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Education of Indian children in certain schools. Letter from the Secretary of the Interior, transmitting, in response to resolution of the Senate of February 2, 1898, a report prepared in the office of the Commissioner of Indian Affairs communicating certain information relating to the education of Indian children in the schools named in said resolution.

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EDUCATION OF INDIAN CHILDREN IN CERTAIN SCHOOLS.

L E T T E R

FROM

THE SECRETARY OF THE INTERIOR,

TRANSMITTING,

IN RESPONSE TO RESOLUTION OF THE SENATE OF FEBRUARY 2, 1898, A REPORT PREPARED IN THE OFFICE OF THE COMMISSIONER OF INDIAN AFFAIRS COMMUNICATING CERTAIN INFORMATION RELATING TO THE EDUCATION OF INDIAN CHILDREN IN THE SCHOOLS NAMED IN SAID RESOLUTION.

FEBRUARY 14, 1898.—Referred to the Committee on Indian Affairs and ordered to be printed.

DEPARTMENT OF THE INTERIOR,
Washington, February 11, 1898.

SIR: I have the honor to herewith transmit a copy of a report prepared in the office of the Commissioner of Indian Affairs, in compliance with Senate resolution of the 2d instant, communicating certain information relating to the education of Indian children in the schools therein named.

Very respectfully,

C. N. BLISS, *Secretary.*

The PRESIDENT OF THE SENATE.

DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
Washington, February 11, 1898.

SIR: I have the honor to acknowledge the receipt, by your reference of the 2d instant for report, of copy of Senate resolution of February 2, 1898, which reads as follows:

FEBRUARY 2, 1898.

Resolved, That the Secretary of the Interior be, and hereby is, directed to furnish the Senate with the following information:

First. The total per capita cost, for the fiscal year 1897, of educating Indian children at each of the following schools: Carlisle, Pa.; Fort Mojave, Ariz.; Phoenix, Ariz.; Grand Junction, Colo.; Fort Lewis, Colo.; Fort Lapwai, Idaho; Haskell Institute, Kansas; Santee Boarding, Nebraska; Genoa, Nebr.; Albuquerque, N. Mex.; Santa Fe, N. Mex.; Standing Rock Agency Boarding, N. Dak.; Cheyenne Boarding, Oklahoma; Chemawa, Salem, Oreg.; Crow Creek Boarding, S. Dak.; Flandreau, S. Dak.; which cost shall include the gathering and transportation of pupils to and from, as well as the cost of transporting all supplies to, said schools.

Second. The total cost of transporting pupils to and from the schools named, giving the number transported, also the total cost of transporting all supplies to each of said schools, giving the number of pounds for each school.

Third. Approximately what proportion of the children educated in each of said schools return to the blanket-and-camp condition, and the reason therefor, and what, if anything, can be done to prevent such retrogression and to continue the children so educated in the lines of progress on which they have entered.

Fourth. What is the relative value of the influence of the youth educated at home and those educated away from home in favor of ending the tribal reservation life of the Indian, his becoming a citizen and entering the great mass of our population, as shown by such pupils going into the employments of civilized life in civilized communities.

In reply to the first and second paragraphs of the resolution, I beg leave to invite attention to the following table, which gives the information called for in tabulated form, so far as the records of this Bureau afford the information. In connection therewith I would state that the per capita cost of pupils at the Crow Creek Boarding School, South Dakota, and the Fort Sill School at Kiowa Agency, Okla., is estimated and only approximate, more accurate information in relation thereto not being readily obtainable from the records. At the schools where it is stated that there was no expenditure for the transfer of pupils it should be understood that all pupils attending came from their homes on the reservation whereon the school is located.

With reference to the third paragraph of your inquiries, I have requested the superintendent of Indian schools to submit to me the results of his investigation upon this important subject, which he began about nine months ago, and which is gradually furnishing definite answers to the questions involved. His inquiries have been formulated in such a way that the answers thereto enable him to grade the returned students, as to their success in practical life, under the categories of "excellent," "good," "fair," "poor," and "bad." The "excellent" are possessed of unusual ability and are exceptionally successful in civilized pursuits, having reached practically the ideals and modes of life of American civilization. The "good" are temperate, industrious, self-supporting, and live in comparatively comfortable homes. The "fair" are similar to the "good," but for reasons of unfavorable environment or inherent weakness have not attained the full standard of the "good." The "poor" are those who have failed to make use of their educational advantages, who in a passive way have submitted in their modes of life to tribal standards, but who are not actively bad or degraded. The "bad" are those who are actively bad and degraded.

The "poor" and "bad" practically embrace those who are usually reported as having "returned to the blanket and to camp conditions." In addition to these probably about 30 per cent of those listed under the head of "fair" live in camps simply because they can not live anywhere else, but are making more or less strenuous efforts to free themselves and their people from this condition. It is found that out of 1,021 returned students reported so far 102, or 10 per cent, are "excellent;" 494, or 48 per cent, are "good;" 227, or 22 per cent, are "fair;" 98, or approximately 10 per cent, are "poor;" 73, or about 7 per cent, are "bad," and the remaining 3 per cent it has been impossible to classify. From these statements I am therefore justified in reporting that approximately 23 per cent of the returned students are failures, or return to what is rather vaguely termed "the blanket and camp condition," and that at least 74 per cent are successful in their efforts to follow civilized ways of living.

The data upon which these statements are based are gathered from the following reservations: Blackfeet, Crow, Crow Creek, Fort Apache,

Fort Belknap, Fort Berthold, Fort Hall, Great Nemaha, Hoopa Valley, Mescalero, Omaha, Oneida, Nevada, Nez Percé, San Carlos, Santee, Shoshone, Siletz, Standing Rock, Uintah, Umatilla, Warm Springs, Winnebago, Western Shoshone, and Yankton, practically embracing the various conditions to which Indians are subjected throughout the country. In the subjoined table the data so far received from these reservations are summarized with reference to the schools to which the returned students reported on are credited, and concerning which the Senate has called for information. No definite data are as yet available for Fort Mohave, Phoenix, Cheyenne Boarding School, Osage Boarding School, Fort Sill Boarding School, and Flandreau. It is fair to assume, however, that the information with regard to these schools will be practically the same.

The failure of Indian students upon their return to the reservations may be traced practically in every instance to defective moral or intellectual organization and to vicious environment. These conditions, which operate as strongly in the failures of white youth, are perhaps more operative for the present with Indian youth because of the unfavorable heredities and traditions, and because of certain degraded factors of white civilization not infrequently found near Indian reservations.

In order to reduce the proportion of failures it is necessary to strengthen the Indian Office in its efforts to secure competent and devoted workers both at the agencies and at the schools now in operation; to secure legislation that will encourage, or even compel, the older Indians to become thoroughly self-supporting; to withhold rations and other gifts wherever these are not required by the stipulations of treaties; to uphold the Indian Office in its endeavors to render the entire school organization more compact by a well-defined system of transfers, and to encourage on every reservation the formation of voluntary associations for self-help on the part of the progressive element of the Indians.

As to the value of the influence of the youth educated at home and those educated away from home, in favor of ending the tribal reservation life of the Indian, etc., it is difficult, if not impossible, to institute comparisons. The different kinds of schools in the Indian school system—day schools, reservation schools, and nonreservation schools—are essential parts of an organism. To each of these parts are assigned especial functions essential to the life and life purpose of this organism. The loss of any one of them would entail failure in the entire organism. The healthy joint operation of all is necessary to success. Whatever beneficial results may be traced by persons more or less closely connected with one or the other of these schools are due in a large measure not only to the efficiency of the respective schools, but to the effective cooperation of the other factors in the general work. The day schools stand nearest to the homes of the Indians. They bring to the Indians, in the life of the teacher's family, an example of civilized home life, and, on the other hand, they enable the teacher's family to familiarize themselves directly with the conditions of tribal life, which the entire school system is to lift into a higher phase of community life.

The pupils of the day schools, oscillating daily between home and school, serve to establish a growing harmony of purpose between the home and school through deep, almost insensible processes, which, in their cumulative effect, are invaluable. The reservation boarding schools serve, in a larger way, to establish harmony of effort between the reservation as a whole and the wider interests of the great mass of the American population as exemplified in the life of the reservation

school. The nonreservation boarding schools, and more particularly those placed within easy access of the white man's homes and industries in our towns and cities, serve to stimulate in the minds of more gifted and more advanced pupils the higher and broader ideals of American civilization and to kindle in their hearts a fervent desire to lift their own people upon the level of these ideals.

The copy of Senate resolution is herewith returned to the Department files.

Very respectfully,

W. A. JONES,
Commissioner.

The SECRETARY OF THE INTERIOR.

Returned students.

School returned from—	Total number.	Excel- lent.	Good.	Fair.	Poor.	Bad.	Unclass- ified.
Carlisle.....	181	19	94	35	25	16	1
Grand Junction	35		7	6	4	1	17
Fort Lewis	15	2	8	4	1		
Fort Lapwai.....	34	14	11	4		5	
Haskell.....	93	2	43	30	9	13	1
Santee Normal	20	4	12	3	1		
Genoa	98	1	55	15	5	8	14
Albuquerque.....	39		16	11	4	1	7
Standing Rock	23		22	4	1	1	
Salem.....	84	26	39	18	3	7	
Santa Fe.....	4			1	1	1	1
Crow Creek.....	19	1	11	7			

Cost of certain Indian schools during fiscal year 1897.

Schools.	Average attend- ance.	Total cost, includ- ing freightage and transfer of pupils.	Per capita cost.	Pupils trans- ported.		Cost of transfer of pupils.	Freight shipped.	Freight charges paid.	Total cost exclu- sive of freight and transpor- tation of pupils.	Per capita cost.
				To.	From					
Albuquerque, N. Mex.....	298	\$54,390.53	\$182.51	42	41	\$900.40	158,901	\$3,914.09	\$49,576.04	\$166.56
Carlisle, Pa.....	797	112,427.96	141.06	195	108	12,046.09	145,368	899.28	99,482.61	124.84
Flandreau, S. Dak.....	167	29,848.54	178.73	a	190	1,895.08	79,662	780.29	27,178.17	162.71
Fort Mojave, Ariz.....	156	27,556.78	176.64	167		103.70	75,094	2,706.84	24,746.24	158.63
Genoa, Nebr.....	212	41,417.87	195.36	109	34	2,488.02	78,222	957.85	37,972.00	179.11
Grand Junction, Colo.....	150	25,158.18	167.70	42	6	1,620.45	68,987	2,046.90	21,490.83	143.26
Haskell Institute, Kans.....	502	69,394.47	138.23	247	217	4,894.34	184,187	1,576.12	62,924.01	125.34
Phoenix, Ariz.....	332	50,017.72	150.65	a	107	412.40	138,522	4,255.32	45,360.00	136.59
Salem, Oreg.....	316	49,852.32	156.17	a	141	2,306.12	114,154	2,481.46	44,564.74	141.92
Santa Fe, N. Mex.....	203	36,057.27	177.61	67	17	983.62	53,487	1,500.20	33,573.45	165.38
Cheyenne Building, Okla.....	122	25,696.65	210.62	(b)	(b)		78,153	1,045.65	24,651.00	202.06
Crow Creek Building, S. Dak.....	137	c21,639.35	157.95	(b)	(b)		30,960	349.73	21,289.62	155.39
Fort Lapwai, Idaho.....	108	31,225.04	289.12	(b)	(b)		66,962	1,626.64	29,599.00	274.36
Fort Lewis, Colo.....	196	40,648.83	207.40	220	83	2,483.05	81,160	2,428.28	35,737.50	182.33
Fort Sill, Okla.....	129	c20,436.13	158.40	(b)	(b)		40,749	602.23	19,833.90	153.74
Osage, Okla.....	181	31,273.12	238.71	(b)	(b)		52,973	585.88	80,687.74	234.25
Santee Building, Nebr.....	37	10,253.84	277.11	(b)	(b)		23,072	255.84	9,997.50	270.20
Standing Rock Building, N. Dak.....										

a Both ways.

b No record.

c Approximate.

d Accurate record for this school not obtainable.