ignorant and dependent, why should we lose time in waiting for the parents to waken to the advantages of right education for their children and beg their consent for the children to go away to school? The same laws that work for good to the many nationalities that make up our great Republic should govern in our responsibilities for the 250,000 Indians under our care. Nearly twice this number of foreigners, the majority of whom, with but little higher intelligence than the Indian of to-day, are welcomed into our body politic every year. Through desire for better conditions they come to us, and through necessity they scatter over our vast territory—Swedes, Poles, Germans, Italians, Africans, etc. Mingling with and meeting us on the common ground of the language of our country, and being subjected to the same laws of education and good order, they generally are evolved into full and useful American citizens in one generation.

Justice demands that we start the Indian child with a knowledge of our language, and then he should be compelled to enter the public schools and industries of our country. Given this start, there should be no Indian reservations to return to, nor continued Indian-school nurseries to dwarf the growth. The school might and should be the ship to bear him from his ignorant home hindrances into the widest opportunities for development. What a misfortune, then, to turn the school into a force for holding the children to the slavery of the old, wild life.

From the school standpoint we naturally consider the young, but as the older and ignorant foreign emigrants are successfully lifted by the processes of association and assimilation into the life of our country, so might also the older Indians. Indian men of all ages, even to 60, selected as the most criminal among 800 prisoners in the Indian Territory, and sent under my care to Florida in 1875 to 1878 as prisoners of war, through a sort of outing and liberal contact with the whites learned to speak English and became so imbued with the American spirit, that at the end of three years they petitioned the Government to be allowed to have their families with them and remain to work out their own salvation in the East as individual men; but the Government denied them this privilege. Was it their fault, then, that when forced to return they disappeared in the masses on their reservations?

To learn any special work we must do that work, and while it is next to impossible to inculcate the American spirit by theoretical teaching on the reservations, where there are no illustrations of it in the life in these isolated places, it is also impracticable to teach it in purely Indian schools away from the reservation and surrounded by the many examples of the manufactories and active farming of the district. The location of every nonreservation school should, therefore, not only be such that the example in the life of the surrounding country is the best, but precept must be followed by practice, or the idea can not be lived. Hence the necessity of this outing system, or something akin to it, and then should follow continuous enlargement and extension until all purely Indian schools disappear.

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into any other agreements, and the work of the commission on this reservation seems to be at a standstill, with little prospects of making any agreement whatever.

School.—I inclose statistics concerning the reservation boarding school at this place for the year 1898. Pupils enrolled, 145; average attendance, 113. On account of nearly all the Indians leaving the reservation to pick hops during September, I find it impossible to get the children in school in that month, and we practically have only nine months school during the year. The general health of the children has been good: no epidemics and no deaths of Indian children in school to report. The kindergarten work under the direct management and direction of Mrs. Mattie J. Poole has been a great success. In reservation boarding schools, where there are so many small children, I consider a good kindergarten class almost indispensable, and I hope a good kindergartner can be secured at every reservation boarding school in the land.

This school is in great need of an addition to girl's dormitory; also addition to laundry. They are also in need of a new school building for class rooms. The one we have was poorly constructed and does not have rooms sufficient to accommodate the school; besides I consider it dangerous in a windstorm. We also are in great need of a water system for fire protection, irrigation, and sewerage.

Census.—Total Indian population, 2,356. Males, 18 and over, 604; females, 14 and over, 822; ages 6 to 16, inclusive, 63.

I desire to make explanation in reference to increase of population as shown by census. Before allotments were made census was taken of Indians residing on the reservation, and from one to two thousand were estimated as belonging to this reservation but not living thereon, and it was impossible to get a correct census of them. Most of these Indians have been induced to take allotments and now are included in the census, except about 200 Wenatchie Indians, who refuse to come to this reservation, and are still living in the vicinity of Wenatchie River, in this State. They are not included in this census, and I find it impossible to obtain their names.

Respectfully submitted,

The COMMISSIONER OF INDIAN AFFAIRS,

JAY LYNCH,
United States Indian Agent.

REPORT OF SUPERINTENDENT OF YAKIMA SCHOOL.

YAKIMA AGENCY BOARDING SCHOOL,
Fort Simcoe, Wash., August 9, 1898.

SIR: I have the honor to submit herewith my third annual report of this school. I have little to say regarding the work of the year except that it has been quite satisfactory in most respects so far as our equipments would permit, but desire to emphasize again some of the needs of the school and some of the lines in which improvement is most needed.

Attendance.—As has always been the case, and I fear always will be, the attendance is irregular in the early part of the year, owing to the fact that the Indians are not on the reservation until late in the fall, returning from the hop fields, mountains, and fisheries at times varying from the 1st of October until in December. Last fall they were made more tardy by the prevalence of measles on parts of the reservation, and we were obliged to use care to prevent its introduction into the school. It always seems advisable to excuse certain large boys in the spring to assist in their farm work, causing further irregularity; however, this is done only where we are familiar with their circumstances.

Most of the pupils are brought in voluntarily, and during the winter months we are unable to take all who desire to enter.

It becomes more apparent each year that attendance in reservation and nonreservation schools should be made compulsory, and that until that is done the proper system of gradation and progress can not be secured.

It is impracticable and almost impossible to have more than nine months' school here. In September there is scarcely a child on the reservation, as they are all in the hop fields or mountains, and through July it is so extremely hot—often being 100° in the schoolrooms—that it does not seem advisable to keep them, it being impossible to do any good in the schoolrooms and difficult to maintain discipline under such conditions.

Our farming and gardening are limited by the lack of suitable land and dearth of water for irrigation. We produce some oats, alfalfa, and potatoes, and all kinds of garden vegetables in quantity depending largely on the season, as we have but a limited supply of water at any time and none after the latter part of June. The past spring was unusually dry, and a sparse crop is the result.

Schoolroom work.—The work in the schoolrooms has been very satisfactory in most respects, considering irregularity of grades and attendance. The interest on the part of pupils and by the irregularity in coming in, making close grading and good class organization impossible. Another difficulty is that the pupils change from year to year too much—some being in for a year or two and then their places being taken by others—requiring an expenditure of too much energy on raw material. A great deal better results would be secured if the same pupils continued year after year until transferred or dismissed. The effort required in this case is not only greater, but is largely lost on those who remain in school but a short time.

This is the first year that we have had a regular kindergartner, and the experiment is quite

satisfactory in some respects, in others not so satisfactory. In a school of this size, where there are so many grades and but two teachers and a kindergartner, if the work of the kindergartner is purely kindergarten work, it necessitates too many grades in the other two rooms and the teachers are unable to do them justice. If the kindergartner is to do purely kindergarten work, there should be more help for the work in the other grades in order to do them properly. In this connection I would suggest that kindergartners for these places have some ability as teachers as well, since it seems necessary for them to do some primary teaching.

Though we have no music teacher, we arranged the work so as to give instrumental instruction to several who desired it and who have made fair progress.

While most of these people are willing to have their children in school here, it is very hard to get their consent for them to go to another school, though many of the children are willing and anxious to go away after having progressed well here. This is largely due, I think, to the fact that a number who went from here some years ago to a school not well located for pupils from this climate lost their health and several died. Pupils from here should go to a dry climate, and an effort has been made in that line, but without success so far.

Our work here will never show the results that it should so long as the larger girls are permitted to spend from two and a half to four months at their homes. The past experience is that most of them do well until the age of from 13 to 15. Just when they are getting well started and are able to profit most by instruction and example, they go home to spend vacation and never return on account of an Indian marriage or because somebody's grandmother has decided that they are too old to go to school. Returning to camp life at that age, they are soon lost to recognition as "school girls," and we wonder that there are so few former pupils competent to fill positions of assistants in the school.

Improvements needed.—Our greatest need is a water system providing for domestic use, irrigation of the yards, gardens, etc., fire protection, and to make proper sewerage possible. There is an ample supply of excellent water to be secured either from springs at the school or from a mountain creek some 2 miles above the school which is high enough to give an immense pressure without pumping. We have no sewerage system whatever, but are so located that with the water a perfect system could be put in, as we have good fall and a good outlet.

The laundry is wholly inadequate and should have been enlarged years ago and provided with some equipments for facilitating work. There is nothing very educative about washing by hand day after day and month after month. The time thus spent, and which could be saved by machinery, could be used to much greater advantage in systematic instruction in the various domestic arts.

I am sorry to have to report that our old schoolhouse has not fallen down yet; but unless an addition is built and some improvements made soon or a new one substituted, I hope to be able to report differently before many months. The pupils and teachers upstairs are made seasick by the swinging motion in a high wind. We hope there may be no one in it when it falls over. An addition should be built to girls' house to give sufficient dining room and kitchen capacity, lake room, girls' bathroom, additional dormitory, etc. The dining room will accommodate only 100 pupils properly, and we have had over 130 in it. The girls' dormitory rooms were badly overcrowded the past year, and they have no bathroom whatever.

In conclusion I will say that if the children of this reservation are to be educated the attendance must be made compulsory, the larger girls kept in school, and the school capacity more than doubled, either by increasing this school or establishing another.

Very respectfully,

The COMMISSIONER OF INDIAN AFFAIRS,
(Through Jay Lynch, United States Indian Agent.)

CALVIN ASBURY, Superintendent.

REPORTS OF AGENCIES IN WISCONSIN.

REPORT OF GREEN BAY AGENCY.

GREEN BAY AGENCY,
Keshena, Wis., August, 1898.

SIR: I have the honor to submit my first annual report of affairs at this agency for the fiscal year ending June 30, 1898.

The agency headquarters are located on the Menominee Reservation at Keshena post-office, Shawano County, Wis., 8 miles from Shawano, the county seat of Shawano County, and the nearest railroad and telegraph station to the agency.

The Indians comprising this agency consist of three tribes, each entirely distinct in language, habits, and advancement in civilization and number, as follows:

Menominees	1,375
Oneidas	1,945
Stockbridges and Munciees	509
Total	3,829

As cash annuities are paid the Oneidas and the Stockbridges and Munciees, an exact census is obtainable. But as the Menominees do not receive cash annuities and are scattered over a large reservation, much of which is heavily wooded, with only blind trails leading to their houses, it is an impossibility with the facilities granted me to obtain an exact census of the tribe. I have made a special effort to obtain as correct a census as possible of the tribe, but I am confident that quite a number of families were not found. I estimate that there are fully 1,500 Menominees if a correct census were taken.

The work in the schoolrooms began September 1, 1897, and lasted to the end of June, 1898. Several of the grades were without teachers at the opening of the year, and temporary supplies had to be used. The lack of promptness with which appointments are made by the civil service to fill teachers' vacancies becomes a source of great loss to the pupils and demoralization to the educational work, while the changes necessary because of the unfitness of many of the appointees is most disheartening.

The work in the schoolrooms shows advancement in methods of teaching, in classification, gradation, and studiousness. The instruction in the main has been rational and enthusiastic, and the pupils are doing more independent reading, study, and research.

Vertical writing is now used throughout the grades, and with excellent results, giving us marked improvement in all written work.

Drawing, under the direction of the special instructor, and with the intelligent cooperation of the grade teachers, has steadily improved and is valuable help to the pupils in their other studies.

Vocal music for all pupils is a requirement. The pupils of the six upper grades are expected to pass in a certain knowledge of the theory of the subject. A graded course of music readers for the other grades will be adopted, each pupil having his own music reader with definite lessons to prepare.

Instrumental music is taught individually to a selected class limited to one teacher. Quite a number of the girls are able to accompany the singing at the different meetings, play, in good time, tunes for the calisthenic exercises, and furnish agreeable entertainment for the various society and other gatherings.

The Sloyd department has had about 120 small boys and girls under instruction, with gratifying results in their habits of industry and in all their school work. I hope to bring the spirit and principles of the Sloyd more into all our work and so have schools and shops reach a better cooperation.

The work of the normal department has continued effective. Ten girls have been under training. Three graduated with the class of 1898. Normal students receive one hour of theoretical instruction daily and two hours of practice.

Owing to the correlation of the grading, the junior and senior classes are yearly better prepared for their work on entering. This enables them to cover more ground each year, but it is not wise to advance the course beyond the grammar grade it now holds in correspondence with the public schools, as all Indian children will profit most by getting into the general and public schools after, and even before, reaching this point.

Teachers experienced in teaching before entering the Indian service are universal in their testimony that, with the exception of hesitation at the beginning because learning the English language, Indian pupils are not more limited in capabilities than white pupils. After graduating them from our limited course, it has been my policy to encourage and help our pupils to other schools, and many have gone into higher schools and held their own with credit. During the past year 2 of our graduates have attended the high school in Carlisle, one graduating; 3 have been in the preparatory department of Dickinson College, one graduating; 2 in the college proper (one scholarship being given by the college president); 1 of the girls attended Metzger College, and 7 took a business and shorthand course at the Commercial College, all in the town of Carlisle. Drexel Institute, through its president, gives us a continuous scholarship, and has already graduated from its business department 2 of our graduates. The normal school at West Chester, Pa., one of the best schools of its kind in the country, had 3 of our pupils (two of them graduates) under its care during the year, and one of them graduated in June and has since accepted an appointment to teach the public school near her home in Montana. Other pupils and graduates have attended higher schools in other places. I do not know of a single school in the United States, public or private, whose doors are not wide open to receive Indian youth when properly prepared.

The reference library has continued to be most useful. A number of valuable works have been added, and the boys' library has been consolidated with the school library, but there are yet many reference books needed. One of our Indian girl graduates, skilled in library and cataloging, is in charge.

The weekly teachers' meetings for study of methods, etc., have been continued with their helpful results.

The commencement exercises took place the 1st of March. A class of 21—12 boys and 12 girls—was graduated. The presence of the honorable Commissioner of Indian Affairs, the chairman and seven of the members of the House Committee on Indian Affairs, and a large delegation of other visitors from Washington, New York, Philadelphia, and other points, evidenced the widespread interest in Indian education, and marked the occasion as a helpful factor toward forming public opinion.

The teachers have found much help and inspiration for their work by attending the different teachers' schools scattered throughout the country, some going west to Dr. Parker's Institute at Chicago, some to Chautauqua, and some to other equally progressive and wide-awake summer schools. The association and study with teachers of the country at large has been most profitable, and brings into our work far more helpful comparison and incentive than is to be found in the Indian institutes, where emphasis has been placed on all that is Indian. It is a mistake to parochialize Indian schools into a system, or to consider Indian nature as different from human nature. Indian schools are necessary only as stepping-stones, and in the temporary need for them we should use only what is best in the education of children of any race. The duty of Indian schools is to get the Indians into the masses on an equality, so they may go ahead without special and separate supervision. It is impossible that when they enlarge and strengthen race and other dividing lines they should be else than against the best interests of the Government and the people of both races.

The training of the hand has always been with us of corresponding value with the education of the mind and heart, and the division of the day, allowing each pupil one half day for work and the other half day for the schoolroom, promotes all these interests.

The shop work has been carried on as in former years, with the advantage of improved facilities in the enlarged shop building. A notable feature of the year has been the large number of new hands admitted to the shops and the aptness with which they have picked up enough of their chosen trades to become useful workers.

A helpful variety has been added to the work in the harness shop by orders from the Department for special sets of driving harness, single and double, for use at the different agencies and schools. This has been valuable for the instruction it gives and the opportunities to reward and encourage the best hands with better work.

The orders given by the Department for Concord spring wagons have been the means of putting new life into the blacksmith and wagon shops.

The shoe and tailor shops have been conducted as usual, but owing to the depletion of forces in the spring and early fall by the outing, neither has been able to provide all we need in their respective lines.

The work of the tin shop is instructive in the way of general repairs to roofs, spouting, water pipes, drain pipes, stoves, faucets, bath apparatus, etc. The making of tinware is now carried on only in limited quantities to give the skill needed, and not with the object of producing a large output.

A new and useful feature introduced during the past year is the instruction given to a limited number in bricklaying and plastering. Two days per week were allotted to each class during the winter months. Satisfactory progress was made, the work was popular, and substantial results may be anticipated by following up and enlarging the plan.

The carpenter shop as an instructor is perhaps the most necessary of any, and the continued and varied wants of a large institution like this furnish the necessary practice for all the workers in this department.

The care of the steam plant, laundry, and other machinery, steam cooking apparatus, etc., furnishes a means by which a number of boys, working with the engineer, become competent in caring for boilers, ordinary steam fitting, etc.

The painters are provided with work in the dressing of the many buildings and apparatus of the school.

The printing office is one of the most important training forces of the school, combining as it does its practical lessons in English composition, the dispatch necessary in its mechanical labor, and the business forms and order in mailing to about 10,000 subscribers each week copies of the school paper, The Indian Helper, and a smaller circulation of the larger monthly paper, The Red Man.

The school farms, while, owing to our fortunate location, not especially needed as instructors, are necessary as producers of supplies for school use, and as such serve their purpose, with only the failure that may be incident to the season or special circumstances, as in the shortage of the potato crop last year and this, while of forage and vegetables an abundance was produced.

The dairy is to us the most important of the farming interests. The herd is 40 head of cows, some of pure Guernsey and Jersey, others of graded, and others of ordinary stock. We find the Guernseys the best for our use, and by keeping only thoroughbred bulls of the breed we will in a few years have a Guernsey herd. The milk product is superior in quality. We use ensilage largely, with excellent results. The work of the dairy is done by one skilled man and Indian boys as helpers, using a hand separator for the creaming. So far as the girls' knowledge

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of dairying is concerned, they have ample opportunity under our outing system of learning it from the farmers of Pennsylvania, New Jersey, and Maryland.

Special physical culture as a means to build up the health of the pupils has been continued with gratifying results. Encouragement and instruction have been given to the outdoor sports and daily drill is given in the gymnasium during the school year. The football team has not only continued to hold the high record it made, but through the earnings of the games a large and fine athletic field has been added to the school advantages. Ground adjoining the school was bought, leveled off, and a large, oval turf field, with a quarter-mile running track, is now near completion. This gives the out-of-door sports a suitable place to practice and contest, and will be an encouragement to all field athletics, without which no school life is now complete.

Following the special care given, I am glad to report a year of unusual good health among the pupils. We have had but four deaths at the school out of our large number during the year, though a number of students sent to us in bad health have had to be returned to their homes.

The band deserves special notice. This, like the football feature, both of which have done so much toward awakening an understanding of the public toward the Indians, has been of no expense to the Government. Started by help from charitable sources, it has grown in ability, and has always been a source of pleasure in our school life.

Owing to the large number of pupils in the school during the past year, an increase of room in the assembly hall was required. A balcony was therefore erected at one end, and an immense iron girder, serving the double purpose of support to the building and front beam to the balcony, was placed with ends resting on the east and west walls, respectively. This enlarges the seating capacity of the hall by 200. The floor space of the gymnasium was also enlarged by moving the stairway to the entry.

An interesting addition to the population of the school (a tabulated statement of which is appended herewith) was the arrival of a party of 7 Eskimos, 5 girls and 2 boys, under the care of Dr. Sheldon Jackson, commissioner of education for Alaska. These pupils came from Point Barrow, a station of the Congregational Church and the most northern mission on the American continent. They are quick and bright to learn, and by association with the boys and girls of the 13 other tribes here represented they already meet on the common ground of English.

Early in the year, when the first rumors of war electrified our country, our young men were eager to prove their loyalty to the Government, and expressed their wish to enlist should there be a call for volunteer troops. The military government and drill used at the school especially qualified them for such service, and I presented their petition to the Departments. While their willingness was kept in remembrance, it was not deemed necessary to call them out. But the interest they show by asking to take an active part in the grave operations, even to laying down their lives if need be, suggests that if in time of war such a oneness of interest is aroused, then in time of peace universal enlistment can be made in an intelligent and industrious service for the welfare of the nation by adding their energies to its growth of culture and industry.

A tabulated statement of the population of the school is herewith:

Tribes.	Connected with school at date of last report, July 1, 1897.		New pupils received during the year.		Total during year.	Returned to agencies during the year.		Died.		Remaining at school July 1, 1898.		Total.
	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.	
Alaskan	7	4	1	8	20	1				18	12	19
Apache	11	6	11	5	33	5	1			18	10	27
Arapaho	6	4			10	1	1			1	1	2
Arikaree	1		2	6	9	1				1	3	4
Assiniboine	12	6			18	3	1			15	5	20
Bannock			1	4	5	1				4		4
Cayuga		4			4							4
Caddo	2	3			5	2				3		3
Catawba					3							3
Cherokee	21	23	13	11	68	3	2			31	32	63
Chevenne	22	11	1		34	3				20	11	31
Chippewa	62	36	15	8	123	20	11			59	33	92
Chilam	4	4			8					3	4	7
Cour d'Alene	1				1							1
Colville	3	1			4					3	1	4

Tabulated statement of the population of the school—Continued.

Tribes.	Connected with school at date of last report, July 1, 1897.		New pupils received during the year.		Total during year.	Returned to agencies during the year.		Died.		Remaining at school July 1, 1898.		Total.
	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	Males.	Females.	
Comanche	2	6			8		1			2	5	7
Cowditz	1				1					1		1
Cowbell	1				1					1		1
Cree	1				1					1		1
Crow	3	3	7	8	27	7	2			9	9	18
Copah	3	1			4		1			1		2
Coos Bay				1	1							1
Digger		1			1					1		1
Delaware			1		1					1		1
Elmick	1	2			3	1	1			1		2
Eskimaun			2	5	7					2	5	7
Flathead	2				2							2
Gros Ventre		1	1		2					1		2
Hooja				1	1					1		1
Iroquois	2	1			3					2	1	3
Kaw	1				1	1						2
Kickapoo	1	1			2					1		2
Kiowa	1				1					1		2
Klamath	1		6	8	15	1		1		6	7	13
Lipan		1			1							1
Menominee	3	2	7	4	16	1				9	6	15
Mission	1	1			2	1	1			10		10
Mohawk		1	5	7	13					5	8	13
Muncie				1	1					1		1
Narragansett			2		2					2		2
Navy	1		1		2					2		2
Nez Percé	6	3			9	4	2			3	5	8
Okanagan												
Omaha	11	3		1	15	1	2			10	2	12
Onondaga	4	1	2		7					4		4
Oneida	45	50	2	13	116	15	16	1		37	47	84
Osage	11	3	4		18	4				11	3	14
Ottawa	16	6			22	3	3			13	3	16
Otoe			1		1							1
Papago	2	6			8		1			2	5	7
Penobscott		1			1					1		1
Piegau	5	1			6	1				4		5
Pima	22	11			33		1			23	10	33
Pottowatomi	1	3			4					4		4
Ponca	1	3	1		5					2	3	5
Pueblo	11	16	8	11	46		2			19	25	44
Puyallup	5	2			7	3	2			2		4
Quapaw			1		1							1
Sac and Fox	2	4	1		7	1	2			2	2	4
Seneca	21	24	27	29	101	8	11	1		10	42	52
Shawnee	1				1					1		1
Shoshone	1		2	5	8					1	3	4
Siletz	2				4							4
Sioux	28	40	5	8	91	14	13			29	35	64
S'Kokomish		1			1							1
Spokane	1	3			4		1			1	2	3
Stockbridge	4	3	8	6	21	2	3			10	6	16
Summie		1			1							1
Tonawanda												
Tuscarora	11	8	3	3	25	5	2			9	9	18
Ukiah										2		2
Winnebago	13	7			20	3				12	7	19
Wichoskan		1			1							1
Wyandotte		1	1	1	3					1	2	3
Total	426	337	163	154	1,080	126	84	2	2	462	405	867

With especial gratitude to you and my other superiors, both legislative and administrative, for the enlarged help and consideration I have received during the year, and also for the generally loyal, zealous, and efficient service of very many of my large corps of employees, some of whom have been with me from the beginning of the school, I am,

Very respectfully, your obedient servant,

R. H. PRATT,

Major, First Cavalry, Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

In closing, I will state that too much praise can not be given to the force of employees, whose efforts and sincere devotion to duty have insured the success of the year's work.

Thanking you and the members of the Indian Office for the many favors shown through the year, I am,
Very respectfully,

L. M. COMPTON, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT WITTENBERG, WIS.

UNITED STATES INDIAN INDUSTRIAL SCHOOL,
Wittenberg, Wis., July 21, 1898.

SIR: I have the honor to submit my annual report of the Wittenberg Indian school for the fiscal year 1898. The year just passed, closing on the 30th of June with an entertainment at which a large number of visitors were present, has been one of the most successful school years in the history of this school. The attendance during the year, by quarters, is as follows: First quarter, 87%; second quarter, 108%; third quarter, 126%; fourth quarter, 123%. Average for the year 115%.

The tribes represented here are: Winnebago, 38; Oneida, 50; Omaha, 1; Chippewa, 21; Menominees, 5; Stockbridges, 13.

Three Winnebago boys have been transferred to Haskell Institute, Kansas, during the year. The attendance has been regular, except as to the Winnebago children. We have, however, through a great deal of persuasion and exertion, been able to keep an attendance of about 40 Winnebago children. There are, however, in the neighborhood of 25 Winnebago children in this vicinity who are of school age and ought to attend school, but their parents are true subjects of the medicine man and very much averse to school and civilization. It is to be hoped that the progressive element of these Indians would prevail in the near future, and that these backward and uncivilized Indians would abandon their Indian war and medicine dances and become interested in the schooling of their children.

It would, in my opinion, be a wise move in the case of these Indians that their annuity money be placed with the respective superintendents of the schools in their neighborhood, and where indifference as to schooling or welfare of children manifested itself that said annuities be withheld from such negligent parents, as in the case at other agencies and schools. This placing of their annuities with the superintendents would also have a salutary effect upon the older Indians as to improving their farms more industriously.

A movement was on foot last spring to have a class of our larger and advanced pupils attend the public high school erected last year about 40 rods from our school, but through the inability of the village to furnish the text-books at the time the idea was abandoned for the present. The matter will, however, be submitted for your honored consideration the coming fall, when the village school board hope to have matters arranged satisfactorily to all parties. The idea of having our Indian pupils mingle and compete with the white children in school is indeed feasible, and I hope the plan will consummate in the near future.

Literary work.—The literary work has been carried on successfully by the same three competent teachers as last year. The examinations held at intervals, together with public entertainments given during the year, proves that very good work has been performed in this department. The teachers have also acquired a better insight into the methods of instruction, as outlined by the Dr. W. N. Hailmann, in language, number, and form work. Splendid results have also been attained in music and singing. Evening classes have been conducted by all teachers, especially entertaining and instructive.

Industrial work.—Work in this department has proceeded with the usual regularity. The carpenter shop, ably managed, has afforded a number of boys an opportunity to acquire skill in woodwork, the making of household furniture, and making and repair of different implements used on school farm. Regular instruction has been given to the older boys in drawing and figuring necessary in this profession.

The farm has been ably cared for by the school farmer and the boys. A good crop was raised last year and the crop for the present year promises better than for many years past. All timber on the school 80 is now cut and the process of getting all stumps out is progressing fast, so the time is not far distant when our boys can commence to use machinery to harvest hay and grain instead of the scythe and cradle. The boys are given regular training in the care of all stock, hogs, etc., on farm.

The girls have been given practical lessons in all pertaining to housewifery, cooking, baking, sewing, washing, etc.

Buildings.—The buildings are all in good repair. A superintendent's dwelling and barn was erected last fall, at a cost of \$1,600, relieving a long-felt want for better accommodations for employees at school.

Health.—Undivided health has been enjoyed through the year, no contagious diseases of any kind appearing at school. One death occurred during the year—that of a Chippewa boy, who died from pulmonary tuberculosis. Few cases have been confined to hospital, and those confined but for a few days. Two pupils were returned to their homes owing to continued ill health.

Social and ethical.—A brass band of sixteen pieces, singing societies, football and baseball teams have furnished the required amusement for pupils. Games, plays, and military drill have been kept up and encouraged by teachers and assistants, proving very beneficial to the interest of the school. Public entertainments and concerts have been given during the year, bringing great credit to teachers and pupils of the school. All legal holidays have been appropriately observed, inculcating patriotism.

Pupils have been taught the simple rules of Christianity, and attend church or ethical exercises at the school every Sunday during the year.

It is a gratification to state that but few changes in school employees have been made during the year, and no doubt to this is due the very satisfactory work of the past school year. I take this opportunity to express my appreciation of the faithful work performed by my assistants, without whose earnest cooperation such good results could not have been attained.

Supervisor Smith visited us during the year and his suggestions and encouragement were thankfully received by the employees and myself.

In conclusion I wish to express my gratitude for courteous treatment and kind consideration tendered me during the past year.

Very respectfully,

AXEL JACOBSON,

Superintendent and Special Disbursing Agent.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF NORMAL AND AGRICULTURAL INSTITUTE, HAMPTON, VA.

SIR: It was twenty years ago that 17 young Indian men, ex-prisoners of war, were landed at midnight upon our shores and proceeded to demonstrate to the Government that had allowed them the privilege, and to the friends who had aided them in obtaining it, the fact that they had both the will and the ability to put aside the old tribal customs and enter in earnest upon a civilized, Christian life.

Since then Hampton has received young men and women from 45 tribes and from 15 States and Territories, keeping up a yearly quota of about 135 and sending back annually 25 or 30 to their homes among their own people or to positions in the Indian schools of the West. A few have settled permanently in the East.

The enrollment of Indians for the past school year has been 135—50 girls and 85 boys. The following tribes have been represented:

Arickaree	5	Seneca, Indian Territory	3
Sioux	21	Wichita	1
Omaha	3	Navajo	1
Winnebago	5	Apache	1
Oneida	42	Cherokee	18
Stockbridge	11	Tuscarora	3
Chippewa	4	Onondaga	3
Ponca	2	Seneca, New York	13
Cayuga	1		

Discipline and military instruction—The eighty-five Indian boys have been organized into a separate company of the school battalion, which is better drilled and presents a better appearance than ever before. This is largely due to the thorough instruction and helpful criticism of Lieut. George H. McManus, U. S. A., stationed at Fort Monroe, whose service we have had an hour once a week on the day for battalion drill, and to the careful supervision of the daily drills.

Besides the regular routine drills and the system of guard duty, the three companies of day-school boys have had a systematic course in light gymnastics. It was found necessary to divide each company into two sections, because those boys who went through the first course last year were, for the most part, able to do more advanced work. The six classes have had about one forty-minute period of exercise per week after school.

The heartiness with which the young men have entered upon the gymnastic work is evidenced by the fact that a great many wish to come every day. We have been able to allow only a few of such to come, however, and they are selected from those who were required to make up some deficiency, discovered by the physical examination given early in the year.

Occasionally the six classes have had exercises together on the lawn, taking up two series (single and double) of wand drill, which we arranged to suit the music that was recently introduced into the United States Army for gun drill. The wand drill given in this way makes a very pleasant and acceptable change, the music, of course, always giving accuracy and precision of execution.

I think the young men as a whole and as individuals are better "set up" than for a long time.

In order to arrive at an intelligent idea of his physical condition, every boy in the day school has been carefully examined, and about 80 per cent of them have been accurately measured according to the Sargent system. These measurements reveal the physical irregularities and deficiencies of each individual, and as far as physical training could remedy, suggestions were made and simple and proper exercises prescribed. The result in the majority of cases has been most satisfactory.

The whole tone of the boys in and out of the buildings has been perceptibly raised. We have had stricter observance of rules with a more willing spirit this year than for several years, consequently fewer cases of discipline, as compared with last year. There has been very little tobacco used, and fewer cases than ever of going off without permission. This is due to two causes, viz, the general improvement of the students, and a more strenuous effort to insist upon the careful observance of the rules.

Health.—It is evident that Indians coming from a free life, approaching civilized conditions, especially those who for many years have been free from the ration system and have been self-supporting, have nearly the vitality and endurance of white boys and girls. The contrast between Indians who have come from different conditions of life is manifested most clearly in the convalescence of two Indians who have been equally ill. The one coming from civilized life will recuperate soundly and quickly, while months may elapse before the camp Indian is himself again.

The Oneida Indians from Wisconsin afford a striking illustration of the physical superiority of Indians who have passed the transition period. Out of 110 Oneidas—71 returned and 39 now present at the school—not one has died at Hampton, and only one has died at home during the period which has elapsed since the first Oneida came to the school, a period of thirteen years.

No Indian boy or girl has been sent home this year on account of health. One case of an Indian boy, unsound on arrival, has been very unsatisfactory. Repeated pulmonary hemorrhages have occurred in his case, and an application for his return home has been made.

The almost entire absence of scrofulous disease during the past year has been unusual and remarkable. The general health of all students almost invariably improves during their first year, which may account in considerable degree for the diminished complaint in regard to eye strain and other troubles in subsequent years.

Social and religious life.—The gatherings at Winona for both boys and girls, social, literary, musical, etc., which often take place Saturday evenings, and the debates of the boys at the wigwam, give some practice in what begins to be an important item in the life of the more advanced reservations. Already organized associations for mutual improvement and innocent recreation, or more informal gatherings at the boarding school of the agency, are waking up the young children to better things, and here returned students can be of no small help.

The wigwam sitting room affords a place for the boys to meet the lady in charge

and other teachers, to play quiet games, or to read the papers. This last occupation has often been of absorbing interest during the past year, and the latest news from the *Maine*, the possibility of war with Spain, caused the evening paper to be the center of an eager group at the close of study hour.

At Christmas time, besides the boxes sent out to Western teachers by the Lend-a-Hand Circles, a simple but dainty little Hampton calendar was sent to each returned Indian student. The letters of thanks called forth by this remembrance, often from the pupils of long ago, brought many expressions of love and loyalty for the old Hampton Home.

The Rev. Mr. Bryan, of St. John's Church, Hampton, who is associated with the chaplain in the care of the Indians, writes:

The quality of our Indian school seems finer this year than at any time since my connection with it. The most kindly and appreciative spirit is shown, a marked earnestness.

In the Sunday school this year we have been using the Blakeslee Lessons on the Life of our Lord, which give a more comprehensive view than we have been able to get in the study of the Gospels singly heretofore. I have had some very satisfactory talks with a number of the young people severally on the great questions of religion, and was much pleased to have six of the boys who were not communicants come to me of their own accord to speak of joining in public confession of Christ, and to make preparation therefor. I found them earnest and single minded, and they and others whom I approached on the subject are making good progress in the way of Christian living.

Returned students.—In the earlier days students returning to their homes had many grave difficulties to face. They had come from the camp to Hampton and were not able physically or intellectually to avail themselves of all that was offered them here. Very often they went home broken down in body, and in many ways ill prepared to cope with the unfriendly conditions that confronted them. Yet with only a tithe of the training we now consider necessary they struggled on and laid the foundation of a new public sentiment in both West and East, from which has sprung the whole system of Indian education.

To-day, if one visits the Oneidas in Wisconsin, or the Sioux and other tribes along the Missouri River, where most of the Hampton returned students are located, he will find that the educated young Indians are filling some of the most responsible positions at the agency, that the shops are filled with workmen who have learned something of their trades at school, and that the neat little farm-houses scattered out over the reservation are owned and cared for either by educated young men and women themselves or by those who have come directly under their influence. He will find, among the Sioux especially, that the dance has become rather a dull affair, no longer patronized by the first families, and that the public sentiment created and fostered by the Christian young men has done more than the Government rule to break down what has become only a very demoralizing pastime.

A glimpse into the better class of homes shows what an intelligent use of money can do. There you will find that the head of the family holds some position that brings him in a more reliable income than that of the farmer. If he is a carpenter, his home will show it in its exterior decoration and its interior comforts. If a clerk, or interpreter, or mechanic, his salary gives him the means to furnish his house more to his taste, and his home is likely to be a far more comfortable place than that of his white neighbor or the local hotel. The blot on this fair page is that the fact is soon discovered, and friends multiply with wonderful rapidity, especially at mealtime—which with the Indian is translated daytime—and a reasonably hospitable soul must be reconstructed before it can realize the virtue of thrift.

Scattered among the Indian camps one will find the little day school, over which presides an educated couple, who teach in the class room, give the boys lessons in carpentry and the girls practical training in sewing and cooking. In the boarding schools Indian young men and women will be found in almost all the subordinate positions and in many as teachers, matrons, and seamstresses. In the larger non-reservation schools a goodly number are filling positions as teachers, disciplinarians, or instructors in various trade and industrial departments.

The following will show how our returned students have been employed this past year:

Attending higher schools	4
Attending other schools	15
Self-supporting off the reservation (engineers and machinists, 7; printers, 2; blacksmith, 1; painter, 1; trained nurse, 1; servants and farm hands, 4 girls and 9 boys, 13)	25
Teachers, academic (camp, 5; boarding, 12; district, 2)	19
Teachers, industrial	31
Field matrons	3
Church work (catechists, 12; missionaries, 11)	23

useful trades are taught the boys, and the girls are instructed in gardening, woodwork, sewing, cooking, and laundering.

Puyallup, Wash.—The Indians on this reservation are fairly well-civilized and own excellent tracts of land. The literary work is unusually good and the school is well-equipped for industrial training. Several churches have been erected near the school and are doing good work.

At the Chehalis day school the attendance is about twenty. The land belonging to the school consists of 471 acres, some of which is under cultivation. The pasture for cattle is especially good.

At Skokomish very few Indian children attend the Government school. The district school is more accessible, and the county includes the Indian children in its school enrollment, drawing a per capita for each child so included. As there are only 113 Indians on this reservation, the children should be urged to attend the white schools.

Neah Bay, Wash.—The Neah Bay day school employs two teachers and is doing satisfactory work.

Tulalip, Wash.—A good mission school was formerly in operation here, and the Government has but recently taken charge. The preparation for the work of the school for the present year is satisfactory.

At Port Madison, under the Tulalip Agency, a day school is also in operation.

The Indians of the State of Washington own fine tracts of land and are possessed of considerable numbers of cattle and horses. They are very progressive, and practically on a level with the whites, and should be permitted and encouraged to manage their own affairs without looking to the Government for support.

Oneida, Wis.—This is among the best schools I have visited. The buildings are modern and in good repair, and the surroundings well kept. The work in the literary and industrial departments is good, but the facilities in the latter department are inadequate. The management of the school is satisfactory.

The moral and religious welfare of the children is carefully looked after at all of these schools.

Besides the schools enumerated, there are a number conducted by charitable organizations which are doing commendable work.

Statements in detail concerning the condition, requirements, and defects of the various schools inspected have been placed in the hands of the honorable Commissioner of Indian Affairs.

RETURNED STUDENTS.

The student who has returned from school continues to exercise a potent influence for good upon the reservation Indians, and statistics show that a large percentage of returned students (at least 76 per cent) make good average citizens.

SYSTEMATIC TRANSFER OF PUPILS.

The lack of system in the transfer of pupils should be remedied and some plan devised whereby the reservation and nonreservation schools will be filled systematically by pupils advanced from day schools, just as our high schools are filled with recruits from the grammar grades. Each year the day school teachers should make a list of those children who have completed the day-school course, and a strong effort should be made to induce the parents to consent to the

transfer of these children to the most convenient boarding school. After three or four years at a reservation school a list of those whose condition and capacity warrant further training should be prepared by the superintendent, and these should be promoted to a nonreservation school.

A paper read by one of the superintendents at the meeting of the Department of Indian Education at Detroit contained the information that as many as eight schools have had representatives on his reservation looking for pupils. Much valuable time and money are lost in this way. Besides, a person collecting children hurriedly and promiscuously in this manner is unable to judge of the mental, moral, and physical fitness of the pupil for transfer. Great injustice may thus be done to the child, if physically unfit for transfer, and to the receiving school, if morally deficient.

This promiscuous transferring for the purpose of keeping schools filled to their capacity should not be tolerated, but the transfer should be made in a systematic manner, which will prove of the greatest benefit to the schools and to the pupils.

OUTING SYSTEM.

Much good has resulted from the introduction of the Carlisle outing system at a number of the Indian schools, and I respectfully recommend that it be extended to all schools where the conditions are favorable.

By this system is meant the plan originated by Col. R. H. Pratt, by which students spend a portion of each year in selected white families under the supervision of the school, receiving compensation for their services, thus gaining experience in practical self-support and receiving an introduction into civilized life not otherwise attainable.

They thus acquire a command of the English language, a knowledge of family life, of business methods, and of farming, and also a consciousness of being able to make a living in a civilized community.

INDUSTRIAL TRAINING.

Industrial training for the Indian boy and girl is of prime importance. While not neglecting the literary branches, the Indians must be taught a proper respect for manual labor. In order that they may become self-supporting citizens as speedily as possible, the boys are taught agriculture, dairying, stock raising, and the useful trades, and the girls laundering, cooking, sewing, dairying, and housekeeping. As the Government is giving to each Indian an allotment, and as it is through agriculture that the great majority of Indians as well as whites must attain their independence, it is necessary that this training be given in order that an Indian youth may be able to cultivate his land, build farm buildings and fences, shoe his horses, mend his implements, and make other necessary repairs.

SANITATION.

This subject, of vital importance to the Indian, is receiving due attention. Necessary changes are being made in the old buildings to improve the sanitary features, and in the erection of new buildings

supervision. By this method they learn much that is valuable, but they do not get the reasons for things, nor do they learn housekeeping as a science. On the farm the boys learn to do the necessary work in the same way. So also in the shops. It is the old apprentice system, wasteful of time in learning. My complaint is not that what is taught is not valuable, and far better than no instruction in housework, agriculture, and mechanical arts, but that it is not by the best methods nor by skillful instructors, nor is care always taken to teach the pupils what is best for them.

I have taken some pains to induce certain State agricultural colleges to have their best students take the civil-service examinations and seek appointments as farmers. The results of this have been so satisfactory that I am informed that the policy of the Indian Office will be to secure as many of such graduates as possible. Hitherto the farmers in the Indian school service have not always been competent to farm, not to say to teach farming. At least that has been my observation in the schools I have visited. I respectfully suggest that the next step in this line be to require all cooks in Indian schools to be graduates of some good cooking school. Farming and housekeeping are the avocations which nearly all the pupils of Indian schools must follow in life, and special care ought to be taken in the instruction in these, which now seem to have the least care.

The pupils are generally quite contented and happy, and the character of the employees is almost always excellent. With few exceptions the teachers and other employees are actuated by a sincere desire to do the pupils good and take much personal interest in them.

Last summer I was in charge of the Warm Springs Agency during its transfer from agent to school superintendent, and was surprised to find on a reservation where there had been little schooling, and where the Indians were backward in some respects, a skill in repairing their wagons and farm machinery and in shoeing their horses that would surpass the average graduate of an Indian school. They had learned because they had to. They had no annuities or leases and cultivated their little farms and herded their little bands of cattle or sheep, and were self-supporting and industrious. This experience set before me vividly the fact that after all what the Indians need is not so much special educational facilities as incentives to work.

EDWIN L. CHALCRAFT, supervisor of Indian schools:

At Standing Rock, S. Dak., are three boarding schools, four day schools, and one mission school. All are well attended and in prosperous condition except the boarding school at Grand River, where repairs have not been made for several years. Improvements are now under way which will make this a good school plant.

The boarding school at Fort Berthold occupies a new brick building, located at the agency. There are also three day schools and one mission school at this agency. These have sufficient capacity to accommodate the school population.

The agency school at White Earth occupies comfortable brick buildings. At Wild Rice they are poor and in bad repair. The Pine Point buildings are inferior; also in an unsanitary condition.

The Leech Lake Agency schools are all new. The one at the agency has a capacity of 70 pupils, and those at Cass Lake and Bena 40 pupils each.

The agent at Mackinac Agency has but one school under his charge—the day school at Bay Mills, 200 miles east of the agency. This is within the territory of the Mount Pleasant school and might be placed under control of the superintendent at that place.

The Sauk and Fox school built for the Indians near Toledo, Iowa, is a model plant with a capacity of 80 pupils. Under the conditions existing there it appears necessary to fill the school from other reservations where there is a surplus of pupils. The school farm at this place is an excellent one and particularly adapted for instruction in agriculture.

The principal school of the La Pointe Agency is at Lac du Flambeau. Another recently built at Hayward, Wis., is as yet not opened.

The Keshena school at Green Bay Agency is filled with small pupils. A large number of the older pupils are attending nonreservation schools.

The Oneida Indians are among the most advanced in civilization in this district. They have well-kept homes, reasonably good farms, and may be classed as prosperous. There is very little drinking among them, and that is confined to those who do not affiliate with either of the churches. The pupils at this school are very small also. Many of the parents are returned pupils from the nonreservation schools, and appreciate the advantage of sending their children away as soon as they are old enough.

The Fort Totten school, South Dakota, occupies the old Fort Totten military

post. The buildings are mostly two-story brick, which have been remodeled and made suitable for school purposes. This school has 18 sections of good farming land.

The Vermilion Lake school, built for the Nett Lake Indians in northern Minnesota, has failed to secure attendance from that source, and is filled mostly with mixed-blood Chippewas from off the reservation. It has good frame buildings.

The dormitories and the other buildings at the Morris school, Minnesota, are good, substantial structures, but the dining room and kitchen, located in the old frame mission school building, are inconvenient, unsightly, and unsanitary.

The destruction by fire a year or two ago of the main building at the Wittenberg school, Wisconsin, has left the school without sufficient accommodations for the pupils who apply for admission. At the time of my inspection it was very much crowded.

At L'Anse, Mich., the Government formerly maintained a day school, which was finally discontinued. Later the Indians organized a school district, and are maintaining a public school in the building owned by the Government.

At Pshabytown, near Suttons Bay, Mich., the Indians built a frame school building, organized a school district, and are conducting a school. The officers of the district are all Indians.

A serious difficulty encountered at the Indian day schools is in keeping up the attendance. When we consider that Indian parents do not realize the importance of sending their little ones to school regularly, especially when the snow is deep and weather bad, as is frequently the case, it is quite natural that the attendance should be irregular. A few day schools are exceptions to this rule, notably at Birch Cooley, Minn. During a short visit there I noticed the Indians come into the schoolroom and make inquiries about the progress of their children and display an intelligent interest in the exercises. All of the children here are in school and the relationship between Indians and school is a mutual benefit.

The buildings and equipment of the reservation schools are being improved each year and the attendance is increasing. The more enlightened Indians want their children to attend school, but among these, as in white communities, there are many individual cases where a compulsory educational law is needed to give the Indian child an opportunity to receive an education. The Sioux at Devils Lake Reservation, N. Dak., and the Chippewas near Cass Lake, Minn., have kept many children out of school the past year, while the Sauk and Fox Indians in Iowa as a tribe refuse to send their children to the school near by.

The nonreservation schools have had a prosperous year. They have in most cases substantial, comfortable, and well-equipped buildings. Especially is this true of the schools at Tomah and Pipestone, Minn., and at Mount Pleasant, Mich. I am of the opinion that the length of the term for which pupils are admitted to these schools should be increased wherever possible. It is quite common for pupils who have almost completed the course of instruction in a school to leave it and go to their homes when their three-years' term has expired without any legitimate reason for not continuing their studies. Usually they are too young to leave school.

The literary work of the Indian schools throughout the district compares favorably with that of public schools of like grades. The literary instruction generally is superior to the industrial instruction, especially in agricultural pursuits. Many of the schools have well-conducted farms, where the boys can work with and under direction of a farmer, learning farm work and the results of labor by observation, but are not given the systematic instruction that seems to be desirable and which, I think, can be accomplished by a more careful selection of instructors in this department.

The evil effects of issuing rations, which encourages idleness and is a barrier to progress, is manifest, but the leasing of allotments stands a close second as a menace to the welfare of the Indians. If the leasing of allotments were restricted to those of the aged and infirm, the result might be beneficial; but in practice almost any Indian can lease his allotment under the plea of being aged, infirm, or unable to work it, and is very apt to do so if there is some white man wanting to rent it. I have observed that merchants doing business in towns adjoining some reservations make a practice of leasing lands at a low price from Indians owing them store bills and then subletting it to others, and in this way collect past indebtedness and also compel the Indian to trade out any balance if he has any to his credit. It appears that the leasing of allotments should be discontinued.

A compulsory educational law would be beneficial in this district. While it would be no hardship to those who properly attend school, it would be the means of enforcing the policy of the Government in keeping children in school, where they would be surrounded by the moral influence of civilization until they have arrived at a proper age to leave school.

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

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

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

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

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

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

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

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

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

I have the honor to remain,
Your obedient servant,

T. W. POTTER, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT CARLISLE, PA.

CARLISLE, PA., September 4, 1901.

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

	Boys.	Girls.	Total.
Enrollment from the beginning, September, 1879, to June 30, 1901 ..	2,703	1,657	4,360
Discharged during that period, including deaths	2,147	1,206	3,353
Admitted during the year	133	99	232
Discharged during the year	114	49	163
Deaths	1	3	4
Total enrolled during the fiscal year	671	503	1,174
Remaining at the school June 30, 1901	556	451	1,007
Tribes represented during the year	77		
Outings during the fiscal year	894	458	852
Students' earnings during the fiscal year	\$18,444.78	\$10,269.91	\$28,714.69

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

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

Population.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Very respectfully,

R. H. PRATT,

Lieutenant-Colonel Fifteenth Cavalry, Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

Music

them something, and having still plenty to do, I am satisfied, or will be, if the school does not suffer.

The Muddy Indians seem to be in rather bad circumstances, but I am not sure whether anything can be done for them, as they have their allotments. I think their children will all come in as soon as the "big school" is ready.

I respectfully recommend that the school be immediately located, and that it be on Magotse, on the ground that, after all the inspecting and traveling, it still remains the only suitable site; that arrangements be made for temporary quarters at the school, so that it can open September 1 as a real boarding school, and that the wagons, implements, and machinery for the Shivwits Indians be shipped to them as early as possible, that they may have some use of them this summer.

The liquor business has been very quiet all year, but I am just now on the track of some transactions which will take us another trip to Salt Lake, I am convinced, and possibly in the near future.

Very respectfully,

LAURA B. WORK, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT ONEIDA, WIS.

ONEIDA INDIAN SCHOOL,
Oneida, Wis., September 2, 1901.

SIR: I have the honor to submit my second annual report for the Oneida Indian school and reservation.

The report of last year gives a full statement of the size of reservation and location and condition of government buildings. The report of population last year was not quite correct. Some who had died within the year were carried on the annuity roll, and so to the census roll. A careful enumeration in June shows the present population to be 1,979, as follows:

Males	1,053
Females	926
Males over 18	603
Females over 14	557
Children of school age	610

The number reported as being able to use English is 1,100, but this is probably still too small. Many can speak some English who prefer to speak through an interpreter for fear of being misunderstood.

The office records of returned students, which are still incomplete, show that 370 pupils have been in attendance at nonreservation schools, and that 200 are still at such schools. Last year 215 were enrolled at the boarding school and 33 at the day school, a total of 818, who have been in school one year or more and are able to use English with more or less fluency.

I am not able to report as much progress in building houses and clearing lands as I hoped, but there is reason to think that the next year's record will be better.

As in the past year the work of the churches has been very helpful and has been the means of maintaining a desire to lead sober, orderly lives.

The boarding school has had a regular attendance of 210 since January 1, and a considerable number have been transferred to the training schools. The school is now well equipped for the work it is intended to do, and its present needs are few and inexpensive. The present aim is to do thorough work up to and including the fourth grade, leaving the finishing touches of the literary training, with such industrial training as requires special appliances, to be given at the training schools that are supplied with the necessary buildings, tools, and instructors for such work.

The school buildings are good and have been kept in good repair. A new laundry has been built, and the machinery will soon be supplied.

One day school is maintained in a building belonging to the Methodist Church. The attendance at this school has been very satisfactory except during the coldest months of winter.

Superintendent Reel's suggestions on the transfer of pupils are timely and appropriate. The presence of three or four collecting agents at one time is decidedly demoralizing and sometimes leads to the making of promises that can not be kept.

There are still many ways in which I think the Oneidas might improve upon their past experience. Many have done well in a quiet way, have good homes, live sober, clean, Christian lives, and, if not very rich in worldly goods, are nevertheless honest and respected citizens. Of these we naturally hear very little. There are some also,

though a smaller number, whose conduct is not always above reproach, and of these more is heard. With better knowledge of natural laws I hope to see better farms, better buildings, and more and better stock. I have urged the young men to study especially agricultural methods, believing that for the young Oneida, as for every other young man of Wisconsin who owns a good farm, unless he has unmistakable talent in some other direction, his greatest hope of success and happiness lies in living upon and cultivating his own ground, where he will be as independent as a man can ever hope to be.

Very respectfully,

JOSEPH C. HART, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT TOMAH, WIS.

TOMAH, WIS., August 27, 1901.

SIR: I have the honor to submit my fifth annual report for this school.

The year has seen many substantial improvements finished. A dining hall and kitchen, a girls' dormitory, a hospital, and a superintendent's residence have all been completed and were occupied by the middle of the year. A new sewer has just been completed, and that removes a nuisance that has troubled us for two or three years more or less. A 4-inch water main was laid to all the buildings and fire hydrants placed at convenient places in the grounds. A large steam pump was installed in place of the small one we had.

Attendance.—The average attendance for the year was 176. During the year we enrolled more than 200 pupils and had that number in attendance the latter part of the year.

Sanitation.—We have had very little sickness during the year. Last fall we had a few cases of diphtheria, and the carpenter's little girl and one of the schoolboys died. Aside from this there were no epidemics. We had one very severe case of pneumonia, but the child recovered. This is a very common trouble here, and I feel that the good health of the children is due largely to excellent sanitary conditions and the vigilance of the physician and nurse.

The buildings have been well cared for during the year and have generally been neat and clean. The grounds have been torn up most of the time, owing to new buildings and the installation of water and sewer systems. These are finished now, and we have almost finished grading the grounds.

Industrial work.—This consists of the ordinary domestic duties for girls, and carpentry, besides farm work, for the boys. In the carpenter shop the boys are given a limited training in painting, plastering, calcimining, paper hanging, stone and brick laying, as well as a thorough course in woodwork. The necessity for teaching other trades has been set out in another communication.

This is a dairy country, and it is the intention to give a great deal more time and care to milch cows than has been given. Corn is easily grown, and a great deal of feed can be produced on a small area. By using a silo a large herd of cows can be kept on a small farm.

Classes in the different branches of domestic economy were organized, and this work carried on regularly with a great deal of profit to the girls.

Literary.—The progress made in the literary department of the school has been in most respects highly satisfactory. Schoolroom tasks have been performed in a cheerful and conscientious manner, and, on the whole, results have shown a marked improvement upon the work of preceding years. As a basis for special language work, much attention has been given to the study of nature and to the correlation of the literary with the industrial work of the school. Holidays and the birthdays of noted men have been celebrated with appropriate programmes.

The seating capacity of the schoolrooms has been so far tested by the year's attendance as to demonstrate the fact that an increased attendance will necessitate further accommodations and the employment of another teacher.

The work this year has been marked by an absence of petty quarrels, jealousies, and unfriendly feelings among employees. Work has been performed cheerfully, and a wholesome atmosphere in this respect has pervaded the school.

We have been visited by Inspector Tinker and Supervisor Chalcraft, to whom thanks are due for helpful suggestions. I am also very grateful for the many courtesies I have received from your office.

Very respectfully,

L. M. COMPTON, *Superintendent.*

The COMMISSIONER OF INDIAN AFFAIRS.

I am grateful for the liberal cooperation which has been extended me officially during the past year, and hoping a continuance of same the coming year I am, sir,
Very respectfully,

The COMMISSIONER OF INDIAN AFFAIRS.

AXEL JACOBSON, Superintendent.

REPORT OF SCHOOL AT HAMPTON, VA.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,
Hampton, Va., July 1, 1901.

SIR: I have the honor to submit the following report for our school and fiscal year closing June 30, 1901:

There have been in attendance during the past year 119 Indians—54 girls and 65 boys. The following tribes have been represented: Cherokee, Oneida, Onondaga, Tuscarora, Delaware, Seneca, Stockbridge, Creek, Chippewa, Shawnee, Sioux, Omaha, Winnebago, Arikara, Ponca, Papago, Mohave, Apache, Yuma, Caddo, and Navaho. Of the Oneidas we have 47, Sioux 14, and of the remaining tribes from 1 to 9 each. They have been classified as follows:

	Girls.	Boys.
Normal		
Business course	3	1
Senior		3
Middle	2	7
Junior	3	15
Preparatory	20	15
Night school	19	16
Special trade students		
Shellbanks	2	4
At the North	5	4
Total	54	65
Industrial departments:		
Housework and industrial rooms	48	
Blacksmiths		7
Business		1
Carpenters and builders		12
Dairymen		2
Harness makers		2
Machinists		6
Painters		3
Shoemakers		4
Steam engineers		1
Sheet metal workers		

There has been a marked improvement in the conduct of the Indians the past year. This is the result partly of more careful selection of material and partly of more favorable conditions on the school grounds.

The coeducation of the negro and Indian races has certainly proved most successful. While the Indians have their separate quarters and tables in the dining room, they mingle freely with the colored students in the shops and schoolrooms. As the Western schools have improved we have been able to secure more advanced students, and to place them in the same classes with the colored students, thus doing away with a separate Indian department. While the negroes have certain advantages, especially in the knowledge of English, they are not so far in advance as to cause the Indians discouragement.

For a number of years we have been receiving our largest number of students from the Oneida Reservation, in Wisconsin. These Indians have excellent land, and most of them have comfortable homes. Their health is for the most part good. They have heretofore shown, however, a lack of ambition; but this year Rev. Mr. Merrill, the Episcopal rector on the reservation, has completed a plan for a creamery, with the thought that thus the Oneida would be encouraged to keep cows; regular occupation and a fixed income would be secured and the land would be improved. Hampton has cordially cooperated with Mr. Merrill. The boys have laid aside their summer earnings for the purchase of cows, and a number of them have been taking special training in the care of cattle and the making of butter and cheese. There will go back from Hampton to the Oneida Reservation during the next few years a number of boys and girls who have definite plans as to what they will try to accomplish.

We have tried to pursue this same plan with all our Indians this year, adapting their work at Hampton to the special conditions at their homes. As a consequence, a more earnest spirit has been created and there has been much less need of severe discipline than in former years. A larger number of Indian students than ever before have entered the night school the present year, working all day in the shops and going to school in the evening, and the results are most encouraging. The Indians need constant and systematic training of the hand in order to establish the work habit, while the amount of academic training given in the night school is sufficient to round him out into more complete manhood. Five Indian boys have been sent this year to the Hemenway Farm, in order that they might get thorough training in farm life. Indians have also done much of the milking of the herd on the home farm. The reports from the trade school and the domestic science department indicate a real advance on the part of our Indian boys and girls.

Miss Reel, superintendent of the Indian schools, spent some weeks at Hampton last summer studying the school's methods, especially in its agricultural department, and making use of them in the course of study which she has been preparing for the Indian schools of the West. The direct and indirect influence which Hampton is exerting upon the education of the Indian makes it seem wise for the school to continue its training of the red man. Having two races at Hampton makes the work in some respects more complex, but at the same time it gives the school a broader outlook on race problems than it would otherwise have. Just as far as possible Hampton is made a miniature world, where the young people learn to deal with problems similar to those that they will meet later in the outside world.

Supplemental work in the various trades has been made more and more a part of each boy's course. This year's finishing class in carpentry has taken for half the year one-half day each at bricklaying, painting and tinsmithing, four hours at wood turning, and six hours at designing small houses and estimating the material for them. The balance of the time each week has been spent at the carpenter's bench. Two of our student carpenters have built an oak screen, 13 feet long by 7 feet high, which has been sent to the Pan-American exhibit in Buffalo.

The shoe department has made 385 pairs of shoes; the harness department, 56 sets of harness. The bricklayers have laid 450,000 brick in Cleveland Hall; they have also rebuilt a tall stack at the mill, and attended to all the repairs to brickwork and plastering on the grounds. The machine department has cut 179 gears, has machined 700 trucks, and has done considerable work for the Electric Power and Lighting Company in Hampton, besides building a 6-horsepower vertical engine. The wood-working machine shop has built and sold 727 trucks. The tailor shop has made 302 uniform suits. In some cases work has been given out to a student by contract and he in turn has employed other students, thus gaining a practical knowledge of business.

The steam-engineering department has given most thorough training to the young men who are being taught that trade. In addition to the experience of running the various engines on the grounds, the students have helped put the steam pipes into the new building, and have also helped in all the general repairs on the place. Their association with the different kinds of engines, pumps, condensers, boilers, heaters, and dry kilns, under a man who is anxious to teach them all that is possible, ought to place our young men on a footing with any other apprentices in the country who are learning this trade.

In all these departments, and in others not mentioned, a regular course in technical training is given to the students, which is as systematic as their work in arithmetic or algebra, progressing from easier to more difficult problems. Mechanical drawing is given to all the students in the trade school. By all this work there has been developed a spirit of cooperation and community life which will do much to make our boys good citizens when they leave school.

An iron foundry equipment has been purchased for the trade school, and will be put into operation before many months.

Manual training.—Our manual-training department gives instruction to every student in the school. No boy graduates from Hampton without having worked in wood, iron, and sheet metal, besides having taken a course in agriculture. No girl graduates from the school without having received instruction in woodwork, enabling her to mend and make simple furniture, or without having been taught to cook and serve a meal, and to make her own dresses and underclothing. She is also given a fair knowledge of plant and animal life. The course for boys consists of a year of joinery, then a half year each of wood turning and sheet-metal work, and in the senior year a choice of work in one or more of the various trade departments.

Agriculture.—All the pupils have received instruction in agriculture the past year. In the junior grade they are introduced to a knowledge of plant and animal life. In the middle grade instruction is given in drainage, rotation of crops, and plant propagation, with observation and experiment in the field. This year our middle girls are

TABLE 17.—Indian and school population, number eligible for school attendance, number in schools, etc., and capacity of schools provided for Indian children during fiscal year ended June 30, 1917—Continued.

States and superintendencies.	Indian population.	Number of school age.	Ineligible for attendance.	Eligible for attendance.	Indian children in school.										Capacity all schools.					Total capacity all schools.
					Government.					Mission and private.		Public.	Total in school.	Eligible children not in school.	Government.		Mission and private.		Public.	
					Non-reservation boarding.	Reservation boarding.	Day.	Total.	Boarding.	Day.	Reservation boarding.				Day.	Boarding.	Day.			
Wisconsin.....	19,610	3,122	165	2,957	865	498	125	1,488	544	221	432	2,685	659	470	206	485	660	432	2,253	
Grand Rapids.....	1,372	382	42	340	84	.....	.....	84	.....	.....	138	122	218	.....	.....	.....	.....	38	38	
Hayward.....	1,277	427	30	397	220	.....	50	270	.....	.....	46	316	81	.....	74	.....	.....	46	120	
Keshena.....	1,745	504	15	489	82	185	43	310	243	102	.....	655	.....	170	80	220	120	60	590	
Lac du Flambeau.....	749	206	10	196	23	125	.....	148	.....	.....	60	208	160	.....	.....	.....	.....	28	220	
Laona.....	335	95	6	89	27	26	.....	133	.....	.....	28	161	154	.....	.....	.....	.....	49	739	
La Pointe.....	1,046	344	56	288	78	.....	.....	78	216	78	49	421	273	.....	.....	200	490	141	331	
Oneida.....	2,575	878	4	874	257	162	.....	419	.....	41	141	601	140	.....	.....	.....	50	70	187	
Red Cliff.....	511	199	2	197	27	.....	32	59	35	.....	70	164	33	52	.....	65	.....	70	370	
Scattered.....	.....	87	.....	87	87	.....	.....	87	50	.....	.....	137	.....	.....	.....	.....	.....	.....	.....	
Wyoming: Shoshone.....	1,674	508	29	479	17	167	26	210	99	.....	70	379	100	135	25	140	.....	70	.....	
Alaska.....	.....	332	.....	332	332	.....	.....	322	.....	.....	.....	322	.....	.....	.....	.....	.....	.....	.....	
Maine.....	.....	5	.....	5	5	.....	.....	5	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	
Maryland.....	.....	1	.....	1	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	
Massachusetts.....	.....	3	.....	3	3	.....	.....	3	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	
Minnesota.....	.....	1	.....	1	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	
Missouri.....	.....	7	.....	7	7	.....	.....	7	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	
Pennsylvania.....	.....	1	.....	1	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	
Porto Rico.....	.....	2	.....	2	2	.....	.....	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	
Texas.....	.....	6	.....	6	6	.....	.....	6	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	
Total.....	.....	358	.....	358	358	.....	.....	358	.....	.....	.....	358	.....	8,559	.....	.....	.....	.....	8,559	

¹ Attend mission school in Wisconsin.
² Includes 193 pupils at Hayward School.

³ Includes pupils off reservation.
⁴ Attend Lac du Flambeau School.

⁵ Attend St. Mary's Mission School.
⁶ Nonreservation schools not included above.

RECAPITULATION.

Indian children of school age.....	89,501
Indian children ineligible for school attendance because of illness, deformity, etc.....	5,126
Total Indian children eligible for school attendance.....	84,375
INDIAN CHILDREN IN SCHOOL.	
Government schools:	
Nonreservation boarding.....	11,298
Reservation boarding.....	10,902
Day.....	6,558
Mission schools:	
Contract boarding.....	1,667
Noncontract—	
Boarding.....	3,296
Day.....	726
Private schools: Contract boarding.....	5,689
Public schools.....	148
Total all classes.....	29,173
Number eligible children not in school.....	63,768
	116,789

¹ Includes eligible and ineligible children not reported in Oklahoma; the number of eligible pupils shown by this table as not in any school is somewhat less than the actual number, because in the other columns has been shown the total enrollment in the several schools, whereas not all those so enrolled have remained in attendance during the entire school year, and in a few cases there have been transfers from one school to another, thus duplicating the enrollment.

ARCIA
1917