

INDIAN OFFICE.

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By order of

E. B. MERITT,

Asst. Commissioner.

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CARLISLE

File No.

150

DEPARTMENT OF THE INTERIOR

OFFICE OF INDIAN AFFAIRS

WASHINGTON

May 1, 1915.



My dear Mr. Commissioner:

Pursuant to your instructions of April 21, I proceeded to Carlisle, Pa., for the purpose of investigating present conditions at the Indian School. I reached the school on the morning of the 22d and remained there until the afternoon of April 27, when I returned to Washington. Owing to the limited time at my disposal, I was unable to make my inquiries and observations as complete as I should have wished, but I feel that all main and material conditions were covered.

file

You are familiar from your own personal visits to the school, and from the records here, with the location, number of buildings, and their character, to such an extent as to make it unnecessary for more than a slight reference to these features of the plant, and, therefore, I shall briefly give you my impressions of the present conduct of the school along the lines I believe you wish to be informed.

The subject matter, therefore, of this report naturally resolves itself into these: (1) Historical; (2) Material condition of the plant; (3) Work being done

and planned; (4) Employees; (5) Discipline; (6) Services rendered by the Supervisor in Charge; and (7) recommendations.

(1) This is the largest school in the Service, and was the first non-reservation school to be established by the Government for Indians. The germinal idea was embodied in the school by Capt. R. H. Pratt, U.S.A., who was in charge of a number of Apache prisoners of war. His experience with these Indians led to the establishment at the Carlisle Barracks in 1879 of a school to which Indians from the then wild western reservations could be brought and placed in contact with white civilization. As a military man, Gen. Pratt's management of the school essentially was of the military type of strict discipline among both pupils and employes. This idea prevailed under his strong guidance until his return to the army in 1904. There was thus developed in accordance with the spirit of the time a method of handling these Indians, which is not now in consonance with the more progressive plan prevailing all over the Service. This change was also brought about by a change in the Indian himself. At that time the Indian student came into school fresh from his primitive home with no restraining influences

implanted in him. Now he usually is the offspring of educated parents, and sometimes of educated grandparents.

For the last six or eight years the strict discipline of the first years of the institution has gradually been relaxed, until there was brought about a most deplorable condition. Where heretofore vigorous discipline was maintained, it was succeeded by such a weak administration that it brought a change in the management of the institution and the relief of those responsible. With these facts before me, as well as being constantly referred to by those who were aware of them, I consciously or unconsciously compared the present orderly appearing conditions and results with those which were reported a year ago.

(2) A few days before I reached Carlisle, the Supervisor had issued an order for a general "clean up" of grounds, buildings, etc. All regular exercises in the various activities which might conflict with this order were suspended, and each employe was given a definite number of students for placing everything neatly in order. I carefully observed the way in which this order was on Friday carried out. Everyone seemed cheerful and

willing, and apparently made play out of the work. The premises were cleared of litter and refuse and were placed in a neat and orderly condition. I did not observe that there was any very great need for such a special order, as it appeared to me on my arrival on going over the grounds the day before the "clean up" brigades were at work, that any special work was not greatly required. A number of times I strolled behind buildings and peered into back yards and basements. These seemed to be kept with neatness with the exception of the basement of the boys' building, where I found considerable disorder and confusion in a jumble of discarded iron beds and other "stuff." The attention of the Supervisor and the Disciplinarian was called to this one unsightly spot which I found.

Nearly all the buildings are in good condition, although I did not make a critical examination sufficient to give definite suggestions for improvements. I believe that this branch of the work is well cared for, and as rapidly as may be possible, all will be carefully attended to. The campus, as you know, is beautiful at any time, but it was especially so in its spring garb and careful cleaning. The girls' quarters has in the rough spots been

newly painted and presents a most attractive, inviting appearance. I was in practically all the rooms in the building, and each was neatly furnished, clean, orderly, and well kept. The tasteful collegiate adornments on the walls gave evidence of the true spirit now pervading the institution. Each room, with its little home-like air, its pictures, clean closets, etc., was a reflex of the keen motherly instincts of the matron, Mrs. Ewing.

I naturally did not expect to find these ideal conditions in the large boys' quarters, nor was I disappointed. Some of the boys' rooms were artistically kept, but the majority, while clean and orderly, did not have that same home-like spirit which I perceived everywhere in the rooms occupied by the girls. This ^{building} was somewhat torn up, owing to the installation of new electric wiring preparatory to replacing the old plastering with metal ceiling. However, this building did not present as inviting and home-like appearance as the girls' quarters, or suggest the same high order of executive ability in its management as that which prevails there. Though not positively in a bad condition, I did not consider that the lavatories were up to the high standard which seems so generally to be maintained.

The small boys' quarters was neatly kept, and the Supervisor has given the disciplinarian, Mr. William Denny, convenient rooms in the building for constant oversight of his work. With him in the management was associated an assistant matron. Part of the building had been renovated and repainted, and workmen were engaged on the remaining parts. Mr. Denny expressed much gratification that he was assigned a woman to assist him in caring for these young boys. Small boys require, in my judgment, a mother's careful attention which no man can give or understand.

The handsomest structure on the grounds is the athletic building. This would do credit to any city, and is one of which any rich club would be proud. With its lofty ceilings, its individual rooms, its broad stairways, its spacious hall and reception room, all finished in chestnut, it was a splendid residence for the boys whose muscular development entitles them to the quarters. It was built from money earned by boys of the athletic clubs.

The school building was clean, airy, and well kept, with a most excellent library and auditorium.

Everything was neat, and showed little evidence of the hard usage such buildings usually get. One of the most pleasing features of this building was its large, well-lighted, ventilated Domestic Science room. Here was conducted the cooking class, and each student was given a special oil stove, special bins, etc., where individual instruction was given, supplemented by a medium-sized range of the type provided in all large residences.

The office, Superintendent's residence, employees' residences, club house, cottages, etc., were all in apparently good repair, except those usually incident to their being kept up, which I understood would be done from time to time as required.

The guard house had not been used except in one case recently, and, while in pretty good condition, was being thoroughly renovated and made as clean and sanitary as good administration would require.

The culinary department was visited a number of times at infrequent intervals, and was always found clean and sweet. The very large dining room was light, clean and airy, with what seemed the proper amount of tableware. The dining room matron did not, and I agree with her, like the granite ware pitchers which, in many

instances, were chipped. But for their weight, the present stoneware might be supplemented by changing to it for pitchers. It occurred to me, with full recognition of the disadvantages of cost, difficulty of cleaning, and softness, that aluminum pitchers might be worthy of experimental trial. The kitchen proper was well supplied with vessels, and had no disagreeable odors. New metal garbage carts were being substituted for the unsightly and insanitary wooden ones which have been used. A new chute, through which the refuse and garbage passes, was being installed, which will be more cleanly than the old one. The bake-shop was as clean as my own home during the three or four times I was in it. Meat, flour, etc., was housed in good shape, and a vigorous war was being made on rats, as the storeroom where these articles are kept had been recently gone over and all places of ingress for these rodents cemented, and the rooms made vermin proof.

The farm buildings, dairy barn, pig sty, etc., were in good shape, and appeared to be well kept. The exception was at the barns and yards of the farm about a mile from the site. The collection of brush was ascribed to the usual spring cleaning up and inability to

burn it until dryer. In the roadway leading to the main floor of one of the barns the stones forming the side of the dirt roadway up to the door had been broken down in one place, owing to a heavy wagon backing off. It is unsightly and should be repaired.

The laundry was clean and practically odorless each time I visited it.

Substantial iron I-beams have been substituted for wooden ones in the coal house, which is of manifest advantage in ease and convenience of storing this fuel. The engine and boiler rooms are in good condition, as far as I could determine.

The hospital is well equipped with X-Ray apparatus and operating room. During several visits I found everything neat, orderly, and clean.

The print shop is well equipped with presses, type and material. It is orderly and well appointed for turning out good work. It's a good shop.

It was a pleasure to go through the various buildings where the trades are taught. They were clean and orderly, and gave evidence that they were prepared to give every requisite facility for teaching an Indian boy some useful trade whereby he could earn a livelihood.

The warehouse was neatly kept, and showed care in arrangement of details.

(3) Supervisor Lipps and Principal Teacher DeHuff have given much care and thought to the new course of study wherein there will be a proper correlation of academic and industrial instruction. They are especially pleased with the proposed innovation, and have studiously endeavored to enlist the hearty cooperation of all the employees in what will make a most decided forward step in Indian educational processes. The failure to recognize the vital necessity of vocational training for our pupils has proven a heavy drag upon the great possibilities of Carlisle School. It has been the cause of frictional unrest among the academic and industrial instructors, which I believe the new course will remove. It is essential that there shall be hearty cooperation among all employees in carrying it out, which both Mr. Lipps and Mr. DeHuff fully recognize. They know that unless systematic development of the idea is made with those who are to do the work, it cannot succeed. I find that industriously they have brought the employees to a full

realization of the importance of careful preparation for the change, and are also creating an enthusiasm among many of the pupils. Several of the employes and industrial instructors, in conversation with me, expressed the earnest conviction that it could prove the most beneficial plan which has ever been attempted in our schools. I believe that they are in earnest, and will render material aid to you in successfully stamping it upon our system.

I particularly took up with the industrial employes the question of their details of boys and girls. Not one expressed any dissatisfaction with the manner in which they are made. The hearty cooperation between the disciplinarian and the instructor was apparent, and I was informed that the instructor was consulted in reference to the boys who are assigned to him, and when they are taken away. The boys were said to be, with exceptions of course, doing well, and so far as I could find out, satisfied with their details. All work is done with student help, except on rare occasions where a small amount of outside help may be required. This occurred while I was on the grounds and gave gratifying testimony to the morale existing. The Supervisor is erecting three cottages for employes, with the Carpenter in charge and

the boys doing the work. The concrete foundations are the work of the mason boys. So far as I could judge, they were doing good work and they do it faithfully. A model home is nearly completed on the grounds, all work being done by the Carpenter and his detail. The repairs to the buildings and new work constructed has all been done by employes and students. I believe this plan--so different from that prevailing a year ago--meets with the hearty approval of the majority of the students. As a class they seem willing and earnest.

In the tailor shop the boys were engaged principally in repairing, and your manifestly right decision to refrain from having tailoring taught as a trade to Indian boys meets with no opposition. This is too confining a business for these open-air youths. The uselessness of the trade of tinsmith for our Indians also is patent, and this should have been earlier recognized. The shoemaker was practically limiting his work to cobbling, but to a certain extent the reasoning applying to tailoring applies with equal force to this as a dangerous occupation for Indians. The mason, blacksmith, and painter were instructing the boys of their details, and I was particularly impressed at the practical

methods employed by these mechanics. On the farm there was evidence of considerable activity. The fields were all in good condition, but the drought which has prevailed for some time is particularly discouraging. This dry spell is said to be unprecedented at this time of the year, and was the cause of a great forest fire burning on the side of the mountain during my visit. Mr. Gray is making every preparation to carry out your idea of obtaining a productive yield of farm crops this year. I was particularly impressed with the dairy herd. I found that they had reduced the number of head of milch cows by about one half, and the butter yield was more than doubled from that obtained from the original herd. The piggery was a matter of pride to the Farmer and Supervisor, and is furnishing an agreeable change in fare for the pupils. The house on farm known as No. 1, and nearest the plant, has been remodeled and fitted up in a manner equal to that of a well-to-do farmer of the country. From what I could hear, its condition when Supervisor Lipps assumed charge was worse than that of the animals in the barn, which were disgracefully bad. The operations of the farm were successful, and thirty acres instead of three were utilized, which gave an abundant supply of fresh vegetables

of the type usually raised in a good garden. These were used by the children on the table, while large quantities of corn, beans, peas, and tomatoes were canned and root crops stored. In fact, I saw a great quantity of canned products stored in the basement which had not been required. I am informed that as a result of the amount of vegetables raised, the per capita cost for pupils' subsistence, including help incidental to the use of this food, was \$5.36 per month, and I did not hear a word of complaint as to quality or quantity of food uttered by a pupil, although I made it a matter of special inquiry. The farmer's wife provides meals for the boys at the farm, and they are thus given an idea of actual conditions they will hereafter meet when they leave school.

The Commercial course, which had no place ^{at} ~~in~~ *our* ~~system of education~~, was early abandoned by Supervisor Lipps, and the desks were by student help converted into tables for the Domestic class. The rooms assigned to the discarded course were converted into kitchens, store-room and lecture hall. Twenty individual cooking outfits were provided with oil stoves for each, and eighty girls obtain the best practical training in the world to make them good housekeepers in their own homes, or to

take service in an average American family. This is an ideal arrangement and provides a training immeasurably superior and more practical for the Indian girls than the fancy and showy "white girl" curriculum heretofore in vogue at this school. The strength of our American civilization is the home, which is earnestly recognized by Supervisor Lipps in providing the unit plan of preparing the girls to make good wives in the future. This feature of the school is a bright relief from the glittering generalities and ornamental nothings which are often taught these pupils. Good cooks and good housewives are true ornaments of our national existence. ~~Indian~~

Institutional life often leads the girl - white or red - from this desired object. Miss Keck is thoroughly imbued with the practicality of this idea, and I can personally testify to the quality of teaching as illustrated in the products of the girls' skill which I ate. The wisdom of this change is apparent to any one. The girls are interested, given a concrete aim in life, and therefore happily undertake the task. This work will be supplemented by the model cottage now nearing completion. This is a very plain, simple building adequate for the small farmer. It has no electric lights or cooking

apparatus; it has no elaborate plumbing or steam heat; but is designed as an object lesson in practical farm economy. It will show the boys and girls what can be done with moderate means and simple tastes to make one comfortable. It is a practical object lesson for the Indian of far more value than the magnificent and almost palatial residence provided for the foot-ball boys. The glamour of that building will create a desire for the unattainable, while the simple comfort of the cottage will stay with the average boy and girl when he returns to his allotment in the west. The plan of the cottage home contemplates that four girls at a time will find a home there with the teacher, and they will live for a period under nearly the same conditions as a family of that size can be approximated. They will be individually taught the way to keep household expenses, management of the house, etc., so that they may not make a similar requisition to the one which I once heard that one of the school graduates did, who asked for "two pounds of flour and four pounds of baking powder." Supervisor Lipps has worked out in this a definite plan of self-help for a part of his girl students, and I predict that in after years it will reflect more credit than other more ambitious

plans for Indian girls now current.

The Government has been generous to the Indians in land, and this school is now bending its energies in a practical way for preparing its students to make the best use of those acres. At least eighty to ninety per cent of the students will return to their farms. A good farmer with a farm is always assured of a living, but the good mechanic is not so well blessed; therefore, it was early recognized by Supervisor Lipps, with your approval and cooperation, to ^{have} ~~make~~ the educational work of Carlisle fit its pupils to make the best possible use of what they had at home, and as a means to that end to establish what has never been attempted, an Agricultural course. I have spoken briefly of this new course, and believe that you have found at last the one thing which can and will, in the hands of a competent superintendent, be productive of the best results. Mr. Lipps has worked industriously to mould it to the needs of the Indians in general and Carlisle in particular. It solves the problem of what can be done for the Indian at Carlisle, which foot ball and other similar activities have not been able to do.

(4) There is an employe force of seventy or eighty, and it would be manifest injustice for me to attempt a definite criticism on the work, adaptability, and efficiency of these people from the limited time I was at the school. I shall not attempt it, but wish, as a body and with few exceptions, to commend them so far as I can judge by observation of general results, as being equal to any I have ever seen in a school. They are loyal to Supervisor Lipps, and I only heard praise of his work and ability. I suspect, however, that there are some who do not entirely approve of his methods, but they accord to him ability and integrity. There still remains a few embers from the recent drastic over-hauling of the school, and at a later date it might not be unwise to give them places in other schools. This is a detail which, however, could safely be left to a strong superintendent when one is appointed. From some of the employes I received an impression that they were worried about the future, knowing that the present head of the institution was not permanently in charge. A longer delay in making such appointment will probably accentuate this unrest and have a tendency to weaken

the present loyal support being given the Supervisor in charge. Experience has demonstrated that a temporary officer in charge, after a certain period, loses prestige by reason of the uncertainty surrounding the position. There was a slight tendency on the part of some of the Indian employes to complain that they were not given full recognition by other white employes, and that their suggestions did not always have the same weight as those of the whites. I believe this is largely imaginary. The Supervisor has long been in the service and understands Indian character. He likes the people for whom he works, and I am satisfied that a better understanding will prevail, as I could find nothing in the Supervisor's dealings with any employe to justify such suspicion. As an illustration, he informed me that Miss Bender was considered the best teacher he had. Aside from these slight notes, the employes are apparently all working in harmony with the Supervisor's plans for the betterment of the school and its rehabilitation.

(5) The chaos which reigned at this school a year ago, and with which you are familiar, was not exaggerated if the statements of many employes are correct. Nearly all with whom I talked referred to them with a shudder. The girls openly defied the then matron and

did not hesitate to order her to shut her mouth in language as picturesque as it was scandalous, to secretly meet the boys of the school, and to arrange means for the boys to enter their sleeping rooms at night. If the conditions at the girls' building were bad, those at the boys' were inexpressibly so. I was told that the boys brought liquor on the grounds, got drunk and "scrapped", defying all authority, even hanging the outing agent ^{by the heels} from a third-story window; that drunken students would parade the grounds, shooting pistols, and in fact, in true old-time western style "shoot up" the school. From what I heard, I do not believe that conditions were exaggerated in last year's reports. Immorality also was said to prevail almost openly at the hospital, where conditions were said to be almost intolerable. How long these had prevailed I do not know, but they were said to have been in evidence when the present Supervisor assumed charge about a year ago.

These conditions are thus referred to in order that the present status of the school may be more intelligently understood.

From whatever cause, the almost total lack of discipline was the central evil first to be attacked and

corrected. Here was the mainspring of this great school. With this spring practically renewed, the difficult task of readjusting the other parts of the machine was systematically begun. To do this it became requisite to give the students good and wholesome food in sufficient quantity to satisfy their naturally healthy appetites. I made this a particular study, and was with the boys and girls at many of their meals, and I found the food excellently cooked, in proper variety, and sufficient in quantity. I did not hear a single complaint, and from my own sampling of the dishes, and observing its variety and way of serving, there could not be a justifiable one registered. Both the doctor and the cook thought the meat supply was too bountiful. The occasional serving of pork raised at the school was both pleasing and agreeable, which was supplemented with potatoes and plenty of good bread, forming a satisfying meal. The products of the garden and fields were also used, and the cook gave frequently delicious baked beans of which they were very fond. There was no disorder in the dining room, and I observed only contented looks. There was not a very marked difference between the training tables set in the same room from that served to the others. The chief

difference was that butter was more plentifully served. This lack of discrimination I think a healthy innovation.

The discipline of the girls is ^{almost} perfect. As an employe remarked to me, "Mrs. Ewing, the matron, is a wonder." Her control of these two hundred and odd girls, mostly young women and many practically white, was simply excellent. Quiet and unassuming, by some psychological power of impressing her individuality upon these formerly wild and said to be unmanageable girls, she has gained a complete ascendancy over them. I marvelled at and cannot understand the subtle power she wields. I understand that the girls come to her just as a mother when their hearts are sorrowful over the troubles which always appear so large in the perspective of these young girls, many of whom never had a mother's counsel, no matter how much of a mother's love they may have had. They seem to obey her wishes without question, and evidenced in their bright young faces, when joyously playing on the campus, that they were not unhappy. Mrs. Ewing always looks out for their legitimate pleasures, and informed me that one of the secrets of their contentment was the kitchenette which Supervisor Lipps installed in the girls' quarters, converting several dark rooms and

a hall into a light and airy clubhouse, if I may so designate it. Mrs. Ewing is a good housekeeper, and frequently assists the girls in preparing small informal dinners in these rooms, to which the girl hostesses usually invite some of the teachers and their boy friends. These privileges are not abused, but are the means of providing rational entertainment and wholesome instruction. The universal verdict on the discipline maintained by Mrs. Ewing as matron was that it was superb. There is nothing more to be desired in this important branch of the school life.

Conditions of rebellion, insubordination, drunkenness, and immorality prevailed among the large boys, and the problem has been difficult. A variety of opinions were expressed on the quality of the services performed by Mr. Griffiths, the disciplinarian, who had resigned and left the school about ten days before my arrival there. His assistant, Mr. Gehringer, was appointed only a couple of months ago, and had active charge since the departure of Mr. Griffiths. It was apparent that as usual the boys were trying him out, and as there is no test of discipline other than that of success or failure, it was too short a time for me to form a satis-

factory judgment for his future. He is a stockily built man, of kindly disposition, and long experience in our western schools. It was claimed by some critics that he was too easy, while others were more favorably inclined. Personally, he impressed me as having the elements of success if he was thoroughly backed up by his superior officer. I am satisfied that his heart is in the work and that he is of kindly disposition. At this point, I wish to refer to the opinion held by some Indian employes that the processes of discipline should be hard and strict; that a type of military control should be inaugurated and guards placed around the grounds; while the white employes felt that the successful methods of the former military rule would prove unwise now and not in harmony with our modern progress. Then it must be remembered that the Indians in those days were like dumb driven cattle, and not given the white man's chance. I am inclined to the middle course, and feel satisfied that the iron hand, velvet covered however, should be laid upon the boys. Some complaint was made that the boys were boisterous and unruly at night, but several nights, for my own satisfaction, I was around the building about twelve o'clock, and I did not then nor at any other

time observe noise other than such as would be inevitable wherever a hundred or more were congregated. On the grounds during the day they seemed gentlemanly, and while, on Sunday at the school band concert on the campus, I saw groups of young white men, said to be college boys, smoking cigarettes, I saw none of it among our boys. I was informed that there was practically no drinking among the boys. While at the school, spring came with a suddenness that all of us felt its balmy pleasure. I assume that in many of the Indian boys there was a call of the wild, and great difficulty was experienced in preventing them in the afternoons from strolling along the right of way of the railroad which runs just outside of the grounds. Adjoining the grounds on this side is a most undesirable portion of the city. Several factories are located not far away, and the territory between them and the school is dotted with apparently disreputable looking shacks. Here is the cause of much of the trouble with the boys. I am told that in the evening many girls of easy virtue are in the habit of making appointments with the boys, and as a result, certain venereal diseases have appeared. These girls are said not to be regular women of the town, but a class which is difficult for the town authorities to deal with. Their influence is very corrupting and

will grow in extent unless checked. Supervisor Lipps and Disciplinarian Geheringer have established more cordial relations with the town authorities than formerly, and their police are now instructed to arrest any Indian boy found loitering in the town who does not have a pass from the Disciplinarian. The boys will not be put in jail, but delivered to the school representatives. Under such a system there would be a check against wandering into places where already the boys have been led into immorality.

A custom has rapidly spread recently among the boys of using a snuff sold as "Copenhagen Snuff." It is cheap, only five cents a box, easily concealed by the student. It is in the form of a paste and is used by placing in the mouth and between the teeth and lower lip. The effect is said to be similar to a "dope", and its use is said to create a craving for more. One boy described its effect when he had taken the paste, and told me that in about half an hour after placing it in his mouth he felt sleepy and had delightful sensations. Mrs. Dietz said that a boy cousin of hers at the school was nearly ruined with the vile compound. Supervisor Lipps was informed by the health authorities that it contained no "dope", and the doctor told me that he had

treated several boys for nicotine poisoning. The spread of the habit has been insidious and alarming. Since its introduction through the Chippewa boys, who formed the habit from the Norwegians of the Northwest, more than two-thirds of the boys are using it. Supervisor Lipps said that he was taking prompt action to stop it, and would severely treat very bad cases. Something drastic must be done, as from all accounts it is a most dangerous as well as filthy habit. Stricter methods must be adopted and vigorously pursued until the custom has been completely eradicated.

The discipline of the small boys under Mr. Denny seems to be very good, nor did I hear any complaint that it was too strict. Mr. Denny believes in very strictly controlling his boys and in the past has possibly erred on that side, but his intentions and interest in the boys are good.

With the boys, the time has come when stricter disciplinary measures must be put into effect and closer cooperation maintained between all employes and the Disciplinarian charged with this duty. While this seems to be given now, it should be strongly impressed on all.

Local conditions are so closely intertwined with this important subject that a discussion of one involves the other. The school is practically in the city, and its temptations are close at hand, thus rendering complete supervision without almost prison restrictions impossible. This is unthinkable here, and the best solution is a weeding out of the enrollment all those incorrigible boys incapable of appreciating the advantages. The usual bad boy should never be sent to this school. It is the last place where he can easiest be controlled, nor should it be necessary to do so. This is a great school with great advantages, from an educational standpoint, and enrollment there should be considered as an honor and a reward of merit. If the student body is purged of the small element which is corruptive in influence, many of the difficulties will disappear.

My conclusions are that the discipline of the girls can hardly be improved, but that more drastic measures must be enforced with the boys until the undesirable element is shut out.

(6) Supervisor Lipps found, on assuming charge of the Carlisle School, disorganization, rebellion, defiance, immorality and disloyalty. As I saw the school, orderly conditions, submission generally to authority, no improper relations existed between students of opposite sexes, and loyalty among employes prevails. Do not understand me that I found all thnditions ideal or perfect, as my conclusions are based upon comparative deductions between them as they exist now, and a year ago as reported. The management of the girls comes as nearly to the ideal for a girls' school as I could hope to find, but there is room for improvement in that of the large boys. The Supervisor has taken what is there and has patiently endeavored to improve their standard of right living. Morality and religious feeling exists, and I saw very recent commendatory the Superintendent's interest in letters of/this feature of the school life from the pastors of several protestant churches and the Roman Catholic priest. There seemed to be cooperation between the Supervisor and those directly engaged in religious work at the school. The Supervisor makes but little profession in such matters, but impresses me and all who come in contact with him that he is a man of sincere religious convictions.

Supervisor Lipps has thoroughly systematized it the outing work and brought/ back into harmony with its

original conception. In this connection Mrs. Denny said to me that in her thirteen years of experience in this department of the school she had

"never known so few complaints to come to the office from the outing field as at the present time; that many of the patrons asked for the pupils they had last year, and in most cases, these pupils were glad to return to their country homes; and that most of the patrons seem satisfied with their pupils and the pupils seem well placed and contented."

(7) Recommendations:

(a) That Supervisor Lipps' administration as acting superintendent of Carlisle School be commended.

(b) That the appointment of a permanent superintendent be made very promptly.

(c) That Supervisor Lipps be permanently appointed as Superintendent of the Carlisle School at a slight increase in salary by reason of increased financial and other responsibilities, provided he desires such appointment, and if he does not desire to remain, that his excellent administration be substantially recognized by a material increase in his salary as Supervisor, and he be returned to his former district.

(d) That Mrs. Matilda G. Ewing's services as Matron in accomplishing a great work in restoring order and dis-

cipline among the girls be substantially rewarded by an increase of salary to \$1,000, as a special mark of your approbation of her labors, it being the same salary paid her predecessor.

(e) That stricter discipline be maintained among the large boys.

(f) That neither incorrigible nor undesirable students ~~shall~~ be enrolled at Carlisle, owing to the difficulty, through local conditions, of controlling them or keeping them from nearby local influences over which the school has no control.

(g) That, on account of the high standard of the new course of study, no student under twelve (12) years of age be enrolled.

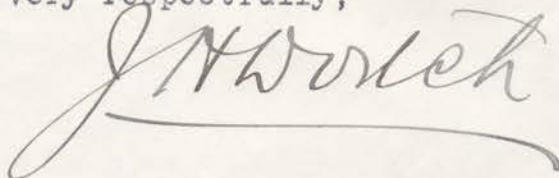
(h) That an effort be made to get full blood, and approximately full bloods for enrollment.

(i) That football activities be restricted, and other forms of athletics such as lacrosse, baseball, etc., of which all the students can get the benefit, either as participant or spectator, be encouraged.

(j) That special privileges, such as better quarters, better food, and larger liberties should not be given to students by reason of muscular development over those who are giving their attention to getting the greatest benefits from the new course of Agricultural study.

As you are aware, this is the largest school of the Service, and I could not, in the brief time allotted me, go into all the details of this great institution. Only the most striking features were thoroughly gone into, and while there are other suggestions which have come to me, I shall reserve them for such future time as may be appropriate to your convenience.

Very respectfully,

A handwritten signature in cursive script, reading "J. M. Worick". The signature is written in dark ink and is positioned below the typed name "J. M. Worick".

4-HAS-30

Hon. Cato Sells,

Commissioner of Indian Affairs.

