

OFFICE OF INDIAN AFFAIRS.

RULES

FOR

INDIAN SCHOOLS,

WITH

COURSE OF STUDY,

LIST OF TEXT-BOOKS,

AND

CIVIL SERVICE RULES.

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DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
WASHINGTON, D. C., *November 1, 1892.*

The following revised rules for Indian schools, having been approved by the Honorable Secretary of the Interior, are hereby promulgated.

T. J. MORGAN,
Commissioner.

RULES FOR INDIAN SCHOOLS.

1. The general purpose of the Government is the preparation of Indian youth for assimilation into the national life by such a course of training as will prepare them for the duties and privileges of American citizenship. This involves the training of the hand in useful industries; the development of the mind in independent and self-directing power of thought; the impartation of useful practical knowledge; the culture of the moral nature, and the formation of character. Purpose of Indian education. Skill, intelligence, industry, morality, manhood and womanhood are the ends aimed at.

2. Government schools for Indians are divided into three general classes: first, non-reservation boarding schools; second, reservation boarding schools; and third, day schools. Three classes of Indian schools.

3. It is the design of the Government to remove, by the shortest method, the ignorance, inability, and fears of the Indians, and to place them on an equality with other races in the United States. In organizing this system of schools, the fact is not overlooked that Indian schools, as such, should be preparatory and temporary; that eventually they will become unnecessary, and a full and free entrance be obtained for Indians into the public school system of the country. Indians should eventually enter public schools. To this end all connected with the Indian school service should work.

SUPERINTENDENT OF INDIAN SCHOOLS.

4. Under the law it is the duty of the Superintendent of Indian Schools—

To visit and inspect the schools in which Indians are taught in whole or in part from appropriations from the United States Treasury, and report to the Commissioner of Indian Affairs what, in his judgment, are the defects, if any, in any of them in system, in administration, or in the means for the most effective advancement of the pupils therein toward civilization and self-support, and what changes are needed to remedy such defects as may exist; and to perform such other duties as may be imposed upon him by the Commissioner of Indian Affairs, subject to the approval of the Secretary of the Interior. Duties of superintendents of Indian schools.

SUPERVISOR OF EDUCATION.

5. The country is divided with reference to Indian schools into supervisors' districts, as follows: Districts of supervisors of education.

1. Michigan, Wisconsin, Indiana, Minnesota, North Dakota (except

Standing Rock), Sisseton in South Dakota, and Montana.

2. South Dakota (except Sisseton), Standing Rock in North Dakota, Iowa, Nebraska, and Wyoming.

3. Idaho, Washington, Oregon, Nevada, and Northern California.

4. Kansas, Indian Territory, and Oklahoma.

5. Colorado, Utah, New Mexico, and Arizona (except Fort Mojave and Colorado River).

6. Colorado River and Fort Mojave in Arizona, and southern California.

6. The supervisor has general oversight of all schools in his district, both Government and contract, including public schools in which Indian children are educated at Government expense. He must acquaint himself with the educational status and needs of each reservation and of all the Indians in his district, and report from time to time to this office the facts and his recommendations; and he must make an annual report in August covering his entire district.

7. He must visit each school as often as practicable and note its organization, grading, promotion of pupils, discipline, and methods of instruction (personally examining the classes); character and condition of school buildings and premises; domestic arrangements; industries taught and how they are carried on; amount of land cultivated and stock cared for; what improvements or extension of industrial training and plant will be advantageous and practicable; the character, efficiency, and adaptability for the position occupied of each school employé; sufficiency in quality and quantity of subsistence supplies, clothing, furniture, books, and apparatus; and particularly the tone of the school and the methods employed for developing moral character in the pupils. Buildings in course of erection should be specially examined to ascertain if materials and workmanship are good and thorough, and in accordance with contract, and the necessity for enlargement, repair, or remodeling of buildings should have careful attention.

8. He shall examine critically all school records, and see that they are properly kept, and in case of bonded officers shall inquire critically into their financial transactions and reports, and specially into the character and necessity of open market purchases and employment of irregular labor.

9. The supervisor must do all in his power to increase the attendance of pupils at school, and he must impress upon parents and children the necessity of education and industrial training.

10. He must arrange for transfers of pupils from day schools to boarding schools, and from reservation to non-reservation schools,

and the work of transfer will ordinarily be performed by him, although transfers may be made by agents or other Government officers acting under special direction of this office. On or about May 1 of each year (earlier, if possible) he shall send to this office descriptive lists of Indian school children in Government and contract schools in his district who are fitted for such transfers. Immediately after receipt of directions from this office (to be furnished not later than June 15, if possible), the supervisor shall send to each agent in his district a descriptive list of the children whom he proposes to transfer. After the receipt of his final instructions, the supervisor shall gather from his district the children to be transferred to non-reservation schools, and shall conduct and deliver them to the respective schools, or to their representatives if practicable, not later than August 31. Immediately after a transfer of pupils by him, he shall furnish the respective agents with duplicate descriptive lists of the children transferred.

Arrange for transfer of pupils.

11. In transferring pupils from reservation to non-reservation schools, especially where climatic changes are to be great and trying, the utmost care must be taken to ascertain the physical conditions of the pupils to be transferred. No pupils must be transferred who are not in sound and vigorous health. Cases have been reported to the Indian Office in which pupils frail, unhealthy, or even positively diseased have been transferred greatly to the detriment not only of themselves but of the school to which they were sent. The supervisor or other officer who makes the transfer must be furnished by the superintendent or agent with a descriptive list of the pupils, upon which the physician shall certify explicitly that according to his personal knowledge the pupils are suitable for the proposed transfer. The physician will be held rigidly responsible; and if by negligence he certifies to the soundness of those who are found on subsequent examination to have been unsound, it will be regarded as evidence of his unfitness to remain in the Indian service. The examination to which pupils are to be subjected must be rigid, searching, and individual, such as soldiers undergo when enlisting in the army. (See paragraph 67.)

Pupils to be examined by physician before transfer to non-reservation schools.

12. The pupils shall be reexamined by the school physician before enrollment in the non-reservation school, and he shall certify to their condition on arrival. If any pupil is found unsuitable for enrollment, the fact will be at once reported by the superintendent to the Indian Office, in order that the responsibility for the error may be located.

To be reexamined after transfer.

13. Attention is invited to the fact that the supervisor has only advisory powers in school matters; he has no authority whatever to alter or modify in any way the regulations of this office. Therefore,

communications designed to receive official action must be addressed, not to the supervisor, but to the Commissioner of Indian Affairs. (See note on page 9.) If forwarded to the Indian Office through the supervisor, he must accompany the communications with his specific recommendations.

Supervisor has only advisory powers.

SPECIAL INDIAN AGENT.

14. When a special Indian agent visits an Indian school, whether under special or general instructions, investigations shall cover the points and follow the methods above outlined for the supervisor.

Special Indian agents to follow above methods of inspection.

SCHOOL VISITORS.

15. In order to interest Indians personally in the management and prosperity of the schools established in their midst, and to awaken a sense of responsibility for their character and success, the agent should carefully select suitable Indians to act as school visitors. Those selected should be persons of good repute in the tribe, be engaged in civilized pursuits, wear citizen's clothes, speak English, if practicable, and in short, be progressive. They should visit the school once a month, be shown through all its departments with courtesy and respect, and be asked to make brief addresses to the pupils. They should advise with the Indians in regard to education, and be encouraged to express to the agent the wishes of themselves or other Indians as to the conduct of the school.

Qualifications and duties.

16. For a day school, not to exceed three visitors should be appointed from residents of the school district; for a boarding school, not to exceed five visitors from the reservation at large. Blanks for commissions for the visitors will be furnished by the Indian Office.

Number of school visitors.

BONDED BOARDING SCHOOLS.

17. The superintendent of a bonded school reports direct to the Commissioner of Indian Affairs. As a special disbursing officer, he is required to give bond for the faithful performance of his duties; he is responsible for all moneys and property of whatever nature entrusted to his care; and his financial accounts must be rendered quarterly in accordance with the rules and regulations prescribed for agents and other disbursing officers of the Indian Bureau.

Responsibilities of bonded superintendent.

18. He has entire control of the school under his charge, subject to the general regulations and special instructions of the Indian Office. He is authorized to establish such special regulations

regarding the details of school work as circumstances may require; to determine the duties of employes; to direct the work of the school in all its departments; to administer discipline; to be accountable for money earned by pupils, and to provide rules governing its expenditure; and in general to manage the affairs of the institution; but he shall neither nullify nor modify any order of the Indian Office nor any of the general regulations governing unbonded schools, as hereinafter prescribed, except by permission of the Commissioner of Indian Affairs. (See paragraphs 36 and 63.)

Duties and powers of bonded superintendent.

UNBONDED BOARDING SCHOOLS.

DUTIES OF OFFICERS AND EMPLOYÉS.

Agent.

19. The agent is the highest authority on the reservation in matters pertaining to the schools, as well as to other interests of the Indians; but he has no power to suspend or modify the rules and regulations of the Indian Office relating to schools.

Authority of.

20. The agent shall have general supervision of all school work among the Indians under his charge. He must visit all schools, whether Government, contract, or mission, at least four times each year, keep himself thoroughly informed as to their condition and efficiency, and make quarterly reports concerning the same to the Indian Office.

Has general supervision, and must visit all schools.

21. It is the duty of the agent to keep the schools filled with Indian pupils, and, so far as practicable, to place every Indian child of suitable age and health in school. Suitable age is defined to include all youth over five or under eighteen years of age. The suitable health of a child, as a condition of being sent to school, may be determined by medical examination and the certificate of a physician. (See paragraph 67.)

Must keep schools filled.

22. If the schools on the reservation lack sufficient accommodations for the youth of school age, or if for other reasons the good of the children requires that they be sent away from home to school, they should be placed in non-reservation schools.

Send pupils to non-reservation schools.

23. The placing of Indian pupils in schools on or off reservations should be accomplished by persuasion, if possible; but when milder methods fail, the agent may withhold rations or annuities, or use such other proper means as will produce the desired result.

Pupils to be obtained by persuasion if possible.

24. Cases of refusal to allow children to be sent to schools, either on or off reservations, or of opposition to the proper officers in their

attempts to secure the school attendance of Indian children, are to be referred to the Indian Office, accompanied by explicit statements setting forth the circumstances of each case. The office will then give instructions as to punishment, penalties, or other action required. This paragraph refers only to children not enrolled in school. Runaways or pupils leaving school without proper authority shall be returned immediately. (See paragraph 28.)

Cases of refusal to attend school to be referred to Indian Office.

Runaways to be returned immediately.

25. The agent shall, if practicable, keep to date a census of children of school age on his reservation; against each child's name he shall place the name of the school the child attends, if any. He shall furnish the Indian office and the supervisor of education for his district with a copy of such census.

Census of youth of school age.

26. The agent shall cooperate with the supervisor of education in collecting and transferring pupils to non-reservation schools; and each agent should receive from the supervisor of the district in which the agency lies, on or about July 1, a descriptive list of children on the reservation who some time during the summer are to be transferred by the supervisor to other schools; said list showing the school to which each child is to be transferred.

Coöperate with the supervisor as to transfers of pupils.

27. The agent shall report to the Indian Office all cases of transfer, accompanied by descriptive lists of children transferred, showing name, sex, age, tribe, residence, date of transfer, and school to which transfer is made, with such remarks as may be necessary.

Report transfers to Indian Office.

28. Pupils shall not be removed from school either by their parents or others, except with the approval of the school superintendent and the authority of the agent. (See paragraph 24.) Pupils once enrolled in any Government school will be considered as members of that school until separated therefrom by authority of the Indian office. Pupils shall not be transferred from one school to another without such authority.

No removals or transfers without authority.

29. Pupils should be kept at school until they have completed the course of study or so long as they will be benefited by the instruction and training which the school can furnish, even though they may have passed the limit of eighteen years of age.

Retention of pupils in schools.

30. On reservations where there is more than one school and more than one tribe of Indians, there should be in each school pupils from each of the tribes. This will facilitate English speaking by the pupils and tend to overcome the race and tribal prejudices of Indians.

Different tribes to be in same school.

31. It is desirable that an equal number of each sex be kept in school. It is likewise advantageous to the children to enroll them

at as early an age as practicable, particularly where facilities have been provided for kindergarten instruction.

Equal number of each sex.

32. The agent shall see that a suitable tract of land is set apart as a school site; that its boundaries are well defined; and that the superintendent and the Indian Office are furnished with a diagram of the same drawn to a scale of twelve inches to the mile, showing boundaries, sub-divisions, water-courses, permanent natural objects or town sites, location of buildings, and such other information as can be conveyed by a diagram. This tract shall embrace land sufficient in quantity and quality for building sites, campus, play grounds, garden, farm and pasture, and, where needed and practicable, water supply and fuel.

Land to be set apart for school purposes.

33. The agent is expected to see that the pupils have suitable physical, moral, mental, and industrial training; that abundant wholesome food, suitable clothing, sufficient fuel, and an ample supply of good water are provided the schools; that sanitary laws and regulations are complied with; that the buildings are kept in repair, are properly heated, lighted, ventilated, and cared for; that the dormitories are not overcrowded, and that proper medical attendance and supervision are afforded.

Agents must see that schools are properly supplied and managed.

34. However, as to the internal economy of the school, the province of the agent is that of an advisor and inspector. He will not assume authority over the superintendent, nor require of him anything inconsistent with his position, nor interfere with the internal management of school affairs; and he must not give directions in regard to the duties of school employes or other school matters, except through the superintendent. If as to the management of the school the agent and superintendent differ, and the agent believes that the policy of the superintendent is opposed to the well-being of the school, he should call his attention to the fact in private, not in public. If by private consultation with the superintendent, the agent is unable to effect an agreement, he should refer the matter to the Indian office for adjustment.* (See paragraphs 140, 141.)

Must give directions through superintendent.

Disagreements.

35. It shall be the duty of the agent to forward to the Indian Office all communications addressed to the Commissioner of Indian Affairs by any superintendent or school employe under his agency, accompanying the same with such remarks or recommendations as he may think proper to submit. (See paragraph 61.)

Must forward all communications addressed to Indian Office.

* Where convenient such matters may be referred for advice or counsel to the supervisor of education or Superintendent of Indian Schools, if present or in the vicinity. (See paragraph 13.)

36. Over a *bonded* school within the limits of his agency jurisdiction or adjacent thereto, the agent shall exercise merely an advisory supervision. He is required, however, to coöperate with the superintendent in every way practicable for the general well-being of the school; to endeavor to keep the school filled with pupils; and to assist, with his police force when necessary, in maintaining order, preventing desertions, and returning runaways. (See paragraphs 18 and 63.)

Advisory supervision of bonded schools.

37. The agent shall report quarterly to the Indian Office (Form 5-307 on page —) the cost of all articles issued to each school during the quarter. This applies also to day schools.

Quarterly report of articles issued schools.

38. He shall also forward to the Indian Office a quarterly report (Form 5-251 on page —) giving the name, tribe, age, and sex of each pupil and number of days the pupil has attended school during the quarter. This report must be furnished promptly at the close of each quarter whether the school has been in session or not.

Quarterly report of attendance.

39. The agent shall include in his annual report a full statement of all educational work under his supervision during the year, with such recommendations for the future as in his judgment may seem best.

Annual report.

40. He shall submit to the Indian Office about April 1 of each year, a list of such positions and salaries as he shall deem necessary for the ensuing fiscal year, accompanying the same with a list of the positions and salaries allowed for the current year. He shall also nominate to the office suitable persons to fill positions which are not under the regulations of the civil service law, provided that such nominations for a boarding school shall be accompanied by the recommendation of the superintendent. (See paragraphs 59 and 134 to 141.)

Nomination of school employés.

School Superintendent.

41. The superintendent of the school is its head and executive officer, and must be respected accordingly.

Is the head of the school.

42. The superintendent shall have charge of the school premises, including buildings and all grounds allotted for school purposes, and he shall be responsible for the proper oversight and care of the same. He shall keep a map of the school premises on file in his office showing the location of all buildings and permanent improvements.

Shall have charge of premises.

43. He shall have immediate control of the school, be responsible for the character, conduct, and efficiency of its employés, for its discipline, for the gradation, classification, and promotion, of pupils, their moral, mental, and industrial progress, and the distribution of labor among the employés; and his orders must be carried into effect, both in letter and in spirit.

General duties defined.

He shall act as principal teacher, unless a principal teacher is provided for the school, and in the absence of an industrial teacher, shall have immediate charge of the duties usually belonging to that employé.

44. He shall arrange a regular programme of school-room exercises and industrial work, and assign employés to their duties in accordance therewith, clearly defining the work of each. He shall also decide upon the hours of recitation and industrial work for each pupil, and approve daily details.

Shall arrange regular program.

45. Although the superintendent will be held responsible for the proper conduct of every department of the school, and all the details of its management, he will so organize the school as to throw responsibility upon the head of each department of school work. For example, he should expect the matron to have charge of all domestic affairs, the assignment of duties to her regular or irregular assistants, and the oversight of their work; similarly the cook, laundress, and seamstress should have charge of the work to be performed in their respective departments. The principal teacher should have charge of work and workers in the literary department; the physician of sanitary matters; the farmer of farming, etc. Ordinarily, he will issue orders through the heads of departments, and not directly to individual pupils.

Throw responsibility upon subordinates.

46. As occasion may require, he shall hold meetings with the school employés for consultation as to the general welfare of the school, and he shall treat his subordinates with respect, and support them in the exercise of their authority.

Relations to associate employés.

47. When the superintendent finds it advisable to correct faults of employés or to call attention to inefficient service or neglect of duty on their part, he must do so at some other time and place than in the presence of pupils. No public reprimand of an employé is permitted, nor should reproof be given in the presence of other employés.

No public reprimands allowed.

48. In cases of controversy or want of harmony which the superintendent is unable to settle amicably, appeal may be made to the agent, who shall give a hearing, in his office if practicable, to all parties concerned; and if he shall be unable to restore cordial relations among the school employés, he shall report all the facts to the Indian Office, suspending offenders if the interests of the service absolutely require it, pending definite instructions from the Commissioner of Indian Affairs.

Appeal to agent.

49. The superintendent must give close personal attention to every department of the school. He is expected to visit all employés while in the performance of their duties as frequently as may be necessary to ascertain not only the character

Must visit all departments.

of work done by them, but to advise them wherein they fail in fidelity, efficiency, or discipline. The industrial work among the

Industrial work of boys must have especial attention. boys must have his special attention. He should so supervise this branch of the service as to leave no excuse for neglect upon the part of teachers or pupils.

50. Once a week regularly at a stated hour the superintendent is required to make a personal inspection of the dormitories and infirmaries, observing the personal appearance and clothing of the pupils, and the condition of the rooms and everything therein.

Weekly inspection required. This personal, vital contact, weekly, with every pupil in the school should enable the superintendent to give such advice and direction as will promote the physical, mental, and moral well-being of those under his charge. It should be made with conscientious fidelity and thoroughness.

51. The superintendent is expected ordinarily to reside in the school buildings.

52. The superintendent coöperating with the physician and matron must see that all cases of infectious and contagious diseases are isolated, and that toilet articles used by pupils having inflamed eyes, skin diseases, or other such disorders, are not used by other pupils.*

53. The superintendent must use all means in his power to retain pupils in continuous attendance at school during the entire year, except when the school is closed for vacation. Visits of pupils to their homes must be as brief and infrequent as possible, and should be discouraged as far as practicable.

54. The superintendent shall keep on file in the school in a bound volume a permanent record and history of each pupil enrolled, giving date of entering school, name, sex, age, height, weight, general physical condition, residence, names of parents and of tribe to which the family belongs, and previous schooling.

Permanent record of each pupil must be kept. At the end of each school year after enrollment, there should be added an entry as to the moral and intellectual standing and progress of the pupil, and finally the date and reason of separation from the school, whether by removal, death, transfer, graduation, dismissal, truancy, or other cause.

55. At the end of the first quarter of each year, the superintendent shall furnish to the agent a transcript of the new pupils in his school, showing name, sex, age, tribe, residence, date of entering school, with any remarks found necessary, and at the end of each subsequent quarter furnish a descriptive list of changes during that quarter.

Furnish agent list of pupils.

* Special care should be taken to isolate cases of pulmonary tuberculosis, providing antiseptic cuspidors, and using every precaution to prevent the disease from communicating itself to others through sputa or the breathing of infected air.

56. Names by which the pupils have previously been known should be retained so far as practicable. If an English name is given to the pupil, the Indian name of the father ^{Retain Indian names.} should be retained as a surname, as per office circular of March 19, 1890.*

57. In cases not covered by these rules the superintendent is expected to use his discretion and judgment, and he may adopt for the administration of the minor affairs ^{Special code of rules may be made.} of the school a special code of rules not inconsistent with those herein.

* DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
Washington, D. C., March 19, 1890.

To Indian Agents and Superintendents of Schools:

As allotment work progresses it appears that some care must be exercised in regard to preserving among Indians family names. When Indians become citizens of the United States, under the allotment act, the inheritance of property will be governed by the laws of the respective States, and it will cause needless confusion and doubtless considerable ultimate loss to the Indians if no attempt is made to have the different members of the family known by the same family name on the records and by general reputation. Among other customs of the white people it is becoming important that Indians adopt that in regard to names.

There seems, however, no good reason for continuing a custom which has prevailed to a considerable extent of substituting English for Indian names, especially when different members of the same family are named with no regard to the family surname. Doubtless, in many cases, the Indian name is difficult to pronounce and to remember; but in many other cases the Indian word is as short and euphonious as the English word that is substituted, while, other things being equal, the fact that it is an Indian name makes it a better one.

For convenience, an English "Christian name" may be given and the Indian name be retained as a surname. If the Indian name is unusually long and difficult, it may perhaps be arbitrarily shortened.

The practice of calling Indians by the English translation of their Indian names also seems to me unadvisable. The names thus obtained are usually awkward and uncouth, and such as the children when they grow older will dislike to retain.

In any event the habit of adopting sobriquets given to Indians, such as "Tobacco," "Mogul," "Tom," "Pete," etc., by which they become generally known, is unfortunate, and should be discontinued. It degrades the Indian, and as he or his children gain in education and culture they will be annoyed by a designation which has been fastened upon them and of which they can not rid themselves without difficulty.

Hereafter in submitting to this office, for approval, names of Indian employes to be appointed as policemen, judges, teamsters, laborers, etc., all nicknames must be discarded and effort made to ascertain and adopt the actual names or such as should be permanent designations. The names decided upon must be made well known to the respective Indians and the importance of retaining such names must be fully explained to them. I am aware that this will involve some expenditure of time and trouble, but no more than will be warranted by the importance of the matter in the near future.

Of course sudden change can not be made in Indian nomenclature; but if agents and school superintendents will systematically endeavor, so far as practicable, to have children and wives known by the names of the fathers and husbands, very great improvement in this respect will be brought about within a few years.

Respectfully,

T. J. MORGAN,
Commissioner.

58. The superintendent shall keep the Indian office advised through the agent of all prospective changes in the employé force of the school, whether in the classified or unclassified service, and shall give as early notice as practicable of expected vacancies so as to have them filled in season through the Civil Service Commission, or otherwise.

Notify Indian Office of vacancies.

59. He shall recommend suitable persons to fill vacancies in positions not under the classified service, and shall also recommend the discontinuance of the services of employés, as the good of the service may seem to require, giving specifically in each case the reason for the recommendation. (See paragraphs 40 and 134 to 141.)

Shall recommend persons to fill vacancies in unclassified service, also dismissals.

60. The superintendent shall submit to the Indian Office, through the agent, at the close of each school year, a report giving a full history for the year of the school and of each of its departments. He may require that written reports be made to him at the close of the year by the employés.

Annual report.

61. The superintendent shall forward all his official communications to the Indian Office through the agent, otherwise the office may be expected to ignore their contents.* He shall also forward to the Indian Office through the agent, any communications addressed to the Commissioner of Indian Affairs by an employé of the school. Employés sending communications direct to the Indian Office, may expect to have their contents ignored; but if they do send them direct, specific reasons for doing so should be stated. (See paragraph 35.)

Official communications with Indian Office through agent.

62. The superintendent is especially advised that union of purpose and effort is essential to the efficiency of his school, and he should therefore strive to coöperate heartily with the agent, upon whose support much of his success must depend.

Superintendent must work in harmony with agent.

63. The superintendent of a bonded school on a reservation, though independent of the agent, so far as school management and the duties defined in his bond are concerned, should seek his advice and coöperation. Since the success of the school must depend largely upon cordial coöperation with the agent, harmonious relations between him and the superintendent should be maintained. (See paragraphs 18 and 36.)

Relations between superintendent of bonded school and agent.

Clerk.

64. The clerk of a school, if there be one, shall perform such clerical duties as may be required, and will act as teacher or industrial teacher, or in such other capacity as the superintendent may direct.

Duties of clerk.

* Should the superintendent have reason to believe that his communications will not be forwarded by the agent, he may send a duplicate to the Indian Office, stating his reasons for so doing.

Physician.

65. While responsible to the superintendent and under his orders, the school physician shall have charge of all sanitary matters connected with the school. Duties of physician.

66. If there is a school hospital, it shall be under his immediate supervision, and he shall prescribe its general regime, give instructions in particular cases, and decide upon the admission and dismissal of patients. The employes of the school hospital shall be under his immediate direction, though their duties shall be assigned them by the superintendent. School hospital.

67. He shall thoroughly examine pupils proposed for transfer to another school (*see* paragraph 11); and when requested to do so, he shall examine Indian children previous to their being admitted to reservation schools to ascertain whether they have any form of incurable, infectious, or inoculative disease that might affect other pupils, or be seriously aggravated by the confinement incident to school work. (*See* paragraph 21.) Examines pupils.

68. He shall make to the Indian Office, through the superintendent, a monthly and an annual report of the sanitary condition of the school, and shall keep a permanent record of all cases treated. Reports.

69. In addition to his professional duties he shall give the pupils simple, appropriate talks, at least as often as once a week, on the elementary principles of physiology and hygiene, explaining particularly the necessity for proper habits in eating and drinking, cleanliness, ventilation, and other hygienic conditions; the derangements resulting from the use of alcohol and tobacco; the correct manner of treating emergency cases, such as hemorrhage, fainting, drowning, sunstroke, etc. Shall instruct classes in physiology and hygiene. Classes of the most advanced and intelligent pupils should be instructed in regard to nursing and care of the sick, administering medicines, preparing food for invalids, and other such matters. (*See* paragraph 89.)

70. In the absence of a school physician, these duties will devolve upon the agency physician so far as practicable. Talks as above outlined need not be given by him oftener than once a month. He shall be subject to the orders of the agent, but in all cases shall be ready to comply so far as possible with the wishes and suggestions of the superintendent. If an agency physician fails to give proper attention to the school hospital, or the medical or sanitary needs of the school, a statement of the case should be presented by the superintendent to the agent, and if the circumstances seem to demand it, the superintendent may refer the case to this office. Agency physician.

Teacher.

71. The principal teacher, under directions from the superintendent, shall have charge of the school-room exercises. He shall arrange

classes, define hours of study and recitation, supervise the literary work, teach classes as the superintendent may direct, and perform the duties of any teacher who may be temporarily absent. He shall assign to each teacher his specific duties.

72. The duties of each teacher shall be those assigned by the superintendent or principal teacher. Where there is but one teacher, he shall be secretary of the school, and shall keep the school register. Any teacher may be required by the superintendent to assist in clerical or other work incident to the school.

Matron.

73. The matron, subject to the superintendent, shall be responsible for the management of all the domestic affairs of the school. She shall have oversight of the dormitories; see that the beds are properly cared for; that the toilet of the girls is carefully made each morning; that the clothing of both boys and girls is kept in proper condition; and also shall have general charge of the kitchen and dining room. She shall see that work in the kitchen, laundry, dining room, and dairy is performed by the girls of the school, regularly detailed by her for that purpose. She is expected ordinarily to reside in the girls' building. When there are one or more additional matrons, she shall assign to each her duties. (See paragraph 89.)

74. When in addition to a matron a school has a "boys' matron," she shall, under direction of the chief matron, have charge of the boys' dormitory, see that that building is kept in order, and that the work therein is properly performed; that the toilet of the boys is carefully made each morning, and that their clothing is kept in good order. She will also assist as may be required in the duties of the chief matron of the school. She shall ordinarily reside in the boys' building.

Industrial Teacher.

75. The industrial teacher, under direction of the superintendent, shall attend to all the outside manual labor connected with the school, cultivating thoroughly the school farm and garden, caring for the stock belonging to the school, keeping a supply of fuel on hand, making repairs on buildings, and seeing that the school property and grounds are kept in good order. All such work must be done, with his assistance and supervision, by the boys of the school, regularly detailed for that purpose. He shall perform such other duties as may be required of him by the superintendent.

Cook.

76. The cook, with the assistance of the pupils, who must be regularly detailed for that purpose, shall prepare all food required for the school, including such as may be needed by the sick, attend to the setting of the tables, washing of dishes, and cleaning of the lamps each day; see that everything in the kitchen and dining room is kept in proper order, and that the kitchen and dining room are locked at night, and shall be responsible to the superintendent for all articles in her department.

*Duties of cook.***Seamstress.**

77. The seamstress, with the assistance of the girls, must perform all kinds of sewing required for the school, including mending, and must teach the girls to make and mend both their own clothing and that of the boys.

*Duties of seamstress.***Laundress.**

78. The laundress, with the assistance of pupils, must do all the washing and ironing required for the school. Laundering for employés may be done in the school, if they desire it, and if such work will not interfere with the proper discharge of her duties by the laundress, nor necessitate the employment of an assistant laundress; but if such laundering is done the employés must pay for the same—the pay to be given to the pupils and the laundress who perform the work, upon an agreed basis approved by the superintendent.

*Duties of laundress.***Other Employés.**

79. Mechanics and all other employés not above named shall be assigned their duties by the superintendent, and to the duties usually appertaining to their positions the superintendent may add any other duty which the good of the school may require.

Duties of other employés.

80. Some employé must be required by the superintendent, in addition to regular duties, to see that the boys retire properly; that their clothing and persons are suitably cared for; that they are regularly bathed; that their toilet is neatly made in the morning; and that they are prompt at meals and details; also to keep a correct record of absences. If there is a boys' matron, such duties will devolve upon her. Some one must also be designated by the superintendent to have charge of the ringing of the bells, and keeping time for the school.

Other duties to be assigned to some employé.

81. Indians should be employed in preference to whites in positions which they are competent to fill. Every school should have one or more Indians among its employés.

*Indian employés.***GENERAL RULES.**

82. Employés are expected to reside in the school buildings when quarters are provided for them there; otherwise, as near to the buildings as practicable; and must keep their rooms in order at all times.

Employés must reside in or near school buildings.

83. Employés are not allowed to have pupils in their rooms except by permission of the superintendent for specified reason.

Pupils not allowed
in rooms of employés.

84. Pupils must not be required to act as servants of the superintendent or employés. If a pupil, however, desires to render personal service, an arrangement to that end may be made under the sanction of the superintendent, provided that suitable remuneration definitely agreed upon beforehand be given the pupils, and provided further that the rendering of such service will not be detrimental to the progress of the pupil in school work.

Pupils not to act as
servants of employés.

85. No person, other than an attaché of the school, shall be allowed in any school building later than 9.30 p. m., except by special permission of the superintendent.

Persons not allow-
ed in building after
9.30 p. m.

86. A retiring bell rung at a regular hour shall be the signal for quiet in all dormitories and adjacent rooms.

Retiring bell.

87. Every night, at irregular periods, some person or persons duly assigned to such duty must "make the rounds," visiting every portion of the school buildings and premises, to guard against fire, prevent intrusion of unauthorized persons, and detect any improper conduct on the part of pupils or others.

Night guard.

88. Social dancing, card playing, gambling, profanity, and smoking or chewing of tobacco are strictly prohibited in the school buildings and on the premises. Pupils are forbidden to carry concealed weapons.

Things prohibited.

89. Pupils must receive instruction and advice on the subject of personal purity. As occasion may require, the physician will meet the boys by themselves for this purpose, and the matron will meet the girls by themselves for the same purpose.

Instruction on per-
sonal purity.

90. The Sabbath must be properly observed. There shall be a Sabbath school or some other suitable service every Sunday, which pupils shall be required to attend. The superintendent may require employés to attend and participate in all the above exercises; but any employé declining as a matter of conscience (and filing a written statement to that effect, to be forwarded to the Indian Office), may be excused from attending and participating in any or all religious exercises.

Observance of Sab-
bath.

91. Schoolroom exercises should occupy five hours of each day, and each pupil should average not less than three hours' work in the school room daily.

Schoolroom hours.

92. Every school should be carefully graded, and pupils should be classified according to their capacity and scholarship, and be pro-

moted from grade to grade under such rules as may be prescribed by the superintendent. At the close of each term pupils should be examined in all the studies pursued during the term, and promotions should be made on the basis of these examinations. Examinations may be oral or written or both combined. Pupils who have completed the school course should be reported to the district supervisor for promotion to a school of higher grade.*

Grading examination and promotion.

93. All instruction must be in the English language. Pupils must be compelled to converse with each other in English, and should be properly rebuked or punished for persistent violation of this rule. Every effort should be made to encourage them to abandon their tribal languages. To facilitate this work it is essential that all school employes be able to speak English fluently, and that they speak English exclusively to the pupils, and also to each other in the presence of pupils.

English language.

94. Instruction in music must be given at all schools. Singing should be a part of the exercises of each school session, and wherever practicable instruction in instrumental music should be given.

Instruction in music.

95. There shall be a general assembling of all pupils and teachers once each day for appropriate exercises.

Daily general assembling.

96. Pupils shall be gathered together each evening for reading, study, singing, or other exercises, at the close of which they shall retire in an orderly manner to their dormitories. Teachers shall assist the superintendent in these exercises as he shall direct.

Evening exercises.

97. The employments for Saturday shall be arranged by the superintendent and matron to the best advantage of the school.

Employments for Saturday.

98. The school buildings should be furnished throughout with plain, inexpensive, but substantial furniture. Dormitories or lavatories should be so supplied with necessary toilet articles, such as soap, towels, mirrors, combs, hair, shoe, nail, and tooth brushes, and wisp brooms, as to enable pupils to form exact habits of personal neatness.

Furnishing.

99. Rooms occupied by employes may be furnished with window shades, bedstead, mattress, bedding (except sheets and pillow-cases), bureau and mirror, washstand, chairs, and table, and something in the way of a closet or wardrobe, and may be lighted and heated in the same way that the

Furnishing of employes' rooms.

* It is the ultimate purpose of the Indian Office to fill training schools with pupils who have completed the preparatory course in a reservation school; but for some time yet it will probably be necessary to transfer pupils from reservation to non-reservation schools before they shall have finished the reservation school course.

rest of the building is lighted and heated. If the superintendent or any employé is provided with a dwelling for his private use separate from the main school buildings, the dwelling may have the allowance of furniture named above for one room, and a cook stove, and other necessary appliances for heating the several rooms; but the fuel and light will be at his own expense.

100. Each school should have one sitting room for the use of employés in which to receive calls and enjoy social intercourse. It will be furnished by the Government with plain furniture, curtains, and carpet, and it is expected that the employés will interest themselves to furnish the little decorations and comforts which will make the room attractive and home like.

101. Good and healthful provisions must be supplied in abundance, and they must be well cooked and properly placed on the table. A regular bill of fare for each day of the week should be prepared and followed. Meals must be served regularly and neatly. Pains should be taken, not only to have the food healthful and the table attractive, but to have the bill of fare varied. The school farm and dairy should furnish an ample supply of vegetables, fruits, milk, butter, cottage cheese, curds, eggs, and poultry. Coffee and tea should be furnished sparingly; milk is preferable to either, and children can be taught to use it.

102. The subsistence supplies allowed Indian schools shall be as follows for 100 rations :

School ration.	Flour or corn meal.....	110 pounds.
	Beef (net)	110 pounds.
	Or 90 pounds beef and 10 pounds bacon or pork.	
	Coffee	3½ pounds.
	Or, in lieu of coffee, tea	1½ pounds.
	Sugar	10 pounds.
	Beans, rice, or hominy	10 pounds.
	Dried fruit	10 pounds.
	Sirup or molasses	1 gallon.
	Vinegar	1 quart.
	Salt	4 pounds.
	Pepper	4 ounces.
	Soap	7 pounds.
	Baking powder	1 pound.

Milk, butter, eggs, garden vegetables, etc., produced on the school farms, may be used in addition to the above. Where vegetables cannot be raised they may be purchased under authority of the Indian Office.

103. If the amounts and kinds of material in the above ration are properly used, and supplemented as above noted with vegetables and other supplies raised by the school, the pupils will have an ample, nutritious, and agreeable bill of fare. If, however, it shall seem advisable to add to the variety without additional expense by reducing the beef, for instance, and substituting

mutton or fish or additional quantities of rice, oatmeal, cornmeal, fruit, etc., it may be done on the recommendation of the superintendent. But no change in the ration involving additional expense must be made without the previous approval of the Indian Office.

104. The superintendent will make requisition (Form 5-315) upon the agent for the quantities of articles required each week, and when the articles are delivered will receipt for the same upon the requisition.

Requisition for rations.

105. Requisition must be made and rations furnished only for such pupils as actually attend school and for only such time as they are actually in attendance.

Rations to be issued only for pupils actually in attendance.

106. Pupils must be required to attend meals promptly after proper attention to toilet, and at least one employé must be in the dining room during each meal to supervise the table manners of the pupils and to see that all leave the table at the same time and in good order.

Table manners.

107. The superintendent will establish one common mess for all the employés of the school and may prescribe rules governing the same. Their meals may be prepared by the school cook, if such work will not interfere with the proper discharge of her regular duties or necessitate the employment of an assistant cook; but she shall receive from the members of the mess a fair allowance for the extra duty imposed upon her, such allowance to be divided among them pro rata; or they may hire a cook who is not a school employé. The matron, under the direction of the superintendent, may have immediate charge of the employés' mess.

Common mess for employés.

108. The school mess may purchase, from supplies bought for the Indians, such articles of subsistence as may be needed, at cost price with transportation added. It may also use vegetables, milk, fruit, eggs, etc., produced on the school farm, provided only that such articles are paid for at current market rates.

Purchase of supplies by employés' mess.

Payment for articles so purchased will be made to the agent, to be accounted for by him as "Miscellaneous receipts, Classes 2 or 4," as the case may be. If the school is in charge of a bonded superintendent, of course the superintendent will include such payments in his accounts.

109. So far as practicable, a uniform style of clothing for the school should be adopted. Two plain, substantial suits, with extra pair of trousers for each boy, and three neat, well-made dresses for each girl, if kept mended, ought to suffice for week-day wear for one year.

Clothing.

For Sunday wear each pupil should be furnished a better suit. The pupils should also be supplied with underwear adapted to the climate, with night clothes, and with handkerchiefs, and, if the climate requires it, with overcoats, or cloaks and overshoes.

110. The buildings, outhouses, fences, and walks should at all times be kept in thorough repair and in good order. Where practicable, the grounds should be ornamented with trees, shrubs, grass, and flowers.

111. There should be a flagstaff at every school, and in suitable weather the American flag should be hoisted in the morning and lowered at sunset daily.

112. Special hours should be allotted for recreation. Provision should be made for outdoor sports and the pupils should be encouraged in daily healthful exercise under the eye of a school employé; simple games should also be devised for indoor amusement. They should be taught the ordinary sports and games, such as ball, hopscotch, croquet, swinging, marbles, tops, bean bags, dominoes, checkers, logomachy and other word and letter games, the use of dissected maps, etc. The girls should be instructed in simple fancy work, knitting, netting, crocheting, different kinds of embroidery, etc.

113. Separate playgrounds, as well as sitting rooms, must be assigned the boys and the girls. In play, and in work as far as possible, and except in the school room and at meals, they must be kept entirely apart. It should be so arranged, however, that at stated times, under suitable supervision, they may enjoy each other's society; and such occasions should be used to teach them to show each other due respect and consideration, to behave without restraint, but without familiarity, and to acquire habits of politeness, refinement, and self-possession.

114. New Year's Day, Franchise Day (February 8), Washington's Birthday (February 22), Arbor Day, Decoration Day (May 30), Fourth of July, Thanksgiving Day, and Christmas, are to be appropriately observed as holidays.

115. Corporal punishment must be resorted to only in cases of grave violations of rules, and in no instance shall any person inflict it except under the direction of the superintendent, to whom all serious questions of discipline must be referred.* Employés may correct pupils for slight misbehavior.

116. Any pupil 12 years of age or over, guilty of persistently using profane or obscene language, lewd conduct, stubborn insubordination, lying, fighting, wanton destruction of property, theft, or similar misbehavior, may be punished by the superintendent either by inflicting corporal punishment

*In some of the more advanced schools it will be practicable and advisable to have material offenses arbitrated by a school court composed of the advanced students, with school employés added to such court in very aggravated cases. After due investigation, the guilt shall be determined and the punishment fixed by the court; the superintendent may modify or remit but may not increase the sentence, and his approval shall be necessary before punishment is inflicted.

or imprisonment in the guardhouse; but in no case shall any unusual or cruel or degrading punishment be permitted.

117. In extreme cases where pupils appear to be incorrigible and their continued presence in the school will be of doubtful benefit to themselves and a positive injury to others, they may be expelled from the school. In all such cases the superintendent must report the facts at once to the Indian Office, giving the name, age, sex, tribe, and residence of the expelled pupil, the nature of the offense or offenses committed, and the general character of the pupil. A duplicate of the report should be sent to the agent of the tribe to which the pupil belongs. Such pupil must not thereafter be admitted to any school without the special permission of the Commissioner of Indian Affairs.

Expulsion of pupils.

118. Where practicable, such incorrigible pupils should be sent to reform schools or other suitable institutions. This is now done in Pennsylvania, and doubtless can be done in other states. Thus the reformation of Indian youth will be provided for without the establishment for their benefit of special reformatory institutions.

Sending pupils to reform schools.

119. Special precautions must be taken against fire. Buildings and grounds must be examined daily and especially late in the evening and every place noticed where fire is likely to originate from stoves, furnaces, lamps, or other sources. Pails or other vessels filled with water must be kept in some accessible place. Fire escapes must be sufficient and easily accessible. So far as practicable, the school should be provided with ample facilities for the extinguishment of fires—water tanks, hose, pumps, and in some cases special apparatus for such purpose.

Precautions against fire.

120. Schools located in towns and cities where there are organized fire departments should be in such connection with them as to be able to command their services at a moment's notice. The superintendent should consult with the city or town authorities, and have a distinct understanding regarding the matter.

Connection with town fire departments.

121. Fire drills, in which the pupils shall be accustomed at a moment's warning to take their places and pass out of the building in an orderly and quiet manner, should be frequent. The reason for doing this should be fully explained to them, so that in case of a fire the rooms may be vacated speedily without panic or confusion.

Fire drills.

122. Where there is a sufficient number of large boys, it would be well to organize a fire company and have stated drills, not only as a precautionary measure for safety, but also for the beneficial effects of the drill as a matter of education and discipline.

Fire companies.

INDUSTRIAL WORK.

123. A regular and efficient system of industrial training must be a part of the work of each school. The matron, industrial teacher, Regular system of industrial training. cook, seamstress, laundress and all other school employés shall be selected and retained in their several positions, not merely by reason of their skill in performing their special duties, but particularly by reason of their aptness to control and instruct those under their charge.

124. At least half of the time given to the instruction of each boy and girl should be devoted to manual labor, the work to be of such character that they may be able to apply the knowledge and experience gained in the locality where they may be expected to reside after leaving school. In pushing forward the schoolroom training of these boys and girls, teachers, and especially superintendents, must not lose sight of the great necessity that their charges be fitted for the every-day life of their after years. Half of each pupil's time for industrial training.

125. A farm and garden, if practicable an orchard also, must be connected with each school, and especial attention Farm, garden, and orchard. must be given to instruction in farming, gardening, dairying, and fruit growing.

126. Every school should have horses, cattle, swine, and poultry, and when practicable, sheep and bees, which the pupils should be taught to care for properly. The boys should look after the stock and milk the cows, and the girls should care for the poultry and the milk. In some cases, it will be practicable for the school to grow its own beef, and thus train the boys in stock raising, including grazing and herding. Stock, poultry, and bees.

127. The farm, garden, stock, dairy, kitchen, and shops should be so managed as to yield all that they are capable of producing, not only because Government resources should be as wisely and carefully utilized as private resources would be, but also because thrift and economy are among the most valuable lessons which can be taught Indians. Pupils should be taught to make the most of everything and to save whatever can be of use. Waste in any department must not be tolerated. At the same time it must not be forgotten that training of the pupils, not money making, is the prime object to be attained. Management to be thrifty and economical.

128. The blacksmith, wheelwright, carpenter, shoemaker, tailor, and harness-maker trades, being of the most general application, may be taught at a few of the larger schools, although the expense of such instruction and the necessary "plant" renders it impracticable to provide for them at all schools. Trades to be taught. Where such mechanics are not provided for the schools, pupils should so far as practicable receive instruction from the agency mechanics.

129. The girls must be systematically trained in every branch of housekeeping and in dairy work; be taught to cut, make, and mend garments for both men and women; and also be taught to nurse and care for the sick. They must be regularly detailed to assist the cook in preparing the food, the seamstress in sewing and mending, and the laundress in washing and ironing. Cooking classes should also be formed by which the girls may learn how to prepare meals required for a small family, and how to keep family expenses for food within economical limits.

Industrial training for girls.

Cooking classes.

130. Special effort must be made to instruct youth of both sexes in the care of the tools, implements, and machines which they use. They must learn to keep them in order, protect them properly, and use them carefully.

Use and care of tools.

131. Pupils should become familiar with such work as they will probably have to do after leaving school. Neither girls nor boys must be compelled to perform duties unsuitable to their age, sex, or strength. Therefore, except when necessary, boys should not be assigned to ordinary domestic duties, though they can be very properly required to keep their own dormitories in perfect order. However, when the number of boys in a school greatly exceeds the number of girls, or where the girls are quite young, so that the domestic work of the school is too heavy for them, the boys should be detailed to assist in the heavier parts of the work.

Work to be suited to age and sex of pupils.

132. The work should be so arranged as not to be irksome or discouraging. The details for work should be so planned and announced that schoolroom and other duties will not clash, and that pupils will know their duties for each hour in the day. While each one should require skill in some special line, his work should be varied enough to give him an acquaintance with other branches. Every pupil should acquire habits of industry.

Work must be carefully planned.

APPOINTMENTS, REMOVALS, AND PROMOTIONS.

133. The positions of superintendent, assistant superintendent, physician, matron, and teacher are included in the classified service. Rules prepared by the Civil Service Commission in regard to appointments to these positions will be found on page 45 herewith.

Positions in classified service.

134. All appointments in the classified Indian service are regarded as permanent so long as the positions occupied are retained. All positions and salaries in the unclassified service expire June 30 of each year, and all appointments are made with this understanding. (See paragraph 40.) The office aims, however, to retain competent and satisfactory employes in both

Permanency of position.

the classified and unclassified service from year to year, if the positions in which they are employed are continued.

135. When an employé is transferred from one school to another,

Transfer of an employé at his own expense. it will be at his own expense.

136. The school employés in the unclassified service may be nomi-

Nomination of employés in unclassified service. nated by the agent on the recommendation of the superintendent, though the Indian Office reserves the right to select them. (See paragraphs 40 and 59.) In transmitting nominations the agent must forward at the same time a written recommendation of the superintendent, evidences of the qualifications of proposed employés, their formal applications upon blanks 5-074 and 5-075, provided for the purpose by this office, and information as to whether the persons nominated are or are not related by blood or marriage to the agent or superintendent, or to any other person in the Indian service, and if related, the nature of the relationship. Ordinarily it is not desirable that more than two members of the same family shall be employed at one agency.

137. In making selections of such employés care must be taken to secure persons having proper qualifications, good moral character,

Qualifications of employés. special fitness for the duties to be performed, and ability to speak the English language fluently and correctly. Personal and political considerations should not enter into the question.

138. All persons in the Indian school service are engaged with the distinct understanding that character, merit, efficiency, health, and special qualifications for the work required, are the only considerations upon which they can hope to be retained. Removals will be made for cause, such as immorality, incompetency, indolence, flagrant infirmities of temper, and neglect of or refusal to perform duty, and also for manifest physical disability. This

Causes of removal. applies to positions within as well as to positions without the classified service. An adverse report of any officer of the department to whom the Indian Office has a right to look for information regarding the conduct of the schools will ordinarily be deemed sufficient cause for suspension or removal of any school employé. But the office will carefully weigh any charges made against employés and take action only after due deliberation.

139. While no test of religious faith or affiliations shall be applied in the appointment of persons in the Indian school service or in their removal therefrom, yet every employé is required to have a decent respect for religion and to be of good moral character. In

No test of religious faith applied. High moral character indispensable. addition to recognized efficiency and general usefulness, a character which Indian children can imitate to advantage is also essential. Profanity, obscenity, indifference to moral restraints, insubordination, and infirmities of

temper can not be tolerated. Men and women in the Indian school service are expected to be models of our Christian civilization, and if guilty of conduct which shocks the moral sense of a civilized community they will be summarily discharged. Gossiping should be avoided.

140. When an agent is of the opinion that the superintendent or any other school employé is not a fit person for the place he holds, or is not adapted to perform its duties, the agent must make written report of the fact to the Commissioner, stating specifically his reasons for his opinion. And when the superintendent of any Government school is of the opinion that any employé thereof is not efficient, or is not adapted to the work required of him, it shall be his duty to report the fact in writing to the agent, stating specifically his reasons for the opinion. The agent must forward this report to the Commissioner, with such recommendations in relation thereto as he may deem it his duty to make.

Reports relating to
unfitness of an em-
ployé.

141. The agent shall not suspend a superintendent or other school employé without authority first obtained from the Commissioner, except when the moral welfare or the discipline of the school imperatively demands summary action, in which case he may make such suspension and select a competent person to perform the duties temporarily, reporting immediately to the Commissioner full and specific reasons for the action taken.

Agent must obtain
authority for suspen-
sion, except in cer-
tain cases.

142. So far as practicable, the office desires to promote to higher grades employés who have manifested special aptitude for other work or who have distinguished themselves by devotion to duty. But no promotion can be made to a position in the classified service from a position outside the classified service except through examination and certification of the Civil Service Commission.

Promotion of em-
ployés.

143. Finally, employés at Government boarding schools must understand when they accept appointment that the conditions of life in an Indian boarding school differ from ordinary school or home life; that the work will be difficult, and confining, with little opportunity for recreation or social pleasure; that long hours of service are required, and that in the nature of things every employé must be willing to work night or day if special emergencies arise; that the duties of an employé do not end arbitrarily at a given hour, but may be continued indefinitely. It must also be understood by any one entering this service that additional duties, or duties entirely different from those usually attaching to the position to which he or she is regularly assigned, may be required. There is no room for shirks or unwilling workers, busybodies, mischief makers, or "ne'er do wells;"

Hardship to be ex-
pected.

and the man or woman who is too fastidious to assist in making a camp Indian child or youth tidy in appearance; too indifferent to participate in the general exercises of the school; too obstinate to yield to the judgment of those charged with directing the school work, should not enter it; for efficiency and success can come only to those who are interested in the education of the Indian, physically able for the arduous duties to be performed, and, above all else, willing to do whatever is necessary for the good of all concerned. An Indian school is not a good place for a large family of children or other dependents. No person should offer himself for a position in this service who is encumbered with the care of children or invalids, or is in any way hampered in giving to the Government full time and best service.

DAY SCHOOLS.

144. The day schools on each reservation are under the immediate control of the agent. He is required to visit each school at least once in two months, and more frequently if practicable. He shall see that proper school furniture and appliances, and an abundance of fuel and good water are provided, and contribute in every way possible to the efficiency of the schools. He will report from time to

Day schools under supervision of agent.

time with regard to the character of the work done at each school, and the efficiency of each teacher. He will spare no reasonable efforts to keep the schools filled with pupils, and strive to unite teachers, agency employes, and parents in a common interest in their welfare.

145. Each teacher will be expected to classify pupils, so far as practicable, according to the prescribed course of study.

Classification of pupils.

146. Each teacher must prepare and follow a regular program of exercises, interspersing study and recitations with singing, calisthenics, and intermissions.

Program of exercises.

147. The school shall open with appropriate exercises each day. As most day-school work will be of a primary grade, instructions will be given by slate, blackboard, and chart exercises, object lessons and picture talks in English more than by the use of text-books. The teacher is expected to stimulate and encourage pupils, and must therefore give to the school intelligent, earnest attention, and use skill and ingenuity in adapting usual methods to the instruction of children who must acquire the language in which they are taught.

Methods of instruction.

148. A session of a day school is five and one-half hours exclusive of intermissions. A session begins at 9 o'clock and continues until 4 p. m., unless otherwise authorized, with two intermissions of fifteen minutes each, and one of one hour. Sessions

The session.

must be held on each day of the week, Saturdays, Sundays, and legal holidays excepted.

149. Corporal punishment is allowed only in cases of gravest misconduct, and must never be inflicted by one pupil upon another at the instance or request of the teacher. Of course punishment should be inflicted without any feeling of resentment on the part of the teacher. If practicable, it should ^{Punishments,} not be given on the same day in which the offense occurs, nor in the presence of other pupils, and the pupil should be made to understand the reason for his punishment and the gravity of the offense which necessitates it.

150. Schoolrooms are under the control of the teacher, who is authorized to detail pupils to care for the same, but the agent is responsible for the buildings and public ^{Care of school room.} property therein.

151. If there be an assistant teacher, the assistant shall have supervision of this part of the school work, and shall perform such other school duties as may be assigned by ^{Assistant teacher.} the teacher. The assistant teacher shall not be required to perform personal service for the teacher.

152. So far as practicable a man and wife shall be employed as teacher and assistant teacher, and where they are so employed they shall arrange the schoolroom work so as to combine industrial training with the study of books, the man ^{To combine industrial training with study of books.} teaching industries to the boys and the woman to the girls, the object being to fit each sex for the duties likely to be incumbent upon them in after life. Even where there is but one teacher some industrial training is possible and should be included in the course of instruction.

153. The day-school teacher is expected to be exemplary in conduct and character, and if otherwise can not be continued in service. Being frequently the only white person ^{Teacher's conduct must be exemplary.} in an Indian camp, utmost care must be taken to have the example and influence of the teacher such as will be elevating and ennobling to the surrounding Indian community.

154. All the preceding rules relating to boarding schools, the conduct of school employes, their appointment and removal, and their relations to the agent, shall, so far ^{Boarding school regulations to apply also.} as applicable, be in force at day schools.

VACATIONS AND LEAVES OF ABSENCE.

BOARDING SCHOOLS.

155. During the fiscal year the school shall be in session during four terms of ten *full* weeks each, ordinarily beginning the first week of September and ending the last week in June. Schoolroom exercises

may be omitted during a recess of not exceeding ten days at Christmas and also in the spring, when "spring work," both inside and outside the house, demands special attention; also upon the public holidays noted in paragraph 114.

156. No other interruption of school work will be permitted except during the two months of the year allowed for vacation, which will ordinarily be July and August. In non-reservation schools pupils will be retained throughout the year, and the vacation will consist only of intermission of schoolroom exercises and some variation in the usual industrial routine. So far as practicable this practice should obtain among reservation schools, but when it is impracticable, they may be closed for vacation.

157. In some schools it will doubtless be better that the vacation occur at some other time than during July and August, for instance during sugar-making in the spring; or during the hop-picking season in the fall; or later than the first of July, so as to have pupils on hand just at the time when farm work is most important, and when the supply of vegetables, etc., for the school table will be most abundant. But no changes in the dates of opening or closing school, or in the dates or duration of vacation or recess, must be made without previous authority from this office. When request for any such change is made, the reasons for the recommendation must be fully stated.

158. No employé can claim leave of absence with pay as a matter of right, as there is no law regulating the matter. Such leaves are regulated by the Commissioner of Indian Affairs, under instructions from the Secretary of the Interior, according to the best interests of the service, and they are allowed only for good reasons, not as a matter of course.

159. Leaves of absence when granted are to be taken when the services of employés can be spared with least detriment to the interests of the school.

160. Leaves of absence, whether from sickness or other causes, during term time, will be granted upon authority of the Secretary of the Interior by the Commissioner of Indian Affairs only. Permission for such leave must, if possible, be obtained beforehand from the Indian Office, application therefor being made upon blank 5-024, and the request for leave must be accompanied by a full explanation of its necessity.

161. Leaves of absence during the months when the school is in vacation are authorized by the agent on the recommendation of the superintendent, such leaves not to exceed three days for each month of service, and not to exceed thirty days in any fiscal year. If, for instance, the employé entered upon duty October 1 and was in continuous service until June 30 following, his continuous service represents nine months, and consequently he

may be granted nine times three days' leave with pay, which is twenty-seven days' leave. Ten or more months' service would give thirty days' leave, the annual limit. The superintendent will so arrange leaves that the necessary work of the schools may be continued through the vacation.

162. In addition to the above amount of leave, teachers, upon application to the Indian Office, may be allowed necessary time, with pay, to be used in attendance upon summer schools, teachers' institutes, or educational conventions, provided they shall furnish to the superintendent, to be forwarded by him through the agent to the Indian Office, a certificate from the proper official showing the time they have actually been in attendance upon such sessions of the schools, institutions, or conventions, and the time necessarily consumed in going thither and returning.

Additional leave
to attend summer
schools.

163. All positions and salaries in the unclassified school service terminate absolutely June 30 each year. (See paragraph 134.) Should any position not be authorized for the ensuing fiscal year, the incumbent of such position is of course relieved from duty June 30, and has no claim against the Government for leave of absence or remuneration after that period.

No leave after position
is discontinued.

164. Leaves granted to employés in advance of the receipt of information as to what positions will be authorized during the next fiscal year must be granted with the explicit understanding that should the services of such employés terminate for any cause prior to the expiration of such leaves, the leaves would expire with the termination of service.

Termination of
service causes expiration
of leave.

165. All absence from duty on annual leave or on account of sickness, or for any other cause, with or without pay, must upon its expiration be reported to the Indian Office by the agent or bonded superintendent, giving the length of the absence and the dates of its beginning and ending.

All absences to be
reported.

DAY SCHOOLS.

166. The school year for day schools is ten months, and the salary allowed day-school teachers is for ten months' service or pro rata for any less period. No vacations with pay will be allowed.

No vacations with
pay allowed day-
school teachers.

167. Where schools are closed by order of the Indian Office or by reason of fire, flood, disease, or similar cause, for which the teacher is in no way responsible, questions of leaves may be presented to this office for consideration upon their merits.

Closing of school
by fire, flood, etc.

168.—COURSE OF STUDY.

Wherever it is practicable, there should be a year of kindergarten work for pupils from four to six years of age. Where it is not practicable to organize such a course, kindergarten methods should be used largely during the first year, and if desirable, during a portion of the second year.

The course of study is arranged with primary reference to the boarding schools, but so far as practicable, it should be followed in day schools.

At present, it is intended that the reservation schools shall confine themselves generally to the work of the first five years. Pupils having completed the course prescribed for these years should, whenever practicable, be transferred to the non-reservation school.

So soon as practicable, the work of non-reservation schools should be limited to the course of study as prescribed for the last five years. Where absolutely necessary, classes may be organized for the present in the studies prescribed for the earlier years of the course.

Wherever it can be done advantageously, classes should be organized in non-reservation schools for those pupils who have finished the prescribed course and desire to pursue their studies further.

Special pains should be taken to systematize in all its branches the work of industrial training with the view of rendering it more scientific and efficient.

The work in each study for the year should be divided by the superintendent into periods of ten weeks each and a record should be kept of the progress made during each period by each class.

FIRST YEAR.

ENGLISH LANGUAGE.—This will be the main study of the first year. By objects, pictures, pantomime, kindergarten helps, conversation exercises, games, etc., the names of objects and actions most familiar to the pupils must be acquired by them, and short conversations and phrases in daily use memorized, so that at the end of the year a sufficient vocabulary of nouns, verbs, and modifying words, will have been learned to enable them to understand and use English, and to express a large number of ideas, although the sentences may be crude.

READING AND WRITING.—With the spoken words, so far as practicable pupils must learn to associate printed and written words. This

can be done by reading charts, and by exercises on blackboards and slates, ingeniously devised and varied. Pupils should learn to write and read each word as a whole, and should so comprehend its meaning as to be able to use it intelligently. By these methods at the end of the year they should be able to read at sight and understandingly the first lessons of the first reader.

Painstaking drill in pronunciation of words and sounds of letters must be given. Such drill must be continued throughout the entire course. Concert exercises are important; but careful and judicious attention must also be given to pupils individually.

NUMBERS.—By objects and numeral frames, pupils should learn to count in English and read and write figures from 1 to 20, and be given simple oral lessons in mental addition and subtraction.

GENERAL EXERCISE.—Singing, calisthenics, marching and action songs, concert exercises, etc., must be introduced to relieve the routine from monotony and to afford opportunity for drill of various sorts. Teach points of the compass and days of the week. The Lord's Prayer should be memorized and repeated daily.

The first year is the hardest and will tax to the utmost the ingenuity, skill, and tact of the teacher. The pupils will be sensitive and diffident. Confidence must be inspired, criticism and ridicule avoided, and all efforts of the teacher must be patient, steady, and persistent.

SECOND YEAR.

ENGLISH LANGUAGE.—With the same use of objects, pictures, and conversations, blackboard and slate exercises as in the previous year, the vocabulary should be largely increased, and skill acquired in the use of verbs and in sentence making, so that the pupil may describe in English what he sees and hears, and make a beginning in letter writing. Every day must see some new words added to the pupil's vocabulary and some new forms of expression familiarized. Every exercise should be a language lesson. Pupils should not only acquire the habit of expressing themselves in complete sentences, but also of using some variety and discrimination in the choice of words. The thought must precede expression. Hence, in primary work especially, lessons to develop new ideas must come before lessons on word forms or idioms. The end of language teaching is correct and fluent expression. The means are development lessons in which the pupil gains new ideas to express, and drill lessons in which they will have occasion to use frequently the new word idiom taught. The oral expression should precede the written. In both careful arrangement should be emphasized. In written work the amount should be carefully guarded.

READING.—Chart reviewed. First Reader should be taken up, care being taken that the words and sentences are understood as well as

memorized. Every reading lesson should be made a lesson in the use of the English language.

ORTHOGRAPHY.—Easy words may be spelled orally, and on blackboard and slate.

FORM AND COLOR.—Systematic instruction should be given in form by the use of blocks, clay modeling, paper folding, etc.; also in color.

PENMANSHIP AND DRAWING.—Writing the letters of the alphabet separately as well as combined in words may be taught. Simple lessons in drawing will interest the pupil, cultivate the eye and hand, and give opportunity also for teaching English.

NUMBERS.—Counting in English to 100. Grube method of numbers from 1 to 20, with continued oral problems in addition and subtraction.

GEOGRAPHY.—Maps of schoolroom and premises and of localities with which the pupils are familiar may be drawn to a scale and all objects of interest located thereon.

GENERAL EXERCISES.—Singing, calisthenics, and concert and conversation exercises must receive attention, and by whatever method may be most practicable some simple instruction must be given in morals and manners. The Beatitudes, twenty-third Psalm and other Scripture memorized.

THIRD YEAR.

The first month should be devoted to reviewing the work of the two preceding years so as to recover thoroughly all ground lost in vacation.

ENGLISH LANGUAGE.—Sentence making; repeating simple stories about common things; memorizing sentences and short, easy dialogues, and selections from poetry and prose; drills in sounds of letters and in combining sounds; correction of habitual errors of pronunciation and construction. All lessons must be directed to the cultivation of facility of thought and fluency and correctness of expression of ideas in English.

READING.—Second Reader, with a supplemental reader of same grade, but different series, to increase the vocabulary and prevent parrot-like work.

ORTHOGRAPHY.—Spelling orally and on blackboards and slate the words of the reading lesson.

FORM AND COLOR.—Lessons on form and color continued.

PENMANSHIP AND DRAWING.—Special attention to the writing and to the use of capital letters. Drawing straight and curved lines and making geometrical figures.

NUMBERS.—Numbers by the Grube method to 50. Oral instruction in mental arithmetic. Simple original problems.

GEOGRAPHY.—Geography of the county and State or Territory, with map-drawing of the same.

GENERAL EXERCISES.—Singing, calisthenics, etc., as heretofore. Simple talks on morals and manners.

FOURTH YEAR.

A month devoted to review of the preceding course will prepare the pupils for formally taking up books; hitherto the instruction has been chiefly oral.

ENGLISH LANGUAGE.—Language primer begun. Telling and writing the stories of the readers, and every-day occurrences. Memorizing good selections. Sentence building. Drill in idiomatic expressions and the proper use of the different parts of speech.

READING.—Third Reader. Instructions in the use of capital letters and punctuation marks.

ORTHOGRAPHY.—Spelling and defining words from the Reader.

FORM AND COLOR.—Instruction continued.

PENMANSHIP AND DRAWING.—Special attention should be given to acquiring right positions and good habits of writing, legibility, accuracy, grace, and facility. Drawing geometrical figures.

ARITHMETIC.—A primary arithmetic may be placed in the hands of the pupils.

GEOGRAPHY.—A primary geography may be used, accompanied by easy map work and modeling in sand or clay.

GENERAL EXERCISES.—They should be in general as heretofore, but varied so as to meet the increased intelligence and capacity of the pupils. Simple talks on hygiene may be added to those on morals and manners. Interesting short stories may be read to the pupils by the teacher.

FIFTH YEAR.

READING.—Third Reader completed, with supplemental readers of same grade.

ORTHOGRAPHY.—First spelling book and spelling from reader. Words spelled, defined, and used in simple sentences.

ARITHMETIC.—Primary arithmetic completed, and oral lessons in written arithmetic, with constant drill in combinations of numbers. Counting to 1,000. Making change to \$5. Tables of dry measure and avoirdupois weight explained, illustrated, and memorized. Pupils should be taught to use the common weights and measures.

FORM AND COLOR.—Instruction continued.

PENMANSHIP AND DRAWING.—Special attention to capital letters and punctuation. Drawing geometrical figures.

LANGUAGE.—Sentence building; language primer continued. Telling and writing stories. Memorizing.

GEOGRAPHY.—Primary geography and easy map drawing, with sand and clay modeling. Use of globe. Form and motions of the earth explained.

OBSERVATION LESSONS.—Observation cultivated. The human body. Animals and plants. Nature study. The nature study suggested in the first grade should be continued in all the grades. In spring

note the thermometer, the melting of the snows, the forms of water, the first signs of vegetable life; plant seeds and arouse an interest in the coming of the birds, the leaves, and the flowers. In autumn study the fruits, note the changing and falling leaves, the coming of the cold. Watch changes in the shadows of the sun. Gather cocoons and study animal life in every way possible by direct observation.

GENERAL EXERCISES.—Calisthenics; music; singing the scale. Talks on morals and manners, with careful instruction as to how to behave. Ten Commandments memorized.

SIXTH YEAR.

READING.—Fourth Reader, with juvenile papers for supplemental reading.

ORTHOGRAPHY.—Constant drill in spelling, both orally and on slates, from reader and spelling book. Spelling names of groups of familiar objects.

ARITHMETIC.—Written arithmetic begun and pursued through multiplication, with persistent drill in combining numbers orally.

PENMANSHIP AND DRAWING.—Class should be doing fairly creditable work.

LANGUAGE.—Language lessons. Elements of English grammar taught in connection with language lessons. Simple essay writing.

GEOGRAPHY.—Geography of the State or Territory, and general information relative to its resources, occupations, topography, cities, and railways. Map of North America drawn.

OBSERVATION LESSONS.—Talks about physiology and hygiene. Object lessons illustrative of plant and animal life, peoples, ships, cities, and occupations. Instruction in buying, selling, and calculating values of articles. Samples of grains, fruits, etc., should be exhibited. Through the observation lessons the child should gain the habit of accurate observation and definite expression, as well as added knowledge and an intelligent interest in the world about him. These lessons are valuable, not merely for the facts and information acquired, but also as a means of forming right habits of attention, observation, and expression. The teaching should be so directed as to strengthen these habits in the pupils. The instruction should be oral, and should be made interesting and attractive to the children.

GENERAL EXERCISES.—General exercises as hitherto, with instructions on morals and manners. Also quotations of brief "memory gems," and Scripture.

SEVENTH YEAR.

READING.—Fourth Reader, with supplemental reading.

ORTHOGRAPHY.—Constant drill in spelling orally and on slates,

from reader and advanced spelling book. Special attention to sounds of letters and forming syllables.

ARITHMETIC.—Written arithmetic through decimal or common fractions, but not both, with much practice in mental arithmetic. All the tables of addition, subtraction, multiplication, and division memorized.

FORM AND COLOR.—Instruction continued.

PENMANSHIP AND DRAWING.—Ordinary forms used in letter writing. Practice drawing from copies and objects.

LANGUAGE.—Elements of English grammar taught by oral lessons in connection with language lessons. Letter writing encouraged; pupils writing letters to teacher.

GEOGRAPHY.—The United States. North America.

UNITED STATES HISTORY.—Simple stories by the teacher from United States history, pupils repeating same at next recitation in their own words.

PHYSIOLOGY AND HYGIENE.—Elementary lessons, including lessons illustrating effects of alcohol and narcotics upon the human system.

OBSERVATION LESSONS.—Oral lessons about plants, animals, places, people, and things.

GENERAL EXERCISES.—Morals and manners, calisthenics, music, etc.

EIGHTH YEAR.

READING.—The Fifth Reader.

ORTHOGRAPHY.—The Advanced Speller.

ARITHMETIC.—Written arithmetic, to include percentage, with review of entire book, and especial attention to practical application of principles.

PENMANSHIP.—Business letters, notes, receipts, etc.

DRAWING.—Individual advancement in this branch to be encouraged. Freehand drawing. Work with colored crayons.

LANGUAGE.—A primary work on grammar. Especial attention to habitual errors, and careful drill and encouragement in composition. Lessons mostly written.

GEOGRAPHY.—Geography of South America and Europe, with instructions in general upon the races, the countries, the climates, and the commerce of the world. Most common phenomena of earth. Map drawing: the State; the United States; the Two Americas.

UNITED STATES HISTORY.—Primary work in United States History.

PHYSIOLOGY AND HYGIENE.—Elementary.

CIVIL GOVERNMENT.—Simple oral lessons in civil government; meaning of terms town, village, county, state, etc.; elections, citizenship, etc.

OBSERVATION LESSONS.—Plants, animals, etc.

MUSIC.—Pupils should be able to read music from the staff.

GENERAL EXERCISES.—Music, calisthenics, morals and manners, throughout the year, treating pupils as young ladies and young gentlemen.

NINTH YEAR.

READING.—Fifth Reader. Supplementary reading, recitations, declamations.

ORTHOGRAPHY.—Use of dictionary.

MATHEMATICS.—Practical arithmetic completed. Drill in mental arithmetic. Oral instruction in the elements of algebra and geometry may be given where practicable.

BOOKKEEPING.—Simple instruction in keeping accounts.

LANGUAGE.—Grammar and composition. Debating societies.

GEOGRAPHY.—Physical.

HISTORY.—History of the United States. Study of the constitution.

PHYSIOLOGY.—Advanced.

The aim of this course of training is the development of the individual and his preparation for citizenship. Pains should be taken, (1) to insure a strong, healthy, active body, and its proper care; (2) to arouse all the faculties of the mind and to awaken a thirst for knowledge and a desire for improvement; (3) to form habits of regular, sustained, useful industry; (4) to inculcate moral principles and to arouse the conscience.

The highest efficiency of the school is tested by its results in moral character, and hence its highest duty is effective moral training. These facts are recognized by the present course of study, which makes provision for instruction in morals and manners to supplement the mental training furnished by the regular instruction and discipline of the schools. The course should include lessons on cleanliness and neatness, gentleness, politeness, kindness to others, kindness to animals, love for parents, benefactors, etc., respect and reverence, gratitude, obedience, truthfulness, purity, honesty, courage, honor, reputation, self-control, self-denial, confession of wrong, forgiveness, evil speaking, profanity, good habits, industry, temperance, frugality; also civil duties, including love of country, obedience to law, respect for civil rulers, fidelity to official trusts, nature and obligations of oaths, the ballot, and other duties involved in good citizenship. A part of this instruction should be given in connection with the opening exercises and a half hour each week should be devoted to a separate exercise. The general method pursued should be to present the lesson *in the concrete* by means of an appropriate story or incident, to call out the duty or truth thus presented by means of questions, to illustrate and enforce it by a fitting selection of poetry, and finally to set it in the memory in the form of an appropriate maxim. The special aim of this instruction is to give

pupils a clear knowledge of duty, to quicken their moral natures, and especially the conscience, and to lead them to the forming of right purposes.

There should be constant review of the preceding course with the special purpose of securely fixing in the child's memory and mental habits the results of the eight years' of study above outlined.

Having completed the course, the Indian boy or girl who has been in health, has ordinary vigor of mind, and has been properly taught, will be able to read, write, and converse in English; to solve any practical problem in written arithmetic, to and through percentage, to locate on the map all the principal rivers, lakes, bays, mountains, and cities of North and South America; to name all the continents; to point out upon the globe or a map of the world the homes of all the great races, and to describe their characteristics; to name the parts of speech and explain their more obvious relations to each other; to know something of physiology and hygiene; to read, understand, and enjoy a newspaper or book; will have acquired a good many facts relative to animal and plant life, and will know how to behave at home, on the street, at church, in the presence of the opposite sex, and in the homes of acquaintances and friends. In short, the training herein proposed is about equal to that obtained in six or seven years at public schools among whites, and fits the pupil either to make his own way alongside the white citizen or to take an advanced course in some other school.

LIST OF TEXT-BOOKS ADOPTED FOR USE IN INDIAN SCHOOLS.

FOR USE WHERE NEEDED.

KINDERGARTEN.—Milton Bradley Co.'s Kindergarten materials.

FIRST YEAR.

READING.—Appleton's Reading Charts. Illustrated Primer, Fuller. Teacher's language chart, Edwards & Hutchins.

NUMBERS.—Badlam's Aids to Number, first series (one set for use of teacher).

SECOND YEAR.

READING.—McGuffey's Eclectic First Reader, supplemented by Webb's New Word Method.

NUMBERS.—Badlam's Aids to Number, second series (one set for use of teacher).

GEOGRAPHY.—Topics in Geography, Nichols (one copy for use of teacher).

THIRD YEAR.

READING.—McGuffey's Eclectic Second Reader, supplemented by Book of Cats and Dogs, Johonnot.

NUMBERS.—Grube Method (one copy for use of teacher).

GEOGRAPHY.—Topics in Geography, Nichols (one copy for use of teacher).

FOURTH YEAR.

LANGUAGE.—Hyde's Practical Lessons in the use of English.

READING.—McGuffey's Eclectic Third Reader, supplemented by Friends in Feathers and Furs, Johonnot.

ARITHMETIC.—Numbers Illustrated, Rickoff.

GEOGRAPHY.—Barnes' Elementary Geography.

FIFTH YEAR.

METHODS.—De Graff's Schoolroom Guide (one copy for use of teacher).

READING.—McGuffey's Eclectic Third Reader, supplemented by Robinson Crusoe in words of one syllable, and Neighbors with Wings and Fins, Johonnot.

ORTHOGRAPHY.—McGuffey's Alternate Spelling Book.

ARITHMETIC.—Seaver and Walton's Mental Arithmetic.

LANGUAGE.—Hyde's Practical Lessons on the use of English.

GEOGRAPHY.—Barnes' Elementary Geography (finished).

MANUAL TRAINING.—Kilbon's Knife Work in Schoolroom. (Milton, Bradley & Co.) One copy for use of teacher.

OBSERVATION LESSONS.—Calkin's Primary Object Lessons (one copy for use of teacher.)

GENERAL EXERCISES.—Gow's Primer of Politeness (one copy for use of teacher).

SIXTH YEAR.

METHODS.—Prince's Courses and Methods (one copy for use of teacher).

READING.—McGuffey's Eclectic Fourth Reader, supplemented by Neighbors with Claws and Hoofs, Johonnot; Swiss Family Robinson, Harper's Young People, or Chatterbox, or Wide Awake.

ORTHOGRAPHY.—Sentence and Word Book, Johonnot.

ARITHMETIC.—Goff's Elementary Arithmetic.

LANGUAGE.—Tarbell's Lessons in Language, Book I.

GEOGRAPHY.—Barnes' Complete Geography, supplemented by Our World Reader, No. 1, Hall.

OBSERVATION LESSONS.—Hooker's Child's Book of Nature (one copy for use of teacher). White's Physiological Manikin.

GENERAL EXERCISES.—Gow's Good Morals and Gentle Manners (one copy for use of teacher).

SEVENTH YEAR.

READING.—McGuffey's Eclectic Fourth Reader, supplemented by Gray's How Plants Grow, and Grandfather's Stories, Johonnot.

ORTHOGRAPHY.—The Sentence and Word Book, Johonnot.

ARITHMETIC.—Goff's Elementary Arithmetic.

LANGUAGE.—Tarbell's Lessons in Language, Book I.

GEOGRAPHY.—Barnes' Complete Geography (finished), supplemented by Our World Reader, No. 2, Hall.

HISTORY.—Higginson's History of the United States (one copy for use of teacher).

PHYSIOLOGY AND HYGIENE.—The House I live In, Eclectic Series.

OBSERVATION LESSONS.—First Steps in Scientific Knowledge, Paul Bert (one copy for use of teacher).

EIGHTH YEAR.

METHODS.—Lectures on Teaching, Compayré (one copy for use of teacher).

READING.—McGuffey's Eclectic Fifth Reader, supplemented by American Classics, Swinton; and Stories of Other Lands, Johonnot.

ORTHOGRAPHY.—Swinton's Word Analysis.

ARITHMETIC.—Goff's Practical Arithmetic. The New Arithmetic, Seymour Eaton (one copy for use of teacher).

LANGUAGE.—Graded Lessons in English, Reed and Kellogg.

GEOGRAPHY.—Monteith's New Physical Geography.

HISTORY.—Scudder's Short History of the United States, supplemented by Stories of Our Country, Johonnot.

PHYSIOLOGY AND HYGIENE.—Young People's Physiology, New Pathfinder, No. 1, Barnes.

CIVIL GOVERNMENT.—Mowry's Elements of Civil Government; Dawes' How We Are Governed (one copy of each for use of teacher).

OBSERVATION LESSONS.—Calkins' Manual of Object Teaching (one copy for the use of teacher).

NINTH YEAR.

Same books as in eighth year. Columbian selections (Carrington) to be used as supplemental reader.

FOR USE THROUGHOUT THE COURSE.

PENMANSHIP.—Spencerian, or Payson, Dunton & Scribner, or Normal Review System.

DRAWING.—Prang's System, viz: Complete Course Drawing Books, 1 to 6. Use of Models (one for each teacher); Models Nos. 20 and 21 (one for each child); Models Nos. 25 and 26 (one for every two scholars over 12 years; Teacher's Manual (one for each teacher); Pattern sheets.

MUSIC.—Cheerful Echoes, Mrs. Louise Pollock.

GYMNASTICS.—Sound Bodies for our Boys and Girls, Blaikie (one copy for use of teacher).

MISCELLANEOUS.—Memory Gems, Peasley; Choice Selections, Northend; Knife Work in the Schoolroom, Kilbon (one copy of each for use of teacher).

CIVIL SERVICE RULES RELATING TO THE CLASSIFIED INDIAN SERVICE IN THE FIELD.

INDIAN RULE I.

The classified Indian service shall include all the physicians, school superintendents, assistant superintendents, school teachers, and matrons, in that service, classified under the provisions of the act to regulate and improve the civil service of the United States, approved January 16, 1883.

INDIAN RULE II.

(1) To test fitness for admission to the classified Indian service examinations of a practical character shall be provided on such subjects as the Commission may direct for physician, superintendent, assistant superintendent, teachers, and matrons.

(2) The following age limitations shall apply to applicants for examination for the classified Indian service: For physician, not under 25 years of age nor over 45; for superintendent, not under 25 nor over 50; for assistant superintendent and for teacher, not under 20 nor over 50; for matron, not under 25 nor over 55: *Provided*, That these limitations shall not apply to the wives of superintendents of Indian schools who apply for the position of matron, nor shall the maximum limitations apply to persons allowed preference under section 1754, Revised Statutes, by the Commission.

(3) Blank forms of application shall be furnished by the Commission, and the date of reception and also of approval by the Commission of each application shall be noted on the application paper.

INDIAN RULE III.

(1) The papers of every examination shall be marked under regulations made by the Commission. Each competitor shall be graded on a scale of 100, according to the general average determined by the markings.

(2) Immediately after the general average shall have been ascertained, each competitor shall be notified that he has passed or has failed to pass.

(3) A competitor who has failed to pass an examination may, with the consent of the Commission, be allowed reexamination at any time within six months from the date of failure without filing a new application; but if he be not allowed reexamination within six months, he shall be required to file a new application before being again examined.

(4) No eligible shall be allowed reexamination during the period of his eligibility unless he shall furnish satisfactory evidence to the Commission that at the time of his examination, because of illness or other good cause, he was incapable of doing himself justice; and his rating on such reexamination shall cancel and be a substitute for his rating on his former examination.

(5) All competitors whose claim to preference under section 1754 of the Revised Statutes have been allowed by the Commission, who attain a general average of 65 per cent or over, and all other competitors who attain a general average of 70 per cent or over, shall be eligible for appointment to the place for which they were examined. The names of all the competitors thus rendered eligible shall be entered, in the order of grade, on the proper register of eligibles.

(6) When two or more eligibles are of the same grade, preference in certification shall be determined by the order in which the application papers are filed.

(7) For the Indian service there shall be four districts, and a separate register of eligibles for each grade of examination for each district, the names of males and

females being listed separately on each register. The districts shall be comprised as follows: No. 1, of the States of Michigan, Wisconsin, Minnesota, Iowa, Nebraska, North Dakota, South Dakota, Montana, and Wyoming; No. 2, of the States of Idaho, Washington, Oregon, Nevada, and that part of California lying north of the thirty-seventh parallel of latitude, and the Territory of Utah; No. 3, of that part of California lying south of the thirty-seventh parallel of latitude, the Territories of Arizona, New Mexico, Oklahoma, the Indian Territory, and the States of Colorado, Kansas, Missouri, Arkansas, Louisiana, and Texas; No. 4, of all of the States of the United States not embraced in any of the foregoing districts, together with the District of Columbia. Upon the written request of any eligible, his name shall be entered upon the register of any one or more of the districts other than that in which he resides: *Provided*, that he shall state in writing his willingness to accept service wherever assigned in any such district.

(8) The period of eligibility to appointment shall be one year from the date on which the name of the eligible is entered on the register, unless otherwise determined by regulation by the Commission.

INDIAN RULE IV.

(1) All vacancies, unless filled by promotion, transfer, or reappointment, shall be filled in the following manner:

(a) The Commissioner of Indian Affairs, through the Secretary of the Interior, shall, in form and manner to be prescribed by the Commission, request the certification to him of male or female eligibles from the district in which the vacancy exists.

(b) If fitness for the vacant place is tested by competitive examination, the Commission shall certify from the proper register of the district in which the vacancy exists the names of the three eligibles thereon, of the sex and grade called for, having the highest averages: *Provided*, That the eligibles upon any register who have been allowed preference under section 1754 of the Revised Statutes shall be certified, according to their grade, before all other eligibles thereon: *And provided further*, That if the vacancy is in the grade of matron or teacher, and the wife of the superintendent of the school in which the vacancy exists is an eligible, she may be given preference in certification if the appointing officer so requests.

(2) Of the three names certified to him the appointing officer shall select one; and if at the time of making this selection there are more vacancies than one he may select more than one: *Provided*, That if the appointing officer to whom certification has been made shall object in writing to any eligible named in the certificate, stating that because of physical incapacity, or for other good cause particularly specified, such eligible is not capable of properly performing the duties of the vacant place, the Commission may, upon investigation and ascertainment of the fact that the objection made is good and well founded, direct the certification of another eligible in place of the one objected to.

(3) Each person thus designated for appointment shall be notified, and upon indicating acceptance shall be appointed for a probationary period, if a physician, of six months, and if a school employé, to expire at the end of the then current school year, at the end of which period, if his conduct and capacity be satisfactory to the appointing officer, he shall receive absolute appointment; but if his conduct and capacity be not satisfactory to said officer he shall be so notified, and this notification shall be his discharge from the service: *Provided*, That any probationer may be discharged during probation for misconduct or evident unfitness or incapacity.

(4) The Commissioner of Indian Affairs shall require the officer under whom a probationer may be serving to carefully observe and report in writing upon the services rendered by and the character and qualifications of such probationer as to punctuality, industry, habits, ability, and adaptability. These reports shall be preserved on file, and the Commission may prescribe the form and manner in which they shall be made.

(5) In case of the sudden occurrence of a vacancy in any school during a school term which the public interest requires to be immediately filled, the Commissioner of Indian Affairs is authorized, in his discretion, to provide for the temporary filling of the same until a regular appointment can be made under the provisions of sections 1, 2, and 3, of this rule, and when such regular appointment is made the temporary appointment shall terminate. All temporary appointments made under this authority and their termination shall at once be reported to the Commission.

INDIAN RULE V.

Until promotion regulations shall have been applied to the classified Indian service promotions therein may be made upon any test of fitness determined upon by the promoting officer, if not disapproved by the Commission: *Provided*, That preference in promotion in any school shall be given to those longest in the service, unless there are good reasons to the contrary; and when such reasons prevail they shall, through the proper channels, be reported to the Commission: *And provided further*, That no one shall be promoted to any grade he could not enter by original appointment under the minimum age limitations applied thereto by Indian Rule II, section 2, and that no one shall be promoted to the grade of physician from any other grade.

INDIAN RULE VI.

Subject to the conditions stated in Rule IV, transfers may be made after absolute appointment from one school to another, and from one district to another, under such regulations as the Commissioner of Indian Affairs, with the approval of the Secretary of the Interior, may prescribe.

INDIAN RULE VII.

Upon the requisition of the Commissioner of Indian Affairs, through the Secretary of the Interior, the Commission shall certify for reinstatement, in a grade or class no higher than that in which he was formerly employed, any person who within one year next preceding the date of the requisition has, through no delinquency or misconduct, been separated from the classified Indian service: *Provided*, That certification may be made, subject to the other conditions of this rule, for the reinstatement of any person who served in the military or naval service of the United States in the late war of the rebellion and was honorably discharged therefrom, without regard to the length of time he has been separated from the service.

INDIAN RULE VIII.

The Commissioner of Indian Affairs shall report to the Commission:

- (a) Every probational and every absolute appointment in the classified Indian service.
 - (b) Every refusal to make an absolute appointment and the reason therefor, and every refusal to accept an appointment.
 - (c) Every separation from the classified Indian service, and the cause of such separation, whether death, resignation, or dismissal.
 - (d) Every restoration to the classified Indian service.
- These rules shall take effect October 1, 1891.

BENJ. HARRISON.

Order of the President dated October 13, 1891, postponing date at which above civil service rules should go into effect:

Whereas, Civil Service rules for the Indian service were approved to take effect October 1, 1891, and

Whereas, it is represented to me by the Civil Service Commission, in a communication of this date, that no persons have yet been examined for appointment to that service, and that it seems probable that complete arrangements for putting said rules into full effect will not be made sooner than March 1, 1892, it is therefore ordered that said Indian rules shall take effect March 1, 1892, instead of October 1, 1891:

Provided, That said rules shall become operative and take effect in any district of the Indian service as soon as an eligible register for such district shall be provided, if it shall be prior to the date above fixed.