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OFFICE OF
Indian Affairs
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A. O. Wright
Carlisle sch
Sept 24/98

Rept. on the
Outing system
at above sch

File, ✓

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Department of the Interior,
INDIAN SCHOOL SERVICE,

OFFICE OF SUPERINTENDENT.

Carlisle, Pa., Sept. 24~~th~~, 1898.

Hon. W.A. Jones,

Commissioner of Indian Affairs.

Sir:

Pursuant to your order I have
spent some time at

The Carlisle Indian School
and in studying

The "Outing System"
covering the time from September 15th to September 24~~th~~, inclusive.

You have so lately personally observed the school, and it
has been so frequently visited and described that I may be excused
from any detailed description of the school itself.

I speak more at length of the Outing System, because from
the nature of the case it is not so easy to be seen, and has
been less ^{after} ~~even~~ investigated.

The School.

I visited every class in the school rooms, several of them more than once, and examined their work. The school is well organized and graded under a very competent principal. The work in the class rooms seemed to be all of it good, and some of it very superior in character and apparent results. I especially noticed the work in Primary Reading, and Nature Study in some of the rooms. The discipline was admirable, having none of the mechanical routine often adopted for show, but having ^{the} discipline associated with earnest study and cheerful obedience. I have rarely seen so large a school with not a single case of idleness or disorder.

The shops appeared to be all well managed, and the pupils in them learning the various trades. I am more familiar with the printers' trade than with the others, and the printing office was well kept and doing as good work as similar shops I have frequently seen in other institutions in various states.

^{the table furniture} The dining room and kitchen are clean and well furnished, being better than that which I noted at Hampton. There is not sufficient opportunity to learn cooking on the scale of an ordinary family, but the Outing System gives the opportunity to learn it practically.

The same is the case with the laundry with its machinery. I was glad to see that the clothes are dried out of doors in good weather. The sun and wind are Nature's disinfectants. The sewing room is organized differently. The girls here are taught sewing in regular classes in connection with the ordinary work of the school in making mending.

I saw and assisted in the regular Sunday inspection when the Superintendent sees every room and every student. This inspection is a great help to the proper housekeeping and personal care of the students.

The ordinary bath tubs are still used here. I am told that the needle bath, recommended by the Bureau, will soon be substituted for these.

The girls have water closets connected with proper plumbing and sewerage. The boys use large vault privies, cut in the rock and which are deodorized by disinfectants and emptied once or twice a year. Vault privies could not be better managed, but I recommend that a proper system of sewerage be substituted as soon as possible. This I understand the Superintendent hopes to accomplish soon.

The two farms were visited. One was in better condition than the other, and I am informed that a change of one of the farmers will soon be made. I think the herd of cows can be brought into better condition by the care and skill of an efficient farmer. At present they seem to be only a fair average. On inquiry I learned that the dairyman enlisted, and under the order of the Department relating to soldiers his place cannot be permanently filled.

I should like to see about twice the quantity of milk produced and consumed here for two reasons. One is that milk is so healthful a drink, and the other is that if the taste for milk is cultivated among the boys and girls they will be more apt to keep cows themselves when they have farms of their own under the

present policy of assigning lands in severalty, and milch cows lead to better farming than most Indians have yet attained. I think the cow is a great civilizer, not to be despised. At least a quart a day ought to be used for each pupil for cooking and for food and drink.

The library is altogether too small for the needs of such a school. I sent for the library list of books graded according to the advancement of the pupils published by the Wisconsin State Superintendent, and also for all the documents the Wisconsin Library ~~Association~~ ^{Commission} can spare, and the principal of the school will study this matter with an intelligent interest. I think \$1,000 ought to be spent soon in providing good reading for the pupils, interesting and yet instructive and inspiring. It is of very little value to give a boy or girl the ability to read and not go a step further and introduce him to the world of books. Many of the Indian students will be tempted to neglect all reading in after life, and many will be led to love trashy reading. The love of good reading is one of the best guide ropes that can be furnished to hold them to the right path. The companionship of books, the inspiration and the education to be derived from them are a great part of the advantages of an education, and our schools generally are just waking up to this fact. Carlisle ought to do its share in this line.

At my own suggestion, I have promised to try to induce Hon^{ble} James ^H Stout of Menomonie, Wis., who has done so much for libraries in Wisconsin, especially for traveling libraries, to give Carlisle a number of traveling libraries which may be sent

to groups of students who are placed out in families, and exchanged between these groups from time to time. I am hopeful that I can induce him to give twenty or more of these.

The improvements asked for by the Superintendent for a new heating and lighting plant, I believe to be necessary for the sake of economy, and the addition to the school building to be needed to facilitate the work of the school. The expense of fuel, I believe, from my knowledge of the facts in several other large institutions, can be much reduced by proper boilers, especially if the modern kind are used, which are adapted to burn screenings. It is no economy to keep on using old boilers. It is obvious that a large institution can make its own light cheaper than it can buy it.

The moral tone of the school is admirable. The high character of the Superintendent, and the great respect felt for him, and the superior character of teachers and employes, give a tone to the school to which no merely formal ^{instruction} ~~institution~~ can attain. The discipline here is decided yet kindly. This I count the highest moral influence.

Department of the Interior,

INDIAN SCHOOL SERVICE,

OFFICE OF SUPERINTENDENT.

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"THE OUTING SYSTEM".

In company with Major Pratt, Superintendent of the Carlisle Indian School, I spent a few days investigating the "Outing System" of that institution.

We visited a large number of the students placed out in families in different localities. These students were selected with reference to convenience of location. In every neighborhood we called on all the students in the neighborhood, except in one case where we were compelled to omit two in order to reach the railroad train.

We also talked freely with everybody whom we met, and called upon several people who did not now have Indian students, but who had had them in previous years.

The Outing System has grown from small beginnings to be a large machine, requiring several persons to handle the reports and correspondence and to collect and take care of the money earned by the students while out. Several of the officers are detailed from time to time to visit the students.

Out of about nine hundred students on the rolls, about six hundred are placed out each year during vacation, and about three hundred during the winter. Those placed out during the summer are expected to work all day and earn fair wages, varying according to their commercial value. Those placed out in the winter are expected to go to school at least 80 full days of continu

ous schooling during that time.

As a rule the pupils placed out for the winter are those who have been in the school some time so as to have made a fair beginning in the use of the English language and in the usages of civilized life. Those kept out during the winter are those who have not yet ~~also~~ reached the two upper classes of the ^{school} course. The object of this is to give them the actual instruction in the Carlisle School, itself, for the last two years. There were a few exceptions of students who were so dull in books that they were not able to go through the course with credit, or who had trouble with their eyes and could not study. These are allowed to work all winter for wages and not go to school.

We found that the girls, being largely in villages with better schools, and going to school more days than the time required, were all making good progress in their studies. Of all who came back this fall to reenter the school, the principal of the school reported none who had not kept up with her classes, and several who had gained one or two grades. The boys, being with farmers, went to country schools which did not average as well, and they also went for a shorter time, so did not do as well while away from Carlisle, though most of them kept up with their classes.

We found that the families with which they were placed were nearly all Quakers, and it was obvious that they sustained more than a commercial relation to these students. In many cases we saw photographs of students who had formerly been with them, and heard of many letters passing back and forth, keeping up the acquaintance for years after they had parted. In several cases

the former students had married and sent photographs of their children to their former employers. In some cases they had named children from these employers. There were thus ties knit between white and red, reaching across the continent and lasting for years, that could not help being of value to both sides.

All the families which had girls seemed to be especially well fitted for this work, and many of them were of the very choicest in the ^{world} ~~work~~. Usually the housewife worked with the girls, teaching them housework, and at the same time giving them intelligent and cheerful companionship, and in several cases an intelligent lady, competent to teach a good school, spent hours in helping the girls about their lessons. The conditions of farm life did not allow quite so ^{favorable} ~~valuable~~ opportunities to the boys as some of the girls had, but with one or two exceptions, the homes were good places for the boys. In one case we found that the wife was incapable of managing boys, and that the husband had violated the printed rules and had given the three boys he had all their wages as fast as they earned them, and had not controlled them in the spending of it. In fact, the boys governed him and not he the boys. It should be said, however, that it is not wise usually to place even two in the same family, much less three, and that one of the three placed on this farm was an especially hard case. The boys had all left before we reached there, but one boy had been transferred to a neighboring farm, and had just come back to his summer home, saying that the farmer had told him to leave. We found the farmer and this boy working in the field. Apparently, if he had been alone there things would have gone well

enough. Major Pratt notified this farmer that he could not have any more boys, because he did not enforce the rules.

The rules requiring patrons to exercise care over the expenditure of money by the students and over the use of their spare time were much better enforced among the girls than among the boys. Many of the farmers could not realize that these boys were not ordinary hired men, but students still subject to the discipline of a military school and only out on leave. Major Pratt talked freely to many of them about this, and will take further steps to rectify this weakness of good nature among the employers of the boys.

The homes were in every case excellent examples of house-keeping, giving both boys and girls high ideals of a civilized home on the material side. The people were all industrious, intelligent, frugal and moral, and were with few exceptions Quakers, whose only fault was that of occasionally being too indulgent to their help. The farms were all of moderate size from forty to one hundred acres, and in a high state of cultivation, and were not devoted to specialties, but were good examples of ordinary general farming which made them better agricultural schools for the boys than large farms devoted to specialties could be.

Every farmer, except one, stated that he preferred Indians to white hired men, and every house wife either said she preferred Indian girls, or that she liked them equally well. All agreed that Indians, while ignorant of the methods of civilized labor when they first went out, were quick to learn and willing to work and trusty. Some farmers said the Indians were the best plow men they ever had. We saw the Indian boys actually at work

in the fields in nearly every case, and talked with them and with their employers, together and separately. A part of the girls we found in school, and a part engaged in housework. A few of the younger Indian boys, not old enough for farming, were found also engaged in housework, according to the agreement with the school when they were placed out.

The schools which we saw were a large graded school at Lansdowne, a suburb of Philadelphia, and a small graded school at West Grove, a country village. In each we saw several Indian girls at work mingled with the white children and doing just as good work. The school at Lansdowne seemed to be one of the best in the United States to judge from a hasty visit to all the departments. The school at West Grove seemed to be an average graded school. We did not see any of the country schools, but were informed that those which the Indian boys attended were all at least average country schools. In many cases the Indians got help at home, either from the parents or the older children of the families in which they were placed. All whom we saw were in good health and had been so all summer. One girl said she had gained 25 pounds this summer. All were comfortably clothed according to their work.

This visit showed some changes needed in the administration of the Outing System. One was that in too many cases two or even three boys had been placed with one farmer. This was at the request of the farmers, and to accommodate them with the help they needed to do their work, but in some cases it was found that an older boy would impose on a younger boy, just as white

boys might do in the same circumstances. It was also found that ~~where~~ several were together there were temptations to frivolity and perhaps dissipation. To a less degree this was also the case where several boys were in the same neighborhood. Very many had bought bicycles and could thus travel some distance easily.

Another difficulty^{was} that owing to the arrangements having been made by letter, there had been some needless shifting of boys and girls from places to which they had become attached. The ties of affection formed in family life are one of the most valuable features of this system and should not be lightly broken. Both of these difficulties Major Pratt intends to see to at once.

A need not yet supplied is that of a "field agent", and perhaps two such, one for the boys and one for the girls, who should travel all the time and do personally much that is now done by letter. No student ought to be placed in a home until that home has been personally inspected by a judicious agent, and a full understanding had with both patron and student by conversation. At present visits of inspection are made about twice a year by teachers or officers of the school sent out for that purpose. These visits are necessarily hurried, and while far better than nothing, could be much better made by an agent who gives his whole time to this work. There are also emergency cases arising now and then which now must be frequently settled by correspondence, but which could be much better settled by an agent in person. This agent should be a man or woman of superior character and ability, fully capable of settling most questions on the spot. The mail, telegraph and the telephone make it easy for him to refer doubtful cases to the superintendent.

One great advantage of such an agent or agents would be that probably twice as many students could be profitably placed out from Carlisle as are now. At present the number placed out is full as many as can be comfortably handled with the resources at command of the school. This means that 300 more Indian students can be brought under Carlisle's civilizing influence at no expense to the Government, except for transportation from the West and the slight cost of oversight, for it must be remembered that the students who are placed out are self supporting. This of itself, I regard as a sufficient argument to justify the comparatively small expense of one or two agents. In case the number of students placed out should be increased, there certainly should be two agents, one a man for the boys, and one a woman for the girls? I recommend the appointment of such agents.

We visited the home of Miss Edge at Dowington, which is remarkable. The lady of wealth and culture has devoted herself to the care of her aged mother and to a home mission work among Indian girls sent her from Carlisle. She lives in a beautiful country home, and has generally two Indian girls at a time. In addition to the housekeeping, she teaches them herself, not only the studies pursued in the school, but many things additional. We saw a very fine collection of pressed flowers and ferns carefully labeled with their botanical names, which were collected in the neighborhood this summer and studied in connection with her botany lessons by an Oneida girl. We saw also samples of excellent embroidery and needle work, also painting done by Indian girls. Miss Edge pays each girl \$60 a year and gives them instruction

and care for which any wealthy parent would be glad to pay \$500 for his daughter. This case, of course, is an exceptional one, but it is one of the possibilities of this genuine missionary work. I append a list of the girls whom Miss Edge has had in the last eighteen years, and what has become of them.

(To be forwarded later)

The advantages of the Ouying System were very manifest on this trip. The whole object of Indian education is to ~~xxxxxx~~ ^{make} civilized American citizens out of savages or those just emerging from the savage state. To a certain extent this can be done to advantage in a school ~~xxxxxx~~ properly organized and disciplined. In a school the English language can be taught, especially in a school where the Indian languages are so various that the students are compelled to use the English language as a means of communication. In a school students can be taught to obey authority; to live according ~~to~~ to the laws of health and morality, and to learn the knowledge that comes from books, and that which comes from skilled labor, but they cannot learn self reliance or home life, and they see the ordinary forms of civilized life only at a distance, too great to fully realize what they must mean.

Life in selected families, where they earn their own living, and spend money they have earned themselves, is far better adapted for a certain part of education than a school is. White children have had the advantage of a bringing up in a civilized home, and the school is subsidiary to the home life. Indian children have had no proper homes usually, and their education is, therefore, not complete with the advantages of home life as well as school life. White children who are brought up in orphan asylums or other institutions, without having had home life, are at a distinct disadvantage in after life from the lack of home life in childhood. The tendency of all the best philanthropic thought and effort for dependent children is now to place out such children in well selected homes under proper supervision, rather than to bring them up in an institution. The feeling of all

the most thoughtful charity workers is now that a good home is better than the best institution can be. So for the Indian children I believe that if either must be dispensed with the school should go and the home should stay, but the combination of the two, such as the Outing System in connection with the school at Carlisle furnished is better than one alone. The combined education of school and home are much better than either alone. The results of the Carlisle Outing System are highly satisfactory to me, viewing them in the light of my past experience, both in educational and in philanthropic lines.

Department of the Interior,
INDIAN SCHOOL SERVICE,
OFFICE OF SUPERINTENDENT.

Recommendations.

- 1 Sewerage (page 2)
- 2 Use more milk (page 2)
- 3 At least \$1000 for library (page 3)
- 4 Traveling libraries (page 3)
- 5 New heating and lighting plant (page 4)
- 6 Changes in Outing System (page 9)
- 7 New field agents for Outing System (page 10)
- 8 Increase students under care of Carlisle
by doubling those placed out. (page 11)
- 9 Retain and extend the Outing System (page 13 and 14)

All of which is respectfully submitted.

A. D. Wright
Supervisor of Indian Schools