

The Chairman. How many girls are usually detailed?

Mrs. Canfield. I have, I think, 42 in one division now, and 46 in another; 46 in the morning and 42 in the evening.

The Chairman. Do they make pretty good progress in that work?

Mrs. Canfield. Some of them do pretty well. Of course, they are children, most of them.

The Chairman. What about the clothing that is supplied to children here? Is it sufficient and comfortable?

Mrs. Canfield. Yes, I think so. I think that the clothing is satisfactory as far as I know. There is great ~~dist~~struction in clothing here.

*The Chairman*  
Naturally I suppose?

Mrs. Canfield. Yes.

The Chairman. Is the clothing of the small boys sent to you to be repaired?

Mrs. Canfield. Everything except thier trousers and coats They are not sent to us. They used to be, however, and I do not know why they stopped sending them.

The Chairman. You never had any information about it?

Mrs. Canfield. No.

#### TESTIMONY OF MR. JOHN WHITWELL.

The witness was duly sworn by the chairman.

The Chairman. You are the princip~~al~~ teacher at Carlisle Institute?

Mr. Whitwell. Yes, sir.

The Chairman. How many pupils are there in this school? What is the average daily attendance now?

Mr. Whitwell. We have 816 on the roll. I have not got

the average today.

The Chairman. Any given day that you have it for.

Mr. Whitwell. At the present time all except 8 are in attendance, so that there are on the roll about 708. There is 160 of those in the country.

The Chairman. How long have you been employed as principal teacher here?

Mr. Whitwell. About 6 years.

The Chairman. What are your duties in a general way as principal teacher?

Mr. Whitwell. Well, to outline programs for the whole school —

The Chairman. How many teachers are there under your supervision?

Mr. Whitwell. There are 15.

The Chairman. All these you refer to now give class instruction, do they?

Mr. Whitwell. Yes, sir.

The Chairman. What is the general state of the school with reference to academic work and progress in studies? Is it satisfactory to you, Mr. Whitwell?

Mr. Whitwell. It never has been.

The Chairman. Do you think it is improving, or not?

Mr. Whitwell. I have noticed an improvement, lately, due to the fact that I am now giving all of my time to the academic work, whereas for two or three years previously I was spending half of my time up at the office on clerical work.

The Chairman. Do you visit the various class rooms?

Mr. Whitwell. Yes, sir; that is part of my duties.

The Chairman. How often do you get around?

922 Mr. Whitwell. Well, I have no stated time to visit. Now, for instance, this last three days we have been writing compositions on "citizenship", according to instructions from the Indian Office. We had very explicit instructions, and I made a point to visit the rooms a little more during the writing of those compositions than I otherwise would. But, as a rule, my duties in the office and the demands made of me in the office, of course, you realize that every serious case of discipline comes to me, and I must be ready when they come. As a rule my office work keeps me <sup>from</sup> spending very much time in the class room. Then I have other ways of supervising the work of the teachers. Their work must come in daily, so I know what is going on in every room every day.

The Chairman. Do many cases of discipline come to you?

Mr. Whitwell. Not many serious cases; quite a number of what I would consider — the teacher sometimes considers them serious.

The Chairman. To what do you attribute the fact that the progress in class room work is not satisfactory?

923 Mr. Whitwell. First of all, there has been considerable pressure put on the industrial work. One of my own main efforts as principal teacher has been to correlate the academic and industrial work, but still the superintendent, leaning almost entirely that way himself, has made it a little harder. Teachers have said to me that it seems he cares nothing about the academic side of it. Then the athletic influence too — the pupils do not seem to fully realize the advantages they have in that line.

The Chairman. You think undue prominence is given to athletics?

Mr. Whitwell. Yes, I do.

The Chairman. Are pupils taken away from the industrial work and out of the classes for athletic engagements?

Mr. Whitwell. Yes, they are taken directly; but there is more what I might call taken indirectly. For instance, if there were not so many boys on the football squads — our best boys and the boys best able to do the work — it would not be necessary to take students away from their half day in school.

The Chairman. How many boys are there on football squads, for instance?

Mr. Whitwell. It would be hard for me to say, but I have seen five and six teams playing at once, and a number on the side lines. It looks like practically the whole school is over there. I do not very often go over there to look at it.

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The Chairman. Have they the baseball spirit pretty well developed?

Mr. Whitwell. There is practically no baseball. They substituted la crosse for baseball.

The Chairman. Relative to the accounts of the pupils, and the sending of checks. What have you to say about that?

Mr. Whitwell. At one time after Mr. Friedman first came here he had me sign the pupils' checks. I signed them for him. As you can see there is a large number of checks. For instance, every town day, as we call it, if it is a boys' day to go to town it is boys' checks; and if it is the girls' day to go to town it is the girls' checks. It took quite a little of his time, and he had me sign those checks. The regulations

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were that they were not to draw more than one-half of their savings account — so much allowed each week. I kept on sending those checks until the time of the Pennsylvania game. Then there was an unusual number, more than four times as many as had been coming to me, and I inquired of the clerk, or made the remark, how it was there were so many, and if all these entitled to draw. He said, "Well, we pay no attention to the regulations for the Pennsylvania game; we allow them to overdraw. If they have any money at all we allow them to get it."

I studied that over, and realized that that was hard on some of them. Of course, it was only natural they would want to go to the game whether they could afford it or not. Then I realized it was violating the regulations, and if I did it once, I would establish a precedent, so I refused to sign them and explained to Mr. Friedman why. He says, "Well, that is nothing; somebody else will sign them."

The Chairman. Is it not a fact that pupils spend a considerable amount of their own money that they can ill afford to spare in railroad fare and personal expenses attending these football games?

Mr. Whitwell. Not any extent, except the Pennsylvania game. There is a particular effort made then, because they charter a special car, and they have to have so many in order to get the car.

The Chairman. What special privileges are accorded the boys on the football squads?

Mr. Whitwell. Well, in the first place, they have a separate building. For instance, comparing the athletes with the officers, the officers have to room with the rest of the boys and take just what the rest of the boys take. The ath-

letes have their own special building, specially furnished rooms, and their own training table, and they are looked up to quite different from an officer. An officer is nothing compared with an athlete, so much so that few boys care to be officers.

The Chairman. What effect does that have on the other pupils?

Mr. Whitwell. It naturally leads the others to think that if they can get into athletics there is something to gain by it.

The Chairman. Do you know of instances of boys being put on the student roll, sometimes as employees, to play football?

Mr. Whitwell. Yes, I do. Bruce Groesbeck was carried on the roll as an employee until the football season came. He was carried as a student during the football season. He was put back on the employees' roll after the football season.

The Chairman. Have they an agricultural department?

Mr. Whitwell. No, sir; we used to have.

The Chairman. Why was it abolished?

Mr. Whitwell. Well, there seemed to be nobody to push that side of it, and it seemed as if the superintendent did not care for it. Probably the trades were more in his mind at that time. I do not know.

Representative Stephens. When was that abolished?

Mr. Whitwell. That must have been, as near as I can state, three or four years ago. We had an agricultural teacher, and a nice department. The farms are over there now.

The Chairman. You used to have a department of telegraphy and a department of harness making?

Mr. Whitwell. Yes, sir.

The Chairman. Why were those both abolished?

Mr. Whitwell. Telegraphy practically abolished itself. It did not have any success. It was evidently a mistake to put it in. For instance, we had to give up one of our school rooms to it and put the class in a less desirable room. There were never more than five or six boys in it. The teacher could not be there more than an hour, and the pupils were resting the rest of the time.

Representative Stephens. They still carry that in their catalogue?

Mr. Whitwell. Yes, it is in the catalogue, and the agricultural department too.

The Chairman. And harness-making too?

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Mr. Whitwell. Yes, and harness-making.

The Chairman. Do you know how the athletic fund is handled, in a general way?

Mr. Whitwell. All I know is that we outsiders only know the four of them have anything to do with it — the superintendent, the football coach, our athletic director, and Mr. Miller, who keeps the accounts and is paid something for keeping them out of the athletic money, and then they are audited by John W. Ray.

The Chairman. Are additional salaries paid Government employees out of athletic funds?

Mr. Whitwell. It is commonly reported so, and I know that when Major Mercer was leaving here he expected to retire, and he was fighting to come back, and he asked me if I would be willing to be assistant superintendent when he came back, and I

said I preferred my own line of work. "Well", he said, "you can work over there, and I will see you get \$500 more out of the athletic money." So I judge from that, and I know from questions asked me by the coach — it seems he is in touch with those who draw salaries out of both places.

The Chairman. The coach occupies a Government building?

Mr. Whitwell. Yes, sir.

The Chairman. And receives a salary of \$4,000?

Mr. Whitwell. I do not know.

The Chairman. He is not a Government employee?

Mr. Whitwell. No, sir.

Representative Stephens. What is his name?

Mr. Whitwell. Glenn Warner, the coach.

The Chairman. Do you know the assistant quartermaster,  
Mr. Stewart?

Mr. Whitwell. Yes, sir.

The Chairman. What are his habits with reference to drinking?

Mr. Whitwell. Well, from rumors here and from <sup>what</sup> I do know  
I would consider him a man of very poor habits.

The Chairman. What did he do that gave him that reputation?  
Did he drink?

Mr. Whitwell. Yes, he drank. He was found <sup>drunk</sup> drinking on  
the premises with one of our football boys.

The Chairman. Was he drunk on the grounds here, you say?

Mr. Whitwell. Yes, sir; he was found drunk by Mr. ~~Rannx~~ Dickey.

The Chairman. With one of the football boys?

Mr. Whitwell. One of the football boys.

The Chairman. What was his name? Do you remember?



Mr. Whitwell. Gus Welch. He is not here now; he has gone home.

The Chairman. Stewart is not here either, is he?

Mr. Whitwell. No.

The Chairman. What is the state of feeling between you and the superintendent?

Mr. Whitwell. It is anything but what it should be.

The Chairman. It is not good?

Mr. Whitwell. It is not good.

The Chairman. What caused that?

Mr. Whitwell. Well, in the first place it is a pretty long story to give it to you as it ought to be.

The Chairman. Give it as briefly as you can.

Mr. Whitwell. I doubt if there was ever any extra good feeling between us, although I was glad when he came here as superintendent, and even when others began to criticise him I stood up for him. When pupils wrote "the jew" and such things on the blackboard, and the teacher reported it to me, I took it up before the whole student body, roasted them as well as I knew how, and tried to shame them. But, of course, he never took any great interest in academic work, and I am an academic man pure and simple, and, as I have tried to show, I have tried to correlate the industrial work with it.

928 We got along fairly well — that is, we had no serious trouble — until he began to run for commissioner, I might say. It seems there had been a protest ~~signed~~ sent in against his appointment as commissioner, on the grounds that he had falsified the attendance reports here. When I first came I had nothing to do with the attendance reports, although I had

kept them at Haskell all the time I was there. It was arranged for in another way. A clerk in Mr. Miller's office had complete charge of it, and it did not fall to the academic department. So I was somewhat surprised, when sometime in 1910, one of these reports, completed, was sent down to me to sign. I did not want to be obstinate, and while I thought it quite likely there were some names on there that ~~were~~ should not be on it I did not have time to look into it. So I simply signed the report and decided I would look into it before signing another if it was sent to me.

The next time it was sent again. Then I had made inquiries, and I asked the clerk who made it out — I said, "Are you carrying any names on here that are not present?" "Oh, yes", she said. Well, she was ~~not~~ only a clerk, and not responsible for the reports, so I sent a note to Mr. Miller like this: "Is there any authority for carrying pupils on the roll who are no longer present? If so, I would be glad to sign the report. If not, I cannot sign it, because I have had experience in these things before " — or something like that. I got no answer to the note. The report was signed by some other person. Then about a year from that time Mr. Peairs made an investigation and found a large number of students on the roll—

The Chairman. How many?

Mr. Whitwell. If I remember right, it was pretty nearly 200, on the roll whose names should not have been there. I understand that he made a very detailed report in regard to it.

Well, that did not affect me, because I did not have anything to do with making the reports, but when Mr. Friedman was called to task for it he gave the making of the reports to me.

Now, there was nothing unreasonable about that; the principal teacher does that in other schools, although up to this time the thing had been planned in an entirely different way in this school. For instance, the attendance was kept by this clerk, and not only the attendance but all the data. It was an historical record, and it was combined with the attendance, so it was impossible to separate one from the other.

I said, "I will have to take these reports over to my office." He said, "No; you cannot do that; because we want to use them here." I protested, and said it would make it very hard for me to supervise my own work under those circumstances. "Well," he said, "We have to have this thing kept right", and I told him he could keep it. So I commenced then to keep those records in the financial clerk's office, the records that had been kept by a special clerk up to that time. Consequently  
 930 I was away from my regular work. I have kept those reports ever since. But about a year ago Mr. Friedman allowed me to have a duplicate set of cards made and keep the attendance only in my own office, and that is the way the academic work has improved, because I am here to look after it.

The Chairman. Now, Mr. Whitwell, the effect of representing the enrollment as largely in excess of what it actually was, if I understand the matter, was to make a better showing for the school as to expense per pupil than it actually would be under the facts?

Mr. Whitwell. Yes, that is the idea. Every superintendent likes to show up a large enrollment. Then at that time he was running for commissioner —

The Chairman. In that connection, I am going to insert

in the record a copy of the report of Mr. Peairs as supervisor, and you need not go into that in further detail at this time.

Mr. Whitwell. Yes. Mr. Peairs asked me to substantiate some of those facts. I gave an affidavit as to what I knew about the reports. Of course, it was given confidentially, but as soon as it was brought up I showed the whole correspondence and affidavit to Mr. Friedman to let him know I was doing nothing underhanded.

Representative Stephens. When was this report made?

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Mr. Whitwell. This report must have been made, I think it was, in 1911; about February, 1911, if I remember.

Now, when Mr. Friedman found that these things had been said in regard to keeping the report he went into my office. I should say that before that Mr. Meyer told me that he had given Mr. Friedman an affidavit against Mr. Peairs, and I told him that I was somewhat surprised when I saw the affidavit. Well, he said that if Mr. Friedman went away from here he was not sure that he would be wanted around. He made some such remark as that, and I took it to mean that it might be well for me to watch out. I went into Mr. Friedman, and I asked him, "You remember the time when Supervisor Conser visited Haskell there and found 7 names on the report, that should not have been there?" He said yes, and he said, "I want you to give an affidavit to that effect." I said I would be glad to do it. I said, "You write me what you want, and I will be glad to do it." Then he says, "You remember that Mr. Conser told Mr. Peairs how to keep those reports in the future?" I says, "Yes", and he told me — well, he says, "You remember you went on keeping them

just the same as you did before?" I said, "No, sir; Mr. Friedman, you are mistaken. I kept the reports, and I know that from that day on, from the time that Mr. Conser visited Haskell, those reports were kept strictly to the letter", and I said, "the records will prove it". "No," he said, "you know that is not so." I said, "I know it is so, and if that is what you want me to do you have got the wrong man. I will neither lie for you nor anyone else." We had some words about it, and the trouble started right away. He said that Mr. Warner and that Mr. Meyer had both given an affidavit worth having. In the meantime I had prepared my affidavit.

Representative Stephens. When did that occur?

Mr. Whitwell. That occurred at the time he was running for commissioner.

Representative Stephens. Last fall some time?

Mr. Whitwell. Last fall, I think.

The Chairman. What is the general state of discipline in the school, Mr. Whitwell?

Mr. Whitwell. It is very poor.

The Chairman. Is it improving or growing worse?

Mr. Whitwell. It is growing worse.

The Chairman. To what, in your opinion, is it due?

Mr. Whitwell. First of all, disrespect to the superintendent.

The Chairman. Is that general among the pupils?

Mr. Whitwell. Very general.

The Chairman. Does the same condition prevail among the employees?

Mr. Whitwell. It does; perhaps not to as great an extent,

but still it is very manifest.

The Chairman. Have you seen or heard manifestations of disrespect or discourtesy from the pupils toward the superintendent?

Mr. Whitwell. I have heard of it.

The Chairman. But you have not heard or seen it yourself?

Mr. Whitwell. The only thing I have seen is, the last entertainment we had when he was speaking to them, trying to get their applause, they showed a determination not to give it; not a single clap, for instance, to things that under other circumstances would have brought forth applause — talking about appropriations for the school, and other things. And, of course, I saw that writing on the blackboard, which I tried to rectify. That was years ago, and as much as four years.

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The Chairman. Were there frequent complaints of injustice on the part of the superintendent towards the pupils?

Mr. Whitwell. Very frequently.

The Chairman. Do you know anything about the character and quantity of food served?

Mr. Whitwell. Well, the children complain a good deal. Of course, I have no duties in the dining room, so I never go.

The Chairman. The complaint is quite general?

Mr. Whitwell. The complaint is general.

The Chairman. What interest does the superintendent display in the school room work?

Mr. Whitwell. Practically none until my trouble commenced with him, and then he commenced to write me letters as to what should be done, and I would like to leave the letters with you.

The Chairman. Have you got them here?

Mr. Whitwell. Yes, sir. It will take considerable time to go over them, but it will show that among the charges he made was that I had neglected my duty, and until he undertook to reorganize my work it had been constantly been going down. As I have already explained, it had been going down during the time I was working as clerk. Then he started to write letters to show that he was taking care of it. He came through the school rooms, but he would do more harm than good. If he found quite a number of pupils in one room he would say, "Why don't you promote some of them?" and the teacher would say, "They are not ready to be promoted". We must have the proof that they are ready for it, and if they are demoted we must know that they are not able to go on. Otherwise it spoils the discipline of the school. Then he said, "Demote some of them." That is his idea of running the school. If a room is a little crowded he will let it stay crowded rather than provide more room.

The Chairman. Under date of April 14, this appears to be a copy of a letter from the superintendent to you calling for two separate reports relative to the enrollment and the attendance at Carlisle?

Mr. Whitwell. Yes. That is the affidavit that he wished me to give in regard to that very thing.

The Chairman. This affidavit appears to be a copy of your reply to that letter, and the reports which you made.

Mr. Whitwell. Yes, sir. That is the reply which he told me was not worth anything, that Mr. Miller and Mr. Warner had given him an affidavit that was.

The Chairman. That will be inserted in the record.

(The correspondence referred to is as follows:)

"Carlisle, Pa.

April 14, 1913.

"Mr. J. W. Whitwell,  
Principal Teacher,  
Carlisle, Pa.

Dear Sir:

The question of enrollment and attendance at Carlisle has been raised, and I would be pleased to have you make two separate reports to me, giving me the exact facts with reference thereto, in accordance with your knowledge.

First: A statement covering your experience at Haskell in making our the quarterly reports, how they were made there, and Superintendent Pears' connection with the making of them, whether or no deserters and students on leave were carried, and whether this was done under the specific instruction of Mr. Peairs or not.

Second: An affidavit stating at which time the making of the enrollment and attendance reports of the Carlisle Indian School was first placed in your hands, and whether or no they were ever taken out of your hands, at any time, from that time to the present. In this connection, it will be well for you to state who sent you a copy of the quarterly reports for a period previous to the time when you took them over, by whom they were made up, and just why I told you it was unnecessary for you to sign the reports as requested by the clerk. Will you please say specifically whether I have, at any time, since you first began making the reports, ever, in any way, interfered with your making them. Please also say whether or no



you have closely followed the regulations and the facts in making out these reports.

Very respectfully,

Superintendent. "

MF-BH

"United States Indian School,  
Carlisle, Pennsylvania,

April 15, 1913.

"Superintendent Friedman,

Carlisle, Pennsylvania.

Dear Sir:

In reply to your letter of the 14th inst., stating that the question of enrollment and attendance at Carlisle has been raised and that you would be pleased to have me make two separate reports to you, giving you the exact facts with reference thereto, in accordance with my knowledge —

First: A statement covering my experience at Haskell in making out the quarterly reports, how they were made there, and Superintendent Peairs' connection with the making of them, whether or no deserters and students in leave were carried, and whether this was done under the specific instruction of Mr. Peairs or not.

Second: An affidavit stating at which time the making of the enrollment and attendance reports of the Carlisle Indian School was first placed in my hands, and whether or no they were ever taken out of my hands, at any time, from that time to the present; that in this connection it will be well for me to state who sent me a copy of the quarterly reports pre-

vious to the time when I took them over, by whom they were made up, and just why you told me it was unnecessary for me to sign the reports as requested by the clerk; also, to say specifically whether you have, at any time, since I first began making the reports, ever in any way, interfered with my making them, and to say whether or no I have closely followed the regulations and the facts in making out these reports —, I submit the following as the facts in each case.

Very respectfully,

\_\_\_\_\_  
Principal Teacher.

(Reports attached)"

"United States Indian School,  
Carlisle, Pennsylvania.

April 15, 1913.

"To Superintendent Friedman:

Reports with reference to correspondence of April 13, 1913.

(First: I kept the attendance reports during the four years I was employed as Principal Teacher at Haskall Institute, under H. B. Peairs, Superintendent. At this time was my first experience in a non-reservation school, I simply followed the instructions of the Superintendent until such time as I has positive instructions from higher authority. At the end of each quarter, a list of names of students no longer present, was sent to Superintendent Peairs. He indicated those to be dropped by placing the letter D after their names. Some were not dropped and when Supervisor Conser called my attention to

this, I showed him the lists of names as submitted to Superintendent Peairs at the end of each quarter, and also showed him that I had complied strictly with Superintendent Peairs' instructions as to who should be dropped. Supervisor Conser then gave specific instructions as to how the report should be kept, so that during the remainder of my stay at Haskell, I kept the reports strictly in accordance with these instructions.

As I have already indicated, while acting under the Superintendent's instructions, several students, some of whom were deserters, were carried on the rolls as present, several months after they had left the Institute.

Very respectfully,

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Principal Teacher."

"To Superintendent Friedman: Second report  
with reference to correspondence of April 14, 1913.

United States Indian School,

Carlisle, Pennsylvania.

April 15, 1913.

"To Superintendent Friedman:

Reports with reference to correspondence of April 14, 1913.

(Second): In regard to your request for affidavit relating to my experience with attendance reports at Carlisle, I find much of the information called for is already given in affidavit furnished by me to Supervisor Peairs in compliance with his request of March 19 on this same subject.

To make this affidavit clearer and to give the extra information required, I will call attention to the fact as then

stated; that it was on July 26, 1911, that the enrollment and attendance reports at Carlisle were first placed in my hands and that I have made or supervised the making of all reports since that time. I will add, that while circumstances have made this a very trying duty, I have no charges to make as to interferences on your part, and the reports have been made strictly in line with the regulations.

As to who sent me a copy of the quarterly reports for a period previous to the time when I took them over, by whom they were made up, and just why you told me it was unnecessary for me to sign the reports as requested by the clerk, the fact as already stated in my affidavit to Supervisor Peairs that, 'It was sometime in 1910 before I even saw one of these reports, that they were sent to me for signature, without any explanation, and that at that time I knew absolutely nothing as to how they were made up', makes it impossible for me to give a conclusive answer further than to add that I knew the reports were being made where they had always been made, viz., in the office of the financial clerk, and that Miss Reichel, an assistant in this office, brought the reports to me.

Very respectfully,

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Principal Teacher."

Representative Stephens. How many names did they pad the rolls with?

Mr. Whitwell. About 200, as well as I can remember.

Therx Chairman. There is a statement in the affidavit.

Now, I find here among the letters you have submitted what purports to be a copy of a letter from Superintendent Friedman

to you as principal teacher, October 14, 1913, referring to charges against you for <sup>an</sup> abusive and insubordinate attack upon Superintendent Friedman on the afternoon of October 7th in his office, by calling him a "dirty skunk". Was that the occasion you told about?

Mr. Whitwell. No, sir; this was after that. That was between both of us. There was a want of cordiality at least between us up to the time this happened, and he was doing everything from that time on to make me work hard and discount what I was doing. You will be able to tell from the letters what provocation led up to that.

The Chairman. Did you reply to that letter?

Mr. Whitwell. Yes, sir.

The Chairman. Under date of October 15, the following day, you wrote the Commissioner of Indian Affairs what appears to be a communication enclosing —

Mr. Whitwell. I would like to say there that I first of all wrote to the Supervisor of Indian Schools. I realized that I had done something I should not have done, and I wrote a full explanation admitting what I had done and telling him what had led up to it, and I expected and requested him to place it before the Commissioner. But that was not done, and nothing was done about it until the superintendent filed his charges. Then I sent both my letters to Supervisor Peairs and another one to the Commissioner in regard to the charges. They were both filed at the same time.

The Chairman. What is the copy that I hand you?

Mr. Whitwell. This is a copy of the reply to the charges mentioned; also the letter of Supervisor <sup>Peairs</sup> ~~Evance~~, which I wish

to inclose with the others.

(The letters, etc., referred to are as follows:)

Insert  
A, B, C.

Mr. John Mitchell, Principal, ...

In a letter to the Commissioner of Indian Affairs, you are charged with making an unreasonable, abusive, and intemperate attack on the superintendent of the reservation of ...

Teacher ... in his office, and calling him a "dirty ..."

It is also charged that your work has not been satisfactory or up to the standard, that you have been derelict in your duty, that you have not visited the ... as you should, and given instructions to the students ...

... observed the work of the teachers; and that ...

... it was ... instead of ...

You will be given ... days to prepare ... and give answer in ... way to the charges above mentioned, as you desire.

Very respectfully,  
 E. Friedman  
 Superintendent.

(A)

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Indian School, Carlisle, Pa., Oct. 14, 1913.

Mr. John Whitwell, Principal Teacher:

In a letter to the Commissioner of Indian Affairs, you are charged with making an unwarranted, abusive, and insubordinate attack on the superintendent on the afternoon of October seventh in his office, and calling him "a dirty skunk."

It is also charged that your work has not been satisfactory or up to the standard, that you have been derelict in your duty, that you have not visited the class rooms, as you should, and given instruction to the students or properly observed the work of the teachers; and that until I undertook to reorganize your work during the past summer, it was constantly growing worse instead of better.

You will be given three days to prepare such statement, and give answer in such way to the charges above mentioned, as you desire.

Very respectfully,

M. Friedman

Superintendent.

MF:SR

Indian School, Carlisle, Pa., Oct. 15, 1913.

The Commissioner of Indian Affairs,

Washington, D. C.

Dear Sir:

3  
Doubting the legality of the form of the charges as presented to me by Supt. Friedman and knowing from experience his ability to distort the truth, I am sending under separate cover this copy of letter sent through the Superintendent, with the Superintendent's letters previously mentioned, also a copy of the Arrow of September 5, 1913, the sample outlines mentioned, and copies of letters written by Mr. Stauffer and Mrs. Lovewell as well as the program and songs in question.

Very respectfully,

I respectfully submit to John Whitwell for address to the Supervisor of Indian Schools, Principal Teacher, also the additional evidence bearing on the matter which is here given by my answers to the other charges.

"It is also charged that your work has not been satisfactory or up to the standard."

The charge should have stated which one of these is meant, or if all are meant, viz.

- a. My regular work as Principal Teacher.
- b. My work in the financial clerk's office, of keeping the accounts' record cards.

The different details to which I have been assigned.

Because of their far-reaching effect I will take up the second and third of these first.

- b. When Supt. Friedman instructed me in July 1911 to do the



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Indian School, Carlisle, Pa., Oct. 15, 1913.

The Commissioner of Indian Affairs,

Washington, D. C.

Dear Sir:

Please find enclosed a letter from Superintendent Friedman which (unless the regulations have been changed) seems to me a new procedure in such cases. However, as there is nothing in the letter which cannot be explained, and as delay would be detrimental to the best interest of all concerned, I proceed with the explanations:

I. I am charged with having made an unwarranted, abusive, and insubordinate attack on the superintendent on the afternoon of October seventh in his office, and calling him "a dirty skunk."

Ans. I respectfully submit the enclosed letter addressed to the Supervisor of Indian Schools, as evidence in this matter, also the additional evidence bearing on the matter which is here given in my answers to the other charges.

II. "It is also charged that your work has not been satisfactory or up to the standard."

Ans. The charge should have stated which one of these is meant, or if all are meant, viz.

- a. My regular work as Principal Teacher.
- b. My work in the financial clerk's office, of keeping the students' record cards.
- c. The different details to which I have been assigned.

Because of their far-reaching effect I will take up the second and third of these first:

- b. When Supt. Friedman instructed me in July 1911 to do the

work in the Financial Clerk's office, formerly done by a separate clerk, viz. that of keeping the student's record cards and attendance reports - I protested but said I could do this if allowed to have the cards and books at my office. After consultation with the clerks the Superintendent decided the cards and attendance book could not be moved from the Financial Clerk's office. This meant that from that time on at least one half of my time had to be spent in the Financial Clerk's office away from my regular work.

The affidavit which I gave to Supervisor Peairs regarding attendance reports at Carlisle, and which I showed to Supt. Friedman, contained another protest as to the trying circumstances under which I was making these reports and keeping these record cards.

On July 28, 1913, I received instructions to "transfer at once the attendance books and all other papers needed in connection with the work to my office" and keep the attendance reports there.

I went to the Superintendent's office and showed him that the Carlisle system of keeping attendance reports made the cards, attendance book and reports inseparable, but suggested, since he had consented for me to take the book, we might get another set of cards, make duplicates. The Superintendent agreed to this, and as soon as the cards reached me I called in two teachers and the librarian and we had them ready for use in a few days.

Since that time which was at the beginning of the school year, I have kept the attendance records in my own office, consequently I have been able to again attend to my school duties as I used to do before the change was made in July 1911. I wish to emphasize the fact that previous to July 1911 the Prin-

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Principal Teacher had had nothing whatever to do with the keeping of the record cards, the attendance book, or the attendance reports. It was the circumstances under which I had to do this work rather than the work itself that I objected to - the reasons are self-evident.

c. As to the different details to which I have been assigned I wish to refer to the following.

1. Before my leave had expired in 1909, the Superintendent called me by telegram from Jackson, Michigan, to take the place of the Quartermaster, when an employee on the grounds fully acquainted with the work, was available and willing to fill the position.

I had had no experience whatever in the position but was required to fill it even after school started. I simply did all that anyone could have done under the circumstances.

In September 1912, just as I was getting my school into shape and without any previous intimation, I was given written order to be ready within a few hours to proceed to Pine Ridge and Rosebud Reservations to escort pupils to this school, a work which anyone of the sixty employees here could have done, as the pupils were gotten ready by the day school inspectors on each reservation.

On July 28th this year (see Superintendent's letter of this date) I was detailed to Large Boys' Quarters. I had just given up part of my educational leave to get back to my school work.

a. But more than this; my regular work at the school building has been seriously hindered:-

1. By abolishing teachers' positions and reducing salaries; e.g. That of Senior Teacher - salary \$900, Assistant Normal Teacher's position abolished, Teacher of room No. 3 - position abolished, Agricultural Teacher - salary first reduced, after-

ward position abolished.

B-5 3. By pushing the teaching of telegraph and art at the expense of the school. One of the regular school rooms had to be given up for telegraphy when another room was available. This meant an average class of fifty pupils were forced to use a less desirable room.

The room previously used for supplies and as the office of head janitor was fitted up for art without any regard for the supplies or the janitor work.

Without even notifying me teachers have been detailed to all kinds of work (except school work) during the summer months and sometimes during the school session, and even after I had made arrangements for having some necessary school work done before teachers went on their vacation the arrangements were ignored, the teachers' regular requests for leave were ignored and teachers were ordered to take their leave at once.

The instruction in gardening has been changed so that practically all it amounts to now is detailing boys and sometimes girls to do the work - the gardener makes a fine showing, but the instruction part has to be neglected. The Arrow of September 5th says the garden has afforded excellent instruction - this is misleading to say the least, no doubt it is a good object lesson but the instruction has been very meagre.

The musical director who has charge of teaching vocal music classes in school has received more recognition both financially and otherwise than any other teacher, yet despite the fact that he makes an excellent showing at Commencement and other public occasions, his work with the classes is hardly worth mentioning which cannot be otherwise in the face of his many other duties, and what means more some of his work is direct opposition to the kind of training which we all agree

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is of more value than any other- moral training. I enclose copy of a letter written me by Mr. Stauffer regarding Mrs. Lovewell, and another copy of Mrs. Lovewell's reply to this letter together with a copy of the program then under question also a copy of a song given at a literary meeting.

When the Superintendent has left the grounds even if it was for weeks, he has neglected to give the required official notice as to who was in charge. Being the next in order I did the best I could under the circumstances until I saw plainly he did not want me to take charge.

My best efforts and the work of many others is devoted for three months during each year towards making what in many ways is a false showing for Commencement.

III. "That you have been derelict in your duty". As some of the alleged derelictions follow I will simply say here that I have been true to my highest convictions and when a question of duty presented itself, I have as already shown, tried to stand for right whatever the cost. Judging from what I have already said it would seem I would have been derelict in my duty if I had stood for all that Supt. Friedman has stood for.

Then again, the unnatural details forced on me by the Superintendent plainly prevented my doing my full duty to my own department.

IV. "That you have not visited the class rooms, as you should, and given instruction to the students or properly observed the work of the teachers." Visiting class rooms:- Up to the time of my detail to the Financial Clerk's office in July 1911, I found time to visit the class rooms as often as was necessary. Since then and until recently I have found it extremely difficult to find time even to visit the rooms of new teachers. The latter I have made a point to visit whenever possible.

B-7 The Superintendent evidently forgets or does not know that each teacher prepares a daily programme (I enclose samples) - that these are sent to the Principal Teachers' office, and that the work as a whole can be much better supervised in this way than by trying to visit seventeen different rooms with the same object in view. As to instructing the pupils, the work of the Principal Teacher here has never included teaching in the class rooms.

His work is to organize and observe the work of other teachers, which I have carefully done. There never was a time when I could not give a detailed report as to the efficiency of any one of my teachers. The fact that the Superintendent did not call for such reports did not prevent my being in a position to give them at any time. Going back to the charge of not visiting school rooms, I have not done as the Superintendent did last night - after sending me the charges at noon, he personally interviewed the teachers as to their correctness on this point.

V. "Until I undertook to reorganize your work during the past summer, it was constantly growing worse instead of better."

During this time I have but once received oral instructions from Superintendent Friedman. He was passing by my office and I asked him what was to be done with the Bible classes. After saying he intended to have a secretary to look after them as usual, he said, "Just saw wood."

6 As to written instructions, I am forwarding under separate cover all the written instructions I have received from the Superintendent during this period. The Superintendent has a copy of them. To the man who knows they speak for themselves.

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If this claim to organization of my work is based on what Mr. Stauffer did, as would appear from an inspired article in the Arrow with the heading "School Building Made Ready" I wish to repeat what I have already said in regard to Mr. Stauffer's work in my office, viz. that he did more harm than good, I might have added that during my absence of six weeks, he did not even start the work which the Superintendent had ordered done before I left, viz. oiling the floors, although the Quartermaster says he told him the oil was ready.

From another inspired article in the Arrow of the same date I judge Mr. Stauffer's work on the Calendar may be meant.

I wish to state that the Calendar manuscript practically completed on lines suggested and approved at Faculty meetings at which I was present, was left by me before going on vacation, in the hands of the printer. In fact when the Superintendent told me to leave my keys with Mr. Stauffer, I suggested leaving the Calendar too, but he said no, to hand it to Mr. Brown, the printer, so that the latter could begin work on it and I did so. True several changes were made but aside from that of study hour which at Faculty meeting I had objected to, purely on the grounds that I understood the Indian Office was not in favor of it; aside from this, I repeat, the changes were immaterial so far as construction and organization are concerned.

It remains to be seen whether or not the change in religious services will prove beneficial.

Name of school: Carlisle, Pa.

Report of Chas. F. Pierce, Supervisor. Date, Feb. 20, 1911.

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General Remarks:

### Section 3, Student Body

#### Attendance:

In comparing the actual attendance reports, as shown by the daily reports from the matron and disciplinarian, and the quarterly report for the quarter ending December 31, 1910, it became evident that there were many more pupils on the attendance report than were actually entitled to enrollment.

As shown by the quarterly report for the second quarter, the enrollment was 1042 pupils, while the records of the matron and disciplinarian showed that there were actually on the premises at that time 645 pupils, in addition to 211 who were on the outing list. This left a discrepancy of 186 pupils, 96 of whom were carried as "On leave" and 90 as "Runners", some of whom had been absent from the school for nearly three years.

In looking into the daily records for the month of January, it was found that 90 pupils were dropped from the rolls on the 23rd of that month. The cause of this action was not learned until I reached the Indian Office, on February 17th, and found that the same had been taken in accordance with orders from the Department, as a result of an inspection made by Inspector McLaughlin some weeks before. Inasmuch as the cases, so called "Runners", has no doubt been thoroughly



C-2 investigated and reported upon by the Inspector, I will make no further reference to them, except to say that the period of absence from the school in their cases exceeds that of the so called "On leave" pupils.

The following shows the exact enrollment and attendance on December 31, 1910, and on February 7, 1911, when the discrepancies were first noted:

Dec.31,1910	On premises	Outing pupils	On leave	Runners	Total
Girls	240	119	46	1	406
Boys	<u>405</u>	<u>92</u>	<u>50</u>	<u>89</u>	<u>636</u>
	645	211	96	90	1042

After dropping 96 pupils on January 23, 1911, as ordered by the Department, the records on February 7, 1911, showed the following:

Feb.7,1911	On premises	Outing	On leave	Runners	Total
Girls	246	117	33	0	396
Boys	<u>415</u>	<u>81</u>	<u>48</u>	<u>4</u>	<u>548</u>
Total	661	198	81	4	944

In looking into the "On leave" records, I found that many of these had been absent from the school for months and years, as some were dead, others married, and others employed in the Indian School Service.

The names of the "On-leave" pupils, with date of departure from the school and number of days carried on rolls after the same is as follows, the same having been taken from the daily records of the disciplinarian and matron:

Name of pupil	Time of departure	Number of days carried on roll
1. Roy Feeder	May 13, 1909	636-
2. Henry Sutton	July 4, 1909	567

	Name of pupil	Time of departure	Number of days carried on roll
3.	Wm. P. Cook	April 28, 1910	286
4.	Lawrence Poodry	May 16, 1910	268
5.	Ed. Williams	June 23, 1910	231
6.	Walter Robertson	June 23, 1910	231
7.	Harry Woodbury	June 7, 1910	246
8.	Jas. Lydick	June 2, 1910	251
9.	John Doyle	July 12, 1910	211
10.	Ned Stevenson	December 1, 1910	69
11.	Mitchell Moscow	May 10, 1910	274
12.	Howard Purse	June 30, 1908	953
13.	Sampson Burd	November 28, 1910	73
14.	Wm. Beaudion	August 31, 1909	526
15.	Oscar Boyd	March 15, 1910	330
16.	Joe Cannon	January 9, 1911	30
17.	George Chew	November 7, 1910	93
18.	Jas. Crowe	September 23, 1910	138
19.	Judson Caby	July 12, 1910	211
20.	Earl Dextate	March 4, 1909	706-
21.	John Dond	November 6, 1909	459
22.	John Ginnes	November 7, 1910	94
23.	Michael Gordon	April 15, 1910	299
24.	Walter Hamilton	October 25, 1909 (married)	471
25.	Peter Houser	November 23, 1910	77
26.	Abel Hopkins	January 3, 1911	36
27.	Leonard Jacobs	June 23, 1909	595
28.	Joseph Libby	January 7, 1911	33
29.	Roy Feeder	May 13, 1909	636
30.	Henry Sutton	July 4, 1909	567

Name of pupil	Time of departure	Number of days carried on roll
29. Oce Locustt	January 17, 1911	23
30. Elsworth Manning	August 5, 1909	552
31. Wm. M. Bull	January 27, 1910	742
32. John Menhart	July 1, 1910 (penitentiary)	222
33. Wm. Newasha	November 28, 1910	72
34. Jacob Paul	January 24, 1911	15
35. Elbert Payne	January 12, 1909	757
36. Walker Peune	July 22, 1910	201
37. Howard Peirce	June 20, 1908	963
38. Allison Pollock	(No record-several months)	
39. Chas. M. Ross	December 1, 1910	69
40. Curtis Redneck	November 26, 1910	319
41. Rene Howland	November 3, 1910	342
42. Chas. W. Ryan	April 1, 1910	313
43. Asa Sweetcorn	November 28, 1910	72
44. Hulsie Seneca	June 24, 1910	229
45. Arthur Smith	March 3, 1909	707
46. John White	January 24, 1911	15
47. John Weslebear	October 16, 1909	480
48. Mitchel White	September 8, 1910	153
49. Arline Allen	December 19, 1910	51
50. Elizabeth Baird	June 30, 1909 (employed at Pipe- stone)	588
51. Bessie Button	October 21, 1910	110
52. Esther Browning	November 17, 1910	83
53. Grace Burnette	May 17, 1910	267
54. Emma Clairmont	January 19, 1911	20
55. Agnes Cabay	July 12, 1910	211
56. Lizzie Cardish	December 6, 1910 (married)	65

Name of pupil	Time of departure	Number of days carried on roll
57. Rachel Chase	December 7, 1910	63
58. Olive Chisholm	February 4, 1911	4
59. Mary Cox	December 7, 1909	438
60. Edna Dextate	June 20, 1909	598
61. Lucy Desautel	November 25, 1910	127
62. Mamie Bilstrop	November 23, 1910	77
63. Olive Gordon	October 12, 1910	119
64. Flora Jones	August 15, 1910	177
65. Betsy Johnnyjohn	April 8, 1910 (married)	306
66. Helen M. Eagle	August 24, 1909	533
67. Mollie Mantel	January 4, 1911	25
68. Fleeta Renville	June 23, 1909	595
69. Germaine Renville	June 23, 1909	595
70. Grace Sampson	July 9, 1909	579
71. Ida Lands	July 27, 1910	196
72. Lizzie L. Eagle	September 10, 1910	151
73. Eva Symonds	December 19, 1910	41
74. Rose Simpson	June 23, 1910	230
75. Julia Terrence	March 7, 1910	338
76. Celestine Types	November 25, 1910	75
77. Susan Wright	November 8, 1910	92
78. Romena Waggoner	September 1, 1909	75
79. Rose Pleets	February 4, 1911 (dead)	4
Total		23071

There being no record as to the departure of Allison Pollock (No. 39) this would show that 90 "On-leaves" pupils have been carried on the rolls for a total of 23071 days, or that the 80 pupils have been carried for an average period of

275.9 days each. As stated heretofore, the "Runners" had been carried for a still longer period before being dropped, January 23, 1911.

The record as to runaway pupils absent without leave on February 7, 1911, give the following information:

	<u>Name</u>	<u>Departure</u>	<u>Days absent</u>
No. 82.	Jerome Kennerly	December 27, 1910	43
83.	Frank Marshall	January 24, 1910	15
84.	John Miles	December 23, 1910	47
85.	Clyde Redeagle	January 3, 1911	<u>36</u>
		Total	144

The above shows that the four run-a-way pupils absent on February 7, 1911, have been absent for an average period of 35.2 days.

It appears that it has been the custom to carry the "on-leave" pupils for a time, in order to "keep the average attendance up to the proper figure," and this has been passed over from time to time, doubtless, until the number of days such pupils were absent reach such an enormous figure.

Upon the attention of Superintendent Friedman being called to this matter and he made to understand that average enrollment was not considered, instead of average attendance the 81 "on leave" pupils were dropped from the rolls on February 8th, so that the actual enrollment of the school on February 9, 1911, was as follows:

	On premises	Outing	Runners	Total
Girls	246	117	0	363
Boys	<u>415</u>	<u>81</u>	<u>4</u>	<u>500</u>
Total	661	198	4	863

I would say here that the record of issues of rations from the commissary, does not show that rations have been issued in excess of the number actually present.

As is shown on the quarterly report for the second quarter, no less than 85 tribes were enrolled, coming from all parts of the United States, and one is lead to believe that either Carlisle has been quite active in discovering Indian tribes in Massachusetts, New Jersey, Rhode Island, Virginia, Louisiana, and other states heretofore unexplored by representatives of the Indian School Service, or, that the school has been remarkably well advertised.

Believing that there were pupils in attendance who were not entitled to enrollment, an individual examination of each pupil was decided upon, and in company with Supervisor Peairs, a careful examination of every pupil on the premises was made.

This examination proved that our doubts as to eligibility of certain pupils were well grounded, for a number of positive ineligibles were found. A report covering these cases, as well as those whose homes are within reach of, and who have attended public schools, will be made special as soon as additional data can be obtained.

The matter of necessity for enrollment of New York Indians is also made a subject for special report. This individual examination of pupils also revealed the fact that the ages as given on the quarterly report are not correct, the report generally, showing the age at admission, from one to four years ago, instead of at the present time.

The Chairman. I see what purports to be a copy of a letter from the superintendent to you, dated July 23, 1913, relative to personal oversight of instruction in the class rooms.

Mr. Whitwell. This was written in July while I was on my vacation and I had not then removed the attendance records to my office, so that the overseeing of the class rooms had been somewhat neglected, owing to my being at the other office.

(The letter referred to is as follows:)

"July 23, 1913.

"Mr. Whitwell:

One of the paramount duties devolving on the Principal Teacher in connection with his work, is the personal oversight of instruction in the class rooms. It is therefore, directed that as much time as possible be spent by the Principal Teacher each day in visiting class rooms, so as to definitely ascertain the progress which is made by the students, and listening to the recitation work conducted by the teacher with a view to raising the standard of the academic department. From time to time the Principal Teacher himself should take a class and quiz the students with a view to ascertaining the practical results which have attended the instruction by the various teachers.

Important matters needing adjustment will thus come before the personal attention of the Principal Teacher which can be discussed and properly corrected either in a personal interview with the teacher or at one of the teachers' meetings. The matter is one of the greatest importance, and as very little or no visiting of this kind has been done in the past, the

matter should have definite attention.

Very respectfully,

M. Friedman.  
Supt."

The Chairman. July 28, 1913, you were detailed to the large boys' quarters?

Mr. Whitwell. Yes, sir.

(The letter referred to is as follows:)

"July 28, 1913.

"Mr. Whitwell:

You are hereby detailed for duty at the large boys' quarters, beginning at once.

Very respectfully,

M. Friedman.  
Supt."

The Chairman. What was the import of that?

Mr. Whitwell. I had been attending Chatauqua, but the teacher who had been keeping the attendance records was away, and I knew what it meant, and I gave up a part of my institute leave to hurry back to my own work, and I had not been back but a day or so when he detailed me to the large boys' quarters, although there were very few boys here at that time, and no special need for it.

The Chairman. There also appears to be a letter of January 28, 1913, from Superintendent Friedman to you. What is the significance of that communication to you?

Mr. Whitwell. This is in regard to the change of keeping the attendance records at my own office instead of in the financial clerk's office, and he seems to be specially desirous of having them kept accurately, and I challenged him to show



where they had ever been kept, since I took them, any other way than accurately. Of course, it is all a matter of evidence as to the way they were kept before I took hold of it. I thought I had the answers to these with me.

The Chairman. Were you charged with the condition of the class rooms?

Mr. Whitwell. You mean, in regard to janitor work, etc.?

The Chairman. Yes.

Mr. Whitwell. Yes, sir; that is a part of my duties.

The Chairman. I see a letter of August 26, 1913, in which the superintendent criticises you for the condition of the rooms.

Mr. Whitwell. There is already on record a reply to this showing that the only windows that were not cleaned at that time were two in the back part of the chapel, and as the teacher said he was doing the work there was no need of doing them then, we could do them when we had boys to help us. And not only that, there was more important work for the teacher to do than cleaning such windows. We ought to have been getting our school work in shape. The other windows were just in the shape you would expect to find them after the summer's vacation. They had all been cleaned before the pupils had been dismissed. There is a reply here to this about the windows. It is, of course, written much better than I could remember now.

(The letter and statement referred to are as follows:)

"August 26, 1913.

"Mr. Whitwell:

I have gone through the rooms of the school building carefully and while the oiling of the floors and the general cleaning is progressing satisfactorily, it will be necessary to

spend quite a bit of time and labor in cleaning the windows. The windows generally were dirty, a condition which is not only unsanitary, but obstructs the proper light and sunshine which should enter the school-rooms during class recitations.

Very respectfully,

Superintendent."

"Notes on Superintendent's letter of Aug. 26, 1913.

"The front windows of the chapel had been washed a few days before this inspection was made. The windows the Superintendent saw the boys washing before he wrote this letter, were put in new a few days before. They were gummy and needed washing; the other windows of school-rooms were in the condition anyone would expect to find them in, after the dusts of the summer vacation.

"The windows in the store-room at the rear of the chapel did need cleaning, but it was not necessary that they be done then, when there were not pupils that could do this, only teachers who could have had this time for better use."

The Chairman. That was not a letter to the superintendent. This is a correct statement?

Mr. Whitwell. Yes, sir; that is in regard to the actual conditions. And I would like to say that there are answers put in the evidence.

The Chairman. Were they furnished to the superintendent?

Mr. Whitwell. Yes, they were furnished as a reply to his charges, so that they are a matter of record in Washington.

The Chairman. Do you know why Miss Gaither was transferred from here?

Mr. Whitwell. Her and Mr. Friedman did not get along very well together. I know no other reason why she should have been transferred. I considered her a very capable matron.

The Chairman. At the time of her leaving here did you know anything about a controversy arising from the manner of keeping the accounts?

Mr. Whitwell. No, sir; I never heard that.

The Chairman. Do you know Julia Hardin?

Mr. Whitwell. Yes, sir.

The Chairman. Who is she?

Mr. Whitwell. She is one of our pupils in the business department.

The Chairman. Did you see her during June, 1913? On an occasion when she was being whipped?

Mr. Whitwell. Yes, sir.

The Chairman. State the circumstances under which you saw her, and what her condition was.

Mr. Whitwell. Shall I read this?

The Chairman. I have no objection.

Mr. Whitwell. Of course, I would like to say that this was given from my memory, but I know that the vital parts are correct. There may be a word or two that is a little different.

The Chairman. Just read it.

Mr. Whitwell. (Reading) "I found the girl sitting on the floor sobbing and crying. Mr. Stauffer was standing near, very much excited. So was Miss Ridenour. I had learned on the way over, from Mrs. La Flesche, something of the trouble. I walked up to Julia and said something like this: 'Julia, you know I wouldn't advise you to do anything against your best interests

if I knew it. Now you have got yourself into this trouble and it is up to you to get yourself out of it. I couldn't tell you what is right or wrong, any better than what you yourself now know it, and I am not going to waste time talking to you, but I advise you to do as you are told, whatever that is.'

"I turned to the matron and asked what they wanted her to do. The matron said she would have to go to the lock-up. I said, 'Julia, will you go to the lock-up?' She said, 'I will go for you, Mr. Whitwell.' I knew the girl meant what she said. I turned to the matron and said she was ready to go, but the matron did not seem to realize it. I said again that she was ready to go and told Julia to rise and go with her. She went and that ended my connection with the case".

The Chairman. Did you see Mr. Stauffer that evening?

Mr. Whitwell. Yes, sir; he came to the house.

The Chairman. What conversation occurred between you?

Mr. Whitwell. He evidently came to explain his connection with the case. He said that the girl has been very bad, or something like that, and I said to him, "Well, I am afraid you have made a mistake to use corporal punishment. You ought to have had permission of the superintendent." He said that he had gone to Mr. Friedman after he found out the girl would not do what they wanted, and told Mr. Friedman that there was only one way to do it and that was to spank her, and Mr. Friedman said, "Now, don't talk to me about spanking. If you are going to spank, all right; but don't bring me into it."

I had very little to say about the case, and could not approve of it. He evidently was worried about it, and I could not

say anything that would make him feel any better. He added, however, that the girl was ready to go when he came over, and I told him that so far as that was concerned, I did not claim any credit.

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The Chairman. Did you take hold of the girl?

Mr. Whitwell. I do not remember even touching her.

The Chairman. Did you pull her up from the floor?

Mr. Whitwell. I do not remember that I pulled her up. If I did it was simply to help her. From what Mrs. La Flesche told me, I realized it was a case that the more they were punishing the girl the more stubborn she was becoming. I would not use corporal punishment under any circumstances.

The Chairman. Did you threaten to punish her?

Mr. Whitwell. No, sir.

The Chairman. Did you tell her that she had not had enough punishment?

Mr. Whitwell. No, sir.

The Chairman. Did you order her put in the detention room over night?

Mr. Whitwell. No, sir. I did not know anything about whether they had a detention room. I did not know the next move. The girl went home. I was ignorant of the whole situation.

The Chairman. Do you know what she was punished for?

Mr. Whitwell. I know now, yes.

The Chairman. What was it?

Mr. Whitwell. For not going to the country after she had promised to go.

The Chairman. Did you see the board with which she is said

to have been whipped?

Mr. Whitwell. No, sir. That was all over when I went there.

The Chairman. Do you know of pupils of the school being confined in the county jail, Mr. Whitwell?

Mr. Whitwell. Yes, sir.

The Chairman. How many have you known of in the last year or two?

Mr. Whitwell. Something like 7 or 8.

The Chairman. For what offenses, if you know?

Mr. Whitwell. One while I was helping over at the large boys' quarters — I assisted them. In fact, under Mr. Friedman's orders, I took a boy down and had him arrested. I went down and really acted the part of the complainant.

The Chairman. What did you charge him with?

Mr. Whitwell. Stealing pies out of the bakery. They make pies every Saturday afternoon.

The Chairman. How long was he confined for that?

Mr. Whitwell. I think for 30 days, as near as I can remember.

The Chairman. Did you charge him with petty larceny, or grand larceny?

Mr. Whitwell. I think it was petty larceny.

The Chairman. Did you think that punishment was commensurate with the degree of the offense — to take a schoolboy charged with stealing something to eat? It looks to me almost like the case of Jean Valjean again. A case where you knew, and it was generally known, that the pupils were not getting enough to eat, to take one of the boys down and put him in

jail for 30 days.

Mr. Whitwell. Of course, they threw the plates away, but that was all secondary.

The Chairman. How much pie did they steal?

Mr. Whitwell. Oh, quite a number of them.

The Chairman. Were there a number of boys in it?

Mr. Whitwell. Yes. They took the pies down near the lake here and told the boys where the pies were. I think the poor girls had to go without the next day.

Representative Carter. You have been to a boarding school, haven't you?

Mr. Whitwell. Yes, sir; I have been in all kinds.

Representative Carter. Did you ever take part in any such transaction as that?

Mr. Whitwell. No, sir.

Representative Carter. Never stole a pie?

Mrx The Chairman. As a matter of fact, those offenses are quite common in all boarding schools?

Mr. Whitwell. Yes, sir.

The Chairman. Especially where the food is inadequate or unwholesome and general complaints exist. Don't you think that a case of that sort could have been handled and should have been handled with the discipline that prevails in the school rather than appeal to the criminal authorities of the county?

Mr. Whitwell. Yes, sir. There were those two things I thought of at the time; that it showed our weak discipline in the first place, in not being able to handle a thing like that ourselves; and again, that our grounds were not being policed right. The judge himself asked why the boys could do that.

Representative Carter. Do you have a night watch?

Mr. Whitwell. Yes, but only an Indian boy. For all I know, he might have helped.

Representative Carter. You were acting under orders, I believe, of the superintendent?

Mr. Whitwell. Yes, sir; the superintendent gave me orders.

Representative Carter. Were the orders written or merely verbal?

Mr. Whitwell. I do not remember.

Representative Carter. Will you look and see if you have any written instructions concerning that, and bring them back?

Mr. Whitwell. Yes, sir.

Representative Carter. Why was this work put on you?

Mr. Whitwell. You will notice that at that time I was detailed to the large boys' quarters.

Representative Carter. Was the counsel or advice of the disciplinarian sought or obtained in the matter — what was that boy's name?

Mr. Whitwell. I could find out.

Representative Carter. Did you visit the boy while he was in jail?

Mr. Whitwell. No.

Representative Carter. Did Superintendent Friedman?

Mr. Whitwell. I do not think he did; I do not think anyone did. I know I told the prosecuting attorney — he said there was a nominal fine, as I understood. There had to be a nominal fine, and I told him that probably the boy would not have it, and if he would let me know I would pay it. Then I inquired when the time was out of the disciplinarian, and he said they



were going to let the boy go home.

Representative Carter. So they kept him in jail 30 days and then fired him for stealing pies?

Mr. Whitwell. Yes, sir.

Representative Carter. What do they do with the drunks and the boys who enter the rooms of the girls and debauch them?

Mr. Whitwell. I have heard mentioned the case of Gus Welch.

Representative Carter. He is a football man?

Mr. Whitwell. Yes, sir.

Representative Carter. Do you know about the four boys who during the last year entered the girls' building and met some girls in a vacant room and stayed there a long time?

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Mr. Whitwell. Yes, sir.

Representative Carter. What was done with those boys?

Mr. Whitwell. They were put in the guard house.

Representative Carter. They were not taken to the county jail and confined for debauching those girls?

Mr. Whitwell. No, sir. Those boys evidently had not been punished as they ought to have been. Just day before yesterday one of them met a girl over at the school building — one of the same boys met one of the same girls in the back part of the chapel. There was nothing done bad that we know of, but it was because we caught on to it in time.

The Chairman. Of course, the inherent weaknesses and characteristics of human nature make it impossible to prevent those things from occurring whenever the opportunity can be obtained and the disposition exists between boys and girls, but it does seem to me like it discloses an utter lack of sense or due proportion to confine a boy in the county jail for 30

days and expel him for stealing a few pies, and then to minimize an offense of the character mentioned in connection with those boys who met the girls improperly and debauched them.

Will you give me the name of that boy that was sent to jail for stealing pies?

Mr. Whitwell. Yes, sir.

The Chairman. I want to ask Mr. Friedman something about that. Does he admit giving you those orders?

Mr. Whitwell. Yes, I think he will, because they have had trouble about boys stealing pies. And, as I say, they do not have anyone to watch the place.

The Chairman. Do you know anything about an alleged pig roast by the football boys in which they are said to have taken two pigs and roasted them?

Mr. Whitwell. It is common report.

The Chairman. What was done with them for that vicious offense?

Mr. Whitwell. Nothing, so far as I have known.

The Chairman. They were not sent to the county jail?

Mr. Whitwell. No.

Representative Stephens. Do you know of cases of drunkenness in the school by the boys, and disorderly conduct by boys, who were not sent home or expelled?

Mr. Whitwell. Oh, yes; quite a number. If we sent them all home that have gotten drunk I am afraid we would not have many left.

Representative Stephens. As I understand you, some boys would be sent home and others kept here?

Mr. Whitwell. Yes, sir.

Representative Stephens. Then that constituted a gross violation of the rights of certain boys, did it not?

Mr. Whitwell. Yes, sir; and that was what led to the feeling of the student body toward the superintendent. They see the injustice being done. For instance, there have been very few drunks sent home.

Representative Stephens. It showed partiality in the extreme?

Mr. Whitwell. Yes; that is how they look on it.

Representative Stephens. I believe you stated that the agricultural and harness departments had been abolished. Have any other departments been abolished?

Mr. Whitwell. The Indian art department.

Representative Stephens. What else?

Mr. Whitwell. Telegraphy, harness-making, photography —

Representative Stephens. What else?

Mr. Whitwell. That is all, I think. Mechanical drawing has been taken up again.

Representative Stephens. It was abolished a while?

Mr. Whitwell. It was abolished a while, and the mechanical drawing teacher put on the farm.

Representative Stephens. What did they do with the teachers that were teaching all these special branches?

Mr. Whitwell. There was no regular employee for photography; the physical culture teacher used to do that. The agricultural department was abolished entirely, and I don't know where the money went. The rooms were turned into the music department.

Representative Stephens. A conservatory instead of an

agricultural department?

Mr. Whitwell. Yes, sir.

Representative Stephens. What is in that conservatory?

Mr. Whitwell. Pianos and musical instruments and so on.

The part where we raise plants, however, the gardener use<sup>s</sup> that to raise plants for his garden. There is now practically no instruction given, and the agricultural work seems to be almost ignored, so much so that it has seemed they treat it almost as a punishment to go to the farm. We had a potato farm, and the boys would not go there. We had a fine lot of chicken houses built and had an expert from town come here to supervise it, and they did not get the eggs, and they tore up the chicken houses.

Representative Stephens. Have they abolished the raising of chickens.

Mr. Whitwell. Abolished it entirely. Of course, the boys probably did get the eggs.

The Chairman. Do you know about the case of Ethel Williams and Paul Jones?

Mr. Whitwell. Yes, sir. That is the case that the boy and girl were sent to jail for 60 days.

The Chairman. What for?

Mr. Whitwell. I understand, for immoral relations, but I do not know the details.

The Chairman. Did you have anything to do with that case?

Mr. Whitwell. Nothing whatever.

The Chairman. Did you ever examine the record of the case?

Mr. Whitwell. No, sir; I never had an opportunity.

The Chairman. Do you know upon whose complaint they were

sent to jail?

Mr. Whitwell. I think it was the disciplinarian. Of course, he does all that by the superintendent.

Representative Carter. How many industrial departments have you now? You know, don't you? Suppose you just put them in the record there.

Mr. Whitwell. There are about 15 here that we have yet.

Representative Carter. Name them for the record.

Mr. Whitwell. Baking, blacksmithing, masonry — that includes bricklaying, of course — carpentry, wagon-making, painting, plumbing and steamfitting, printing, shoe-making, tailoring, tinsmithing, laundering for the girls, sewing, and the agricultural work which is hardly worth mentioning. There is no instruction.

Representative Carter. How many teachers have you in those different departments?

Mr. Whitwell. One for each.

Representative Carter. How many children have you in each of those?

Mr. Whitwell. It varies so much it would be very hard to tell. The engineer will have something like 10 boys in the morning and 2 in the afternoon. He has one of the largest details. Then the carpenter, he has a large detail on account of the large amount of repair work to be done, but the others will probably average 4 or 5 boys each.

Representative Stephens. Is there any one looking after stockraising?

Mr. Whitwell. No.

Representative Carter. Then there would not be over 75

or 100 boys in the industrial work?

Mr. Whitwell. No, sir. I have a record that I compiled. We are using a new blank now to give their grade and the trade they work. We have them all itemized.

Representative Carter. In your opinion, then, the school is not very much of an industrial school?

Mr. Whitwell. No, sir. The boys change too much from one place to another too.

Representative Carter. The difficulty is they do not keep the boy in one department long enough to learn a trade?

Mr. Whitwell. That is it. They won't make him stick to it.

Representative Carter. Could they do it under the present discipline?

Mr. Whitwell. I doubt it very much.

Representative Carter. What can you tell us about the general health of the students?

Mr. Whitwell. As a rule that does not come under my observation, any more as we happen to see it in the school rooms.

Representative Carter. But you have an opportunity to observe it, of course?

Yes.

Mr. Whitwell. We have quite frequently sent boys and girls out of the school room to the hospital for treatment — adenoids and such cases as that. They are sometimes run down.

Representative Carter. Are there any children in the school now afflicted with tuberculosis?

Mr. Whitwell. I could not say positively. I know there was a little while ago. Their plan is to send them home.

Representative Carter. They send them home as soon as they get it?

Mr. Whitwell. Yes, especially — perhaps not as soon as they get it, but as soon as they show the case is developed.

Representative Carter. What do they do with cases of trachoma?

Mr. Whitwell. I have seen very little done. Of course, it may be done. I know when Doctor White came back the second time, he complained very much.

Representative Carter. Is there very much trachoma in this school?

Mr. Whitwell. I think there is.

Representative Carter. Are the children who have trachoma segregated from the others?

Mr. Whitwell. Not that I know of.

Representative Carter. What system of towels have they, and bath rooms?

Mr. Whitwell. I do not of any special system, any more than to give each boy a towel once a week.

Representative Carter. Only once a week?

Mr. Whitwell. Once a week, so I understand.

Representative Carter. Is he required to keep that towel separate, or can any other boy use it?

Mr. Whitwell. No, he does not pay much attention to it.

Representative Carter. So there is a wide opportunity for the spread of that disease.

Mr. Whitwell. Yes, sir.

Representative Carter. And nothing being done to check it?

Mr. Whitwell. No.

Representative Carter. In the way of sanitation I mean.

Mr. Whitwell. Yes. One boy in particular, George Marks,

is in the business department, and I ought to have seen it sooner. I noticed he had a squint, so I sent him over to be examined, and he had a very severe case of trachoma and had been in school right along.

Representative Carter. What was his name?

Mr. Whitwell. George Marks.

Representative Carter. Is he still here?

Mr. Whitwell. Yes, he is still here. Of course, he is getting treatment now.

Representative Carter. Is he segregated?

Mr. Whitwell. I do not think he is; I think he goes with the other boys. He is in the business department.

Representative Carter. Do you know of any others?

Mr. Whitwell. No; I do not know of any, but there may be a considerable number that I do not know of. Of course, that does not come under my special department.

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The following correspondence was submitted by Mr. Whitwell and ordered to be printed in the record:



DEPARTMENT OF THE INTERIOR  
United States Indian Service

Principal Teachers Office  
Carlisle, Pa.

March 27, 1913.

H. B. Peairs,

Supervisor in charge of Indian Schools.

Dear Sir:

These are the facts regarding my experience with attendance records at Carlisle.

When I reported for duty as Prin. Teacher at Carlisle July 1, 1907, I found contrary to the usual custom in other schools, that the Principal Teacher had nothing whatever to do with the attendance reports.

It was some time in 1910 before I even saw one of these reports, consequently I was naturally somewhat surprised when without any explanation one of the quarterly reports for this year (1910) was sent to me for my signature, I at the time knowing absolutely nothing as to how it was made up.

I signed this report, at the same time resolving in the face of past experience to investigate a little before I signed another, if called upon to do so. Consequently when the report for the following quarter was sent to me for my signature and I found some names on the roll that should have been dropped, I immediately wrote a note to Mr. Miller who was then in charge of the report, asking if there was any authority for carrying such pupils on the roll. Not receiving a reply, I mentioned the matter to Supt. Friedman explaining why I did not

sign the report and reminding him of the trouble caused at Haskell Institute when Supervisor Conser found a few names on the roll that should have been dropped. Mr. Friedman answered, "It is not necessary for you to sign them, some one else will."

When Supervisor Pierce informed me of the condition of the attendance reports, I simply related in substance what I have written, to show him that I was not in a position to give him any definite information.

My next experience with the reports was when I was assigned to the work of making out the same on July 26, 1911. I have made, or supervised the making and signed all reports since that time.

Very respectfully,

---

Principal Teacher.

DEPT. OF THE INTERIOR

U. S. Indian Industrial School.

Phoenix, Arizona.

March 19, 1913.

Mr. John Whitwell,  
Principal Teacher, Indian School,  
Carlisle, Pennsylvania.

My dear Mr. Whitwell:-

You will recall, no doubt, the visit that Supervisor Pierce and I made to Carlisle in February, 1911. I believe it was when we examined the attendance records and found a discrepancy between the enrollment as shown by the quarterly ~~xxxxix~~ attendance reports and the actual attendance, plus the actual number of pupils outing.

I have not the report we made, but as nearly as I

can recall there were nearly 200 more names on the roll who were shown as having been in attendance during the full quarter just previous than were actually present and outing. A careful examination proved that many pupils who had been at their homes for periods varying from one or two months up to several years were still carried on the roll and were given full time in the attendance reports. This was brought to your attention, and you stated to Supervisor Pierce and myself that because of that fact you had refused to sign the quarterly attendance reports, and that Superintendent Friedman told you that you did not have to do it for he could get some one else to sign them; that, thereafter, the attendance reports had been made in the Superintendent's office and had been signed by one of the clerks, Mr. Miller, I believe it was.

The discrepancy in the attendance reports was reported by Supervisor Pierce in his report to the Commissioner of Indian Affairs, and I was informed that pupils who were at their homes were dropped. No further action was taken by the office in the matter except to make a general ruling applying to the Service at large, with reference to dropping pupils from the rolls at the end of not to exceed thirty days after leaving the school.

I always felt that the action taken by Superintendent Friedman in taking the attendance reports out of your hands because you would not sign reports which were padded and having some other employee sign them was entirely wrong, in fact, that it was an intentional and deliberate falsification of the school records and accounts.

Since Superintendent Friedman has become a candidate for promotion to the office of Commissioner of Indian Affairs,

I have made a statement that Superintendent Friedman wilfully falsified his records and accounts, the particular instance being the one herein mentioned the statement which I made found its way to the Secretary of the Interior and finally to the Office of Indian Affairs, and I am now asked to prove the statement. I will do so by giving the substance of Supervisor Pierce's report upon the attendance at Carlisle at the time he visited the school.

That I may prove that part of the statement in which I say that padding of the accounts was wilfull, intentional and deliberate, I want your sworn statement with reference to Superintendent Friedman's taking the making of the attendance reports out of your hands because you were unwilling to sign them when they did not portray the facts but showed a padded attendance. As nearly as I can remember, I have given you the substance of your conversation with Supervisor Pierce and me about this matter.

I dislike to bring you into this fight, but it is absolutely necessary to do so. I hope Mr. Whitwell, that you will realize the real necessity of giving me a very carefully worded and full sworn statement covering the incident, because if you fail to do so, it will be impossible for me to substantiate the charge made. You have the key to the situation. The records I can easily prove and that the attendance reports were padded intentionally must be proved by securing your sworn statement. I will get a sworn statement from Supervisor Pierce verifying my statement that you made such a statement to both of us, but a statement from you will make the case positive.

You need not have any fear of the result---you will be  
 P  
 protected. Please prepare the statement and mail four copies  
 of it to me at Lawrence, Kansas, care of Haskell Institute  
 at the earliest possible date.

I hope you will consider this matter entirely confiden-  
 tial at the present time.

Sincerely yours,

H. B. PEAIRS (N.B. Signed by himself)  
 Supervisor in charge  
 of Indian Schools.

Hbp-Eso

Lawrence, Kans.

(N.B. Written in lead pencil)

1. My treatment when I reported as to conditions at Athletic Quarters during the quiet hours. I believe Supervisor Pierce and Mr. Carter can explain this.
2. The refusal of the Superintendent to support me in refusing to approve of requests for boys to visit girls at Dixie's Quarters.
3. The ignoring of my suggestion made at a meeting of all employees, that we follow the old rule of the school and keep boys and girls apart as much as possible.
4. Ignoring my repeated assertions in the face of immorality that the highest test of the school is its results in moral training.

Office of Principal Teacher

Carlisle Indian School,

October 8, 1913.

Supervisor H. B. Peairs,

Indian Office, Washington, D. C.

Dear Sir:

Due to either malice or ignorance on the part of Supervisor Friedman I am greatly hindered in successfully carrying on my work as Principal Teacher at the Carlisle Indian School and I ask you as one fully acquainted with the facts concerning my work before coming here, the circumstances attending my appointment here, the Commissioner's promise made at that time to consider favorably any request I might make for a transfer, also your further acquaintence with some of the difficulties I have encountered here, to lay before the Commissioner of Indian Affairs at the earliest possible date the following as a part of the evidence which will go to prove the correctness of the foregoing charges and conclusions.

1. My treatment when I reported as to conditions at Athletic Quarters during the quiet hour. I believe Supervisor Pierce and Mr. Carter can explain this.
2. The refusal of the Superintendent to support me in refusing to approve of requests for boys to visit girls at Girl's Quarters.
3. The ignoring of my suggestion made at a meeting of all employees, that we follow the old rule of the school and keep boys and girls apart as much as possible.
4. Ignoring my repeated assertion in the face of immorality that the highest test of the school is its result in moral training.

5. My refusal to approve of a certain boy visiting a certain girl at the hospital at the request of Miss. Guest. Superintendent Friedman suggested over the phone that I had better approve of it so that he would not have to go over my head. I still refused.

6. My refusal to endorse the moral side of Major Mercer's administration, I believe this to have antagonized those who are now acting as the superintendent's tools more than it has the superintendent himself. The effect, however, is the same.

7. My approval of the Y. W. C. A. secretary's plan to provide amusement during dancing hours for those who did not wish to dance.

The Superintendent called me into his office and in the presence of the secretary said that while it might be a good thing in some ways it was probably impracticable and wanted my opinion. He seemed disappointed when I gave it to him.

8. My open criticism of the veracity of a letter which the Superintendent proposed to send to Miss Richards regarding the writing of a letter to the Indian Office by John Jackson, a pupil.

In the letter which he proposed to send and which he laid before the faculty for endorsement, he did not state the facts as they were and I told him so.

9. My attitude of withholding endorsement or approval of matters concerning the school which have been exaggerated or misrepresented. There has been an unlimited amount of such matter. Past issues of the Red Man and Arrow will prove this.

10. My challenging the assertion on the part of the

Superintendent at a faculty meeting, to award diplomas,— that there was no difference between a pupil teacher and a teacher. He said the difference was one of tweedle dee or tweedle dum. Such assertions naturally discount the excellent work done in the training of pupil teachers in our Normal Department, a work which has always been a strong factor in Academic work. As in other cases the assertion was clearly due to malice or ignorance.

11. My affidavit regarding attendance reports at Carlisle given Supervisor H. B. Peairs, I wish to say this as an official duty solely.

12. My refusal to give false evidence as to the keeping of the attendance reports at Haskell Institute. Since this time my position here has been well nigh unbearable and only the conviction that I had stood firm for the right has kept me from resigning.

13. During the summer months the interests of the Academic Department have been ignored so far as the detailing of teachers is concerned except oiling floors and cleaning windows, other than this the work done by the director of music in the principal teacher's office was more harmful than otherwise; books were placed on shelves so as to look nice instead of being arranged ready for use as they formerly were by teachers especially detailed for that purpose.

14. My open criticism of the small amount of agricultural training given the students and the undue prominence given to art and telegraphy both of which have proved failures at the expense of the Academic Department, while at the same time the teachers of these and the music department have received special mention and teachers who were faithfully performing their duties almost ignored.



15. Two weeks ago I commenced to follow that part of the Commissioner's letter of instructions in "Citizenship" which suggests using the following topics at opening exercises: "Obedience, Cleanliness and Neatness," etc., Last week I received a three page letter of instructions regarding Chapel Exercises which provided for nothing but what had already been done except as regards the leading of the singing, but which did order the elimination of recitations by pupils from the higher grades, such recitations being specially selected for the moral lesson they contained. As regards the music, the director of music is to lead in person. This he did on Monday last while the superintendent was present, he selected for singing one of the hymns forbidden by the Indian Office regulations.

Before reading the Scripture lesson I felt it my duty to call attention to this error, but this did not prevent the Superintendent lauding the music and ignoring the rest of the program even if it did provide for carrying out the Commissioner's instructions.

The same letter contained such ridiculous instructions regarding dismissal that I felt compelled to go to the Superintendent's office before the next Chapel Exercises (after spending considerable time trying to find a way out of the dilemma) and asked to have them withdrawn which was granted and the dismissal was conducted in the usual manner. The following quotation was used at the Chapel exercise: "Training in good habits of thinking and acting is of more value to pupils than the learning of all that the best text books contain concerning the whole circle of the sciences."

16. I wish to state here that while the preceding incident and many similar ones have made my position here a very trying one I still had hopes that I would be able to do just what I have always done in the past and pull through without having to defend myself, but the following incident which happened yesterday made it impossible for me to longer remain silent and at the same time preserve a spark of manhood or honor. Last year at my suggestion a series of debates was carried on between our literary societies and Carlisle High School students. Superintendent Wagner of the city schools, Superintendent Friedman and myself met at Supt. Friedman's residence and arranged the details. The principal teacher at Carlisle has always had supervision of the literary societies and weekly reports are sent to him by the official visitors. The debates passed off very satisfactorily and the results justified our planning for another series of debates.

I found Supt. Wagner willing and glad to help out.

Some time in the forenoon of yesterday word was sent me from Mr. Meyer's office that Supt. Wagner wanted to speak with me over the phone. I found he wanted to speak about the debate which is to be given on November 8th. He said Mr. Stauffer had interviewed him but he wanted to know when to come out to see Supt. Friedman and myself so as to arrange details of debate. I told him to hold the phone and I would try to arrange the date. I asked Supt. Friedman what date would be suitable. He replied ~~that~~ he had instructed advisory members to see Supt. Wagner and make all arrangements.

As I was then planning for another debate which is to take place Saturday evening between members of our different societies,

I asked if he had sent out instructions in regard to this too; he said the head of the department would do that. I asked him why the head of the department should not do as had been done before and attend to the other debate or at least be notified that his services were not needed; he made no direct reply.

I told him I could not go on with my work under such conditions, that I wanted to charge him right there with malice or ignorance so far as his attitude toward my work is concerned, and I admit I said some things that I should not have said, amongst them, that he was a dirty skunk. He called in Miss Rice, the stenographer, and asked me to repeat what I had said. I repeated the charge in these words; turning to Miss Rice, and pointing my finger at Supt. Friedman I said, You can say that I charge this man with being guilty of either malice or ignorance so far as my work is concerned.

Supt. Friedman replied that he would prove I was "incompetent". I answered I was fully aware that he had been distorting the truth and sending me letters with some such purpose in view, that I had kept the letters and would prove when the proper time came that it was either malice or ignorance that prompted the writing of them.

I came back to my office and took charge of a meeting of the advisory members and presidents of the literary societies which are to debate on Saturday evening, outlined a program and sent it to Supt. Friedman for approval. I have not heard from it and I do not know what to do for the best.

Very respectfully,

United States Indian School,  
Carlisle, Pa.

October 14, 1913.

Mr. John Whitwell, Principal Teacher.

In a letter to the Commissioner of Indian Affairs you are charged with making an unwarranted, abusive and insubordinate attack on the superintendent on the afternoon of October 7th in his office and calling him "a dirty skunk".

It is also charged that your work has not been satisfactory or up to the standard, that you have been derelict in your duty, that you have not visited the class rooms as you should and given instruction to the students or properly observed the work of the teachers; and that until I undertook to reorganize your work during the past summer, it was constantly growing worse instead of better.

You will be given three days to prepare such statement and give answer in such way to the charges above mentioned as you desire.

Yours respectfully,

M. Friedman,

Superintendent.

M.F. S.R.

1612 State Street, Harrisburg, Pa.

Oct. 15, 1913.

Bishop Darlington.

My dear Bishop:

If you wish to inquire about Mr. Whitwell from the teachers, directly, write to:

Miss McDowell ( in charge of the Juniors, )  
( High School Dept. )

Miss Lydia Kemp ( Head of the Normal Train- )  
( ing Dept. )

These two teachers are of long standing in the Indian Service and are as concerned over the deplorable conditions as Mr. Whitwell or me.

I trust you can exert a strong influence and help at this time.

Very respectfully,

Josephine W. Hart.

Very respectfully,

Superintendent.

No. 8

August 4, 1913.

Mr. Whitwell:

I am sending you herewith copy of a note to Mr. Washington with reference to the condition of the Large Boys' Building, some days ago. I was over in the Large Boys' Quarters Sunday morning and found this condition, if anything, worse. He has evidently left it at the time of his resignation completely in the hands of the boys.

It is directed that you and Mr. Collins make a business of getting the building in shape. For this purpose it will be necessary to utilize a detail of boys and give the building a thorough cleaning up. It would be well to call the boys together and give them a talk about the matter, so that they keep their rooms in better condition. But for the present, and until the disciplinarian returns, it will be necessary to make a daily round of inspection to see that these instructions are carried out. The "leaves" of one or two teachers expire this week, and if you can utilize their services in this work, let me know and I shall detail them to the Large Boys' Quarters without delay. Please give the matter your immediate attention.

Very respectfully,

Superintendent.

MF-BH

No. 8

July 12, 1913.

Mr. Washington,  
Acting Disciplinarian.

Dear Sir:

I have been through your building several times within the last few days, and I find a very filthy condition of affairs. Beds are unmade, old clothing is lying around, the rooms are being used for toilet purposes, the halls are littered, and the building generally is unkept. You are directed at once to take a detail of boys and clean this building up from garret to cellar, and you will see to it hereafter, while you are in charge of the building, that at all times all the rooms, the halls, and the immediate premises, are in a neat condition, clean and sweet smelling. The matter is not one which can be delegated to boys. It should have your personal attention.

Very respectfully,

Superintendent.

MF-BH

Copy to Mr. Kensler

\*"from garret to cellar" should read  
"from cellar to garret" (in original  
copy)

Notes on Superintendent's letter of  
Aug. 4, 1913.

This shows the character of the work to which I was detailed, and the way in which other teachers were brought into it.

Of course there was nothing to do but use the other teachers.

The interests of the Academic Department were not to be even considered.



No. 9

August 8, 1913.

Mr. Whitwell:

I am transmitting to you herewith circular letters from the Indian Office with reference to the preparation of compositions on "Citizenship". You are directed to carry out the instructions given in this letter, transmitting as many as are necessary to the teachers in whose class-rooms these compositions are to be prepared, and complying in every way with the directions given by the Office. The compositions should be prepared on time and mailed in the way designated. This should be made an opportunity for the development of sound ideas and the giving of thorough instruction along these lines to our students.

Very respectfully,

Superintendent.

MF-SR

No. 9

Notes on Superintendent's letter of Aug. 8, 1913.

(Transmitting Commissioner's Circular regarding "Citizenship")

Evidently the Superintendent did not read the circular. As I have already shown he ignored its instructions regarding using such topics as Obedience, etc., for talks at Chapel Exercises, and sent instructions of his own.

He has taken no further steps to see if this important work is being done, such as he has taken in many minor matters.

Very respectfully,

Superintendent.

No. 10

August 12, 1913.

Mr. Whitwell:

It is directed that you resume your regular activities at the School building, so as to have all the rooms prepared in the best possible shape, ready for the school year. The lower floor has been rather badly mussed up on account of repairs of windows in the hall, and it will be well to lock the doors leading from the hall to the school-rooms on both sides. It may be necessary before putting oil on, to have these rooms mopped. The work should be done thoroughly, and just now be resumed so that the entire building is given a chance to dry. Miss McDowell is detailed to assist in this matter.

Very respectfully,

Superintendent.

No. 10

August 12, 1913.  
 Notes on Superintendent's letter of Aug. 12, 1913.

The Superintendent evidently thinks my regular activities are as he has here outlined them.

He told me before I left for vacation, he was anxious to have the floors oiled as soon as possible and Mr. Kensler procured the oil right away, and notified Mr. Stauffer then in charge. The head janitor told me he also had advised Mr. Stauffer as he knew that I would have started the work before I left, if the oil had been on hand.

Very respectfully,

Superintendent.

Copies to Mr. Kensler,  
 Mr. Whitwell,  
 Mr. Collins:

No. 11

August 12, 1913.

Mr. Dietz:

During the coming school year, you will be detailed to take charge of the mechanical drawing classes in the shop building in the room which has been fitted up for that purpose. You should go over the matter thoroughly with Mr. Collins, in order to get a close insight into the work, and it is directed that you do everything necessary this summer to prepare yourself to carry on this work successfully. It may be the classes will not begin promptly after the first of September, but they will be started as soon thereafter as possible. There is a good library on hand in the mechanical drawing room for suggestive use. Possibly certain materials will be needed to carry on the work, and you will ascertain the facts with regard to this by consultation with Mr. Collins. Go into the work thoroughly so that all necessary preparations can be made for the proper conduct and success of instruction in mechanical drawing during the first few months that we shall conduct these classes this year.

Very respectfully,

Superintendent.

MF-SR

Copies to Mr. Kensler,  
Mr. Whitwell,  
Mr. Collins.

No. 11

Notes on Superintendent's letter to Mr. Dietz,  
August 12, 1913.

For many months, Mr. Collins, (for whom the Superintendent claims he obtained a promotion to Riverside School), had been detailed by the Superintendent to the farm.

Mr. Dietz with little or no experience in teaching mechanical drawing, is to take up the work that an experienced teacher was forced to give up, to do farm work.

No. 12

August 18, 1913.

ORDER:

The telephone now in the principal teacher's house is not needed for official use. It is directed that this be removed to the teamster's house, where it will be in constant requisition.

Superintendent.

Copies to Mr. Whitwell

Mr. Kensler

Mr. Foulk

No. 12

Notes on Superintendent's letter of Aug. 18, 1913.

Evidently the ignoring of the Principal Teacher, as was done in the matter of arranging debates, was a premeditated plan.

Several of the boys in the school building were preparing to fill the floor in the business department without carrying and giving it a thorough cleaning. Such use of the floor will be sure to be useless. As there was no one apparently looking after these boys at the time. It is suggested that whenever floor oiling or any cleaning of this character is done, the boys have definite personal responsibility. We will find that best results can be obtained by working with the boys.

Very respectfully,

Superintendent.



No. 13

August 19, 1913.

Mr. Whitwell:

I noticed on Monday that several of the boys working in the school building were preparing to oil the floor in the business department without mopping and giving it a thorough cleaning. Such use of the floor oil is worse than useless. As there was no one apparently looking after these boys at the time. It is directed that whenever floor oiling or any cleaning of this character is done, the boys have definite personal supervision. You will find that best results can be obtained by working with the boys.

Very respectfully,

Superintendent.

MF-SR

No. 13

September 3, 1913.

No. 13

Notes on Superintendent's letter of Aug. 19, 1913.

These students who are regular students of the business department by virtue of being graduates of this school, or the

I admit I was not in the school building at the time the Superintendent poked his head in at the window and said to some boys who were getting ready to oil, "You are not going to oil that floor without mopping, are you"? The boys had not so far oiled any floors without mopping, and at that time mops, buckets, and brooms were in the room and Miss McDowell, who had attended to all the mopping, was preparing to attend to this.

and perform other domestic duties such as will interfere with their attendance on their regular classes during the day and the study hour in the evening, which duties will be assigned them by the warden or disciplinarian.

All students who are in the business department for part time, and are undergraduates, will be permitted to attend school only one-half day, and will be detailed to some regular department the other half day. It will be well, hereafter, not to extend special permission to students in the departmental grades to attend the business department. The business teacher will have sufficient work to take up all her time by handling the regular students of the business department and looking after the special class from instruction, which is to be given to all the departmental grades.

Very respectfully,

No. 15

September 3, 1913.

Mr. Whitwell:

As there seems to be a misunderstanding with reference to what is to be expected of the students in the business department, these instructions are issued:

Those students who are regular students of the business department by virtue of being graduates of this school, or the graduates of some other school, and have passed an examination here for proper entrance as regular students in the business department, will attend classes in that department both morning and afternoon. The principal teacher, acting in conjunction with the business teacher, will decide whether certain other students who have been in the business department for a year or more, shall be considered as regular students. All regular students of the business department will be expected to take care of their rooms and perform other domestic duties such as will not interfere with their attendance on their regular classes during the day and the study hour in the evening, which duties will be assigned them by the matron or disciplinarian.

All students who are in the business department for part time, and are undergraduates, will be permitted to attend school only one-half day, and will be detailed to some regular industrial department the other half day. It will be well, hereafter, not to extend special permission to students in the departmental grades to attend the business department. The business teacher will have sufficient work to take up all her time by handling the regular students of the business department and looking after the special class room instruction, which is to be given to all the departmental grades.

Very respectfully,

No. 15

Notes on Superintendent's letter of Sept. 3, 1913.

This is in a large measure explained in my comments  
on Superintendent's letter of May 26, 1913.

No. 16

September 4, 1913.

Mr. Whitwell:

It is desired that you submit a program showing hours, etc., so that the moral instruction mentioned in the communication herewith submitted can be given. The work can commence Monday morning, November Tenth, and continue for the next four days thereafter.

Very respectfully,

Superintendent.

MF-SR

(Dr. Fairchild's program  
attached)

No. 16

Mr. Whitwell:

Notes on Superintendent's letter of Sept. 4, 1913.

I simply submit this as showing I am still called on to do the organizing of my work, despite the superintendent's claim that he has undertaken such work.

For instance, I note one of the class rooms spends a great deal of time on the part of the students in these other classes.

In visiting the library, I noticed that the Departmental grades are permitted to spend an hour or more each week in the library. It is proposed that this be for the purpose of real study or for reference work under the personal direction of the teacher in charge and of the librarian.

Last evening I saw one of the classes there and a large number of the students were reading the comic sections of the Sunday newspapers. This can hardly be termed studying.

The students have ample time to read newspapers in the quarters during their spare time. If the departmental grades are permitted to go into the library, the librarian should have all the magazines and newspapers out of the way, and it should be insisted upon that the students spend this time in studying rather than in reading their class work.

It is directed, therefore, that such practices be stopped and you will give your personal attention to the matter.

Very respectfully,

Superintendent.

Very respectfully,  
Teacher.

Sept. 9, 1913.

Mr. Whitwell:

I have been visiting the various class rooms during the study hour period, and several things have crept in which are inimical to the best interests of the study hour period.

For instance, I note one of the class rooms spends a period of time singing before the study hour work begins. This is unnecessary, breaks into the study hour period, and interferes with the study of the other classes which do not happen to be conducting similar work, and prevents concentration on the part of the students in these other classes.

In visiting the library, I noticed that the four upper or departmental grades are permitted to spend one evening each week in the library. It is presumed that this was for the purpose of real study or for reference work under the personal direction of the teacher in charge and of the librarian. Last evening I saw one of the classes there and a large number of the students were reading the comic section of the Sunday newspapers. This can hardly be termed studying. The students have ample time to read newspapers in the quarters during their spare time. If the departmental grades are permitted to go into the library, the librarian should have all the magazines and newspapers out of the way, and it should be insisted upon that the students spend this time in studying matter pertaining to their class room work. It is directed therefore, that these practices be stopped and you will give your personal attention to the matter.

Very respectfully,

MS-SR

Superintendent.

Respectfully forwarded to teachers for their information and guidance.

Very respectfully,  
Principal Teacher.

No. 17

Notes on Superintendent's letter of Sept. 9, 1913.

Par. 2 ---- Several teachers had suggested to me that five minutes might well be given to opening exercises. Any teacher knows the value of a few minutes spent this way.

I approved their request, on condition that the work of other rooms was not to be interfered with. It it was which could only be for the first five minutes, then the Superintendent's instructions were in line with my own.

Par. 3 ---- Since this was written, the Superintendent has silently indorsed these students' being in the library at this time. The Freshmen are going on Monday evening, the Sophomores on Tuesday evening, the Juniors on Wednesday evening, and the Seniors on Thursday evening. The class in question was the Freshman class, (Their teacher, who was promoted over my protest as not being "staid" enough for this position, although a good teacher in a lower room ). There were other teachers better fitted for this room. This proves it.

For a while her class had to be kept out, and no later than Monday evening last, the Librarian complained that they were not as well behaved as the others.

Respectfully forwarded to teachers for their information and guidance.

Very respectfully,

Prin. Teacher.



No. 18

September 9, 1913.

Mr. Whitwell:

For the safety of the girls and for proper discipline, it is directed that hereafter when the girls go to study hour that they all march in through the front hall and go to their various class rooms by passing through the down stairs rooms, and if they attend classes upstairs, they shall go by way of the inside stairways. It has been found that boys on several occasions linger around the hat rooms on the outside of the porch when the girls march in. You should be on duty yourself in the hall to see that proper discipline is maintained.

Very respectfully,

Superintendent.

Miss Ridenour  
Mr. McKean  
Mr. Denny

Respectfully forwarded to teachers for  
their information and guidance.

Very respectfully,

Prin. Teacher.

No. 18

Notes on Superintendent's letter of Sept. 9, 1913,  
regarding safety of the girls and proper discipline.

Up to this time I had stood every evening outside the building, opposite the centre when both boys and girls marched in. I could see them enter their school room doors. The teacher was inside and if a boy loitered in the cloak-room that teacher was to blame.

The Superintendent's instructions have been carried out. Some teachers have to leave their rooms to stand at the head of the stairways as the girls enter.

By discussing plans at teachers' meetings, we have been able to carry out the Superintendent's instructions.

When he says, "You should be on duty yourself in the hall to see that proper discipline is maintained, he evidently wants to give the impression that I had not been on duty and was not looking after the discipline. A boy may loiter any time but there is a way to remedy it.

There has never been any serious trouble about getting the pupils to their rooms, but if the teachers and I had not planned in detail at teachers' meetings, as to how we were to assemble all the girls at one time in the hall, for dismissal, as instructed by the Superintendent, there would have been a grand mix-up; the same with the boys.

No. 19

September 18, 1913.

Notes on Superintendent's letter of Sept. 15, 1913.

Mr. Whitwell:

The lights in the office of the school building and in one or two of the rooms are not always turned off after study hour in the evening. You will find it desirable to stay at the school building until all lights are turned off properly, and the building properly closed for the night. Experience has shown that it is unsafe to allow matters of this kind to boy janitors.

Very respectfully,

Superintendent.

MF-SR

No. 19

September 23, 1913.

Notes on Superintendent's letter of Sept. 18, 1913.

Mr. Mitchell:

Last night Mr. Stauffer was using the lights in the music room after study hour. The head janitor was there. With all the other lights turned out, why should not he, with the help of the head janitor, attend to his own lights.

I simply mention this to show the circumstances under which some lights may be burning after study hour.

Very respectfully,

Superintendent.

Copy to Mr. McKean.

No. 20

September 23, 1913.

Mr. Whitwell:

Bruce Goesback, who was dropped some months ago as a student, when he was taken up on the Government Pay Roll, was dropped from the Government Pay Roll beginning with September first, and he is to be taken up again on the rolls as a student beginning with this date, the 23rd.

Very respectfully,

Superintendent.

Copy to Mr. McKean.

No. 20

Notes on Superintendent's letter of Sept. 23, 1913.

DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN BUREAU  
WASHINGTON, D. C.

I simply send this to complete the list of letters sent to me by the Superintendent since the time he claims to have undertaken the work of organizing my department.

Very respectfully,

In my instructions from the Superintendent, I have indicated that the school rolls for November 1, 1913, will be taken up as an emergency beginning December 1, 1913.

Very respectfully,

Chief Clerk.

333-22

M. FRIEDMAN, Superintendent.

Carlisle, Pa., Dept. 20, 1913.

DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SCHOOL,

Carlisle, Pa.

December 12, 1913.

Mr. Whitwell:

As per instructions from the Superintendent, Bruce Goesback is to be dropped from the school rolls on November 30, 1913, and will be taken up as an employee beginning December 1, 1913.

Very respectfully,

Chief Clerk.

SJN-BH

No. 21

Carlisle, Pa., Sept. 29, 1913.

Supt. Friedman:

The reports from Girls' Quarters have been returned without the health of the girls being reported. The matron advises this is to be done at the hospital. I have no instructions to this effect. The disciplinarians have made their reports just as they have always been made and it is evident that the hospital officials are not in a position to report on boys and girls they do not even see, but of course I simply want to know how to do it and will be guided by the instructions from the proper authority.

I enclose reports showing how the matter has been handled in the past, Monthly letters are being held.

Very respectfully,



No. 21

Notes on Principal Teacher's letter to Superintendent  
Friedman, September 29, 1913.

Mr. Friedman:

While the weekly school entertainments on Saturday night  
Anyone versed in school matters will realize what it means to have to take this method of "finding out" as to a procedure which I judge has been in vogue here ever since the school was organized.

and also, some of the numbers for district work and were well rendered, while others were far below par.

So that this program can be further improved, and the students obtain the maximum amount of benefit therefrom, you will institute at once the following plan: One number shall be given by the students of each class, including one from the business department. This will mean that each month, every teacher in the school building will have one number on. These numbers may be readings, recitations, orations, current events, or of similar character. All the vocal, instrumental and dramatic numbers will be given by the music department, under the Director of Music as heretofore.

This will provide a program of proper length. I noticed that the program on Saturday evening was of hardly half an hour's duration.

It is further directed, and the teachers will see the importance of this, that the students be carefully trained.

It is not sufficient that students memorize the words of the songs they give, it is of great importance

No. 22

Sept. 29, 1913.

Mr. Whitwell:

While the monthly school entertainment on Saturday night was a distinct improvement on the poor programs which have been given at times during the past year or two, it was not of the high order and excellence which should characterize a monthly program by a school of this character and size. Some of the numbers had distinct merit and were well rendered, while others were far below par.

So that these programs can be further improved, and the students obtain the maximum amount of benefit from them, you will initiate at once the following plan: One number should be given by the students of each class, including one from the business department. This will mean that each month, every teacher in the school building will have one number on. These numbers may be readings, recitations, orations, current events, or of similar character. All the vocal, instrumental and musical numbers will be given by the music department, under the Director of Music as heretofore.

This will provide a program of proper length. I noticed that the program on Saturday evening was of hardly half an hour's duration.

It is further directed, and the teachers will see the importance of this, that the students be carefully trained.

It is not sufficient that students memorize the words of whatever piece they give. It is of great importance

that they get the meaning of the piece, the proper intonations and gestures, and that they speak in a sufficiently loud tone to be heard distinctly in all parts of the room. In order to get these results, the students must be given their numbers at an earlier date, and they must be trained.

I also desire that the band be present at each of these monthly entertainments, instead of the orchestra, to occupy the stage and intersperse several selections.

I am sending you a sample program, which was given at Carlisle Thursday, April 21, 1904, which will indicate how these programs are to be prepared in the future. In having the program printed, I not only wish the number of the room printed, but the name of the teacher as well. These monthly entertainments are of great importance. The program should be prepared early in the month, so that when it is given the last Saturday of the month, both students and teachers will have had sufficient time for preparation.

These monthly meeting should provide an evening of recitation, song, and entertainment, such as will enthuse and inspire the entire student body, and nothing short of the best should be given. I feel very confident that the teachers at Carlisle will co-operate thoroughly to bring these programs to such a high state of efficiency as will accord with the age and advancement of the student body and the size and standing of the school.

Very respectfully,

Superintendent.

MF-BH

No. 22

(2nd Letter)

Notes on Superintendent's letter of Sept. 29, 1913.

Par. 1----The Superintendent evidently forgets or does not know that the primary object of these entertainments is not to train pupils from First Grade to Senior in the art of speaking in public, and of memorizing things worth remembering. It is not for show, and it was the fact that many teachers and the Superintendent at the time, thought that the programs were unnecessarily long, that led to the program's being shortened.

However, I believe the old plan of having a representative speaker from each room, is better than the present plan of alternating each month; but it is not to be expected that all numbers from all classes of pupils will always be perfect. It is more important that they be the right kind of numbers and afford material for character training, than that they should be showy and at the same time detrimental to the best interests of the school and the speaker like the numbers Mrs. Lovewell complains of in her letter to Mr. Stauffer, which I am enclosing. The fact that the Superintendent lauds Mr. Stauffer and censures Mrs. Lovewell, would seem to indicate his neglect to appreciate this side of the question.

I will be glad, however, to do all possible in the way of improving our programs.

Sept. 30, 1913.

Mr. Whitwell:

For the improvement of the regular chapel or assembly exercises, which are held in connection with the work of the academic department, and for the guidance of all those concerned when there is a general meeting of the student body, either at the time of the monthly program, or when I speak to the students, or have outside speakers, the following instructions are issued:

The following program will be followed for the Monday chapel exercises:

1. A selection by the orchestra.
2. The singing of a carefully selection song with a good theme.
3. The reading of the Bible lesson.
4. Repeating the Lord's prayer.
5. A talk by the Principal Teacher.
6. General instructions to students, or announcements with reference to changes, schedules, etc.
7. The singing of a song.
8. Dismissal.

The Bible reading should be of sufficient length, - usually a chapter, - so that a definite lesson is conveyed, and it should be varied from week to week. These Bible readings should be in accordance with the regulations, as follows:

"Sec. 13. (a) Substitute the revised version for the King James version of the Bible for scriptural reading, and confine these to the four Gospels and the Acts of the Apostles".

The talk indicated by the Principal Teacher should be at least ten minutes long, carefully prepared, and on some well defined subject which will point out some ideal,

or lesson in life, or on an educational theme, or on some current event, which should be discussed at length and a definite lesson drawn, either in civic virtue, or leading towards citizenship, or for character building.

The various student numbers by students of the upper classes, will be eliminated in the future.

In order to obtain the best results and to have proper direction given to the singing, all singing at chapel exercises, or at the general assemblies of students, will be lead personally by the director of music, you to announce the number of the song. These same instructions will govern at meetings where the Superintendent presides.

When the time comes for the dismissal of students, it will be done by the Principal Teacher, or whoever is in charge, calling on each section of the students to rise in turn, - small boys first, large boys next, girls third, - with instructions to the student officers to march off their troops; it is nor desired, hereafter, that the students be stopped, or that time be marked for them by the snapping of fingers. If the officers do not march off their students properly, a note should be made of the fact and they should be instructed privately, or by gathering all the officers together and giving them proper instructions. As a matter of fact, whenever I have dismissed the students, I have followed this procedure and have never had occasion to criticise the way the students marched out. When the Superintendent is in charge of a general assembly, he will look after the dismissal of the students himself. When the Principal Teacher is in charge of the chapel exercises, or an assembly, he will dismiss them in the way above mentioned, and after calling on the sections to rise, will stand off at a distance and

allow the captains to take charge.

The careful carrying out of these instructions will be of material assistance, not only in giving proper instruction and in enthusing and inspiring the student body, but in creating that initiative and proper conduct during assemblies as is of most value to students.

Very respectfully,

Superintendent.

MF-BH

Notes on Superintendent's letter of Sept. 20, 1913.

(See also copy of my letter of Oct. 15, bearing on this matter)

In this letter he directs that recitations by pupils in the Chapel exercises on Mondays be discontinued. While this request has been complied with, it is not a change for the better. These recitations were helpful not only to those who committed and recited them but to those who listened to them. They were carefully selected recitations, upbuilding in character. They did require extra work on the part of both pupil and teacher but it was work that was worth while. Sometimes those recitations were printed in the "Arrow" under heading as essays.

A teacher protested to the clerk at the printing office that they were not original essays but recitations copied, committed and recited, the reply was we are to print them as directed.



Comments on Superintendent's letter of May 26, 1913,  
which was addressed to  
Miss Moore through Mr. Whitwell.

Paragraph 2. No instruction in Business Training was given to Departmental Students at this time simply because to make a place for the assistant art teacher and assistant coach, the time formerly given to Business Training was given to drawing by special order of the Superintendent.

When the assistant coach was made teacher of mechanical drawing then the Business classes were resumed just as they had been before the drawing classes were begun.

Paragraph 3. These rules were suggested by me at Faculty Meeting and are now in the Calendar work for word just as I wrote them.

Paragraph 4. No other student with as little preparation as James Thorpe has ever been admitted to the department. He was never recognized by me as a Business student but spent part of his time in the department. He did not enter his regular classes.

Reports to disciplinarian of his absence from his regular class brought no results. All the Superintendent would say was that he should attend school all day.