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Mrs. Emma D. Goulette,
Shawnee, Oklahoma.

FILED BY G. P. F.

My dear Mrs. Goulette:

In the absence of Commissioner Sells in the field, I wish to acknowledge the receipt of your letter of September 29, with reference to extending the courses at and enlarging the scope of the work for the Carlisle Indian School, and that of October 3, in which you discuss the personnel of our Service and suggest a means for its improvement.

Upon the Commissioner's return, these matters will be brought to his attention.

Very truly yours,

(Signed) E. B. Meritt

10-RAK-10

Assistant Commissioner.

106427/1914

CARLISLE

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The Society of American Indians

A National Organization of Americans

ORGANIZED AT OHIO STATE UNIVERSITY, APRIL, 1911

MEMBERSHIP: ACTIVE, ASSOCIATE AND JUNIOR
ACTIVE: PERSONS OF INDIAN BLOOD ONLY

HEADQUARTERS: WASHINGTON, D. C.

Barrister Building

Washington, D. C.,

229 N. Park Street,

Shawnee, Okla., Oct. 2, 1914

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OCT 14 1914

Honorable Cato Sells,

Commissioner of Indian Affairs,

Washington, D. C.

My dear Mr. Commissioner:

A few days ago I mailed you a letter in behalf of the Society, relative to Carlisle an Indian Preparatory School "equipped with Normal and College graduates who are born instructors."

This letter is sent in hopes of assisting you in seeing what I consider the greatest obstacle for securing desirable results in our Indian schools.

The eight years I attended government schools as a student, ten years as class-room teacher from Kindergarten to Eighth Grade and principal teachers duties inclusive, with the four years experience in white schools, which included a teacher's training course, may assist in convincing you that I know whereof I speak when I declare, unhesitatingly that the civil Service Examinations, is the referred to abstacle.

Pupils, white, black or red, do not advance further than the teacher's knowledge nor his ability to impart his knowledge to them.

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COMMISSIONER OF INDIAN AFFAIRS
OCT 7 - 1914

Stenographers, librarians, housekeepers, grammar grade and high school students, who have or have not completed their course, immoral, swearing, drinking, tobacco using men who are jack-leg carpenters, etc. study enough to pass the examinations and secure a position. Here their hardest and most interesting work ~~begins~~ ^{ends}.

With the above class of persons prevailing as employees - most of whom do not have the first knowledge nor inclination to know what to work for nor how to instruct intelligently, what can be expected of the pupils?

Even your Normal Instructress! Methods and devices for presenting work in an interesting manner, is, I admit, of very great importance but it is not the most vital thing. Ask her for a report or outline of what she is having the teachers do, then visit the schools and see if her report and the teachers show that they know what materials, lessons, etc. to use and systematically apply to assist the child in forming desirable habits as those of industry, carefulness, thoroughness, orderliness, economy, respect for others and their right, obedience, unselfishness, etc. Note if they show signs of developing self reliance, trust, independence, the spirit of competition, responsibility, etc.

A trained, "born" teacher will plan her material and lessons to develop the child and form these habits, while most of our Civil Service employees mold the child to fit the text book, necessary repair work, or plan to keep him occupied the

length of time required for class-room or shop work. Is it justice to blame the pupil if he does not come up to the standard? Is it justice to the Indian or the public to keep these incapable instructors? Is the Indian deriving even half the benefit he should for the amount of money appropriated for his education?

Your superintendents and supervisors will tell you "The salaries are not enough to secure us trained instructors". That is true if the old custom continues of giving the higher salaries to the superintendents' and politicians' favorites, regardless of efficiency. A number of capable and trained employees have left the Service on account of this injustice.

The better schools of our country positively disregard applicants who are not Normal or College graduates.

These graduates begin with small salaries and are advanced according to merit. In that way the teacher has an incentive for progressiveness and for doing good work.

While in the Service I attended summer Schools held in Chicago, Colorado Springs and other places. Since leaving, I have visited some of the best schools in Chicago and St. Louis. In these colleges I found the college girls, literary and industrial, to be very much interested in the Indian and many ask how they could secure positions among the Indians.

Mr. Commissioner, why shouldn't news-papers or letters to the faculties of various Teachers' Colleges, bring plenty of applicants for our Indian Schools? Am sure these Colleges would be glad to recommend ^{the} ~~these~~ graduates according to merit, with corresponding salaries and they would also be glad to explain their system of promotion. These graduates would not hesitate to take

the Civil Service Examinations if it were necessary.

Supervisor Lipps, at Carlisle, has instituted a precedent of refusing to admit any pupil whose personal habits and amount of self assistance do not reach a prescribed standard. This is, indeed, one of the most valuable and commendable steps that has ever been taken for the betterment of our young people. Why not apply the same medicine to Indian Service employees?

Can the Government afford to continue in its employ, undesirable, incapable, disinterested, non-progressive employees when the public and the world expect governmental institutions to be model schools? Are instructors in our Military and Naval institutions selected by Civil Service alone? Are the products or results no more gratifying than those of the Indian Schools?

Many of your superintendents and supervisors will possibly tell you that the standard of efficiency of the majority of Indian Service employees is not as I've pictured it. If so - just remember, Mr. Commissioner, that many "put their best foot forward" when officials are near. Often, too, a neatly dressed, pretty faced, toadying employee is reported with favor when his merit would suspend him. I've seen the inside workings, Mr. Commissioner, and a call for affidavits would substantiate my declarations.

The truly ambitious employee will not hesitate to make arrangements for a year or two off, for the purpose of taking the desired Normal or College Course. Teachers in white schools do it regardless of personal inconveniences for the time--Why not Indian Service employees?

Very truly your friend,

(Mrs.) Emma D. Goulette.

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Barrister Building

Washington, D. C.,

229 N. Park St., Shawnee, Okla., Sept 29, 1914

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COMMISSIONER
OCT 3 - 1914
INDIAN AFFAIRS

FILED BY G. P. F.

OFFICE OF INDIAN AFFAIRS
RECORDED
OCT - 3 1914
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Honorable Cato Sells,
Commissioner of Indian Affairs,
Washington, D. C.

My dear Mr. Commissioner:

Referring to Arthur C. Parker's Editorial comment on "The Lesson of the Carlisle Investigation" as found on pages 97-99, Vol. 2 ^{no. 2} in "The Quarterly Journal of the Society of American Indians", I wish, in behalf of the Society, to call your special attention to and favorable action on the facts and suggestions as set forth in the last and remaining paragraphs of that article on pages 98 and 99.

Carlisle as an Indian School is known the world over, and by the public is thought to be a college. Its location, advantages, etc., as set forth in that article can not be truthfully questioned by Carlisle's bitterest enemies.

Mr. Commissioner, if you will take the time, I am sure you will find Mr. Parker's suggestion of raising Carlisle "to the grade of Normal and Preparatory schools", is but the sentiment and wish of every "Returned Student" and every truly interested person who knows the great disadvantages under which returned students labor for lack of a higher education.

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To produce lengthy argument in favor of an Indian Preparatory School at Carlisle would but show the Indians' lack of appreciation of your ability, broadmindedness and honesty of purpose for giving the Indian every chance possible toward making him an honorable, self-supporting citizen.

"Let Carlisle advance and become the means of a great change in the intellectual status of the race. It can be done if the man can be found who is able to handle the situation as its importance demands".

O. H. Lipps, the widely experienced Supervisor in charge at Carlisle, realizes the worth and heartily approves of this advancement at this time.

You are capable of finding the man with high educational ideals "who is able to handle the situation as its importance demands."

Slash the red tape again, Mr. Commissioner!

Give the Indian a preparatory school equipped with Normal and College graduates who are born instructors. We have more than enough of the crammed for civil service kind. You will note with pride, the satisfactory results.

Very truly yours in the Cause,

The Society of American Indians,

By *(Mrs.) Emma D. Goulette,*

Vice-President on Education.