

communication with them, that they are holding meetings there and trying to carry the wonderful light into homes and hearts now dark.

Upon the whole, the school is considered by those who have been acquainted with it, as well as those connected with it, far in advance of any standard which it may have hitherto reached.

Extending my thanks to the Department for its courteous consideration and treatment, I have the honor to be,

Respectfully, your obedient servant,

GEORGE E. GEROWE,
Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT FORT LAPWAI, IDAHO.

NEZ PERCÉ AGENCY, IDAHO,
September 10, 1889.

SIR: During the two years that I have been in charge of the school at this agency so many experiments have been tried and so many changes made by the agent in charge that it is difficult to give a satisfactory or intelligent report of the school work.

The school has been, as regards the sexes, at one time mixed and then separated. It has been removed from Fort Lapwai to the old agency, and then divided, the boys returned and separate schools for the sexes established.

The school opened at the old agency for boys and girls was in one commodious building, erected especially for school purposes. Sixty scholars had been the usual number accommodated there; seventy-five were crowded in before the end of the first quarter.

Agent Norris, then in charge of this agency, ordered school divided and boys removed to Fort Lapwai. I was directed to take charge of the boys' school, and another corps of employés was supplied for the girls' school. There was no increase in attendance after this division and establishment of a second school, and great inconvenience arose in the division of labor, it being necessary to train boys to wash dishes, make beds, and do work usually allotted to girls, and *vice versa*.

The boys' school at the fort was, after the usual vacation, re-opened October 1, under discouraging auspices. The average attendance for the quarter following, ending December 3, was 9.57. This was the last quarter of Agent Norris's administration. During the third quarter of the fiscal year, Agent Norris was relieved by Special Agent Heth. Under his management of the agency the number of pupils at the boys' school soon reached 70. Two-thirds of this increase were in school for the first time and were totally ignorant of the English language or civilized customs. Many of them were past the age when children usually first enter school, and much difficulty was experienced in teaching them.

Special Agent Heth directed that whenever practicable Indian employés be given positions in the school. The following positions in this school were filled by Indians, viz: Industrial teacher, assistant teacher, and assistant matron. This experiment, while it gave great satisfaction to the Indians, was not conducive to the best interests of the school. There was a lack of constancy and energy. They did not sufficiently impress on scholars the necessity of the use of the English language, often failing in this respect themselves.

The work of every kind on the farm has been done by the school boys. Not only have they been kept busy at dormitory, laundry, and kitchen, but in the field and garden. The season has been an unfavorable one for farming, a drought prevailing since May, but the yield in grain and vegetables is up to the average. About the usual amount of hay has been cut for stock, and the supply of potatoes, onions, and cabbage for the school will be adequate.

The matron found the boys opposed to domestic occupation, but they became in time expert bed-makers, dish-washers, and launderers.

Work in the school-room has been carried on without intermission. We have had our regular three sessions during the week days and a Sunday session for appropriate exercises. The progress, especially of the older boys who understand some English, has been satisfactory. Our more-advanced pupils work in fractions, read in the Fourth Reader, have a fair knowledge of the geography of North America, letter-writing, and simple English composition. All of our Indian pupils show great aptness in penmanship, drawing, and music.

The children should be taken into the school at an early age, and I would respectfully suggest that no method of instruction could be used with these pupils so successfully as

the kindergarten, and that it would be well to introduce classes of this kind in all our Indian schools.

The health of the pupils in attendance at school here has been exceptionally good. For a time various forms of cutaneous diseases and scrofulous sores were quite prevalent, but under proper treatment and sanitary regulations these have disappeared and all the children left us at the close of year in good sanitary condition. An epidemic of mumps prevailed in June, but all had recovered before close of school year. There was one case of typhoid fever which resulted fatally, this being the first and only loss by death the school has sustained in two years.

The facilities for large school, afforded by its location at Fort Lapwai, are good. The buildings formerly occupied by the officers and soldiers here are in fair condition and supply accommodations for more children than this tribe can supply. The land on the military reservation for agricultural purposes is unexcelled in fertility and well watered. The arrangements for distributing a water supply to the various buildings in use for school purposes are incomplete. Pipes have been laid and tower constructed, but it will be necessary to erect a wind-mill to raise the water.

In conclusion, the inferences I draw from two years' active experience in school service may be condensed as follows: That Indian children should be placed in school at an early age and upon their own reservations, and not sent away for five or six years to distant schools. The graduates from such schools in this tribe are not so useful, influential, or healthy as the Indians educated here. That schools and school employes should not be subject to the caprice of agents, but placed under trained teachers, who should not be changed unnecessarily. That the sexes, while carefully guarded, should not be separated, as the defining of a proper relation of the sexes is a most important branch of civilization. That it is important that English-speaking employes should fill the positions in schools.

Respectfully,

D. W. EAVES,
Superintendent.

The COMMISSIONER OF INDIAN AFFAIRS.

REPORT OF SCHOOL AT CHILOCCO, INDIAN TERRITORY.

CHILOCCO INDIAN INDUSTRIAL SCHOOL,
Chilocco, Ind. T., August 10, 1889.

SIR: Pursuant to circular instructions of July 1, 1889, I have the honor to herewith submit my first annual report of the Chilocco Indian School, Indian Territory.

On February 4, 1889, I receipted to T. C. Bradford for the public property, and assumed charge on the following day.

The Chilocco Indian School was built in 1883, and was formally opened January 15, 1884, under the supervision of W. J. Hadley. He was followed in office by Dr. H. J. Minthorn, who was promoted from the Forest Grove School, of Oregon. Dr. Minthorn, after a few months, resigned and was succeeded by W. R. Branham, jr., who in turn was followed by T. C. Bradford. Your humble servant came next in succession. An experienced school man may see some cause for reflection in the above paragraph when he learns that the school was turned over to me in the most demoralized condition.

The Chilocco Indian School is situated upon the famous Cherokee Strip, 6 miles south of Arkansas City, Kans. On July 12, 1884, the following Executive order was issued:

It is hereby ordered that the following-described tracts of country in the Indian Territory, viz: Sections 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, and the east half of sections 17, 20, and 29, all in township No. 29 north, range No. 2 east of the Indian meridian, be, and the same are hereby reserved and set apart for the settlement of such friendly Indians belonging within the Indian Territory as have or may hereafter be educated at the Chilocco Indian Industrial School in said Territory.

CHESTER A. ARTHUR.

This gave to the school 13½ sections of good agricultural land. It was the aim of the Department to have graduates of the school open up small farms on the school reservation, thus establishing a colony of educated Indians. Nothing has ever been heard of the plan since.

The school has had many ups and downs resulting from unskillful management. There was a time in its early history when the location was its worst drawback. It was then on the highway of Indian travel and subject to all the baneful influences of camp life. Since then the mode of travel has been revolutionized by the building of the Atchison, Topeka and Santa Fé Railroad through the Territory. The school does not labor