

INDIAN OFFICE.

FILES.

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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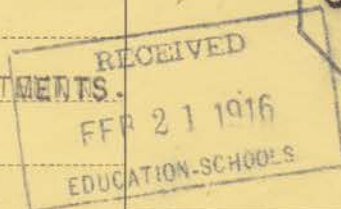
17773-1, 1916.

CARLISLE

File No. 810

INSPECTION REPORT

Report of H.B. PEAIRS.
Agency or school CARLISLE.
Date of report 2-7-16
Section 2 Subject ACADEMIC AND IND. DEPARTMENTS.
4 SECTIONS.



Inspection's call-up.

Action should be taken or memorandum prepared on each of the following matters referred to in the report:

FEB 19 1916

EDUCATION--SCHOOLS

Let both Mr. Marine and Mr. Rosenkrans see this report as it shows distinctly the fact that the new course of study is practical, in the manner in which it has been introduced at Carlisle.

Note the time spent on home letter writing, and the tendency to let the children do too much written work; also the suggestion that attendance should be increased.

Note the improvement in the industrial department and the trades; also the conflict between trade training and outing work.

Note the reference to the course in agriculture and the fact that little interest is being aroused by the teachers. Take this up with Employees and consider very carefully an improvement of the employee force as indicated.

Note the domestic training given the girls.

Action taken on that problem relating to Course & study (W.P.S.)

Mr. Francis & Esch

Ed-Schools
88430-1916
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AUG 26 1916

Mr. O. H. Lipps,

Superintendent, Carlisle School.

My dear Mr. Lipps:

Receipt is acknowledged of your letter of August 16 in connection with Supervisor H. B. Peairs' report on the academic and industrial departments of the Carlisle School.

Your report is satisfactory.

Very truly yours,

(Signed) *E. B. Meritt*

Assistant Commissioner.

8-LP-24

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Ed-Schools
17773-1916
A V S



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

RECEIVED
AUG 18 1916
EDUCATION-SCHOOLS

OFFICE OF INDIAN AFFAIRS
RECEIVED
AUG 18 1916
88430

August 16, 1916

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

FILED BY G. P. F.

Sir:

Office letter dated July 31, 1916, calling my attention to Office letter of May 9th, in connection with Supervisor H. B. Peairs' report on the academic and industrial departments of the Carlisle School, was received during my absence in attendance at the Tomah Institute.

Office letter of May 9th was referred to the Principal Teacher for his comments and in some way it was placed in the files unanswered. I will take up the matters in the order mentioned in Office letter of May 9th, as follows:

Regarding the tendency, noticed by the Supervisor, to allow pupils to do too much written work, this is probably true, and it is intended when the new Principal Teacher arrives to caution him along this line and to request him to give the matter special personal attention.

Regarding the suggestion of the Supervisor that the attendance at Carlisle should be increased by the enrollment of about one hundred more pupils, I have to advise that we have room to take care of that many more than were enrolled last year. The trouble has been to get the right kind of pupils. For years,

Handwritten initials

Carlisle was made the dumping ground for unruly boys and girls who could not be controlled on the reservation, and also a resource for overgrown men whose ambition was almost entirely along athletic lines. For this reason, the school came very near collapsing and disintegrating. In order to correct this evil, it was necessary to weed out undesirable students and to use greater care in the selection of the new ones. With the opportunities Carlisle now has to offer ambitious young men and young women, there should be no trouble in filling the school to its capacity. We have recently reduced the employee force by abolishing ten positions and are otherwise instituting methods of economy, so as to keep the per capita cost as low possible. It is much better to have fewer pupils and have them of the right kind than to fill the school with a lot of undesirables. It is hoped, however, that the coming year will see the school filled to its capacity.

As to the trade students under our Outing System, mentioned by Supervisor Peairs, in which he takes the stand that students should not be sent out until they have advanced sufficiently in their studies to make the most of their opportunities, I have to advise that I heartily agree with the Supervisor. We have raised our standard for such students and are now sending out only those who have at least completed the second year of the new vocational course, and then we are sending out students

only to such large plants as have provision for educational work in addition to their industrial work.

Regarding a trained dairyman for the school, mentioned by the Supervisor, I have to advise that Carlisle has gone through the experience of employing what was supposed to be trained dairymen at salaries equal to and at times greater than that paid the farmers. The result in every instance was that the dairy barn was condemned by every inspector of the Bureau of Animal Industry that came to the school. During the past two years, the dairy has been under the direct supervision of the head farmer with the assistance of a competent laborer. A recent inspection of our dairy by representative of the Bureau of Animal Industry was reported to be quite satisfactory. In fact, the inspector stated verbally to one of the employees that the dairy barn was in better condition than he had ever before found it. We now have a young man who has had considerable experience with cows, and who has taken some agricultural college work, as assistant to the head farmer and under the direction of the head farmer and the agricultural teacher, it is believed he will get good results.

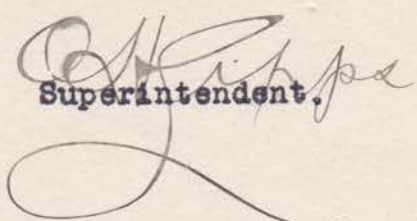
With the present per capita limitation, it is not quite clear how we will be able to carry out the Supervisor's suggestions as regards the keeping of a limited number of good types and breeds of cattle and sheep. We already have the hogs and horses referred to, and we expect to improve our poultry

raising plant very soon.

We have been adding new reference books for use of the instructors from time to time, and we believe we are better equipped than most school in this respect.

I hardly understand what the Supervisor means when he states that no attempt has been made to do any systematic or extension work for returned students. This, of course, is in reality an institution in itself. All schools that attempt to do extension work have an extension department, which is organized and equipped especially for that kind of work. No Indian School under our present organization has any such equipment or is in position to even begin anything like extension work among returned students. We do keep in touch with our returned students probably to a greater degree than most Indian Schools. If the Office will provide the money, we will organize an extension department, but it must be understood that this will require a separate organization and a great deal of preliminary work and expense. We might institute a correspondence course for returned students, but even that would require considerable expenditure to employ skilled persons to organize and conduct the work.

Very respectfully,


Superintendent.

OHL:SR



Carlisle
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Ed. Schools
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RECEIVED
AUG 2 1916
EDUCATION-SCHOOLS.

DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

Aug. 1, 1916

RECEIVED
AUG 2 1916
OFFICE OF INDIAN AFFAIRS

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

Sir:

FILED BY C. P. F.

I am in receipt of Office letter of July 31, 1916, addressed to Mr. Lipps requesting him to submit the report in connection with Supervisor H. B. Peairs' report on the academic and industrial departments of the Carlisle school. I have to advise that Mr. Lipps on instructions from Commissioner Sells is conducting the Tomah institute and expects to return to Carlisle about August 10th when the matter of making this report will be placed before him.

Very respectfully,

C. P. F.

Chief Clerk in Charge.

*No answer necessary
Ans
CVP:LG*

CVP:LG

Ed-Schools
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JUL 31 1916

Mr. O. H. Lipps,
Superintendent, Carlisle School.

My dear Mr. Lipps:

Your attention is called to Office letter of May 9 in connection with Supervisor H. B. Peairs' report on the academic and industrial departments of the Carlisle School. Your report on the suggestions of the Supervisor was requested. It should be forwarded not later than August 15.

Very truly yours,
(Signed) E. B. Meritt

Assistant Commissioner.

7-LP-28

Ed-Schools
17773-1916
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MAY -9 1916

Mr. O. H. Lipps,

Superintendent, Carlisle Indian School.

My dear Mr. Lipps:

Supervisor H. B. Peairs in his report of February 7 on the academic and industrial departments at the Carlisle School says the pupils all seemed to be interestedly busy. Many of them were engaged in writing home letters. In at least two grades it seemed that too much time was being allowed for the letter writing. However, Mr. Peairs said this suggestion was made merely as a caution and not as a definite criticism. The pupils' time is so valuable that it should always be used to the very best advantage.

The Supervisor also says that in several rooms he noticed a tendency to allow pupils to do too much written work; this is a common fault in Indian schools and should be guarded against. The new course of study emphasizes conversational lessons.

INITIALING COPY - FOR FILE.

Mr. Peairs says the attendance at Carlisle should be increased by the enrollment of about 100 more pupils, there being ample capacity for that many more, and with them the school could do more efficient work in every department.

As to outing of trades students, Mr. Peairs says that one obstacle in the way of accomplishing entirely satisfactory results is that there is such a demand for boys to go out to work that the instruction and special training is greatly interrupted and that he is of opinion that trades students should not be permitted to go out to work during the school year until they are well enough advanced in their studies to enable them to take places as advanced apprentices in shops where they may have an opportunity to remain to complete their trades. There would probably be no objection to an outing during the vacation months.

Mr. Peairs also says that he believes a trained dairyman is a necessity with the large dairy, and if Carlisle is going to pretend to give a course in agriculture, it is not fair to the students to try to get

along without qualified instructors, and while this work may be directed by the teacher of agriculture during the present year, eventually there must be a trained dairyman appointed for the school.

In addition to keeping up a good dairy, Mr. Peairs says the school should keep a limited number of good types and breeds of cattle, horses, hogs and sheep, and more attention should be given to poultry raising.

With the new course of study Mr. Peairs believes many new reference books should be added for the use of both instructors and students.

As to graduates and returned students at Carlisle,

Supervisor Peairs says no attempt has been made to do any systematic continuation or extension work, and certainly as large an institute as Carlisle should maintain a regular extension division and through that medium not only encourage the ex-students to continue their educational efforts, but at the same time reach many English speaking Indians through the ex-students and help them in their home and community problems. This is a phase of the educational work that should be encouraged by the large schools.

These suggestions are set out to you for such recommendations as you may care to make. I would like to have your report and views concerning each subject.

Very truly yours,

(Signed) Cato Sells
Commissioner.

Education-
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CARLISLE

Mr. O. H. Lippe,
Supt., Carlisle School.

My dear Mr. Lippe:

Your letter of March 29, relative to the method of accomplishing the industrial work of the prevocational division has been received and given careful study.

One of the benefits which I had hoped to secure from the introduction of the new course of study, is that of the transfer of pupils from one class of industrial work to another through the periodical reassignment to details for instruction and production. In this feature I am very pleased to learn of the success which you are having at Carlisle in getting the productive work of the institution done, and at the same time securing the diversity of the instructive and productive work in the industrial features of the school.

This particular feature of the work will be followed closely in order to discover the defects, if any, in the course of study which may be found in the working out of the outlines for the prevocational division. I wish you would at once report to me for my information the difficulties encountered which you believe to be due to structural defects in the outline of the course of study.

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One of the things which must be accomplished in the Indian Schools, is to place something above the pupil for which he will work in order to secure it, and I believe that the desire to get into higher work of the vocational division will be an incentive to good work in the prevocational division. Also, I believe that the information in the possession of the pupil that he must successfully accomplish a certain period of instruction in the various industries of the prevocational division will be an incentive to him to do that work well and secure a passing grade.

In the matter of the arrangements of details in the prevocational grades in such a way as to accomplish all the work of the course, without retarding the pupil in the completion of his grades, I have been doing considerable study and at present I feel that your assignment on the basis of an eight-weeks detail might be much improved by a change to a five-weeks detail. The work of the prevocational division is arranged in such a manner that a five-weeks detail will accomplish the result without confusion. By this I do not mean that a pupil should be changed in detail for each five weeks; he might be reassigned to the same detail for two or three or more periods of five weeks each when he is taking a class of instruction requiring considerable time, and he might be changed in detail after five weeks when he has been assigned to some of the work which requires but this short period for its completion. In event that after further study

you find that a five-weeks detail is better than one of some other length of time, I wish you would notify me of your decision.

Very truly yours,

(Signed) Cato Sells
Commissioner.

IPR-4-10

24605-1916



DEPARTMENT OF THE INTERIOR
 UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

March 29, 1916

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

Sir:

I am in receipt of Office letter dated March 28th, requesting me to report the method used at Carlisle in the handling of the prevocational industrial divisions, as outlined in the new course of study. In compliance with this request, I am enclosing herewith copy of our prevocational industrial details for the months of March and April, which are now in force. Attached to this, are two cards showing our present method of keeping account of the time each student devotes to the various industrial departments. The case cited is a hypothetical one, but gives a general idea of the way we are adapting the old cards formerly in use to the requirements of the new course of study. Next year, we plan to have new cards printed that will be more definite and more in accord with the requirements of the new course of study.

Early

I fully realized at the time the committee was working on the new course of study that the great difficulty would be in properly adjusting the prevocational and vocational courses in the large schools where both divisions are required. There should be no trouble at all about the prevocational work in



the smaller schools where they do not have the vocational classes. I found here a great deal of opposition at first both among the students and among some of the employees to transferring students from one department to another, as required in the outlines for the new course of study. Many of the employees thought they would be unable to get the work done if students were changed frequently, and especially if they had to give up their most efficient helpers. It required rather firm hand to enforce the requirements of the new course of study in this respect, but after one month's trial, I feel that the trouble was mostly imaginary. It required a great deal of work to organize the prevocational industrial details at first and to get the departments to running smoothly under the new arrangements, but now I hear no complaints and everything seems to be running along very satisfactorily.

The chief advantage, as I now see it, is this:

Students who are below the sixth grade are showing more interest and determination in their work, with the hope of advancing to where they will be promoted from the prevocational to the vocational classes. However, we do find it necessary to make this exception. We decided that the best interests of the students demand that for those who are twenty-one years of age or over and who are below the sixth grade should be regarded as vocational students in so far as their industrial work is concerned. This for the reason that such students cannot hope to

remain in school more than a very few years, and if they are pretty well started in some trade and are interested in it and expect to make their living by it, it is highly important that in the short time they are to remain in school, they should be given an opportunity to become as proficient as possible in their chosen vocation. We also discovered a good many weak points in the old plan when we came to detail the vocational students to the industrial departments in accordance with the requirements of the new course of study. We found quite a large number of students, especially boys, who had been in the habit of selecting some trade, requirements of which gave them an opportunity to idle away more or less time if they chose to do so. It revealed the fact that in some shops there had been too many boys, so that the instructor was unable to keep proper check upon them and, therefore, many were taking advantage of the situation and were not putting in their time to the best advantage. The new system corrects all this, and properly apportions the pre-vocational students to the various departments in such number as the instructor can properly supervise and manage. Any student, either in the vocational or prevocational industrial departments, who now tries to shirk or who fails to do his part, the fact is easily detected and he is at once brought to task.

As a matter of course, the plan is yet in its formative period and there are probably a number of little details that will have to be worked out as we meet difficulties, but by keeping a record of the time each student devotes to the several

industrial departments and by making adjustments from time to time to meet new conditions as they may arise, I feel there will be no trouble in carrying out the general plan as outlined. In some cases it may not be practicable for a prevocational student to put in the full required number of weeks consecutively in each industrial department, but that is immaterial. We have started on a basis of eight weeks, with the idea of changing the details at the expiration of that time. The number of weeks provided in the new course of study is, of course, the minimum, but for some students it will be necessary to require them to put in more time than the minimum in some departments, and since our outing students put in about six months each year in house and farm work, they will, of course, as a rule, devote much more time than the required time for these classes of work.

On the whole, every one here at Carlisle is mighty well pleased with the new course of study and we are experiencing very little difficulty in carrying it out in all its essential features.

Very respectfully,


Superintendent.

OHL:SR

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Ed-Schools
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MAR -3 1916

Mr. O. H. Lipps,
Superintendent, Carlisle School.

My dear Mr. Lipps:

Your letter of February 19 in reference to the course of study has been carefully studied. Much of the discussion presented by you should be brought up at the proper time for consideration with the recommendations of other Superintendents in the preparation of the final form which the course of study may assume.

In a recent report of Supervisor Peairs he says, referring to academic work:

"The manner in which the new program was being followed was a positive demonstration of the practicability of the plans outlined in the new course, at least, as far as the academic work is concerned."

By your letter you report that due to the change in the courses you now have classes in the first, second and third year of the vocational division. By your letter of January 24, relative to the use of texts in Algebra and Geometry and from your letter of February 19, I am given the impression that your program still holds in name to

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the old course of study. The program of academic work, as published in The Carlisle Arrow of February 11, shows work through the first year of the vocational division while you report work through the third year. I would like a further report to clear up this point.

I have as yet no objections to the use of the vocational algebra similar in grade of work to the Wentworth-Smith text, Ginn and Company; I feel, however, that the introduction of elementary or vocational geometry may best be discussed later with other proposed amendments to the course of study.

Very truly yours,

(Signed) Cato Sells

Commissioner.

3-LP-1

NAME		Yellowrobe, Joseph			TRIBE	Sioux		DEGREE OF BLOOD	F
NO.	AGE	HOME	Pine Ridge Reservation, South Dakota.					4th	

	SHOP	PRINT	WOOD ENGIN'R	CARPENTER	BLACKSMITH	MASON	MACHINE	TINNING	SHOE	REMARKS
YEAR	FIRST QR.									
	SECOND QR.			10 wk						
	THIRD QR.				10 wk					
	FOURTH QR.					5 wk			5 wk	
YEAR	FIRST QR.									
	SECOND QR.									
	THIRD QR.									
	FOURTH QR.									
YEAR	FIRST QR.									
	SECOND QR.									
	THIRD QR.									
	FOURTH QR.									
YEAR	FIRST QR.									
	SECOND QR.									
	THIRD QR.									
	FOURTH QR.									
YEAR	FIRST QR.									
	SECOND QR.									
	THIRD QR.									
	FOURTH QR.									
YEAR	FIRST QR.									
	SECOND QR.									
	THIRD QR.									
	FOURTH QR.									
(SEE OVER)										



NAME			TRIBE				DEGREE OF BLOOD			
Yellowrobe, Joseph			Sioux				F			
NO.	AGE	HOME								
YEAR	SHOP	PAINT	TAILOR	BAKER	DAIRY	FARM NO. 1	FARM NO. 2	FLORIST	GENERAL	REMARKS
	FIRST QR.									
	SECOND QR.									
	THIRD QR.									
	FOURTH QR.									
	FIRST QR.					10 wks				
	SECOND QR.	10 wk								Other
	THIRD QR.			10 wk						Details
	FOURTH QR.						10 wk			12 wks
	FIRST QR.									
	SECOND QR.									
	THIRD QR.	Under the Outing 1 year - General Farm work,								
	FOURTH QR.									
	FIRST QR.									
	SECOND QR.	Promoted to First Year Vocational Class.								
	THIRD QR.	Trade Selected - Carpentry.								
	FOURTH QR.									
	FIRST QR.									
	SECOND QR.									
	THIRD QR.									
	FOURTH QR.									

NAME		OUTING	FROM	PATRON	WORK	
TRIBE	TO		ADDRESS	RESULTS		
CHURCH						
YEAR	QUARTERS	DETAILS	SCHOOL	CHURCH	TOWN	GENERAL
	FIRST QUARTER					
DEPARTMENT	SECOND QUARTER					
	THIRD QUARTER					
	FOURTH QUARTER					



YEAR																				
QUARTER	1ST.	2ND.	3RD.	4TH.	1ST.	2ND.	3RD.	4TH.	1ST.	2ND.	3RD.	4TH.	1ST.	2ND.	3RD.	4TH.	1ST.	2ND.	3RD.	4TH.
BRUSH, TOOTH																				
CAPS, UNIFORM																				
COATS, UNIFORM																				
COATS, OVER																				
COLLARS																				
DRAWERS																				
HANDKERCHIEFS																				
HATS																				
HOSE																				
OVERALLS																				
PANT, UNIFORM																				
PANTS, GRAY																				
SHIRTS, BLUE																				
SHIRTS, WHITE																				
SHIRTS, UNDER																				
SHIRTS, NIGHT																				
SHOES																				
SUITS, CITIZEN																				
REMARKS ON CARE OF CLOTHING																				

PRE-VOCATIONAL INDUSTRIAL DETAILS FOR MARCH AND APRIL, 1916.

Large Boys - Even Section



Storehouse

Alex Washington

Carpenter Shop

Peary Keetah

Sheet Metal Shop

Juan Routzo

Paint Shop

Benj. Hildebrandt

Bake Shop

Joseph Wishcup
Louis Keel
John Martinoux
Howard Forman

Shoe Shop

Richard Martinez
William Monroe
Thos. Bearrobe
Ulysses Watt

Laundry

Hilton Skenenadore
Ed. Wright

Mail Carrier

Samuel Postoak

Tailor Shop

Thos. Spybuck
Leslie Sundown
Wesley Washington
Chris. Thunderhawk

First Farm

Daniel Arapahoe
Francis Antoine
R. Bluffingbear
Lyman Bruner
Ira Cloud

Second Farm

Claude Smith
Albert Foster
C. Littlechief
Andrew Peters
Oscar Hood

Greenhouse

Geo. Murrow
C. Marrowbone
C. Brokenleg
C. Sutton

Boiler House

Ed. Youngthunder
Wesley Aaron
David Crow
Louis Godfrey

Gymnasium

Frank Godfrey

Kitchen

Luther Crow
N. Weeks
Geo. Kanquatosh
Arthur Crow

Clothing Room

Jacob Skenadore
Chas. Belin

Barn

Frank Mars
Oscar Stephens

Blacksmith Shop

R. Littlehawk
Henry Clifford

Mason Shop

Vilandra
W. Teesateskie
Clifford Johnson

Plumbing Shop

Geo. Checote

Large Boys - Odd Section

Tailor Shop

Posey Wahwayanesta
Harry Webster
Albert Pierce
Ephraim Webster

First Farm

Clayton Bucktooth
Ed. Calvin
John Davis
Amos Jones
McArthur Davenport

Second Farm

H. Shell
Henry McKay
Wallace Philips
James Pino
L. Johnson (# 1)

Greenhouse

Alex Wakeman
Eli Washington
Thos. Knox
Louis Kanard

Storehouse

Levi Waggoner

School Building

John Sumner

Quarters

Wm. Connor
Ira Davenport
Summie Webster
John Graham

Boiler House

Alvin Silas
Ed. Cornelius
Thos. Bourassa
John LaRoy

Blacksmith Shop

Stanley Kilcrease

Kitchen

Paul Red Starr
Ed. Thorpe
Jos. Taylor
Lacey Ettawa

Clothing Room

Taylor Edmunds
Cecil Collins

Carpenter Shop

Clifford Johnson

Sheet Metal Shop

Edw. Durant

Bakery

John Beartail
Jas. Kennedy
Ray Komah
John Bap tiste

Gymnasium

Clarence Bennett

Shoe Shop

Impson Anderson
Wm. Deere
J. Ishcomer
Joe Hicks

Laundry

Daniel Philips
Alphius Smith

Mail Carrier

Wesley Youngbird

Barn

Norton Tahquichi
Ben. Guyon

Mason Shop

Nick Lassa
Clifford Halftown

Paint Shop

Wm. Bruner

Small Boys

Odd Section

Geo. Tibbetts
Clemente Vigil
Benj. Caswell
Andrew Beechtree
Lloyd Welch
Luis Little
Warren Large
Max LaChapelle
Ralph Tourtillotte
Chas. White Horne
John Alonzo
Frank Logan
Frank Abrams
Leonard Bresette

Even Section

William Kennedy
Burnel Patterson
Lawrence Obern
Howard Metoxen
Gus Sackatuck
Roy Oshkosh

Carpenter Shop

Print Shop

Francis McMahon
Jose Prado

Josephus Seneca
Richard Boles
Wilber Anderson

Blacksmith Shop

Lemuel Bissell

Archie St. Godard

Shoe Shop

Frank Kowuni
Herbert Pappin

Sewell Philip

Paint Shop

Sealey Alexandore

Tailor Shop

Jos. Jessan
Paul Heaney

Theo. Big Goose
Cornelius Hartman
Chas. Duncan

Plumbers

Tony Welch

Fred Blythe
Jasper LaMont

Sheet Metal Shop

Chas. Peters

Enoch Owl
Dewey Jordan

Odd Section

Small Boys

Even Section

Geo. Silverheels

Mason Shop

Greenhouse

Roland Oshkosh
Lester Nephew
Geo. White

Bakery

Thos. Montoya

Restaurant

Clarence Welch

Emerson Metczen
Jos. Oldshield

Herders

Rupert Anderson
Francis Ange

Jackson Buzzard
Newman Deere

Dairy

Luke Conley
Eli Swallow
Sam. Plenty Wolves

Guy Little John
Gabriel Brisbois
Alfred Long Pumpkin

Laundry

Luke Obern
Edwin Green Grass
Stansil Jumper
Bernard Condalaric

Buck Ashes
Rufus Tims
Claudie Morgan

Clothing Room

David Thompson

Isaac Willis

Gymnasium

Martin Pullium
Isaac Davis

Orderlies
(Office)

Leo Brisbois
David Horse Chief Eagle

Benj. Night Pipe
Harold Francis

School Building

John Papineau

Carter Adams

Small Boys

Odd Section

Even Section

Quartermaster

Frank Keotah

Fred Bennett

Hospital

David Cabay

Quarters & General Work

Clarence Cadotte
Kodiskie Arch
Louis Bero
Clifford Brooks
Victor Seneca

Walter Starr
Peter Thompson
Harry Davis
Julius Ishcomer
Willie Brooks

School Room Sweepers

7 to 8 A.M., Saturday morning.

Geo. Silverheels
John Papineau
Luke Obern
Jos. Oldshield
Roy Oshkosh
Bernard Condalaric
Benj. Night Pipe
Harry Davis

David Horse Chief Eagle
Fred Bennett
Rufus Tims
Lawrence Obern
Carter Adams
Buck Ashes
Stansil Jumper
Julius Ishcomer
Leonard Bresette

Girls

Odd Section

Even Section

Laundry

Lizzie Bird
 Alice Crow
 Mary Chief
 Malda Duncan
 Mamie Green
 Vera Green
 Minda Hill
 Susan Jackson
 Delight Lynd
 Tockah McIntosh
 Stella Redstarr
 Rachel Schenderline
 Loretta Saracino
 Sophia Twocarrows
 Amanda Williams
 Etta Waggoner
 Nettie Whiteclay

Carlana Bennett
 Louisa Beamtall
 Lena Brunnette
 Eva Caswell
 Frances Cornelius
 Nora Edwards
 Julia Gray
 Dollie Moran
 Lena Pelcher
 Alice Powlas
 Lydia Plentyhorse
 Winnie Rogers
 Lizzie Redowl
 Amelia Skenandore
 Lucinda Summers
 Catherine Starr
 Yhanai Youngbird
 Elizabeth Skenandore
 Josephine Printup
 Sarah Delonais

Sewing Room

Rose Allen
 Anna Boyd
 Loretta Bourrassa
 Lillian Chief
 Maud Cook
 Mary Ann Cutler
 Rhoda Fobb
 Sarah Fowler
 Hattie Feather
 Marie Garlow
 Jane Gayton
 Sallie Greybeard
 Mamie Heaney
 Rose Heaney
 Mae Hicks
 Bessie Hall
 Elizabeth Janis
 Mattie Logan
 Cora LaBlanc
 Mary Largen
 Alice Logan
 Hattie McAfee
 Flora Peters
 Alta Printup

Lizzie Allen
 Lucy Ashland
 Rose Beauregard
 Eliza Berrard
 Uneeda Burson
 Effie Coolidge
 Delia Chew
 Ida Clark
 Pauline Chisholm
 Irenen Davenport
 Alice Gardner
 Lucy Green
 Agnes Hatch
 Julia Hill
 Mary Horsechief
 Addie Hovermale
 Eva Jones
 Mae Lavadore
 Beulah Logan
 Sadie Metoxen
 Mary Peters
 Lena Parker
 Gertrude Pego
 Marie Poupart

Sewing Room (Continued)

Odd Section

Even Section

Edna Rockwell
Loretta Saracino
Amy Smith
Robertta Seneca
Abbie Somers
Clara Sundown
Anna Skenandore
Nettie Standingbear
Mary Welch
Martha Waters

Margaret Raiche
Evelyn Schingler
Hattie Snow
Catherine Vornwald
Mary Wilmet
Helen Welch
Beale Peniska

Dining Room

Rachel Gaby
Emma Conners
Martha Chaves
Virginia Coolidge
Jessie Daisy
Nellie Holycloud
Mary Johnson
Louisa Kanard
Judy Kanard
Esther Kennedy
Ethel Lynd
Marjorie Logan
Frances Perryman
Susie Perryman
Myrtle Peniska
Rose Wildhoe

Lucile Courtney
Lizzie Francis
Mary Feather
Susan Goodwin
Minnie Gray
Agnes Hinman
Ruth Janis
Madeline Keel
Lizzie Kemp
Mary Lieb
Evelyn Metoxen
Anna Oneroad
Lucy Sheridan
Alice Schuyler
Myrl Springer
Sophia Wabanascum
Eliza Wacoche

House

Carrie Brown
Hattie Phillips
Nancy Peters
Zilla Roy

Clara Buffalo
Lizzie Grant
Lucy Whitebear
Zoye Monroe

Clothing Room

Ella Cuellar
Winnie Lajeunesse
Lizzie Lieb

Hazel Buffalo
Ceceila Hill
Relia Oshkosh

Nurses

Clara Archambault
Agnes Owl
Charlotte Smith

Louisa Striker
Mary Hill
Leona Cecil

Hospital Kitchen

Charlotte Cadotte

Nellie Brown
Florence Abrams

Club

Cornelia Eastman
Sophia Newagon

Georgina Collins
Julia Heaney
Margaret Tarbell

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MAR 28 1916

Mr. O. H. Lipps,
Supt., Carlisle School.

My dear Mr. Lipps:

Your letter of March 4th giving ~~more in detail~~
the three years of work which is now being carried in
the vocational course in the Carlisle School has been
given careful study.

There is a difficult problem in the prevoca-
tional division of the new course of study and I wish
that you would report the methods used at Carlisle
in solving it. An examination of the course will
show that the time to be devoted to the various in-
dustrial activities for both girls and boys is defi-
nitely outlined, and that from five to forty weeks
work is involved in completing each class of industrial
prevocational training. What programs are you using
at Carlisle which permits to each pupil an opportunity
to pass through these various classes of industrial
activities during the three years devoted to prevoca-

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tional work. Have you a program worked out on a fixed or selective basis which makes it possible for this work to be completed without confusion? If so, will you please send me a copy for examination.

Very truly yours,

3-MFL-24

(Signed) Cato Sells

Commissioner.



DEPARTMENT OF THE INTERIOR
 UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

March 4, 1916



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

Sir:

Replying to your letter of March 3d, with reference to the carrying out of the new course of study at the Carlisle School, and requesting a further report regarding the vocational classes as shown in the Carlisle ARROW of February eleventh, I have to advise that in the issue of THE ARROW referred to, it was intended, as stated, to give several of the room programs as an illustration of how the classroom work has been organized in accordance with the outlines of the new course. These room programs do not show all the classes but are simply examples to illustrate the general organization of classes.

Under our old course of study, the first year vocational, in general terms, is now represented by the third year vocational, that is the old course was about two years higher than the new course. Under the old course, we required the completion of the eighth grade for entrance to the first year vocational: Under the new course, it is only required that students have completed the sixth grade in order to enter the first year vocational. It is evident, therefore, that what was our first

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year vocational under the old course is now our third year vocational under the new course, and what was formerly seventh grade under the old course is now first year vocational, and what was formerly eighth grade under the old course is now second year vocational, so that we do have classes now in the first, second, and third year vocational under the new course of study. Next year we will have classes in all four years of the vocational course.

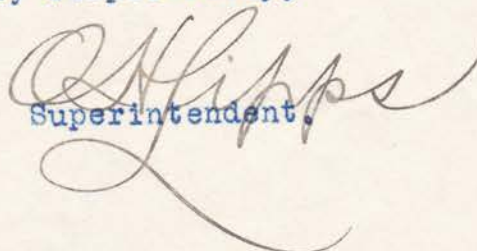
The Carlisle School is now thoroughly organized in accordance with the outlines contained in the new course of study. Beginning with March 1st, the pre-vocational classes in the industrial departments were set in motion in just as definite manner as were the academic classes we organized beginning February 1st. The Vocational Guidance Committees for both boys and girls have been appointed, and in fact practically every detail of the new course of study is now in operation. We are not only getting out definite lessons for the various trade courses for use in our own classes, but are furnishing copies of these lessons to other schools.

It appears that the misunderstanding of the Office regarding our carrying out of the new course of study is due to the fact that the letter written on January 24th used the classification then in force under the old course, which was then in effect. That is to say, the first year vocational, mentioned in that letter, later, when the new course was put into effect, automatically

became the third year vocational class. Then we were speaking in terms of the old course and in subsequent correspondence we have spoken in terms of the new course. It is unfortunate that there should be any misunderstanding relative to the organization of classes, as such matters are a very serious handicap to the progress of students who have been classified and their year's work carefully planned and outlined. One thing naturally fits into another and there can be no consistency and continuity of plan and effort unless the course marked out at the beginning of the year is very definite and complete.

Our organization and work here shows for itself, and we believe there has been no mistake made in following out the definite aims we have had in mind at the beginning of the school year in so far as preparing the present third year vocational class to successfully take up the more advanced work of the fourth year. We expect to have a graduating class next year under the new vocational course, and we are very anxious that that class be a credit to the school, and that the accomplishments of each member of the class shall fully exemplify the object sought by the new course of study.

Very respectfully,


Superintendent.

REPORT OF H. B. PEAIRS, SUPERVISOR OF SCHOOLS

on the

Carlisle, Pa. Indian School

Feb. 7, 1916.

Section II - Academic and Industrial Departments



Academic
Dept.

On my arrival at the school just at the close of January, I was informed that everything was ready for the prompt introduction of the new course of study on February first. Working programs had been thoughtfully and carefully prepared by the principal and on the morning of February first when I went through the class rooms, I found all teachers observing the new schedule and everything moving along almost as smoothly as though there had been no change. The manner in which the new program was being followed was a positive demonstration of the practicability of the plans outlined in the new course, at least in so far as the academic work is concerned. This was of course, very pleasing to me and I suggested that samples of the class room programs be published in the Arrow as a possible aid to other schools in the work of reorganization to meet the requirements of the new course of study. The following are daily programs effective February 1, 1916 for the 4th, 5th and 6th Grades:

GRADE IV-b

A. M.	P. M.	Subjects	Minutes	
			A.M.	P.M.
		Monday - Music		
		Tuesday - Current Events		
8:30 - 8:55	1:15 - 1:40	Wednesday- Assembly	25	25
		Thursday - Manners, etc.		
		Friday - Civics		
8:55 - 9:15	1:40 - 2:00	Conversation & Other Oral Exercises	20	20
9:15 - 9:35	2:00 - 2:20	Reading	20	20
9:35 - 9:55	2:20 - 2:40	Spelling (M.W.F.) Language (Tu.Th.)	20	20
9:55 - 10:05	2:40 - 2:50	Breathing Exercise	10	10
10:05- 10:35	2:50 - 3:15	Arithmetic	30	25
10:35- 11:00	3:15 - 3:35	Writing & Drawing (Alternate Days)	25	20
11:00-11:30	3:35 - 4:00	Geography (M.W.F) Phys. & Hyg. (Tu.Th.)	30	25

Grade IV-a

Same as for IV-b, except that Current Events comes Monday and Music Tuesday.

Grade V-b

Same as for IV-b and IV-a, except that Manners, etc., comes Monday, Civics, Tuesday, Music Thursday, and Current Events, Friday.

Grade V-a

Same as for V-b, excepting that Current Events comes Thursday and Music Friday.

GRADE VI-b

A. M.	:	P. M.	:	S u b j e c t s	Minutes	
					A.M.	P.M.
8:30 - 8:55	:	1:15 - 1:40	:	Monday - History Tuesday - Manners, etc. Wednesday- Assembly Thursday - Civics Friday - History	25	25
8:55 - 9:25	:	1:40 - 2:05	:	Arithmetic	30	25
9:25 - 9:50	:	2:05 - 2:30	:	Monday, Music; Tuesday, Current Events; Wed. History; Thurs., Writing; Friday, Drawing.	25	25
9:50 - 10:00	:	2:30 - 2:40	:	Breathing Exercise	10	10
10:00 - 10:20	:	2:40 - 2:55	:	Conversational, etc.	20	15
10:20 - 10:40	:	2:55 - 3:15	:	Reading	20	20
10:40 - 11:00	:	3:15 - 3:35	:	Spelling (M.W.F.) Language (Tu, Th)	20	20
11:00 - 11:30	:	3:35 - 4:00	:	Geog. (M.W.F.) Phys. & Hyg. (Tu, Th)	30	25

Grade VI-a

Same as for Six-b, excepting that Current Events comes on Monday and Music on Tuesday.

GRADE VII
(First Year Vocational)

A. M.		P. M.		Subjects	Minutes	
					A.M.	P.M.
8:30	- 9:00	1:15	- 1:40	:Reading, Monday, Tuesday, Thursday, :and Friday. :Assembly, Wednesday	: 30	:25
9:00	- 9:25	1:40	- 2:05	:Monday - Music :Tuesday - Current Events :Wednesday-Reading :Thursday - Writing :Friday - Civics	: 25	:25
9:25	- 9:55	2:05	- 2:35	:Grammar	: 30	:30
9:55	- 10:05	2:35	- 2:45	:Breathing exercises	: 10	:10
10:05	- 10:45	2:45	- 3:20	:Arithmetic	: 40	:35
10:45	- 11:00	3:20	- 3:35	:Spelling	: 15	:15
11:00	- 11:30	3:25	- 4:00	:Industrial Geography or Agricultural :Botany	: 30	:25

Unless otherwise indicated on these programs, each subject comes daily; that is, five times a week. During the period assigned for "Current Events", the teacher takes her class to the library, if she wishes. The Librarian knows beforehand when the class is coming, thus being enabled to assist the teacher in directing the pupils' reading.

An analysis of these programs will show that no two classes visit the library at the same time and also that the work of the special teacher of music is so arranged that the instruction in vocal music in the class rooms in a large degree comes all together. This arrangement gives her more latitude in adjusting her schedule of piano lessons and also enables her to take care of more pupils.

They are entirely practicable and workable programs for schools where there is but one grade in a room at a time. Where there is more than one grade in a room the time will necessarily have to be divided between study and recitation to enable the teacher to conduct all recitations. The programs for the Vocational division of the academic department had not been quite as thoroughly worked out but will be made to meet all of the requirements as rapidly as possible without inadvisably disturbing plans which are well along for this year.

Methods
of in-

struction. On account of the reorganization of the work just at the time of my visit, it would **not** be fair to the teachers to pass any final judgment on their preparation of outlines, methods of instruction, etc. However, the pupils all seemed to be interestedly busy. Many of them were engaged in writing home letters. In at least two grades it seemed that too much time was being allowed for the letter writing. However, the suggestion is made merely as a caution and not as a definite criticism. The pupils' time is so valuable that it should always be used to the very best advantage.

Too much
written
work.

I noticed a tendency in several rooms to allow pupils to do too much written work. This is a very common

fault in Indian Schools and should be guarded against at all times. The new course of study emphasizes ^{the} conventional lessons.

Attendance

The attendance at Carlisle should be increased by the enrollment of about one hundred more pupils. There is ample capacity for that many more and with them the institution could do more efficient work in every department. Further, when so many Indian children are out of school all available capacity should be utilized. I suggest that where the records show that there are children out of school, Superintendents be instructed to make an effort to arrange for the transfer of those of proper age and grade, either from their schools or from the reservation, of as many as Carlisle can care for. This should have prompt attention.

Industrial Department

Trades. The employment of a director of the trade departments has already resulted in a very marked improvement. When I visited the school last May the training of the boys in the shops was very ^{un}satisfactory. The work has now been quite well organized and much ~~really~~ good instruction is being given. As but little productive work can be done at this season of the year most of the time is being devoted to the instruction of the trade boys. Later in the year when

the weather will make it possible to do building and outside work, a larger portion of the time will be devoted to productive work and less time to instruction. Instruction is being given regularly now in all trade departments and the boys are apparently deeply interested. Especially good work is being done in the mason's and carpenter's departments. The students are apparently deeply interested and are making good progress. Bulletins, trade journals and helpful books are provided for students and instructors and the department is really taking on the appearance of an educational institution.

Outing of
trade students

One obstacle in the way of accomplishing entirely satisfactory results with trade students is that there is such a demand for boys to go out to work that their instruction and special training is greatly interrupted. My judgment is that trade students should not be permitted to go out to work during the school year until they are well enough advanced in their trades to enable them to take places as advance apprentices in shops where they may have an opportunity to remain to complete their trades. There would probably be no objection to an outing during the vacation months but I am convinced that for trade students it would be better for them to remain at the school regularly during the school year until they are ready to go out to remain to

complete their trades.

Agriculture

The school farms are well cared for and produce abundantly but are not at present conducted in such a manner as to be a school of Agriculture. The agricultural department of the school is under the management of the farmer who is a successful workman but is not qualified to teach and who does not have time to teach as he directs, not only the general farming but also the gardening and the dairying having only Indian boys as assistants. Under these conditions but little interest is aroused among the students in agriculture. Further, the environment of the Carlisle School is more favorable to interest in trades than in agriculture. Because of these facts it will be necessary to make a very special effort to get the best of help for the agricultural departments of the school. With Indian boys the best means of arousing an interest in agricultural pursuits is through stock raising. As the Carlisle School farm will not support a large number of stock what is kept should be of the best types and breeds. At present the dairy herd is greatly depleted because of two inspections for tuberculosis having resulted in a majority of the herd being condemned. Dairy farming should be emphasized not only because of the adaptability of the school farm to that type of farming but because of the demand for dairy products in the school. In building up the herd great care

*A teacher of
Agriculture has
been appointed
this year*

should be taken to select only good individual animals. The school should keep about fifty good cows in order to provide sufficient dairy products for the school.

I believe a trained dairyman is a necessity with that large a dairy. Because of having had so much trouble to get a satisfactory trained dairyman the work is at present under the supervision of the farmer who has an Indian boy in immediate charge of the dairy. This arrangement is said to be better than it formerly was when an inefficient man was in independent charge but no instruction is now being given and the herd is quite small. It is possible to find an efficient trained dairyman and if Carlisle is going to pretend to give a course in agriculture, it is not fair to the students to try to get along without well qualified instructors. There should be a thoroughly trained Teacher of Agriculture employed just as soon as possible. I am convinced that there should also be a trained dairyman. However, it is possible that if a teacher of agriculture who has had a course and practical experience in dairying can be found, he may be able to direct the dairy work during the remainder of this year. Eventually there must be a trained dairyman.

In addition to keeping up a good dairy, I believe the school should keep a limited number of good types and breeds of cattle, horses, hogs and sheep. More attention should also be given to poultry raising. The work in

*Discarding
Cattle
from 10. BC
7/21/16*

general farming and gardening is being done very well and with a teacher of agriculture to give practical instruction along those lines, it should be possible to get a much larger number of boys interested in the work of the agricultural department of the school.

Domestic
Departments

The domestic departments of the school are very well organized and thorough instruction is being given.

Cooking

Regular and progressive instruction in cooking is given to all girls during their term of enrollment and through the use of the model cottage, the domestic rooms in the girls' quarters and the outing system, opportunities are given for the practical application of lessons learned in class instruction.

Sewing

Arrangements are also made for class and individual instruction in sewing. Some time during their term of enrollment all girls learn to do plain sewing and many become very proficient as dressmakers.

Laundrying

Unusually good instruction is given in laundrying. Girls are taught to launder white shirts, collars and cuffs as well as to do the ordinary family washing.

Home
Training

Plans are being carefully developed for the giving of instruction in Home training as planned in the new course of study. Considerable of this course is given by the

domestic science teacher but what is not included in the regular domestic science course will be given by the matron to the girls when detailed as housekeepers.

Nursing Six girls are taking a course in nursing in the school hospital. They are instructed by the physician and the nurse. Under the new course of study arrangements will be made to give all of the girls a short course in ~~home~~ nursing.

Religious organizations. Pupils attend Sunday School and church in town Sunday mornings, and hold Protestant and Catholic meetings Sunday evenings. The various denominations send representatives to the school to give religious instruction on Monday and Tuesday evenings. Y. M. C. A. and Y. W. C. A. organizations are maintained by the pupils.

Literary societies Four literary societies are maintained and do some very commendable work. There is a large band and also an orchestra in which many pupils and several employes get good training. These organizations are largely made up of beginners but offer an excellent opportunity for the students to get musical training.

Library Carlisle has long had quite a good library. With the introduction of the new course of study, many new reference books should be added for use of both instructors and students.

Graduates
and
ex-students

Although Carlisle has kept in touch with ex-students and graduates better than many schools, no attempt has been made to do any systematic continuation or extension work. Certainly as large an institution as Carlisle should maintain a regular extension division and through that medium not only encourage the ex-students to continue their educational effort but at the same time reach many English speaking Indians through the ex-students and help them in their home and community problems. This is a phase of the educational work that should not be neglected longer by the large schools, at least. I believe all of the larger non-reservation schools should establish extension divisions just as soon as possible.

J. P. Deairs
Supervisor of Schools.