

INDIAN OFFICE.

See also FILES. 111600-1913
Carlisle 542
" " Vacancy (Teacher of Agriculture)

CAUTION!

Positively no papers to be
 added to or taken from this
 file, except by an employee of
 the Mails and Files Division.

By order of

E. B. MERITT,

Asst. Commissioner.

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CARLISLE

File No.

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MAR -5 1915

Copy in
Mr. O. H. Lipps,
Supr. in Charge Carlisle School.

Vacancy file

My dear Mr. Lipps:

I am in receipt of your letter of February 25, requesting authority to employ temporarily in the position of teacher of agriculture at the Carlisle School pending the permanent filling of the vacancy.

Mr. Loughran took the examination for the position of teacher of agriculture, but there has been some delay in his filing the proper application blank with the Civil Service Commission. There is no objection to your placing him on duty temporarily, with the understanding that if he does not pass the examination his transfer from the Philippine Service cannot be effected.

Mr. Ford's reference to the Carlisle School is certainly gratifying, and I trust that you will meet with equal success in your efforts to place the Indian boys in other manufacturing establishments.

Very truly yours,

(Signature) C. H. Bell

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Commissioner.

Carbon for Indian Office,

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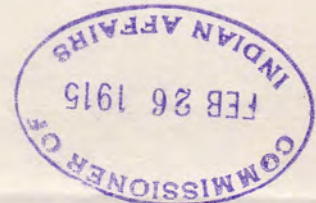


DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL
CARLISLE, PA.



February 25, 1915.

Hon. Cato Sells,
Commissioner of Indian Affairs,
Washington, D. C.



My dear Mr. Sells:

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Professor Kent, of the Kansas State Agricultural College is expected to arrive here tomorrow or the next day. I have heard nothing recently regarding the appointment of an agriculture teacher at Carlisle. If the matter of the appointment of Mr. Loughran is delayed simply on account of some technical compliances with Civil Service rules, which he is, undoubtedly, able to overcome, could I not be authorized to employ him temporarily, with the understanding that his appointment will be made, provided, of course, he should be later certified by the Civil Service Commission for appointment?

We are making headway at Carlisle, slowly but surely. Word is coming to me from various parts of the country to the effect that what we are doing here is being watched carefully, and the general wish is that we bring Carlisle up to the highest standard that we have undertaken to do.

I am sorry that the Secretary of the Navy could not see his way clear to arrange for giving our boys a chance in

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the Navy Yard. The great trouble is that people do not understand the Indian. If we could only get them to realize that under proper management and with people who are in sympathy with him, the Indian boy is even above the average white boy when it comes to showing results. I do not know whether I make myself clear even to you or not on this point. To illustrate a little more forcibly, I quote the following paragraphs from a letter I have just received from the Ford Automobile Company:

"Under separate cover our printer will forward you a half tone of your splendid boys now learning something in our factory.

"There is one thing of which I am proud in my Government, and that is the Carlisle Indian School.

"What a pity, what a great national loss we suffer because there are not more institutions of this kind to which we can send the children that are left wandering about the streets to learn evil in the alleys and to pick up crime and vice among such surroundings. What an economy to the national treasury if schools similar to yours were established in every state throughout the whole country just for the purpose of taking possible manhood and making it into man.

"With out churches and universities, and our newspapers and magazines; with out 'Billy Sundays' and the great multitude of other ranting evangelists, this one little, commonsense gem of righteousness is entirely overlooked. With what abhorrence and contempt must the Great Father in Heaven view these smug, puerile, whited sepulchers of selfishness and greed; and how he must smile with pleasure as he views the splendid work you are accomplishing at Carlisle."

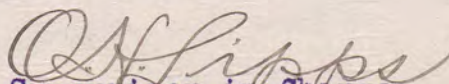
These people were very dubious about taking Indian boys into their factory, simply because they did not understand Indian boys and they did not fully appreciate our object in desiring

Hon. Cato Sells,.....#3.

to place these boys in a large manufacturing establishment. The one thing I am trying to do above all others is to create an incentive and to require a high standard of conduct on the part of our students, and to impress upon them that the every-day world is demanding men and women of character, purpose and efficiency. I am really demanding a high standard, and the students here are now beginning to realize that we are in earnest and mean business, and that there will be no letting down or sagging at any point along the line. My experience has been that Indians have a great deal more respect for a leader who is firm, strict in his demands, and insistent that everybody live up to the rules. There is no trouble about this as long as one is fair, just and reasonable, and shows a real interest in their welfare.

I know that you are deeply interested in Carlisle and are particularly anxious that we succeed in our undertaking here. For this reason, I have taken the liberty to frequently address you personally on matters pertaining to the welfare of the school. The fact that the Secretary of the Navy has not seen his way clear to cooperate with us does not discourage me. I shall now turn my attention to securing the cooperation of other large manufacturing plants, and I believe I will succeed in my efforts. I will keep you advised from time to time as to new developments along these lines.

Very truly yours,


Supervisor in Charge.

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Training of pupils
in the Navy yard.

FEB 20 1915

Mr. O. H. Lipps,

Supervisor in Charge,

Carlisle Schools.

My dear Mr. Lipps:

With further reference to that part of your letter of December 30, in which you suggest that the matter of placing a number of the Carlisle school boys in the Philadelphia Navy Yard, as student or apprentice mechanics to be taken up with the Secretary of the Navy, there is herewith enclosed for your information copy of the Secretary's answer to this proposition.

Very truly yours,

(Signed) Cato Sells

Commissioner.

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Encl.

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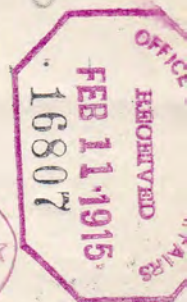
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NAVY DEPARTMENT,
WASHINGTON,

February 8, 1915



My dear Mr. Secretary:

Replying to your letter of the 26th ultimo, requesting that, if deemed practicable, a number of the older boys of the Carlisle Indian School, Carlisle, Pennsylvania, be afforded an opportunity to take training at the Navy Yard, Philadelphia, as student or apprentice mechanics, I have to inform you that the Department does not see how the conditions insisted upon by the Carlisle Indian School "that the boys while located in Philadelphia be surrounded by wholesome influences" could be carried out without extra expense and special legislation should authority be granted to permit their employment as student or apprentice mechanics at the yard. In the opinion of the Department to permit the employment of these boys in the way indicated would increase the cost of production without any adequate return to the Government, and it is not believed that it would be desirable to introduce plans of this kind which would interfere with the practical prosecution of work in a manufacturing establishment such as is a navy yard, particularly when such strenuous efforts are being made to reduce indirect and overhead charges. Furthermore it is feared that the establishment of a precedent of a special class of this kind would ultimately prove embarrassing to the Department.

In view of the foregoing I regret that the Department is unable to comply with your suggestion.

Sincerely yours,

Joseph Daniels

Hon. A. A. Jones,
First Assistant Secretary,
Department of the Interior.

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FEB 15 1915

Mr. O. H. Lipps,
Supervisor in Charge,
Carlisle School.

My dear Mr. Lipps:

I have received your letter of February 5,
enclosing a copy of "The Arrow," announcing the new
courses of study for Carlisle School.

This number of "The Arrow" has been read
with much interest.

Very truly yours,

(Signed) Cato Sells

IPR-2-13

Asst. Commissioner.

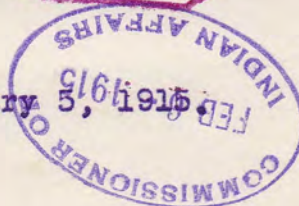
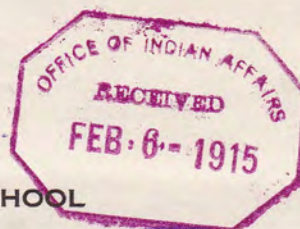
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DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SCHOOL

CARLISLE, PA.



February 5, 1915

Mr. Sells

Hon. Cato Sells,
Commissioner of Indian Affairs,
Washington, D. C.

My dear Mr. Sells:

I thought you would be especially interested in the enclosed copy of this week's ARROW, announcing our new courses of study for Carlisle. The outlines of these courses have been prepared with a great deal of care by me personally. They are based on secondary courses now given in our best agricultural and mechanical colleges, but with special reference, however, to the needs of the Indian boy and girl. I submitted the outlines of the agricultural course to Mr. C. H. Lane, Chief Specialist in Agricultural Education, Department of Agriculture, Washington, D. C., for his criticism. I received from him several valuable suggestions which I have adopted. He expressed himself as especially interested in my plan for a small barn to be located near the school and the home cottage. This appears to be a new idea, but its practical features seem to appeal to all with whom I have talked regarding the plan. These courses are still subject to minor changes, but I thought it best to make the announcement now in order that our students may have some-

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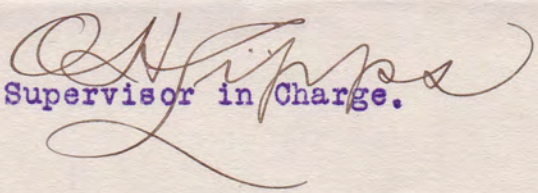
Hon. Cato Sells,....#2.

thing tangible in their hands to guide them in making their plans for the future.

I hope you may find time to read this number of the ARROW very carefully.

Very sincerely yours,

OHL:SR


Supervisor in Charge.

The Carlisle Arrow

A WEEKLY NEWSPAPER PRINTED DURING THE SCHOOL YEAR BY STUDENTS OF THE CARLISLE INDIAN SCHOOL

VOLUME XI

CARLISLE, PA., FEBRUARY 5, 1915.

NUMBER 22

ANNOUNCEMENT OF NEW COURSES

CARLISLE INDIAN VOCATIONAL SCHOOL

The following vocational courses of instruction, effective as soon as practicable, have been approved by the Commissioner of Indian Affairs for the Carlisle School:

- I. Course in Agriculture
- II. Course in Mechanic Arts
- III. Course in Home Economics
- IV. Course in Hospital Nursing

These are three-year courses. The school year is divided into three terms of twelve weeks each.

Requirements for Admission

No students are now admitted at Carlisle who have not at least completed the third grade. In all cases applicants for enrollment must pass a satisfactory physical examination and must furnish satisfactory evidence as to their moral character, deportment, and worthiness. Owing to the great distance of Carlisle from the Indian country and the consequent great cost of transporting pupils to the school, the only students who should be recommended for enrollment are those whose past records and efforts have demonstrated their desire and capacity for further education, and their worthiness to be given additional opportunities at Government expense.

Indian young men and young women who

have completed the eighth grade, and are at least 14 years of age and otherwise eligible for enrollment as students in a United States Indian School, may be admitted to the courses in Agriculture, Mechanic Arts, and Home Economics without examination. Students who have not completed the eighth grade may be admitted upon passing a satisfactory examination in reading, writing, spelling, arithmetic, geography, United States history, and physiology. Maturity of age and practical experience will be duly considered in determining the student's qualification for admission. Full credit will be given for any high-school work or systematic vocational practice work that may have been done.

(For Outlines of Courses, see pages 2 and 3.)

OUTLINE OF COURSES.

NOTES FROM THE ADMINISTRATION OFFICE.

I.—COURSE IN AGRICULTURE.

(NOTE:—The numeral immediately following the name of a subject indicates the number of credits, and those in parenthesis the hours per week of recitation, laboratory, and vocational practice, respectively.)

FIRST YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
English Readings 4(4-0). Rural Arithmetic 4(4-0). General Biology 4(2-4). Stock Judging 3(0-2). Farm Practice and Farm Machinery 3(1-12).† Physical Training. Band or Orchestra.*	Grammar and Composition 4(4-0). Elementary Algebra 4(4-0). General Biology II 4(2-4). Farm Blacksmithing 3(0-12).† Poultry Raising 3(2-2).† Physical Training. Band or Orchestra.*	Elementary Composition I 4(4-0). Applied Geometry 4(4-0). General Biology III 4(2-4). Farm Carpentry 3(0-8).† Gardening 4(3-4).† Physical Training. Band or Orchestra.*

SECOND YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
English Classics I 4(4-0). Elementary Chemistry I 4(3-2). Elementary English History 4(4-0). Stock Judging II 3(0-2). Forage and Grain Crops 3(3-12).† Physical Training. Band or Orchestra.*	Elementary Composition II 4(4-0). Elementary Chemistry II 4(3-2). American History 4(4-0). Agricultural Bacteriology 3(3-2). Farm Management and Feeds and Feeding 3(3-12).† Physical Training. Band or Orchestra.*	Elementary Rhetoric 4(4-0). Elementary Agricultural Chemistry 4(3-2). Civics 4(4-0). Farm Insects and Bee-Keeping 3(2-4). Farm Management and Breeds and Breeding 3(3-12). Physical Training. Band or Orchestra.*

THIRD YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Rural Economics 4(3-0). Agricultural Physics I 4(3-2). Farm Writing 3(3-2). Diseases of Farm Animals 4(—). Gas Engines 3(—). Farm Practice and Marketing 3(2-12).† Physical Training. Band or Orchestra.*	Farm Records and Accounts 4(3-2). Agricultural Physics II 4(3-2). Conference English 4(3-0). Live-stock Production 3(3-0). Handling and Curing Meats 3(2-4).† Farm Buildings 3(2-8).† Physical Training. Band or Orchestra.*	Soils and Fertilizers 4(3-2). Agricultural Physics III 4(3-2). Dairying 3(2-2). Road Building, Irrigation, and Drainage 4(1-4). Forestry and Landscape Gardening 3(2-2). Plowing and Seeding 3(1-8).† Physical Training. Band or Orchestra.*

†Vocational practice periods are given in units of 4 hours each, or one-half of a school workday. This time it devoted to actual practice work on the school farms or in the shops.

*Elective.

II.—COURSE IN MECHANIC ARTS.

FIRST YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
English Readings 4(4-0). Industrial Arithmetic 4(4-0). History I 4(4-0). Free-hand Drawing 3(1-4). Woodwork 4(1-7).† Vocational Guidance 1(1-0). Physical Training. Band or Orchestra.*	Grammar and Composition 4(4-0). Elementary Algebra 4(4-0). History II 4(4-0). Object Drawing 3(1-4). Blacksmithing 4(1-7).† Vocational Guidance 1(1-0). Physical Training. Band or Orchestra.*	Elementary Composition I 4(4-0). Concrete Geometry 4(4-0). History III 4(4-0). Geometrical Drawing 2(0-4). Painting 3(1-7). Trade Practice 3(0-8).† Physical Training. Band or Orchestra.*

SECOND YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
English Classics 3(3-0). Shop Mathematics I 4(4-0). Mechanical Physics I 4(2-4). Shop Drawing 3(1-4). Trade Practice 6(0-12).† Physical Training. Band or Orchestra.*	Elementary Composition II 3(3-0). Shop Mathematics II 4(4-0). Mechanical Physics II 4(2-4). Shop Drawing 3(1-4). Trade Practice 6(0-12).† Physical Training. Band or Orchestra.*	Elementary Rhetoric 3(3-0). Shop Mathematics III 4(4-0). Mechanical Physics III 4(2-4). Shop Drawing 3(1-4). Trade Practice 6(0-12).† Physical Training. Band or Orchestra.*

(Continued on page 3.)

Read carefully the announcement of the new vocational courses published in this issue of THE ARROW.

Mr. Lipps will be glad to have students come to his office and talk over their plans for the future with him.

Boys, what about the new courses in Agriculture and Mechanic Arts? Look them over and make up your minds to get a thorough, practical education. This means lots of work and study; it also means happiness and success.

Girls, what do you think of those new courses in Home Economics and Hospital Nursing? Here is your opportunity to fit yourselves for lives of usefulness.

A number of older students at Carlisle who have not yet completed the eighth grade may qualify for admission to one of the new vocational courses next year by attending summer school next summer and making up on subjects in which they are deficient. Many students spend enough each year for nick-nacks and other unnecessaries to pay expenses of attending a summer school. Save your money and invest it in an education.

The following students have requested permission to attend summer schools next summer at their own expense: Joe Denny, James Crane, Paul Bald Eagle, Cora Battice, Andrew Solomon, Charles Apekaum, Kenneth King, Thomas Terrence, and William Thayer. Carlisle should send fifty or more boys and girls to take short summer-school courses next summer. How are you going to spend your time and money? This is a serious question. Think it over.

Six of the Senior girls have expressed their desire to take a normal-school course and prepare themselves to become teachers. They are Cora Battice, Nettie Kingsley, Minnie O'Neal, Theresa Lay, Margaret Brown, and Mary Raiche. This is a splendid vocation for any girl who properly fits herself for the work. These girls plan to enter the West Chester Normal School, at West Chester, Pa., next fall. They will be carried as Outing students, and Carlisle will assist them and encourage them in every way possible.

OUTLINE OF COURSES.

(Continued from page 2.)

II.—COURSE IN MECHANIC ARTS.—Continued.

(NOTE:—The numeral immediately following the name of a subject indicates the number of credits, and those in parenthesis the hours per week of recitation, laboratory and vocational practice, respectively.)

THIRD YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Elementary Economics 4(4-0).	Civics 4(4-0).	Conference English 3(3-0).
Materials and Construction 4(4-0).	Trade Calculations 4(4-0).	Industrial History 3(3-0).
Trade Practice 12(0-24).†	Trade Practice 12(0-24).†	Trade Practice 14(0-24).†
Physical Training.	Physical Training.	Physical Training.
Band or Orchestra.*	Band or Orchestra.*	Band or Orchestra.*

†Trade practice periods are given in units of four hours each, or one-half of a school workday.
*Elective.

Trade practice may be elected from any one of the following trades:

Blacksmithing.	Painting.
Carpentry.	Plumbing and Steam-fitting.
Masonry, including cement and concrete construction.	Printing.
	Steam Engines and Boilers.

III.—COURSE IN HOME ECONOMICS.

(NOTE:—The numeral immediately following the name of a subject indicates the number of credits, and those in parenthesis the hours per week of recitation, laboratory and vocational practice, respectively.)

FIRST YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
English Reading 4(4-0).	Grammar and Composition 4(4-0).	Elementary Composition I 4(4-0).
Rural Arithmetic 4(4-0).	Elements of Algebra 4(4-0).	Applied Geometry 4(4-0).
Physiology and Hygiene 4(4-0).	Household Insects and Home Sanitation 4(4-4).	Home Nursing and Care of Children 4(2-4).
Color and Design 3(0-8).†	Color and Design 3(0-8).†	Dyeing and Weaving 3(2-4).†
Sewing I 2(0-8).†	Sewing II 2(0-8).†	Sewing III 2(0-8).†
Physical Training.	Physical Training.	Physical Training.
Music.*	Music.*	Music.*

SECOND YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
English Classics I 4(4-0).	Elementary Composition II 4(4-0).	Elementary Rhetoric 4(4-0).
Elementary English History 4(4-0).	American History 4(4-0).	Civics 4(4-0).
Household Physics I 4(3-2).	Household Physics II 4(3-2).	Household Physics III 4(3-2).
Home Dairying 2(2-2).†	Elementary Poultry Keeping 2(2-2).†	Home Gardening 2(2-4).†
Cooking 2(0-8).†	Cooking 2(0-8).†	Cooking 2(0-8).†
Shirt Waist Suit 2(2-8).†	Art Needle Work 2(0-8).†	Dressmaking 2(0-8).†
Physical Training.	Physical Training.	Physical Training.
Music.*	Music.*	Music.*

THIRD YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Theme Writing 4(4-0).	Practice Writing 4(4-0).	English Classics II 4(4-0).
Elementary Chemistry I 4(3-2).	Elementary Chemistry II 4(3-2).	Elementary Household Chemistry 4(3-2).
Social Science 4(4-0).	Household Bacteriology 4(3-2).	Household Accounts and Home Management 4(3-2).†
Home Cooking I 2(0-8).†	Home Cooking II 2(0-8).†	Home Cooking III 2(0-8).†
Home Laundering 2(0-4).†	Home Arrangement and Decoration 2(0-4).†	Millinery 2(0-4).†
Textiles 2(2-0).	Costume Design 2(0-4).†	Advanced Dressmaking 2(0-4).†
Physical Training.	Physical Training.	Physical Training.
Music.*	Music.*	Music.*

†Vocational practice periods are given in units of 4 hours each, one-half of a school workday. Practical instruction in these subjects is given in the Domestic Science and the Domestic Art Departments and in the Home Cottage.
*Elective.

(Continued on page 6.)

CARLISLE BOYS MAKING GOOD.

We have the first detailed report from Mr. N. J. Wagstaff of the six boys who are working in the Ford Factory, Highland Park, Mich., and are glad to note they are all doing well.

Everett Ranco, Charles Pratt, Peter Calac, and Norman Thompson are in motor assembly. They have been through the last five operations on cylinder No. 33 to 37, inclusive, also operations one and two in motor assembly and are now on number three. Their attendance has been regular and their foreman reports them willing and good workmen.

Joseph Gilman and Gus Lookaround are in rear axle department. They have been through the rear axle operations and are now on transmission, but Lookaround still has the repair job on rear axle to learn, as there was no room for him there. Their foreman says they are good and willing workmen, Gilman being especially apt.

At school they have taken up work in English, arithmetic, and penmanship, and will later take up spelling and drawing. Gilman and Ranco have attended regularly, the others having missed some sessions. At their boarding place they are behaving themselves admirably and are general favorites.

They are much interested in basketball, and their instructor says they show the best form for a winning team of any group he ever saw. They never seem to lose their tempers, even when the other team is purposely rough, simply laughing it off. They have the reputation for conducting themselves as gentlemen wherever they appear.



GENERAL SCHOOL NEWS.

The basketball game with our old rivals, the Pennsylvania boys, is drawing near, so brace up, boys, and win out.

At the Chapel exercises Wednesday the Senior Class was represented by Henry Hayes and Thomas Terrence, who gave readings on the subjects entitled, respectively, "Possibilities in Spare Moments," and "Good Manners." Margaret Brown also gave an essay on "Influence of Kind Words."

The Carlisle Arrow

Issued Fridays from the Carlisle Indian Press
About ten months in the year.

Twenty-Five Cents Weekly

Second-class matter—so entered at the Post-office at Carlisle, September 2, 1904.

Address all communications to the paper and they will receive prompt attention.

OUTING STUDENTS' DEPARTMENT.

BY THE GIRLS' VISITING AGENT.

Mary Wilmet and Jane Owl are planning to go to hear Billy Sunday when Mrs. Allen can take them.

Many of the Carlisle girls, among whom were Nancy Peters and Mary Swallow, have had the opportunity to go with their country mothers to hear Billy Sunday in Philadelphia.

Nancy Peters will be promoted this week to the sixth grade. Nancy's home and school records have been excellent thus far this year. We hope these records will be continued.

Myrtle Peniska and Kathrine Sawatis are very happy and contented in their country homes at Drexel Hill. We hope they will try to be very helpful to their country mothers.

Maggie Mitchell's country mother reports that Maggie is a great help to her. We hope Maggie will learn all she can in her school and country home, as she expects to go to her home this year.

Eliza Wacoche is doing well in school and has learned to do some cooking. On Tuesday her country mother had left directions with Eliza about cooking the supper. Her country sister reports that Eliza can cook a good supper.

Had Mr. Lipps and his committee visited Rose Skahkah's room last Monday, they would undoubtedly have given her a perfect mark. The room was spotlessly clean, the bureau drawers were neat, and the stockings were mended.

Rachael Greely is very happy in her home at Malvern. One of her Christmas presents from her country mother and father was a beautiful Bible which will always remind Rachael, in the years to come, of her country home and its influences to make her a good woman.

The Outing agent says she is sorry to report that some girls' rooms

are not kept as clean as they should be. If some of the girls would spent less time in writing so many letters and use that time in caring for their clothing and their rooms, there would be a great improvement which would increase their own self-respect and would make their country mothers happier, too. Try it, girls!

BOY SCOUT NOTES.

By Zeph E. Simons.

The Boy Scouts Headquarters opened for the first time last Tuesday and a council meeting was held. Mr. Lipps, Mr. Brown, Acting Scout Commissioner Bryson, Scout Master Zanze of Troop No. 1, Scout Master Bradby of Troop No. 2, and visiting Scouts were guests of honor.

S. R. Bryson and Homer Lipps were elected as honorary members of Grizzly Bear Patrol.

The Scout Hall is something of which the Indian Scouts should feel quite proud. Their meetings and the arrangements of the hall gives great credit to the Scouts.

The Tenderfeet will be ready for their second class test when the month is up. The Scout Master and Assistant Scout Masters are working to be Life Scouts. To be a Life Scout one must be qualified for first aid, physical development, personal health, public health, and pioneering.

The Eagle Scout is the highest degree, and to be an Eagle Scout one must have twenty-one merit badges, as follows: Agriculture, angling, archery, architecture, astronomy, athletics, bee-keeping, bird-study, blacksmithing, business, bugling, camping, carpentry, conservation, cooking, craftsmanship, electricity, firemanship, forestry, swimming, signaling, stalking, surveying, taxidermy, scholarship, printing, sculpture, photography, poultry, painting, pathfinding, life-saving, masonry, horsemanship, gardening.

Herbert Pappin (Osage) has been delegated to go with Red Fox James to attend the anniversary and national conference of the Boy Scouts of America at Washington, D. C. While in Washington, Mr. James has arranged an interview with Secretary Lane.

John Arnell writes from his home in Winnebago, Nebr., that he is kept busy working at his trade of painting.

GENERAL SCHOOL NEWS.

BY STUDENT REPORTERS.

Roy Burton spent the week-end in Harrisburg.

The girls enjoy their lessons in Domestic Science.

Pablo Herrera has recently been made second lieutenant of Troop A.

Chauncey White was promoted from first lieutenant to captain of Troop A.

Joseph Helms has recently been promoted from corporal to first sergeant of Troop A.

The Boy Scouts have established their headquarters in the trophy room of the Gymnasium.

The track men had their first try-out last Saturday in the Gymnasium and out on the Athletic Field.

Saturday afternoon Jesse Wofford won the try-out between the dash men which took place in the Gymnasium.

Most of the Boy Scouts are busy making bows and arrows. They are also learning to make fire by rubbing together two pieces of wood.

At the band meeting Monday evening Leon Boutwell resigned as principal musician and was immediately elected first lieutenant of the band troop.

A gratifying sum of money was cleared by the Y. M. C. A. sale last Saturday at the school reception. The Y. M. C. A. are grateful for the students' patronage.

Herbert Pappin has been delegated to represent the Indian Boy Scouts of Carlisle at the Boy Scout Conference, which is to be held in Washington, D. C., next week.

Mr. Griffiths gave a talk in the Auditorium Sunday evening on the subject of "Waste." He made it plain that to learn economy is one of the most important lessons of life.

Last Thursday evening, the employees' basketball team defeated the Bedford Shoe Factory team by the score of 23 to 16. Mr. Denny's goal shooting was the feature of the game.

Mr. Griffiths tells very interesting facts about war in general and the progress of the present war. He also gives much useful advice to the large boys at prayer formation in the evening before retiring.

ATHLETIC SCHEDULE FOR 1915.

Although an effort was made to arrange a schedule of football games which included more contests than usual on the Indian Field, there were so many invitations for games on outside fields that finally it became necessary after all to have but four games which can be attended by the entire student body of Carlisle. With Harvard University again on the Carlisle schedule, there should be ample opportunity at the close of next season to compare the Indians' strength with that of the best teams in the East. The eleven game schedule arranged is as follows:

FOOTBALL SCHEDULE FOR THE SEASON OF 1915.

Sept. 18, Albright College.....	at Carlisle
Sept. 25, Lebanon Valley College.....	at Carlisle
Oct. 2, Lehigh University.....
.....	at South Bethlehem
Oct. 9, Harvard University.....	at Cambridge
Oct. 16, University of Pittsburgh.....
.....	at Pittsburgh
Oct. 23, Bucknell University.....	at Carlisle
Oct. 30, West Virginia Wesleyan College.....
.....	at Fairmont, W. Va.
Nov. 6, Holy Cross College.....
.....	at Worcester, Mass.
Nov. 13, Dickinson College.....	at Biddle Field
Nov. 20, Fordham University.....
.....	in New York City
Nov. 25, Brown University.....
.....	at Providence, R. I.

LACROSSE SCHEDULE FOR 1915.

Mar. 27, Baltimore City College.....	at Carlisle
Apr. 5, Cornell University.....	at Carlisle
Apr. 10, Johns Hopkins.....	at Baltimore
Apr. 19, State College.....	at Carlisle
Apr. 24, Pennsylvania.....	at Carlisle
May 1, Mount Washington Club.....	at Carlisle
May 8, Lehigh.....	at South Bethlehem
May 13, U. S. Naval Academy.....	at Annapolis
May 14, Md. Agr. College.....	at College Park
May 18, Hobart College.....	at Carlisle
May 22, Swarthmore College.....	at Swarthmore
May 27, Toronto University.....	at Carlisle
May 29, Mt. Washington.....	at Mt. Wash. Md.
June 5, State College.....	at State College

GENERAL SCHOOL NEWS.

BY STUDENT REPORTERS.

The Sophomores have begun the study of civics.

The ground-hog did not see his shadow Tuesday.

Since the Domestic Science has started, the query of the boys is, "Where do all the eats go after they are made?"

Mina Hicks gave a surprise party in honor of Mrs. Jessie Smith and invited Lucy Charles, Lucy West, and Blanche Jollie. The refreshments

OUTLINE OF COURSES.

(Continued from page 3.)

PREPARATORY COURSE IN HOSPITAL NURSING.

Requirements for Admission to This Course.

Indian young women who are regularly enrolled students of the school, are at least 18 years of age, physically strong and possessing the proper personality and temperament and who have completed the eighth grade, may be admitted to this course without examination. Students who have not completed the eighth grade may be admitted upon passing a satisfactory examination in reading, writing, spelling, arithmetic, geography, United States history, and physiology. Maturity of age, practical experience, personality, and temperament will be duly considered in determining the student's qualification for admission.

Students who complete this preparatory course will be given assistance in securing admission into the large city hospitals in nearby cities, where they may earn their own way and complete the full course. Such students will be carried as "Outing Students," and will have the influence of the school to assist them in securing positions after graduation. This course offers splendid opportunities to Indian young women of proper physical and temperamental fitness who are ambitious to prepare themselves for a useful life's work among their people.

Fall Term.

Lesson outlining the work: responsibilities of the nurse, qualifications, duties, ethics, etc.

The sick room in general: making of medical and surgical beds, moving of patients, the toilet of the sick, etc.

Charting: comprising a study of the pulse, temperature, respiration, etc.

The hygiene of the sick room: room tem-

perature, ventilation, disposal of excreta, etc.

Sick room diet: recipes, preparation of food, methods of feeding, etc.

Baths: cleansing baths, sponge baths, tub baths, and foot baths, packs, etc.

External and local applications: counter-irritants, liniments, plasters, fomentations, poultices, etc.

Medical and surgical measure: enema, douches, lavage, gavage, catheterization, etc.

Winter Term.

Antiseptics and disinfectants: methods of sick room disinfection, disinfection of clothing, excreta, etc.

Ansepsis and antiseptics: a study of modern operating room methods; sterilization of gowns, dressings, and instruments; care of hands, etc.

Medicines: methods of use, dosage, weights and measures, etc.

Bandaging.

Accidents and emergencies.

Spring Term.

Nursing of special cases.

Surgical nursing.

Materia medica for nurses.

Principals of obstetric nursing.

Special instructions applicable to the Indian nurse regarding work among her people.

Practical work continues throughout the day and comprises service in the dispensaries in the Boys' and Girls' Quarters, in the Hospital dispensary, in the wards of the Hospital, and as occasion demands in the operating room. The work is so arranged as to give each student nurse experience in all departments of the School Hospital.

were ham sandwiches, cheese, pickles, bread and butter, crackers, cookies, and orangeade.

Early last week, Mr. James Blythe arrived with a party of students from Cherokee, N. C. While here, he enjoyed a visit with his son Fred.

The boys and girls from Cherokee, N. C., were very glad to have with them last week, Mr. James Blythe, a prominent member of the eastern Cherokees.

Last Thursday evening the Boy Scouts held their first regular meeting. The time was spent in framing a constitution and electing the several necessary officers.

Mr. Brown said in his talk at the Y. M. C. A. meeting that we should, as members, take the responsibilities of the organization upon ourselves every day, not only on Sunday afternoon.

Last Sunday, Mr. Griffiths told us about the gleaners in the Bible and in his own country. He said that his grandfather, who owned a large farm, had gleaners who gathered the scattered grain that was left by the harvesters.

NEW CHEROKEE STUDENTS.

A party of boys and girls from Cherokee, N. C., came up last week and entered our school. They were Stephen Sanooke, Luther and Arthur Crowe, Thomas Lossih, Tahquette Oosowie, Margaret Bradley, and Anita Davis. With the same party came Olivan Arch and John Welch, who had been away from Carlisle for several months, and Jesse Welch, who had been away for a short while on leave of absence.

GENERAL SCHOOL NEWS.

We surely enjoyed the social last Saturday evening.

The Juniors have finished their essays on "Alcohol and My Future."

In spite of the weather Sunday morning, all the students attended services at their respective churches in town.

Misses Winifred Garlow and Rilla Meek, both graduates of Haskell Institute, were among last week's visitors.

INDUSTRIAL AND INSTITUTIONAL DEPARTMENTS



*"A first condition of Citizenship
and of self-respect is the power
of self-support."*

THE PRINT SHOP.

By Juan Guterres.

Elmer Poodry joined the force this week.

We are now working on the Quarterly Journal which we expect to get out as soon as possible.

Philip Clairmont and James H. Eagle, our two all-day boys, are doing good work in all they undertake to do, the latter being our all-around job man and the former a stone man and make-up.

The instruction for the past week was on tabular work. Many of the boys, after listening to Mr. Brown's blackboard talk, had the opportunity of immediately applying their instruction by the practical work of setting the Outline of New Courses, which appear in this week's issue on pages 2 and 3.

THE PLUMBING SHOP.

By Francis Kettle.

Victor Dolan is installing a new bath tub in Mr. Abram's house.

During the week the heating system in the Y. M. C. A. Hall was gone over and repaired.

Some of the boys repaired the water line in one of the wash rooms at the Athletic Quarters.

THE TIN SHOP.

By James Holstein

A number of coal buckets were finished last week.

We repaired a number of stoves around the Campus during the past week.

It seems as though the weather is determined to keep us from getting out to repair the leaking roofs.

THE BLACKSMITH SHOP.

By Guy Burns.

The first part of the week the apprentices were given instructions on springs according to their uses. The

rest of the week was spent in practicing on the shaping of iron as may be desired for use.

The two farm wagons, on which new tires were set, are repainted and ready for service.

THE CARPENTER SHOP.

By Emanuel Ortego.

A few chairs and other pieces of furniture were brought into the shop to be repaired.

A writing desk, which was ordered to be made for the band room, was finished this week.

Aloysius Cheauma is taking a special course in carpentering. He studies in the forenoon and works in the afternoon.

Mr. Herr has gathered many small pieces of different kinds of wood so that the boys may learn their names and also learn to distinguish one from the other.

BARBER SHOP.

By William Winneshick.

Luther Jacobs, who recently returned to school, was a visitor to the shop.

Friday working hours were spent in a general cleaning up and sharpening tools.

Owing to general inspection last Saturday, the shop was not opened in the morning.

THE PAINT SHOP.

By George Francis.

The clothing room at the Girls' Quarters has been painted and oak-stained.

The walls and woodwork of the Y. M. C. A. Hall were repainted and the steam pipes gilded.

The ceiling and the trestle work in the Gymnasium are being repainted to their original colors of pink, red, and white.

THE HOSPITAL.

The following are some of the examination questions given January 23, 1915:

What are liquid, soft, and general diet? Give examples of each.

What is health? Why is frequent and regular bathing necessary to health?

What are the principal points to be observed in the application of a bandage?

When possible to choose a patient's room, what points would you take into consideration?

What is a purgative? Name one.

What do we mean by lysis? What do we mean by crisis?

What do you understand by a clinical chart? State in detail what a clinical chart should show.

What should a nurse's deportment be in public places? When should a nurse not wear her uniform?

Name five different ways in which medicines may be introduced into the body. Which acts the quickest?

Why is good ventilation necessary? State a comfortable bath room temperature? How many times during the day should a ward be ventilated?

Does blood from a pulmonary hemorrhage clot? What special observations should a nurse make in case of such hemorrhage, and what is one of her most important duties?

Why is it necessary to have the operating room warm during an operation? Why do we protect the patient from draft when taking him from the operating room and after he is placed in bed?

THE LAUNDRY.

By Lena Parker.

The lessons have been on family washing and the making of starch.

Ten thousand two hundred thirteen pieces were washed and ironed last week.

The work in and about the Laundry had to be somewhat rushed on account of general inspection.

THE LITERARY SOCIETIES.

THE INVINCIBLES.

By Robert Edwards.

The Invincibles met at the usual time last Friday evening and the following program was rendered: Declamation, Frank Leith; essay, Carmelito Torres; extemporaneous speeches, George Francis and Leon Boutwell; select reading, Lyman Madison; oration, Alex Simmers.

The question: Resolved, "That it is against good morals to engage in sports on Sunday." Affirmative, James Holstein and Xavier Downwind; negative, Henry Perrault and Don Ortego. The negative side won.

The society amended the constitution by striking out sections 1, 2, and 3 of Article IV and inserting new clauses.

The official visitors were Miss Georgenson and Dr. McCarthy.

THE SUSANS.

By Alta Printup.

At roll call each member responded with a quotation from Eugene Field.

The program was as follows: Song, Susans; recitation, Minnie O'Neal; piano solo, Sadie Metoxen; recitation, Effie Coolidge. The debate: Resolved, "That Carlisle should be abolished and a military academy established in its place." Marie Mason and Maude Cook upheld the affirmative side, Josephine Holmes and Nettie Kingsley the negative. The judges' decision was in favor of the negative side.

The official visitor was Mr. Brown. Other visitors were Messrs. James, Burney, and McGillis.

THE STANDARDS.

By George W. Tibbetts.

The following named boys were initiated: Luverne Bonser, George May, Albert Bean, Oscar Stephens and William Bannock.

The program: Declamation, Charles Foster; oration, Henry Sutton; impromptu, Edwin Miller. The question read thus: Resolved, "That the stockyards should be owned by the Government." Affirmative, James Crane and Edwin Miller; negative, George Tibbetts and Henry Sutton. The affirmatives won.

The debate being opened to the house, Victor Dolan upheld the affirmative and Edwin Miller the negative side.

Mr. Griffiths told the story of

"King Lear." The official visitor was Mr. Kirk. Other visitors were Mr. Peel and Mr. Bradby.

THE MERCERS.

By Lucy West.

The following interesting program was rendered last Friday evening: Song, Mercers; reading, Clara Snyder; piano solo, Marie Poupart; story, Emily Moran; vocal solo, Beatrice Abrams. The question for debate read thus: Resolved, "That country life is more enjoyable than town life." Affirmative, Minnie Charles and Jane Gayton; negative, Cora Battice and Lena Parker. The judges decided in favor of the affirmative side.

Besides our advisory member, Miss Donaldson, we had for visitors Mrs. Ewing and three members of our sister society, Alice Tyndall, Tooka McIntosh, and Pauline Chilsolm.

THE Y. W. C. A.

By Florence M. Edwards.

Cora Battice led the meeting Sunday afternoon. The subject discussed was "Our Favorite Characters."

Miss McDowell gave brief but interesting sketches of her favorite Bible characters, among whom are Abraham, Moses, Joshua, Gideon, David, Esther, and Ruth. In summing up her talk she pointed to Christ as the only ideal character, and the one after whom we should pattern.

CHAPEL EXERCISES.

Notes Taken by the Seniors at the Exercises
January 27.

The nature of a person's character is revealed in the way he does his every-day work; also in the way he spends his spare moments.

Our time is worth money; we should not throw away an hour any more than we would throw away a dollar bill.

The person who uses his spare moments to good advantage will succeed. Time wasters never get on the level.

Use bookmarks; they save time. Time is money, and many people pay their debts with it.

If the Creator did not want us to work the most of our time, He would let us live much longer than we do, in order to do our life's work, like one of our ancestors who lived for nearly a thousand years.

THE CATHOLIC MEETING.

By Jane Gayton.

Father Herzog, a Redemptionist priest, from Lancaster, Pa., was with us. He read the following parable: "The last shall be first, and the first shall be last, for many are called, but few are chosen."

Some of the thoughts expressed were that everyone will get an equal reward in heaven if he performs to the best of his ability the work for which the Lord created him.

If we fail in performing a duty one day, we should begin all over again, and with renewed courage, the next day. "Never be discouraged," said Father Herzog.

A GOOD DINNER.

By Marie Poupart.

Last Monday Miss Knight, assisted by the clothes girls, prepared a dinner in the little dining room at Girls' Quarters.

The menu consisted of beefsteak, mashed potatoes, cabbage, Oklahoma gravy, pickles, jelly, hot biscuits, butter, coffee, apples, and cake. Those who enjoyed the good dinner were Mrs. Ewing, Miss Austin, Miss Knight, Mina Hicks, Tookah McIntosh, Naomi Greensky, Della John, Ella Cuellar, Anna Skenandoah, Effie Coolidge, Etta Waggoner, and Julia Gray.

After the repast, the girls enjoyed washing the dishes and cleaning up the kitchen in order to make it ready for future use.

AFTERNOON TEA.

Saturday afternoon Mrs. Warner gave an informal tea in honor of her aunt, Mrs. Day, of Eau Claire, Wis., and Miss Jean Senesey, of Chambersburg, Pa. Mrs. DeHuff poured the tea and Miss Reichel helped Mrs. Warner to serve. The table was beautifully decorated with sweet peas, the soft coloring of which blended charmingly with the dainty accessories of the table.

The guests were Mesdames Rader, Lipps, DeHuff, Griffiths, Denny, Weber, Foster, Robitaille, and Deitz, Miss Beach, Miss Reichel, Miss Donaldson, Miss McDowell Miss Roberts, and Miss Williams.

A LETTER TO CARLISLE STUDENTS.

I have not forgotten the pleasant day and night I spent a year or so ago at Carlisle at the time I lectured for you about Argentina and Tierra del Fuego, and I hope that you have not forgotten me. I have been receiving THE ARROW, as well as THE RED MAN and so have kept in touch with what you are doing through these most interesting and splendidly written papers. I was particularly interested in the recent article in the December RED MAN entitled "My People; the Indian's Contribution to the Art of America." I certainly hope that the old art of the Indian will not be lost, because it is an art well worth preserving, even looked at from the highest artistic principles of design. Consequently, I hope you of this present generation will do the best you can to preserve in its purity the art and arts of your people.

I am also much interested in the January 15th number of THE ARROW to read about the first Indian troop of Boy Scouts in the world, which has just been organized at Carlisle. I certainly believe this is much to the credit of Mr. Lipps and you students. The more we can balance modern civilized life with the natural life of the open the better, and no one knows more how to appreciate to the fullest to make use of the great openesses, to have a real sympathetic understanding with Nature, than you Indians, and I know that you will have at Carlisle one of the finest Boy Scout troops to be found anywhere. Please accept my heartiest wishes for your success in this work, or in any good work you may undertake.

You may be interested to know that last October I made a visit among the Blackfeet and lived for about a week in tents with my friends Charles Reevis and family, who are members of that tribe. I hope sometime that I shall have the pleasure of seeing you all again at Carlisle.

Your friend,

CHAS. W. FURLONG.

"Thanks" for The Arrow.

Mr. Edward P. Davis, of Alma, Mich., who conducts one of the most popular and attractively furnished barber shops at that place, writes as follows:

"I extend my sincere thanks to

you and the employees of the ARROW for past favors in receiving the ARROW weekly. It being some few years since being a student of Carlisle, the present body of students likely are all strangers. But I always have an interesting feeling toward old Carlisle, and I wish you all a Merry Christmas and many happy returns of the New Year."

ANCIENT PATHWAY OF THE RED MAN.

The Mohawk Trail, which was dedicated recently, has a history almost as attractive as its wondrous scenery. It surmounts the barrier that has so long separated the valleys of Deerfield and the Hoosac. It is this barrier that kept Berkshire a wilderness for 100 years subsequent to the settlement of Massachusetts Bay colony. It is this barrier that for over one hundred years longer made Berkshire geographically a part of New York State while it was politically a part of Massachusetts. And long before the coming of the white man to America—how many years nobody knows—it was this barrier that separated two powerful divisions of the Indians inhabiting the country.

The coming together of these tribes, in war and later for purposes of peaceful alliance, eventually resulted in a well-defined trail over the barrier connecting the region of the Hudson valley in New York with the valley of the Connecticut in Massachusetts.

Taking its name from one of the strongest of the Five Nation of the Iriquois federation, it became known as the Mohawk Trail. It was over this trail, traversing portions of three States, that the pioneer English from the settlements along the Connecticut finally found their way into the Berkshire valleys, with their wonderful natural resources, and established their outposts, prepared to dispute their holdings with the French and the Indians and the Dutch whose colonies had long been established to the west. And here in this corner where three States now come together, long the theater of a savage intertribal warfare, were enacted dramatic scenes interwoven with some of the most important events and personages of American history.—*North Adams (Mass.) Transcript.*

OUTING STUDENTS' DEPARTMENT.

By THE OUTING MANAGER.

At the present time the Outing family numbers 144, 76 boys and 68 girls. All the girls, with the exception of four girls who are taking training in the hospitals, attend school regularly. The girls who are training to be nurses are Eva Simons, in the German Hospital, and Edith Emery, in the Kensington Hospital, Philadelphia; Ozetta Bourbonnais in the General Hospital, Lancaster, and Margaret Pickett in the Todd Hospital, Carlisle. All are doing well.

Of the 76 boys out, all with the exception of John Allen, George Pairote, and the six young men in the Ford Factory, at Detroit, Mich., are attending public school regularly. Mr. Dickey, in his last report, says of these boys: "With a few exceptions, they are all doing well. The boys are more contented than I have ever found them before."

John Allen works at his trade, plumbing, all day. George Pairote is a machinist who works all day and attends night school. The "Ford boys" are getting invaluable, all-round training.

OUTING NOTES.

When the Outing Agent visited the Cynwyd school this week, Rose Sheridan's spelling was on the blackboard marked 100 per cent. Rose is trying to do her best.

Mary Wilmet's teacher expresses the hope that Mary will complete the eighth grade work in June, and if she does as is expected will be ready for high school in September. Improvement in her household duties outside of school is also quite marked.

Callie Swayney's teacher reports that in the mid-year examinations to be held next week, Callie will be exempt in the English examination. The last month's averages show no mark below 80 per cent. She is also learning much from, and is proving herself a real help to, her country mother.

Elizabeth Grant went to her present Outing home in April, 1914. Since that time she has missed but twice in church attendance. Her country mother reports that she is most trustworthy in many respects. One excellent trait is that she never fails to bring back the exact change when sent on errands to the store.

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JAN 26 1915

FOR FILE

My dear Mr. Secretary:

The Commissioner of Indian Affairs has brought to my attention the advantage of giving to a few of the older boys of the Carlisle Indian School, Carlisle, Pennsylvania, an opportunity to take training in the Navy Yard at Philadelphia as student or apprentice mechanics.

In a number of our advanced Indian schools it has been found exceedingly profitable to have the students spend a part of their school years in apprentice work in connection with hospitals, shops, and in homes and on farms.

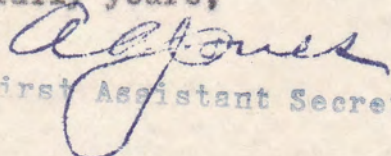
If in your judgment this plan is practicable I would be pleased to have the Indian Office direct the superintendent of the Carlisle Indian School to confer with anyone whom you might suggest with reference to the details of this plan. When this shall have been completed it will be submitted to you for approval.

I might say further with reference to this matter that not a large number of boys would be sent to the Navy Yard at any one time. They would be carried as

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students of the school, provided with clothing, and subjected to the supervision of the regular school Outing Agent for boys. About the only condition which our school people ought to insist upon would be that the boys while located in Philadelphia be surrounded by wholesome influences.

Cordially yours,


First Assistant Secretary.

The Honorable,

The Secretary of the Navy.

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Mr. O. H. Lipps,

JAN 25 1915

Supervisor in Charge Carlisle School.

My dear Mr. Lipps:

I have your letter of December 21 in which you submit tentative courses in agriculture, home economics, and mechanical arts, which you have prepared for the Carlisle Indian School.

I have looked these over quite carefully and I believe they are good strong courses. Of course I note that you have said they are tentative. In this respect I presume you will find occasion as you try them out to make slight modifications in arrangement and amount of relative time spent on the various subjects. They are approved, however, in the form in which you submit them, and you may begin their use as soon as practicable.

I also agree with what you say with reference to much of our so-called industrial work being simply ordinary labor or chores that is necessary in caring for the plant and keeping the buildings in order, and that this is not to be considered in determining the credits

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that pupils may earn in shop work or vocational practice under an instructor.

I also have considered in connection with this matter your letter of December 30 in which you explain further your plans for broadening the scope of work at Carlisle. I am pleased with the large outlook you have for this school and your action in arranging to place some boys with the Ford Motor Company of Detroit, Michigan, for training in mechanics, some of the advanced girls in the West Chester Normal School and in hospitals of nearby cities for such training as they may get in these institutions, and also for other advanced boys in the Pennsylvania State College of Agriculture, is approved.

Your plan of having some of the advanced boys go to Philadelphia as student or apprentice mechanics in the Philadelphia Navy Yard seems also to be a good one and I am sending a letter to the Secretary's office inquiring if the Navy Department will approve such plan.

With this larger scope of work Carlisle will be able to fill a very important place in our plan of

education.

I will advise you further as soon as I have
heard from the Secretary of the Navy.

Very truly yours,

(Signed) Cato Sells

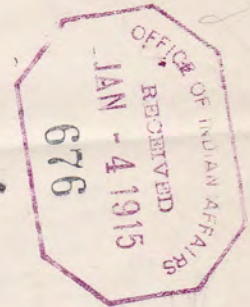
Commissioner.

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DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL
CARLISLE, PA.

December 30, 1914.



Hon. Cato Sells,
Commissioner of Indian Affairs,
Washington, D. C.

My dear Mr. Sells:

In connection with the working out of new courses of instruction for Carlisle, it has just occurred to me that it may be possible to make arrangements with the Navy Department for placing a number of our more advanced young men in the Philadelphia Navy Yard as student or apprentice mechanics. I understand that in our navy yards there is a great variety of work similar to that of the building trades, and since Philadelphia is nearby and our outing agent could easily look after the boys we might place in the navy yard there, I believe if such arrangements could be made that it would be a fine opportunity for our boys.

I have just completed arrangements with the Ford Motor Company of Detroit, Michigan, for placing six of our young men in those Works to take the student's course in mechanics. These boys will pay their own expenses to Detroit and their living expenses while there from their wages. They are to receive 34¢ per hour for eight hours per day. These boys will be under our outing system and the Ford Motor Company will send to the school one-fourth of their wages each

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Hon. Cato Sells,.....#2.

month, which will be deposited to their credit in bank here. The boys will be required to attend night school and continue with their studies. I expect to send Mr. Griffiths to Detroit with the boys to see that they are properly located. Only boys who have been at the school one year or more and whose records are excellent in every respect will be given this privilege. I consider this an excellent arrangement and a great improvement over the former practice of scattering boys out with ordinary mechanics where we have no supervision over them and where there is no definite instruction given them. At the Ford Works these boys will take a regular student's course, and I have assurances from Mr. Ford, himself, that personal interest will be taken in our boys to the end that they may be encouraged to make the most of their opportunities.

If you think it advisable, I suggest that you take up with Secretary Daniels the matter of placing a number of our boys in the Philadelphia Navy Yard as student or apprentice mechanics, provided, of course, satisfactory arrangements can be made that will insure our boys being surrounded with wholesome conditions. The matter of wages should also be considered and the class of work that could be provided for them.

I am also taking up with the President of the West Chester Normal School, which is located in one of our girls' outing districts, the matter of arranging for a few of our

advanced girls to attend the West Chester Normal School, which is one of the best schools in the State, with a view of offering opportunity for a few ambitious Indian young women to equip themselves to fill positions as teachers either in the Indian Service or in schools outside of the Service.

I am also taking up the matter of making definite arrangements with hospitals in nearby cities for placing a number of our girls, who have spent at least one year in our hospital, in those hospitals for training as nurses.

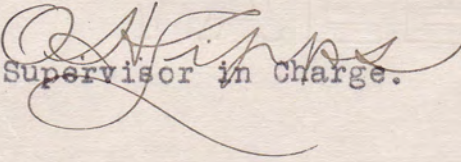
I am also taking up the matter with the Pennsylvania State College of getting a few of our more advanced boys into that college to take the agriculture course. It is my intention to have a definite arrangement whereby some students may go out under our outing system and earn their own way through school, and to encourage our older students to continue their education and prepare themselves for doing a definite and useful life's work. I can see great possibilities here for perfecting plans whereby Indian young men and women of ambition may be given unusual opportunities for qualifying themselves for useful and profitable positions, as well as for a high order of citizenship.

I would thank you to give this matter your personal attention, and I am sure that I can depend on your hearty cooperation in any plans that may be for the betterment of Carlisle and of increasing its sphere of usefulness.

Hon. Cato Sells,....#4.

Very respectfully,

OHL:SR

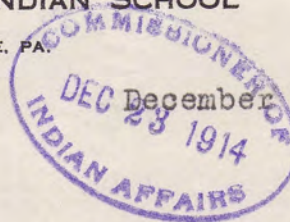

Supervisor in Charge.



DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SCHOOL

CARLISLE, PA.



December 21, 1914.



Hon. Cato Sells,
Commissioner of Indian Affairs,
Washington, D. C.

My dear Mr. Sells:

Referring further to the matter of working out new courses of instruction for the Carlisle Indian School, I am enclosing herewith rough drafts of tentative courses in agriculture, home economics, and mechanic arts. These courses have been adapted from similar courses now in use at the Kansas State College, at Manhattan, Kansas. I will ask you to look them over carefully and make any suggestions that you may think advisable.

You will note that this is our graduate course, and that while generally speaking the requirement of admission to these courses is completion of the eighth grade, yet these courses are very elastic, and maturity of age, practical experience, and general fitness of students will be given due consideration in determining their qualifications for admission. Our undergraduate course will not be less definite in its aims, which will be to fit our students to make a living, even though they are lacking in academic education. We are even now doing a great deal in the way of giving definite instruction in our industrial departments than has heretofore been done at

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Carlisle, and this is proving a great incentive to our students, and they are showing a very much greater interest in this work this year than they have shown heretofore.

For your information, I will state that the present course of study in force at Carlisle provides for our graduate students beginning their Freshman year in the last half of the sixth grade. Thus our graduates complete little more than the first year of high school. From our catalogue and other literature, no prospective student can determine just what our requirements for graduation are, or, in fact, just what our courses of instruction are.

You will note from the enclosed tentative courses that the subjects are arranged in logical order and each subject is given a definite value, and also a definite time as to recitation, vocational practice, etc. I have given a good deal of thought to the details of these courses, and while it may be urged by some that it will be impracticable to carry them out in an Indian School, I must say that I believe firmly that they can be carried out. Much of our so-called industrial work is simply ordinary labor that is necessary in caring for the plant and keeping the buildings in order, etc. This work, of course, has to be done, and it can be done even though we should set aside a special day of work and make special provisions for putting on a large force of students to do such work, as required in doing the

large amount of laundry work for instance, or in doing the large amount of plain sewing, such as making boys' shirts, the making of sheets, pillow cases, etc. We can make job work of a great deal of this, and thus get through with it, by making a special effort during the vacation months to get much of this work done. We will then have more time during the school terms for real instruction. In fact, at Haskell Institute, I found that they have seventy-five all-day students in their commercial department. These students go to school all day and do their work before and after school. These all-day students do all the janitor work and work about the quarters and school grounds, and this does away with the necessity of keeping regular details for such work.

I have just worked out in my mind a plan for simplifying facilities for practical instruction in stock judging, dairying and poultry raising. I have already spoken to you of my plans for constructing a simple cottage between the teachers' quarters and the school building for use in giving practical instruction to the girls in home-making. This cottage will have neither plumbing nor electric lights. Girls will be taught how to take a bath in the wash tub in the kitchen. In fact, they will be taught all that a woman is expected to know about good housekeeping, and in a simple, practical way,

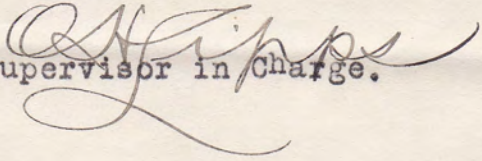
The question that troubled me some was that of providing the means of giving practical instruction at the school here in the care of milk, raising of chickens, and the scientific feeding of cows and practical instruction in animal husbandry. My solution to that ~~was~~^{is} to build a small, inexpensive barn back of the school building, near the coal shed. This barn will have capacity for about two cows; these we will bring over from the large dairy barn. It will also have capacity for a few pigs, and near this building we will have a small poultry yard; we will also have a very small silo in connection with the barn. The class in agriculture will take care of the cows, also the scientific feeding, weighing of milk, and keeping records, testing milk, etc. The girls living in the little cottage will be required to take turns at milking the cows; they will also be required to take charge of the poultry. All the milk coming from these two cows will go to this little cottage, where it will be cared for. It will be churned, and butter-making will be taught under conditions which they will probably have to meet when they return to their homes. All surplus milk and butter will be sent to the hospital and used there. I am sure this arrangement will be quite satisfactory and it will be very convenient. It will also be a departure from what most other schools of this class provide in this way, in that it is so inexpensive and simple. My idea is to get down ^{the} to family unit, both as to the keeping of cows and chickens, as well as in the matter of housekeeping.

Hon. Cato Sells,#5.

I commend the enclosed tentative courses to your careful perusal and consideration, and at the first opportunity I shall be glad to go over them with you in detail personally, as there are many features of them that it is impracticable to discuss in a letter.

Very respectfully,

OHL:SR


Supervisor in Charge.

COURSE IN AGRICULTURE,
CARLISLE INDIAN VOCATIONAL SCHOOL.



Indian young men who have completed the 8th grade, and are at least 14 years of age, may be admitted without examination. Students who have not completed the work of the 8th grade may be admitted upon passing a satisfactory examination in reading, writing, arithmetic, spelling, English grammar, United States history, geography and physiology. Maturity of age and practical experience will be duly considered in determining the student's qualifications for admission. Full credit will be given for any high-school work that may have been done.

(Note: The numeral immediately following the name of a subject indicates the number of credits, and those in parenthesis the hours per week of recitation, laboratory and vocational practice, respectively.)

FIRST YEAR

Fall Term

Industrial Arithmetic
4(4-0)

General Biology I
4(2-4)

✓ Stock Judging I
3(0-6)

✓ Farm Machinery
3(0-6)

Physical Training

Music*

Winter Term

Algebra
4(4-0)

General Biology II
4(2-4)

✓ Farm Blacksmithing
3(0-6)

✓ Poultry
3(2-2)

Physical Training

Music*

Spring Term

Applied Geometry
4(4-0)

General Biol. III
4(2-4)

✓ Farm Carpentry
3(0-6)

✓ Grain Crops
4(3-2)

Physical Training

Music*

*Elective

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SECOND YEAR.

Fall Term

✓ El. Chemistry I
4(3-2)
El. Eng. History
4(4-0)
Eng. Classics I
4(4-0)
✓ Farm Insects & Birds
3(3-0)
✓ Stock Judging II
3(0-6)
Physical Training
Music*

Winter Term

✓ El. Chemistry II
4(3-2)
American History
4(4-0)
El. Composition I
4(4-0)
✓ Rural Economics
3(3-0)
✓ Feeds & Feeding
3(3-0)
Physical Training
Music*

Spring Term 136384

✓ El. Agr. Chemistry
4(3-2)
Civics
4(4-0)
✓ El. Rhetoric
4(4-0)
✓ Gardening & Bee Keeping
3(2-4)
✓ Breeds & Breeding
3(3-0)
Physical Training
Music*

THIRD YEAR

Forage Crops

3(2-2)
Physics #
4(3-2)
Theme Writing
4(4-0)
✓ Diseases of Farm
Animals
3(-)
✓ Gas Engines
3(-)
✓ Farm Buildings
3(2-2)
Physical Training
Music*

✓ Farm Management and
Farm Accounts

4(3-2)
Physics #
4(3-2)
✓ Live-stock Production
3(3-0)
✓ Agricultural
Bacteriology
4(3-2)
✓ Handling and Curing
Meats
3(2-2)
✓ Farm Writing
3(2-2)
Physical Training
Music*

✓ Soils and

Fertilizers
4(3-2)
Physics #
4(3-2)
Dairying
3(3-2)
✓ Forestry and
Landscape Gardening
3(2-2)
✓ Road Building, Irriga-
tion & Drainage
3(1-4)
Conference English
4(4-0)
Physical Training
Music*

*Elective

#As applied to agriculture.

COURSE IN HOME ECONOMICS,
CARLISLE INDIAN VOCATIONAL SCHOOL.



Indian young women who have completed the 8th grade, and are at least 14 years of age, may be admitted to this three years course without examination. Students who have not completed the work of the 8th grade may be admitted upon passing a satisfactory examination in reading, writing, arithmetic, spelling, geography, United States history, and physiology. Maturity of age and practical experience will be duly considered in determining the student's qualifications for admission. Full credit will be given for any high-school work that may have been done.

(Note: The numeral immediately following the name of a subject indicates the number of credits, and those in parenthesis the hours per week of recitation, laboratory and vocational practice, respectively.)

FIRST YEAR

<u>Fall Term</u>	<u>Winter Term</u>	<u>Spring Term</u>
English Readings 4(4-0)	Grammar & Composition 4(4-0)	El. Composition I 4(4-0)
Indust. Arithmetic 4(4-0)	Algebra 4(4-0)	Applied Geometry 4(4-0)
Phys. & Hygiene 4(4-0)	✓ Home Sanitation 4(4-0)	✓ Home Management 4(4-0)
✓ Color & Design 3(0-6)	✓ Color & Design 3(0-6)	✓ Home Decoration 3(0-8)
✓ Sewing I 2(0-4)	✓ Sewing II 2(0-4)	✓ Sewing III 2(0-4)
Physical Training Music*	Physical Training Music*	Physical Training Music*

*Elective

SECOND YEAR



Fall Term

Eng. Classics I
4(4-0)
El. Eng. History
4(4-0)
Physics H-1
4(3-2)
✓ Household Insects
2(2-0)
✓ Cooking I
2(0-4)
✓ Sewing IV
2(0-4)
Physical Training
Music*

Winter Term

El. Composition II
4(4-0)
American History
4(4-0)
Physics H-2
4(3-2)
✓ El. Poultry Keeping
2(2-0)
✓ Cooking II
2(0-4)
✓ Shirt Waist Suit
2(0-4)
Physical Training
Music*

Spring Term

El. Rhetoric
4(4-0)
Civics
4(4-0)
Physics H-3
4(3-2)
✓ Dairying
2(0-4)
✓ Cooking III
2(0-4)
✓ Dressmaking
2(0-4)
Physical Training
Music*

THIRD YEAR

Theme Writing
4(4-0)

El. Chemistry I
4(3-2)

Economics
4(4-0)

✓ Cooking IV
2(0-4)

✓ Textiles
2(2-0)

✓ Art Needle Work
2(0-4)

Physical Training
Music*

Practice Writing
4(4-0)

El. Chemistry II
4(3-2)

✓ Household Bacteriology
4(3-2)

✓ Cooking V
2(0-4)

✓ Costume Design
2(0-4)

✓ Nursing
2(0-4)

Physical Training
Music*

Eng. Classics II
4(4-0)

El. Household Chemistry
4(3-2)

Gardening I
4(3-2)

✓ Cooking VI
2(0-4)

✓ Advanced Dressmaking
2(0-4)

✓ Millinery
3(0-4)

Physical Training
Music*

*Elective

COURSE IN MECHANIC ARTS
CARLISLE INDIAN VOCATIONAL SCHOOL.



Indian young men who have completed the 8th grade, and are at least 14 years of age, may be admitted to this three years course without examination. Students who have not completed the work of the 8th grade may be admitted upon passing a satisfactory examination in reading, writing, arithmetic, spelling, geography, United States history, and physiology. Maturity of age and practical experience will be duly considered in determining the student's qualifications for admission. Full credit will be given for any high-school work that may have been done.

(Note: The numeral immediately following the name of a subject indicates the number of credits, and those in parenthesis the hours per week of recitation, laboratory and vocational practice, respectively.)

FIRST YEAR.

Fall Term

Winter Term

Spring Term

English Readings

4(4-0)

Grammar & Composition

4(4-0)

El. Composition I

4(4-0)

Algebra I

4(4-0)

Algebra II

4(4-0)

Algebra III

4(4-0)

History I

4(4-0)

History II

4(4-0)

History III

4(4-0)

✓ Free-hand Drawing

3(1-4)

✓ Object Drawing

3(1-4)

✓ Geometrical Drawing

2(0-4)

✓ Woodwork I

4(1-8)

✓ Blacksmithing

4(1-8)

✓ Painting

3(1-4)

✓ Vocational Guidance

1(1-0)

✓ Vocational Guidance

1(1-0)

✓ Trade Practice

3(0-6)

Physical Training

Physical Training

Physical Training

Band*

Band*

Band*

*Elective

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SECOND YEAR

<u>Fall Term</u>	<u>Winter Term</u>	<u>Spring Term</u>
English Classics I 3(3-0)	El. Composition II 3(3-0)	El. Rhetoric 3(3-0)
Geometry I 4(4-0)	Geometry II 4(4-0)	Geometry III 4(4-0)
Physics M-I # 4(2-4)	Physics M-II # 4(2-4)	Physics M-III # 4(2-4)
✓ Shop Drawing 3(1-4)	✓ Shop Drawing 3(1-4)	✓ Shop Drawing 3(1-4)
✓ Trade Practice 6(0-12)	✓ Trade Practice 6(0-12)	✓ Trade Practice 6(0-12)
Physical Training	Physical Training	Physical Training
Band*	Band*	Band*

THIRD YEAR

Economics 4(4-0)	Civics 4(4-0)	Conference English 3(3-0)
Algebra IV 4(4-0)	Trade Calculations 4(4-0)	Industrial History 3(3-0)
✓ Trade Practice 12(0-24)	✓ Trade Practice 12(0-24)	✓ Trade Practice 12(0-24)
✓ Physical Training	✓ Physical Training	✓ Physical Training
Band*	Band*	Band*

*Elective

#As applied to mechanics

Trade practice may be elected from any one of the following trades:

Carpentry
Blacksmithing
Masonry, including
Cement & Concrete
Construction.

Painting
Plumbing & Steam-fitting
Printing
Steam Engines & Boilers

Education-Schools.
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A V S

Training for
chauffeurs.

WMB
OCT 28 1914

Mr. Oscar H. Lipps,

Supervisor in Charge, Carlisle School.

My dear Mr. Lipps:

The Office has received your letter of October 20, in regard to making arrangements with some large automobile manufacturing company for training a limited number of Indian boys as chauffeurs and repairmen for automobiles during one or two years of apprenticeship under the outing system rules, preliminary experience to be given them in the blacksmith and machine shops at the school.

This arrangement meets with approval here and you may take the matter up with any manufacturing companies you may wish to recommend and advise the Office of the result of your inquiries. It is believed that those boys who have individual money and wish to take up such training should pay for their instruction from their own funds.

Your views in regard to this feature of the arrangement are requested.

Very truly yours,

(Signed) E. B. Meritt

Assistant Commissioner.

10-S-24.

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CARLISLE
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Education-Schools

109625-1914

A V S

DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

Training for
chauffeur.

October 20, 1914.



The Honorable
Commissioner of Indian Affairs,
Washington, D. C.

Sir:

Replying to your letter of October 17th, requesting my views in regard to the advisability of training Indian boys to act as chauffeurs and repairmen for automobiles, I have to advise that for some time I have been thinking about taking this matter up with the Office. I am continually receiving requests from students for permission to work in garages in neighboring towns. I recently had a request from a man owning a garage in the town of Carlisle for one of our boys. I have so far refused to give permission for our boys to work in the town of Carlisle, for the reason that it causes dissatisfaction at the school to have boys in the town who are more or less privileged and free to come and go much as they please.

I have thought if arrangements could be made with some large automobile manufacturing company, like the Ford, for taking a limited number of Indian boys and training them as repairmen and chauffeurs, that it would be a splendid arrangement. We could give them the preliminary training in the blacksmith shop and in the machine shop here, and then

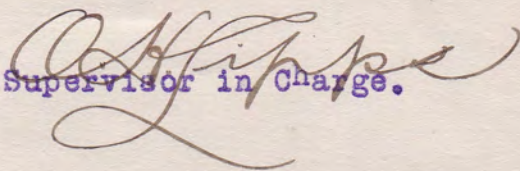
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send them out for one or two years apprenticeship under our outing rules. I believe that some such arrangement as this would be better than to attempt to establish a garage and repair shop at the school here. In fact, we would have very little practical work, for the reason that the school has no automobile and does not need one.

If the Office favors my suggestion, I will take the matter up with some of the automobile manufacturing companies, with the view of making such arrangements as will enable us to place Indian boys in their shops for thorough, practical training in this line of work.

Very respectfully,

OHL:SR


Supervisor in Charge.

Education-Schools
109625-1914
A V S

Training for
chauffeur.

OCT 17 1914

Mr. Charlie Yellow Robe,
Lame Deer, Montana.

My Friend:

In the absence of the Commissioner in the field, I take pleasure in acknowledging receipt of your letter of October 7, addressed to Mr. Sells, and thank you for your appreciation of his endeavors and activities in behalf of the Indians.

In response to your wish to receive training as a chauffeur and repair man for automobiles at Carlisle School, you are advised that at present there are no facilities at the school for this special line of training.

Should the Office decide to provide for such special instruction at Carlisle or any of the Indian Schools you will be further advised.

Your friend,

(Signed) E. B. Meritt

10-BLW-16

Assistant Commissioner.

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CARLISLE

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Education-Schools
109625-1914
A V S

Training for
chauffeur

OCT 17 1914

Mr. Oscar H. Lipps,

Supervisor in Charge Carlisle School.

My dear Mr. Lipps:

The Office has received a request from Charlie Yellow Robe, of Lone Deer, Montana, a returned student of Carlisle School, in which he expresses a wish to be instructed so as to be able to act as chauffeur and repair man for automobiles, contemplating that he could now receive such instruction at Carlisle School.

Inasmuch as there seems to be a demand for those who can perform such duties the Office would like to have your views in regard to the advisability of training Indian boys in this line of work and how it could be accomplished at Carlisle School. At your convenience your report and recommendations in this matter are requested.

Very truly yours,

(Signed) E. B. Meritt

10-EL W-14

~~Second~~ Assistant Commissioner.

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Lame Deer, Montana.

Oct. 7, 1914.

Hon. Cato Sells,

Commissioner of Indian Affairs,
Washington, D. C.

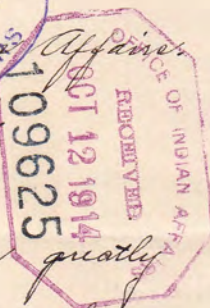
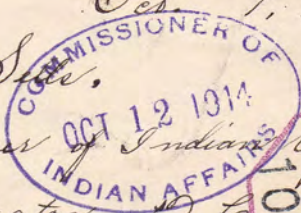
Dear Sir:-

As I have taken greatly
pleasure to you this very day.

May I venture to say
that you have what is far
better, you have a "soul,"
in your activities.

So I am impressed
with the fact that your vision
of the Indian is not en masse
but that it is broad enough to
contemplate and comprehend the
individual.

Encouragement and
support to continue the
splendid work you have begun,
for there is in the Indian



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20

character that intrinsic worth which will respond to opportunity and friendship in terms of growth, competency and good citizenship.

I am greatly learn to appreciate Carlisle, and the rare opportunities offered there, as I'm trying to stand up with my own feet like men and face the world with courage.

I must fight for own way, never give up hope, and play the game square,

I believe that is the only standard that satisfies.

I am always stand for Carlisle, the boy or girl who comes to learn will never regret making the most of the opportunities offered him at Carlisle.

But the boy and girl

neds all the education to lead them in to lifes and facing the world with courage.

I am kept up the things what I learn at Carlisle Indian School, as I am greatly appreciate what Carlisle had done for me.

As I would like to say to you this, Honorable Sells,

Certainly would like to learn a trade as chauffer. I have been wonder, suppose a boy could he learn a trade as repair man for automobiles at the Carlisle school.

Hope to hear from you sooner, With my continued high regard and cordial best wishes.

I am return student.

Very sincerely yours,
Charlie Yellow Robe.

E.-Sch.
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Reorganization
of school.

SEP 25 1914

Mr. O. H. Lipps,

Supervisor in Charge, Carlisle School.

My dear Mr. Lipps:

FILED BY C. P. F.

With reference to previous correspondence regarding the reorganization of the Carlisle Indian School, and more particularly to the conclusions of the conference on the same subject which was held here a few days ago, and at which you were present, I wish to make more definite statements.

I deem it advisable to immediately discontinue the Commercial Department, and you may take steps to carry out this arrangement at the earliest date practicable. You may also discontinue the positions of the tinner and the carriage maker as soon as arrangements can be made, giving reasonable consideration to the welfare of the occupants of these positions. There should be established for your school a very strong course along agricultural lines, and this placed in charge of an efficient instructor, for whom it will probably be necessary to pay a salary of \$1200 per annum. There should also be established strong courses in domestic science and nursing.

With these additional courses, strong emphasis being

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CARLISLE
542

placed upon all the builders' trades, I believe Carlisle will be better equipped to fill her place in our system of Indian education. In strengthening all these courses it may be you will find it necessary to add one or two years. This may be necessary, for the successful completion of some of the industrial or vocational courses cannot be expected of pupils unless they have reached the age of young manhood or young womanhood and have been quite thoroughly instructed in the common branches. To further arrange the courses of the school so you can concentrate your efforts towards the instruction of advanced pupils, I deem it proper for you to limit your enrollment to pupils who have completed the third grade. The details of carrying out these suggestions I must leave largely with you, and will give each of your recommendations pursuant thereto immediate consideration.

Very truly yours,

(Signed) Cato Sells
Commissioner.

9-RAK-23

9-12-1944.

MEMORANDUM.

FILED BY C. P. E.

Referring to the suggestions of Supervisor Lipps with reference to the reorganization of the Carlisle School, I respectfully suggest that he be authorized to gradually eliminate all pupils who have not completed the third grade and in the future to refuse to admit any who have not qualified to enroll in the fourth grade. I doubt the advisability of attempting to eliminate the fourth grade at this time. Within a few years it will undoubtedly become advisable to do so.

With reference to the revision of the course of instruction, I desire to suggest that instead of attempting to prepare Indian young men and young women to enter college, the courses at Carlisle should definitely and thoroughly prepare them to go out and earn their living; therefore the courses offered should, in my opinion, be thorough vocational courses. Haskell Institute has been for years and is now conducting a very successful business, or commercial, department in which many Indian young men and young women qualify as clerks, stenographers, and typewriters, as well as for places of responsibility in the business world. There is a very great demand in the Service for trained primary academic

teachers as well as for teachers of farming, gardening, dairying, carpentering, masonry (brick, stone, and cement), printing, baking, blacksmithing, painting, steam engineering, cooking, sewing, nursing, etc. I am convinced that the time has come when a few of the large nonreservation schools should undertake to thoroughly prepare Indian young people as instructors for such positions in Indian schools.

No one school should attempt to give teachers' courses in many lines, but I do believe that each of a few of the larger training schools should provide a limited number of courses, the graduates of which should be thoroughly qualified to act as instructors. It would seem that Carlisle would be in a position to do very efficient work in preparing primary academic teachers as well as to give a few trade courses of sufficient length and thoroughness to qualify the graduates thereof to teach.

I believe the so-called normal course at Carlisle should be carefully revised and strengthened to the end that primary teachers may be prepared for the Service. I would also suggest that Carlisle undertake to give normal courses in three or four vocations which the Institut^{ion} is best equipped to teach.

In this connection, I should like to call attention to the great need of physical directors for the schools throughout the Service. The position known as that of disciplinarian is very difficult to fill satisfactorily. There should be in every school some one qualified to give regular and systematic physical training. Not only should the usual athletics be properly directed and controlled but group games should be generally introduced, in order that all of the students shall have attention in the matter of physical development. Carlisle as well as Haskell Institute and possibly one or two other large training schools should, in my opinion, offer definite courses for the training of persons wanting to qualify as physical directors.

I desire to repeat and to emphasize the thought that it seems to me that the time has come when the larger training schools should so shape their courses of study as to make the completion of them mean thorough preparation for a few vocations rather than to attempt to cover the entire field of industrial training.

9-MDP-12

W B Peairs
Supervisor of Schools.

Ed-

FILED BY C. P. F.

These suggestions
appear to be
of a high order
and will be
of great value
to the water
committee.

REFER IN REPLY TO THE FOLLOWING:

5-1100

ADDRESS ONLY THE
COMMISSIONER OF INDIAN AFFAIRS

DEPARTMENT OF THE INTERIOR

Course of OFFICE OF INDIAN AFFAIRS

Study:

Carlisle School.

WASHINGTON

August 20, 1914.



The Commissioner of Indian Affairs,
Washington, D. C.

Sir:

FILED BY C. P. F.

In view of the fact that the Carlisle School is located in the East, far removed from the Indian country, and the consequent great expense of transporting Indian pupils from their homes to the school, it is very evident that in order to justify the maintenance of an Indian school at this great distance, it should offer something more in the way of instruction than is offered by the schools nearer the homes of the Indians. It, therefore, seems only reasonable to demand a higher standard for admission at Carlisle than is required for admission to other Indian schools.

The Indian School Rules, approved by the Department July 13, 1914, provide that pupils below the fourth grade shall not be enrolled at the larger non-reservation schools. Haskell Institute which is located much nearer the Indian country than Carlisle, does not enroll pupils below the fourth grade. In my opinion Carlisle should not enroll them below the fifth grade. We now have a large number of pupils in the lower grades, and we are thus required to do the

work at Carlisle that should be done in the smaller non-reservation schools and in the reservation day and boarding schools. Experience has proven that pupils below the fourth grade do not, as a rule, make satisfactory progress in vocational schools. This is the testimony of many of the best educators of the country. Gradually the first, second, third and fourth grades at Carlisle should be eliminated. This will take time, but it should be done, and no more pupils should be received at Carlisle who have not satisfactorily passed the fourth grade.

In lieu of these lower grades there should be added to the Course of Study at Carlisle at least two years' work, or sufficient to make it a Preparatory School for Agricultural and Mechanical Colleges, and Normal Schools. The present course of study at Carlisle was devised thirty-five years ago. It was ample for all the needs of the Indians at that time and for many years thereafter. But the Indian has advanced and it would be strange indeed if this were not so after all the millions that have been expended and years of effort put forth in his behalf. The present Course of Study at Carlisle leaves the graduates unprepared to enter schools of higher education. The more progressive and ambitious Indians are continually criticising our present system of Indian

education on that account. While it is doubtful if a large number of Indian School graduates ever enter college, still they maintain that there should be at least one non-reservation school that would prepare for the colleges and Normal schools.

One of the best educated Indians in the country, in commenting on the Carlisle situation, recently stated:

"The Carlisle Indian School, with its well earned prestige, the spirit of its splendid graduate body, and with the support of the people, has now an opportunity to become something more than a mere eighth-grade grammar school. With a Superintendent of high educational ideals, the school might raise itself to the grade of Normal and preparatory schools, and become one great factor for a genuine educational advancement of the red race under the supervision of the Government. Let Carlisle advance and become the means of a great change in the intellectual status of the race."

Whatever changes are to be made at Carlisle should be made now. I recommend, therefore, that I be authorized to eliminate, as rapidly as may be done properly, the lower grades and ^{directed} hereafter/ to enroll only those students who have satisfactorily completed the fourth grade; also that I be authorized to prepare and submit for the approval of the Office a complete new course of study for the Carlisle School designed to complete the work necessary to prepare its graduates for admission to the

best State Agricultural and Mechanical Colleges and Normal Schools.

With the Carlisle School reorganized along these lines, it will then have something more than foot-ball to offer as an inducement to ambitious and worthy Indian students and as a substantial justification for its continuance and support at Government expense.

Please give this matter early consideration as the public, and more especially the Indians of the country, are anxious to know what the policy of the Administration is going to be in respect to the published statements to the effect that the Carlisle School is to be thoroughly reorganized and improved.

Very respectfully,

8-FLW-20

A. H. Hipp
Supervisor in Charge.

*I heartily approve and concur
fully in all of the above.*

- 4 -

E. J. Linmen

Chief Inspector Indian Service.

DEPARTMENT OF THE INTERIOR

OFFICE OF INDIAN AFFAIRS

Domestic Science
Teacher, Carlisle
School.

WASHINGTON

August 20, 1914

The Commissioner of Indian Affairs,
Washington, D. C.

Sir:

I have the honor to respectfully request that the position of Business Teacher at the Carlisle School at \$1000 per annum be abolished, and that in lieu thereof, the position of Domestic Science Teacher be authorized at a salary of \$840 per annum.

The recent investigation of the Carlisle School by the Congressional Committee and by Inspector Linnen disclosed a woeful neglect in the matter of providing suitable instruction for the girls at the school in cooking, and other household arts. Carlisle is the only large school in the Service that does not maintain a well equipped Domestic Science department, and one should be provided at the earliest practicable date. The rooms now occupied by the Business Department can easily be arranged for Domestic Science classes at small cost.

Haskell Institute maintains a splendid Business Department and turns out excellenct graduates. At Carlisle

this Department has never been a success, and as it is generally conceded that one good Commercial School is ample for the needs and requirements of the Indian School Service, there is not sufficient need for the one at Carlisle to justify its further continuance.

I recommend that this matter receive prompt consideration and action.

Very respectfully,

8-FLW-20

A. H. Lipps
Supervisor in Charge.

I concur fully.
E. J. Linen

Chief Inspector Indian Service.



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL
CARLISLE, PA.

August 18, 1914.

MEMORANDUM: CARLISLE INDIAN SCHOOL.

FILED BY C. F. W.

OFFICE
RECORDED
AUG 20 1914
90335

The Carlisle Indian school, under present regulations as to air space, has capacity for 650 pupils, and with the "Outing System" a total of 1,000 pupils can be provided for. The annual cost of supporting the school, including the cost of transportation of pupils and supplies, amounts to approximately \$175,000.00 ~~per annum~~.

Each

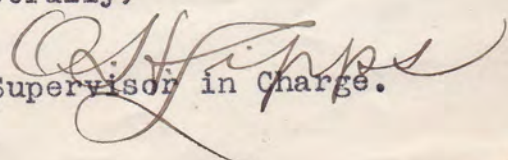
The school has a large number of pupils in the lower grades, an undue proportion being in the primary grade. The Rules for the Indian School Service provides that pupils below the Fourth grade will not be enrolled at the large non-reservation schools. Haskell Institute does not enroll pupils below the Fourth grade. Owing to the distance from reservations and the great expense of transporting pupils to Carlisle this school should not enroll pupils below the 5th grade. At this school it is believed two additional years should be added to the course of study, thus making Carlisle a Preparatory School for Agricultural & Mechanical Colleges and State Normal Schools. Under present arrangements there is no Indian school that pretends to prepare pupils for entrance in the above classes of schools. This is the chief criticism now urged by the more educated and am-

bitious Indians of the country against the present Indian school system. It leaves a gap which, in the opinion of many, is unjustifiable.

But each Indian school can not, and ought not attempt to cover the entire ground. There is too much duplication of work, with the result that we have numerous poorly equipped and organized departments of instruction, whereas schools should specialize more. Haskell Institute has a splendid Commercial Department. One such department is sufficient for the entire Indian school service. The business department at Carlisle has never been a success and should be discontinued. A good, well equipped Domestic Science department should at once be authorized to take the place of the Commercial department at Carlisle. On this point the best informed educators in the Indian Service agree.

With the lower grades eliminated, with two years added to the present course of study in lieu thereof, and with a well equipped Domestic Science department established in lieu of the Commercial Department, Carlisle would be in a position to offer a course of instruction calculated to attract the more ambitious and purposeful Indian students, and athletics could then easily be required to take its proper place in the school.

Respectfully,


Supervisor in Charge.



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

August 3, 1914.

OFFICE OF
PROPERTY
AUG - 4 1914
84458

Domestic Science.

The Commissioner of Indian Affairs,
Washington, D. C.

Sir:

In the recent investigation of this school attention was called to the fact that no definite instruction is provided at the school in domestic science and household economy. All other large nonreservation schools, and most all of the smaller schools in the Service, now have well equipped domestic science departments. A well equipped domestic science department at this school would do more to make the discipline of the girls easier than any other thing that could possibly be done at this time. No argument is needed along this line.

I renew my recommendation that the Business Department be discontinued and that in lieu thereof a well equipped Domestic Science Department be authorized. Try as we may, we can not justify the continuance of the Business Department at this school. Even Miss Moore, the Business Teacher, admits this.

It is only four more weeks until school begins and it is highly important that this matter be decided at once.

Very respectfully,

O. H. Lipps
Supervisor in Charge.

OHL

ONE

EXHIBIT 1

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED

IT IS HEREBY CERTIFIED THAT THIS REPORT IS A TRUE AND CORRECT COPY OF THE ORIGINAL REPORT AS SUBMITTED TO THE UNITED STATES INDIAN SCHOOL, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, WASHINGTON, D. C.

THE REPORT WAS RECEIVED FROM THE UNITED STATES INDIAN SCHOOL, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, WASHINGTON, D. C. ON THE 10TH DAY OF JANUARY, 1954.

See Self - Stephens Jan 11

24279-14

UNITED STATES INDIAN SCHOOL
BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR



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CARLISLE

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Mr. O. H. Lipps,
Supervisor in Charge,
Carlisle School.

FILED BY C. P. F.

My dear Mr. Lipps:

The Office has received your letter of June 11, with reference to the continuance of the Commercial Department at the Carlisle School and recommending changes in regard to the Normal Department of the school.

A definite answer cannot be given you at this time. The Office has not yet determined that it will be advisable to abolish the Commercial Department. You will be notified as soon as practicable in regard to this matter, also as to your suggestion concerning the change in the position of Normal teacher.

Very truly yours,

(Signed) C. F. Hauke.

Second Assistant Commissioner.

6-WTC-24

INITIALING COPY - FOR FILE.



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL
CARLISLE, PA.

June 11, 1914.



The Honorable
Commissioner of Indian Affairs,
Washington, D. C.

Sir:

Referring to previous correspondence relative to the abolishment of the business department at the Carlisle School, I have to advise that I have recently talked this matter over with the Principal Teacher, Mr. DeHuff, and he is of the opinion that this department should be abolished and the money used to provide instruction in other branches more essential and practical. I enclose herewith memorandum of Mr. DeHuff regarding this and other matters pertaining to the academic work at this school.

The correspondence will show that the Office authorized me to discontinue the commercial department sometime ago and afterward countermanded the order. I have been informally advised that this order was countermanded because it might have been construed in the wrong light just at that time, and not because the Office had changed its views as to the advisability of discontinuing this department.

As to the normal department, this is really a misnomer. It is a beginner's department. There is no in-

Ench

struction given in pedagogy, the science of teaching, etc., and students are often disappointed when they come here with the expectation of finding a well organized normal department giving practical training and instruction in the art of teaching. We should not represent that we have something which we do not have, and for this reason I would prefer to have the title of the position of normal teacher changed to preparatory teacher, or simply to that of teacher.

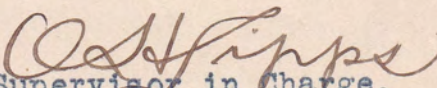
I desire to call especial attention to Mr. DeHuff's remarks on his teaching force in general. Special attention is called to his remarks regarding Miss Elizabeth Jones and Miss Lucy A. Case. I quite agree with his conclusions. Neither Miss Jones nor Miss Case appear strong enough to control large boys and girls. It might be that they would get along better in a smaller school where they had smaller children, and I recommend that they be given transfers to some school where they will have smaller pupils to deal with. The Carlisle school is very badly in need of at least a few strong, well equipped teachers, and an effort should be made to have a good, strong teaching force here ready for duty when school opens on the first Monday in September.

I urgently request that the Office give this matter prompt and careful consideration. If the business department is to be discontinued, I should be advised as soon

as possible in order that I may notify the teacher who now holds that position before the beginning of the next fiscal year.

Very respectfully,

OHL:SR


Supervisor in Charge.

Confidential
MEMORANDUM



June 8, 1914.

Mr. Lipps:-

In response to your verbal request of a few days ago for a memorandum covering certain phases of the school activities in this building which might be made the subject of more or less change for the coming school year, I have the honor to submit the following:

Business Department. - I thoroughly agree with the idea of suppressing this department, - this for two reasons: 1st, the work can just as well be done some where else; and 2nd, we need other things here more than we need a Business Department. If Haskell has a good commercial department, in all probability all of our students who would at any time take that line of work *here* could get it in Haskell without necessitating any increase in the teaching force at that school. Then, it has been a source of regret to me to find that the girls of Carlisle are not given a thorough course of instruction in housekeeping. A course embracing work in cooking, needlework, care of house and household equipment, care of premises as regards sanitation, physiology and hygiene adapted to the peculiar needs of women, care of infants, care of the sick, the rules of etiquette, etc. - this is something which should be carried in every well regulated educational institution of this character, and most particularly so in one where the school is expected to do for the pupil so many of the things which, in the case of highly civilized people, are done for the child at home.

Normal Department. - The organization and its purpose seem all right. A lot of more or less nondescript material comes in and until these boys and girls *have been* here some time, the most that can be done for them is to get them upon their feet and give them a working knowledge of English. A good deal of this work - in fact, most of it - can easily be done by student teachers. But our so-called "normal department" is a normal only in one phase, and that is that much of the teaching work is done by apprentice teachers. It occurs to me that perhaps we might give something in the way of a specialized course of study for such of our advanced students as might be preparing, or might wish to prepare, for the profession of teaching. A course in methods, or theory and practice of teaching, or something of the sort, together with practice teaching under a critic teacher might be the means of increasing the available supply of Indian teachers for primary classes in various parts of the States. In any event, it would seem to me as if we might not lose any of the dignity that ought to attach to the institution if we were to change the word "normal" to "beginners" or "preparatory" or something of that sort.

Teaching Force in General. - Miss Kaup is very desirous of remaining in her present position, and while I know but little about her work, I am inclined to think that she is doing very well and should be continued where she is. (In fact, what I shall say

about any of the teachers under this heading will be based upon very scanty knowledge of the facts in the case, except as such facts have been revealed to me by short acquaintance, first impressions, and intuition.)

Miss Sweeney seems all right and should be continued in her present position.

Miss Burns has resigned, her resignation to take effect at the expiration of her annual leave (about August 17).

Miss Hagan seems to be doing all right and I think she should be continued.

Miss Case does not seem to have turned out well. She is constantly having trouble with her pupils. I have been wondering if the condition of her eyesight is such as to enable her to maintain a proper status of affairs in the school room. She complains to me that she has never had a fair show in this institution - that my predecessor, time and again when she asked him for pertinent information, failed to give her the desired information, and at times even turned her away rudely. Of course, I do not know as to the facts in the case.

Miss Elizabeth Jones also has considerable friction with her pupils - more, it seems, than the amount experienced by the average teacher. I do not think that either Miss Case or Miss Jones is a strong teacher. They hardly belong in a school of this caliber.

Miss Wilson seems to be doing all right, and should be continued.

Mrs. DeHuff wishes to be continued.

Mrs. Lovewell seems to be doing good work in the school room.

Miss Reichel, Mr. Mann, Miss McDowell, and Mrs. Foster, all seem to have been doing very creditable work in the departmental grades and should be retained.

However, Mr. Mann has requested a transfer to some other school; and for reasons discussed by us a few days ago, it would perhaps be a good plan to transfer him. In case he transfers, and if you have no other plans for filling his position, I should like to have Mrs. DeHuff placed in charge of his room. She has taught mathematics for six years and will do better work, and will be of more service to the school, in a position of that sort than in low grade work, where she has had no experience. However, if you have any other plans, she will continue where she is and be content.

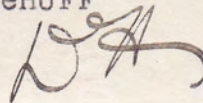
Mr. Coon of the Indian Office tells me that Miss Clara Donaldson of the Philippine Normal School wants to come to Carlisle September 1st. If we can get her, we should not fail to do so. She is one of the very best. I would suggest that in order to make sure, we communicate with the Indian Office with a view to getting a definite promise of her assignment here, in case she wishes to transfer from the Philippine service. I will stake my position, my professional reputation, and everything upon Miss Donaldson as a valuable addition to the teaching force of this

institution.

In a general way, I should like to see everything possible done in the way of "Indianizing" the service. You spoke of getting a Miss Bender to fill one of our prospective vacancies. If competent personnel is available, I should be in favor of filling several of the positions with Indians within the next few years, as vacancies occur.

jdd/-

DeHUFF

A handwritten signature in dark ink, appearing to be 'DeHUFF' with a stylized flourish at the end.

E-Sch.
22273-14

P C

Commercial Department,
Carlisle.

APR 20 1914

FILED BY C. P. E.

Mr. O. H. Lipps,

Supv. in Charge, Carlisle School.

My dear Mr. Lipps:

You are requested to disregard until otherwise authorized, the instructions contained in Office letter of April 9, 1914, to you, with reference to the discontinuance of the Commercial Department of the Carlisle Indian School.

Very truly yours,

(Signed) Cato Sells

4-FLH-20

Commissioner.

3

CARLISLE

542

111600/1913

Education-Schools
22272-1914
A V S

Typewriters.

APR 20 1914

FILED BY C. P. F.

Mr. O. H. Lipps,

Supervisor in Charge, Carlisle School.

Sir:

Referring to your request of February 27, transmitting bids for five Underwood typewriters for the Carlisle School, you are advised that in view of the fact that the Commercial Department will be discontinued at the close of the present school year, there will be no use for these typewriters.

The request and bids are therefore herewith returned.

Respectfully,

E. B. Merrett
Assistant Commissioner.

4-RAK-10

INITIALING COPY - FOR FILE

E-Sch.
22272-14
P C

Commercial Department
Carlisle.

9
APR -9 1914

FILED BY C. P. F.

Mr. O. H. Lipps,

Supervisor in Charge, Carlisle School.

Sir:

With further reference to the matter of continuing the Commercial Department of the Carlisle Indian School, and in answer to your letter of March 25, you are advised that the Office is of the opinion that your recommendation should be followed, and you may make the necessary arrangements to discontinue this work at Carlisle at the close of the present school year.

It is inferred from your letter that if there are now enrolled in the Commercial Department pupils who will not finish at the end of this year, and who wish to continue the course, they may be transferred to Haskell Institute, where they may complete their work. If you are able to arrange these details satisfactorily you may so inform the Office, and also arrange for the transfer of the pupils who desire to continue this course to Haskell at Government expense.

Respectfully,

(Signed) Cato Sells

4-RAK-4

Commissioner.

INITIALING COPY - FOR FILE.

Education-
J F Jr.

March 11, 1914.

McMinn Memorandum

FILED BY C. P. F.

The question of the settlement of the future of the commercial department of Carlisle must, of course, wait to be considered in connection with Inspector Linnen's report. However, I do believe that Carlisle is the ideal place for a real commercial course, for the following reasons:

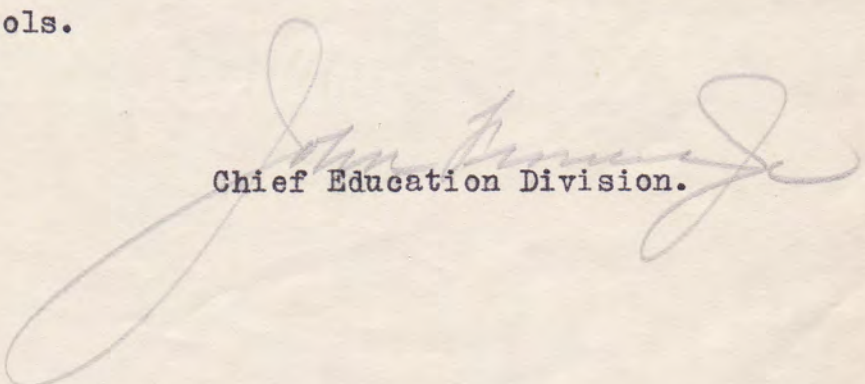
First. The Indian children who are enrolled there have shown clearly that they are not afraid to separate themselves from the reservation and the reservation life. Distance means but little to them.

Second. Carlisle is situated very close to the commercial heart of the country where there is greater demand for stenographers and bookkeepers than in any other part of the country. If we are going to educate Indian children to take their place in the commercial life of the country and become citizens in the full sense, we must get, ~~first~~, Indian children whose parents and they themselves are willing to undergo a real separation. Upon graduation at Carlisle they are in a part of the country where they may procure

immediate employment and where necessary supervision can be given them during their first steps away from school at less expense to the Government.

If we should consolidate the activities of Carlisle, the most business-like thing, it seems to me, would be to cut out from the bottom. Require children to have made some real academic progress before the Government expends the money necessary to haul them at least half way across the Continent to educate them. Then have Carlisle give a real commercial course. Students, to do anything in such a course, must have elementary scholastic training before they can expect to do anything. This should be given to them nearer home. The elementary scholastic training is as necessary in a greater degree before they could enter a normal course, and it is my personal belief that Indians could receive better normal training in institutions other than Indian schools.

3-EO-11


Chief Education Division.



Education-
Schools.
22272-14
A V S

DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

Commercial department.

March 25, 1914.

The Honorable
Commissioner of Indian Affairs,
Washington, D. C.

Sir:

FILED BY C. P. E.



I am in receipt of Office letter dated March 18th, requesting my recommendations as to the advisability of continuing the Commercial Department at the Carlisle School.

In reply I have to advise that in my opinion one good commercial department is sufficient for the Indian Service. It is a serious mistake to undertake, in a school of this kind, to cover too much ground. The attempt to maintain too many departments means that not any of them will be entirely successful. We have at this school a commercial department, a normal department, and a trades department. We are also attempting to give instruction in agriculture and dairying. A class is maintained also in nursing. None of these departments are as strong as they should be. The normal department and the commercial department are probably the weakest departments in the school with the exception of the agricultural department. The commercial department is the most expensive of all the academic classes, yet there are only ten or twelve ^{all day} students in this department. The normal department is weak and if it is to be maintained, it should be strengthened materially.

Sometime ago the Office directed me to submit recommenda-

Arch

Commissioner of Indian Affairs, -2-

tions with a view of reducing the per capita cost at this school. The only way this can be done is to cut out some of the departments. There is not a single boy or girl now enrolled in the commercial department at Carlisle who could not be enrolled in the commercial department at Haskell Institute, where there are much better advantages than are afforded here for instruction in that course.

This is in harmony with a memo which I submitted some time ago. H.S.P.

In view of the facts above set forth, I respectfully recommend that the commercial department at the Carlisle School be discontinued at the close of the present school year, and that steps be taken to strengthen the normal department. As evidence of the unsatisfactory condition of the normal department, I enclose herewith communication from Miss Lydia E. Kaup, normal teacher, endorsed by Mr. John Whitwell, Principal Teacher.

Very respectfully,

A. J. P.
Supervisor in Charge.

OHL:SR



Carlisle, Pa., Mar. 14, 1914.
Mr. Whitwell, Principal Teacher:

Will you please at your earliest convenience, present to Inspector Linnen and Supervisor Lipps the over-crowded condition of the Normal Department and the unsatisfactory results therefrom?

Respectfully,
Lydia E. Kauf,
Normal Teacher.

Respectfully forwarded to Inspector Linnen and Supervisor Lipps. The overcrowded condition is due to the fact that a teacher's position was abolished two years ago and the work added to that of the Normal Teacher in spite of the fact that the assistant teacher's position in the Normal had been abolished and the organization of the teaching force badly interfered with.

Mar. 14, 14

Very respectfully
Whitwell
Chief Teacher

MEMORANDUM.

It is my opinion that there is no justification for the maintenance of a business department in more than one Indian school, and as the department at Haskell Institute was the first to be organized and has so fully justified its existence, it would seem but natural that it should be continued.

I wish to suggest that there is very great need of a strong normal department in some one of the training schools, and as Carlisle now has what is known as a normal department, it would seem the part of wisdom to abolish the business department and strengthen the normal department. For this reason I do not approve of the purchase of typewriters.

FILED BY C. P. R.

TOP
Supervisors of Schools.

3-WTC-7

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