

## INDUSTRIAL TRAINING SCHOOLS FOR INDIAN YOUTHS.

JUNE 14, 1879.—Recommitted to the Committee on Indian Affairs and ordered to be printed.

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Mr. POUND, from the Committee on Indian Affairs, submitted the following

### REPORT:

[To accompany bill H. R. 1735.]

The Committee on Indian Affairs, to whom was referred the bill (H. R. 1735) "to increase educational privileges and to establish additional industrial training schools for the benefit of the youth belonging to such nomadic Indian tribes as have educational treaty claims upon the United States," respectfully report the same back with amendments, and recommend its passage as amended.

Your committee beg to submit, in support of such recommendation, that the government has made treaty stipulations with several nomadic tribes of Indians, specifically providing for educational advantages for their youth "between the ages of six and sixteen"; notably with the Cheyennes and Arapahoes, Kiowas and Comanches, Crows, Navajoes, Sioux, Utes, and the Northern Cheyennes and Arapahoes.

These several treaty provisions now in force are, in like terms, as follows (see treaty between the United States and the Cheyennes and Arapahoes, proclaimed August 19, 1868, article 7):

In order to insure the civilization of the tribes entering into this treaty, the necessity of education is admitted, especially by such of them as are or may be settled on said agricultural reservation, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that for every thirty children between said ages, who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among said Indians, and faithfully discharge his or her duties as a teacher.

The treaties referred to were made in 1868; the tribes named including about 71,000 Indians, having upward of 12,000 youth eligible to such school advantages. Ten years have elapsed since these treaties were concluded (twenty being the term of the stipulation), and less than 1,000 youth have received schooling as provided. In what degree their failure to carry into effect these treaty provisions may be attributed to the failure on the part of the United States to provide adequate school facilities, or on the part of the several tribes to a disinclination or refusal to accept such facilities and compel the attendance of their children, your committee cannot definitely state, neither is it deemed material. It is clear that the mutual interests and well-being of the Indians and the government, as well as the cause of civilization and humanity, alike demand that these provisions be fully carried out and enforced. This bill provides for the utilization, for such school purposes, of vacant mil-

itary posts and barracks, "so long as the same may not be required for military occupation," and the employment of officers of the Army, either from the active or retired list, as teachers or otherwise, to be detailed by the Secretary of War, with no extra allowance for such service; such schools to be conducted as normal and industrial schools, for the training of Indian youth of the nomadic tribes, under the direction of the Secretary of the Interior. It is believed that the measures and methods so provided will prove economical, acceptable, and efficient, and, if thoroughly carried out and enforced, must eventuate in great and incalculable good to the Indians and to the government. Industrial education, as a means of civilizing and elevating the savage, has ceased to be experimental.

The effort in this direction recently undertaken, and now in successful progress at the Industrial and Normal Institute at Hampton, furnishes a striking proof of the natural aptitude and capacity of the rudest savages of the plains for mechanical, scientific, industrial, and moral education, when removed from parental and tribal surroundings and influences. Upon this subject, in his report of November 1, 1878, the Commissioner of Indian Affairs says:

Experience shows that Indian children do not differ from white children of similar social status and surroundings in aptitude or capacity for acquiring knowledge, and opposition or indifference to education on the part of parents decreases yearly, so that the question of Indian education resolves itself mainly into a question of school facilities.

He further speaks of the present policy in this regard as not only "short-sighted," but "in direct contravention of treaty stipulation," and concludes that "what should be the work of a year will be protracted through a decade, and the work of a decade through a generation." In a letter addressed to the Secretary of the Interior, April 28, 1879, relative to the provisions of this bill, the Commissioner says "that the proposition to make use of unoccupied military posts or barracks and the detail of certain Army officers in connection with industrial and normal training schools for the benefit of Indian youth has the unqualified approval of this department"; and, after quoting from his annual report, wherein attention is called to treaty violations on the part of the government, and to the deficiencies of the present system, he adds:

The plan of utilizing vacant military posts and barracks will in a degree meet the great deficiencies of this work. It has in it the merit of saving much in the cost of buildings for such as can be accommodated, and it is hoped the speedy execution of it may not be delayed for want of such necessary authority as is needed from Congress. The experience of the department has been that the best results are obtained by a removal of the children from all tribal influence during the progress of education, so that educators can command all the time and attention of their pupils. Youth so educated return to their tribes as teachers, interpreters, and examples in farming, &c., and, if properly sustained and guided thereafter, prove far more effective guides than whites of the same capacity. Nothing is more essential than that Indian youth while passing through school should have thorough instruction in some practical branch of labor, that will meet his or her needs for obtaining a livelihood after leaving school.

The schools contemplated to be established by the bill under consideration will have this direction. Farming, the care of stock, mechanics, and other needful industries will be an important feature, and it is expected that in course of time many of the teachers, interpreters, farmers, blacksmiths, carpenters, and other employees required at the agencies may be supplied by Indian youth educated for that purpose.

The department has in course of training at the Hampton Normal and Industrial School in Virginia sixty-six Indians, boys and girls, from eight different nomadic tribes; and although this work was only begun last year, the results already demonstrate that no better plan now exists. The

Hampton school was established in the interest of the colored race; with the avowed purpose of teaching them the "salvation of hard work." This spirit seems to meet the needs of the Indian race equally well, and the very considerable number of agents, teachers, missionaries, and others engaged in or interested in Indian educational work, who have visited and witnessed the methods of Hampton, join in commending it as just what the Indian needs. The intercourse between the youth at Hampton and their parents and people on the plains has produced extraordinary interest and demands for educational help from these tribes.

It is as commendable as it is notable, that our modern systems of education are looking more and more to the training of the hands to work. Useful employment, either of the head or hands, for all classes of society, is absolutely essential to the preservation of good order, public and private morals, and good government. It therefore cannot be too strongly urged, that in the education of Indian youth the primary aim should be to train the hands to work, and to impress upon them the absolute importance of useful labor to insure their well-being and happiness, as well as the ability to properly converse, read, write, and calculate.

The following are some of the vacant posts, with barracks and quarters, which may be used for school purposes, as proposed by this bill, named by the Adjutant-General, to wit: Fort Bridger, Wyoming; Carlisle Barracks, Pennsylvania; Fort Craig, New Mexico; Fort Cummings, New Mexico; Forts Hooker and Larned, Kansas; Fort Marion, Florida; Fort Rice, Dakota; Fort Sedgwick, Colorado; and Camp Stambaugh, Wyoming.

Is it not wise economy to occupy these government buildings and premises for the objects contemplated, employ (in part) Army officers who are fitted, as teachers and otherwise, in connection with such schools, and to vigorously and adequately provide for and enforce the treaty stipulations recited; thereby not only discharging a solemn government obligation and duty, but speedily accomplishing the education, elevation, and civilization of all the savages in our land? It is believed that herein will be found the true solution of the Indian question, and, if adopted and duly executed, a generation will not pass before the use of a standing army to protect our frontiers from Indian raids, depredations, barbarities, and murders will no longer be required.

In view of its treaty obligations and of every consideration of sound public policy, the government can surely afford to enter upon and speedily consummate such a work. It cannot afford to longer neglect it.