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FILES.

CAUTION!

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By order of

E. B. MERITT,

Asst. Commissioner.

5-344

124194, 1916.

CARLISLE

File No.

820



Ed-Schools
R H H

DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

December 2, 1916.

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

Sir:

FILED BY G. P. F.



I am in receipt of Office letter dated November 27th requesting me to submit data relative to the comparative cost of students *of* the school under the Outing with those who remain at the school. In compliance with this request the following data and report are submitted:

Average number of pupils under the Outing
during fiscal year ended June 30, 1916, -----208

Average cost per pupil for subsistence
during the fiscal year ended June 30, 1916-- \$60.63

Amount saved on the 208 Outing pupils
who earned their own board, -----\$12,629.94

Amount expended for salaries and travel-
ing expenses on account of the Outing
department during fiscal year ----- \$4,456.44

Net saving on account of Outing pupils
for the fiscal year ended June 30, 1916, \$8,173.50

Or, \$39.30 per capita for the 208 pupils.

*File
RHB*

In this connection attention is called to the fact that the school furnishes clothing to the Outing pupils just as it does to those who remain at the school, and to the further important fact that the overhead expenses, that is the cost of heat, light and power, the cost of equipment and the up-keep of the plant, as well as the expense of teachers and instructors is the same whether all the students remain at the school for the entire year or only for a part of the year. The only saving on account of the Outing is the actual cost of the subsistence the pupils would have consumed had they remained at the school.

At Carlisle we have about the same number of students remain at the school during the summer vacation months as the other large schools have. The other schools being located nearer the Indian country their students go to their homes for their vacation while ours go under the Outing. We do not have a very large number under the Outing during the winter months.

I am inclosing herewith copy of THE ARROW of July 31, which contains the statistical Outing report for the fiscal year ended June 30, 1916. The total earnings of the Carlisle students for the fiscal year was \$35,169.49. This money was deposited to the individual credit of the pupils and belongs to them.

Very respectfully,


Superintendent.

Outing Report.

July 21, 1916

THE CARLISLE ARROW—FROM THE CARLISLE INDIAN SCHOOL

Page Nine



Left to right: Portia (Atla Printup), Nerissa (Mary Ann Cutler), Viola (Maude Cooke), Cordelia (Charlotte Smith), Miranda (Agnes Hatch), a Page (Andrew Cuellar).

EARNINGS OF CARLISLE STUDENTS.

Outing Report for the Fiscal Year Ending June 30, 1916.

Number of applications for boys.....	358
Number of applications for girls.....	398
Total.....	756
Number of boys placed out.....	277
Number of girls placed out.....	199
Total.....	476

Boys were placed out as follows:

	Number.	Earnings.
Farmers.....	206	\$10,729.41
Blacksmiths.....	2	87.36
Camp workers.....	6	102.29
Electricians.....	2	654.60
At Ford factory.....	29	18,562.00
General and housework.....	11	271.30
Machinists.....	1	249.60
Masons.....	2	390.25
Plumbers.....	2	144.00
Printers.....	1	No record
Students.....	15

Girls were placed as follows:

Students.....	6	31,190.81
Housework.....	185	3,978.61
Hospital nurses.....	4
Reform school.....	3
Sanitarium.....	1

Grand total..... \$35,169.42

OUTING DEPARTMENT.

Boys in Summer Camps.

This year we have eleven boys working in summer camps under the outing.

George Tibbetts has returned to Camp Kohut, Oxford, Maine. He went there last summer. It is a well established camp of boys mostly from New York City. In addition to his duties as canoe instructor, teacher of woodlore, and guide, he is this year in charge of the drills.

Fred Blythe is at Camp WaWa, Cuyohoga Falls, Ohio. He is in a new camp and has had to help with some of the hard work incident to starting a camp. Fred writes:

"When I arrived here I found that it was just a new camp and we have been working very hard getting things straightened out. The first two weeks we had a few little boys from ten to twelve years of age. At present we have a crowd of high school girls from Warren, Ohio. After they leave, we will have a troop of Boy Scouts.

"I have not found anything so far that I could not do and have been getting along real good. I think I shall have a good time while here and be on the job at the same time.

"The people who have the camp, Mr. Taylor and Mr. Thomas, are very fine men and I am sure that they will not ask for more than I can give. I am well and satisfied with my place and like the work."

George Warrington, George Cushing, Joseph Day, and Davis Nori are at Camp Kewanee, Dalton, Pa., R. F. D. 1. This camp is located in the Blue Rige Mountains in northern Pennsylvania. The boys were wanted to wait

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See page 12.



THE WITCHES.

Left to right: Lena Parker, Elizabeth Janis, Mary Wilmet, Ethel Lynd, Evelyn Schingler, Winifred LaJeunesse, Mamie Heaney.

on table, wash dishes, and assist the camp boys in camping when they went out on their long hikes. They are also expected to play on the baseball team of the camp.

Wesley Youngbird, Emerson Metoxen, and Ralph Tourtillotte are at Lake Carey, Pennsylvania. Wesley has charge of the boats and a garden, and Emerson and Ralph wait on the table at the Spring Grove Inn, near the camp.

Frank Kowuni is at Bass Lake, Blairstown, N. J. He is a general helper at a camp, but has plenty of time to swim and fish.

Outing Personals.

We are well pleased with our country girls who remained out to complete their year's work in school. It was not easy to go to school when the hot days came, especially when other boys and girls were leaving school to go to work. But many of our students are learning the value of remaining with their grades until the close of the term. We are grateful to the country-mothers who encouraged and helped the girls so that they might remain to complete the year's work with the class. Much credit is due our loyal-country mothers and our persevering girls.

Minnie Loran's country-mother has allowed her to join the Camp Fire Girls. They have very pleasant and instructive meetings on Saturday afternoons, twice a month. Recently they had a picnic in the woods near Minnie's home.

Anna Skahkah was delighted upon returning to her old country home to find that Mr. and Mrs. Wren had again

rented the little home (a cigar box) which Anna and her country-mother had provided for them a year ago. Anna arrived just in time to help pick and enjoy beautiful Jersey strawberries for breakfast. After breakfast, an occasional motor ride with her country-mother when she goes shopping makes Anna thankful and appreciative of her many advantages.

Katherine Sawatis has attended school in Oak Lane. Her country-mother allowed her to attend the full term. Katherine was exempt from all the final examinations in her grade.

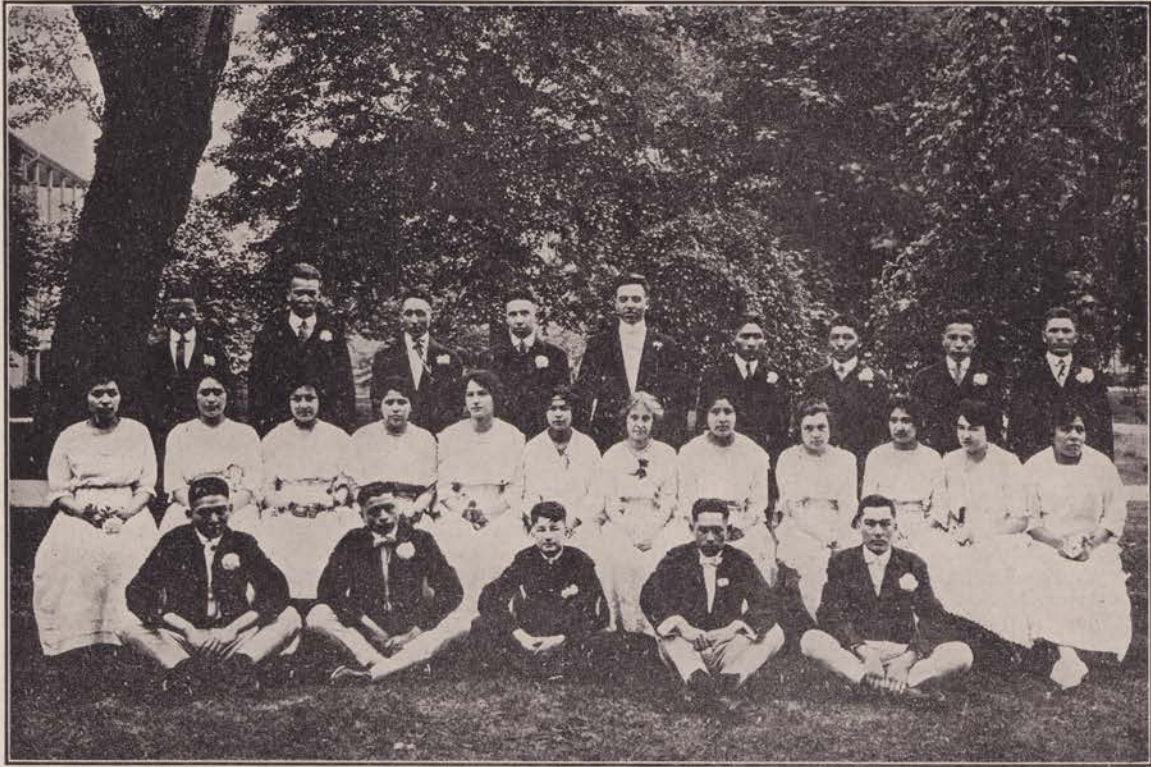
Ella Israel expects to continue with her high school work in the Narberth high school. Ella will enter the junior class in September.

Inga King completed the first year of the commercial course in the West Chester high school.

Christine Metoxen came in for a two week's change at Carlisle. She returns shortly to her country home and in the fall will enter the junior class in the West Chester high school.

Marie Belbec's record was exceptionally good in the West Chester high school, where she was taking the teachers' course. Marie is now at her home in Wisconsin, but we expect her to return to continue with her chosen course.

Mary Raiche is surely ambitious. After completing one year in the West Chester Normal School she continues to make the most of her opportunities by attending summer



SINGERS, SPEAKERS, AND ANNOUNCERS IN SHAKESPEARIAN ENTERTAINMENT GIVEN BY CARLISLE STUDENTS.

Bottom row left to right: Wilford Eshelman, Perry Keotah, Lawrence Obern, Boyd Crowe, Fred Fleury. Second row, left to right: Marie Garlow, Mary Welch, Sara Fowler, Irene Davenport, Leona Cecil, Sophia Newagon, Margaret Raiche, Rhoda Fobb, Myrl Springer, Amy Smith, Bessie Hall, Eva Jones. Third row, standing: William Goode, Francis Ojibway, Thomas Miles, Theodore Frank, James Leader, Guy Burns, Peter Jackson, Lawrence Silverheels, and George Tibbets.

school on part time in the same place and assisting her country-mother the remainder of the time.

Mary Rorke completed the seventh grade in the Moorestown public school. Her record stands for the entire term since she entered in September with neither an absence nor a tardiness mark against her.

Josephine Sawatis has attended Drexel Hill school regularly the entire term. In January she was promoted to the sixth grade. At the close of the June term she stood second in her class and was promoted to the seventh grade.

Mamie Mt. Pleasant has had one year in the Moorestown high school. We hope she will be able to continue her high school work in this excellent school.

Olive Standing Bear was exempt from all examinations and promoted to fifth grade in the Merchantville school.

Theresa Lay and Margaret Brown have completed their first year in the West Chester State Normal. They are desirous of continuing with their course and to this end are under the outing for the summer gaining renewed health, more experience and some funds for next winter.

An outing patron says: "We enjoy having Nellie with us. I have never had an Indian girl who was not just lovely with the children, always enjoys being with them. It is a perfect picture to see Nellie telling stories and read-

ing to our youngsters many evenings before they go to bed at seven. I always have such a comfortable mind, as there is not a bit of friction in the home."

Beulah George writes she passed her final examination for the seventh grade in the Narberth schools. She will likely remain out this winter and continue her school work.

Louis Gengra writes that he has joined the Wideawake Brotherhood of Farm Boys and enjoys the meetings which they have every Saturday evening.

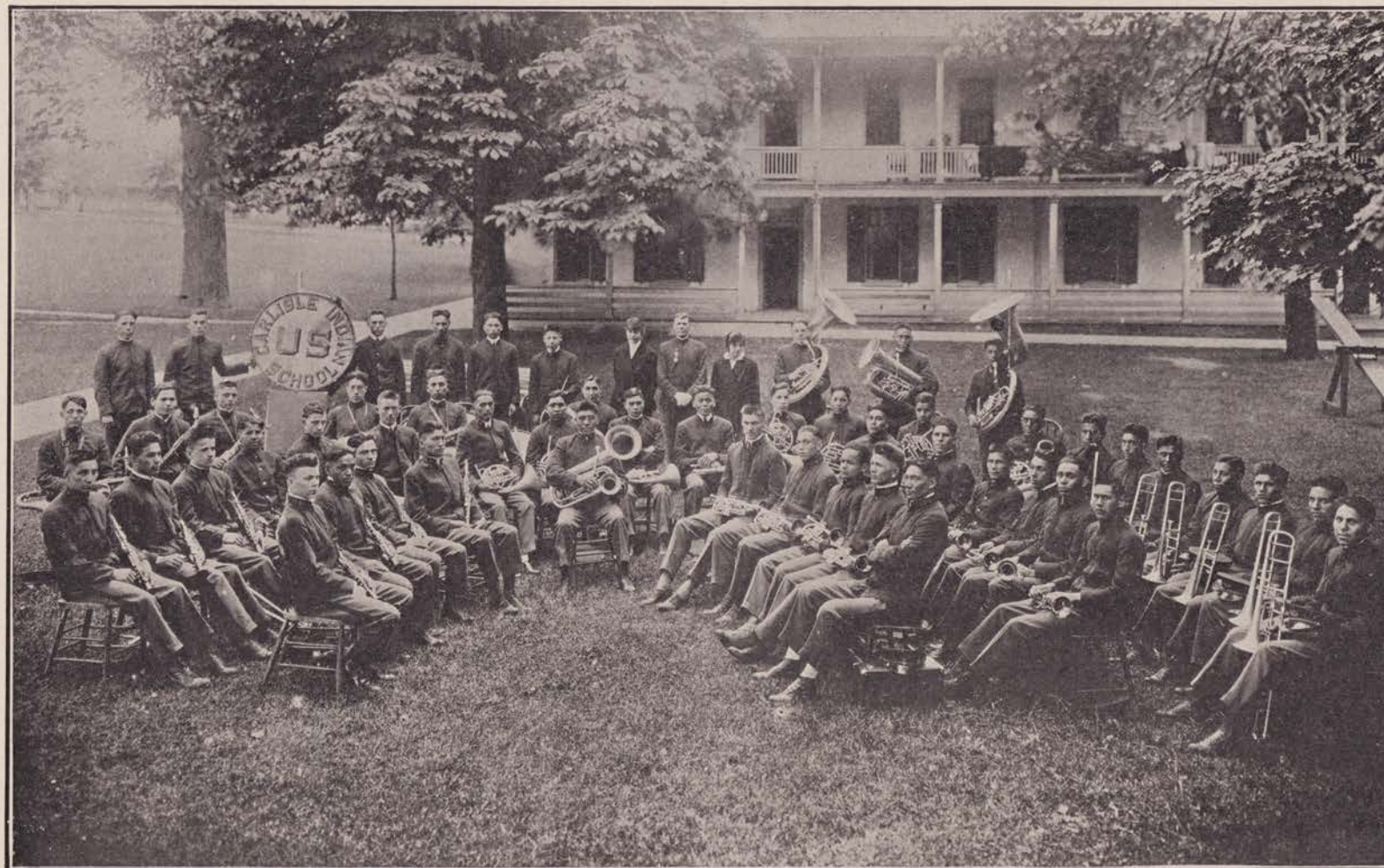
An outing boy writes: "I have learned a whole lot since I have been in the country and have been proud of my home and parents for what they have taught me. Oftentimes I think and realize that I wouldn't have learned that much if I had stayed at Carlisle. I was in third grade when I left there and now I do the sixth-grade work at Wycombe."

A Home Letter from an Outing Girl.—The weather around here is very warm and usually before the day is over we have a shower, which makes our little garden grow. We had some onions and radishes from our garden yesterday. It tasted much better than the ones we buy from the peddlers. I am getting along fine under the outing, enjoying my work in the house. I have learned how to cook macaroni and cheese, spinach, asparagus, different kinds of meats, and dandelions. Besides, I have learned quite
(Continued on page sixteen.)

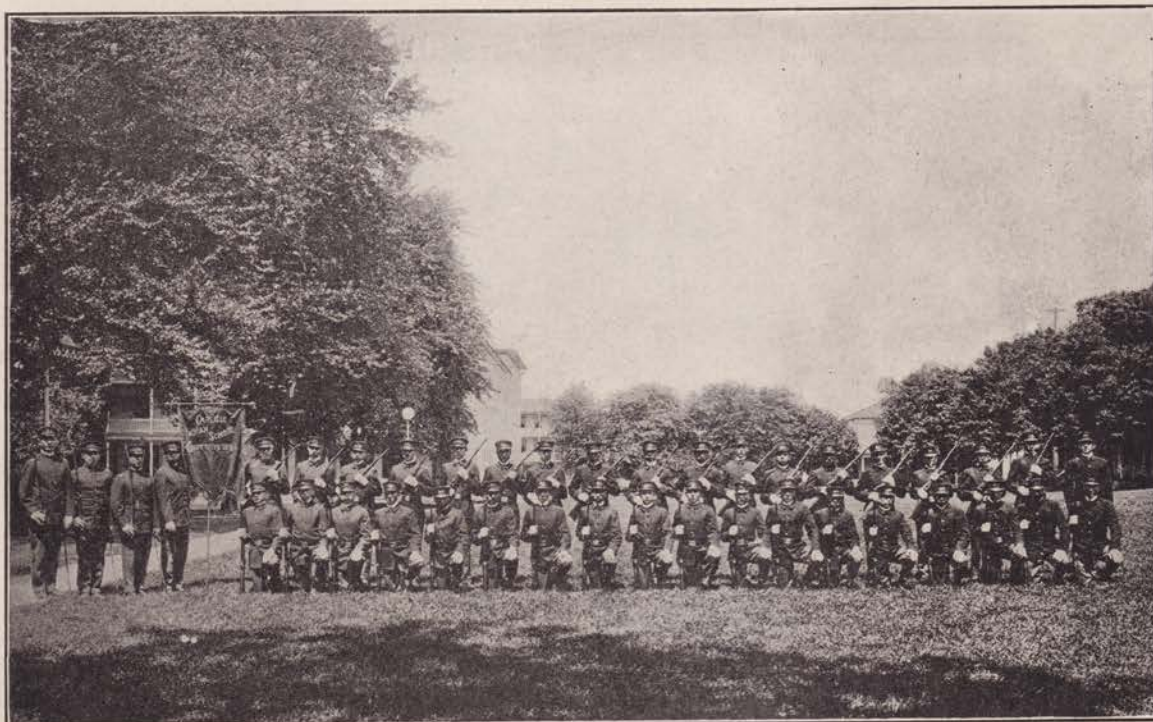
July 21 1916

THE CARLISLE ARROW—REPRESENTING OVER FIFTY TRIBES

Page Thirteen



CARLISLE INDIAN SCHOOL BAND, 1916



WINNING TROOP, COMPETITIVE MILITARY DRILL—CARLISLE INDIAN SCHOOL, 1916

GENERAL NEWS NOTES.

Miss Snoddy will spend the summer in Kansas.

Miss Yoos is spending her vacation in Philadelphia.

Miss Donaldson is spending her vacation in Kenton, Ohio.

Miss Boyd is spending her leave in her native state, New York.

Mrs. Ewing is spending her annual leave in South Dakota.

Mrs. Canfield is taking one of the summer courses at Chautauqua, N. Y.

Miss Roberts left July 1st to spend her vacation at her home in Slatington, Pa.

Mr. Reneker has returned with Mrs. Reneker and little Caroline from a month's vacation.

Miss Williams left early in June to spend her annual leave at her home in Peckville, Pa.

Miss Austin has returned from a visit to relatives in Richmond, Va., and Baltimore, Md.

Mrs. Gunderson and the kitchen boys are managing the cooking during the absence of Mr. Gunderson.

Mr. Peel spent July 11th and 12th in Buffalo, N. Y., where he attended the Mystic Shriners' convention.

Miss Dunagan returned June 18th from a two-weeks' vacation spent with her brother in Washington, D. C.

During the absence of Miss Cornelius, who is visiting relatives in Oklahoma, Miss Wilson is in charge of the hospital.

The students will be glad to see Miss Zeamer return from her vacation, although the girls who have been taking her place are doing very well.

Several of the teachers are taking educational leave. Mrs. Foster is spending several weeks at Temple Univer-

sity in Philadelphia, Miss Robertson and Miss McDowell are at State College, and Miss Hagan is studying at the Luray Normal School at Harrisonburg, Va.

Miss Johnston has returned to take up her work as girls' outing agent, after spending a short vacation at her home in Niagara Falls, N. Y.

Miss Knight is at her home in Missouri, trying to recuperate from her recent illness. Her Carlisle friends wish her a speedy and complete recovery.

Miss Evelyn Foster, who has been teaching in the Burlington, N. J., high school, is spending part of her summer vacation at Carlisle, as the guest of her mother, Mrs. E. H. Foster.

Mr. Leo F. Rocque, who has been assistant quartermaster at this school, left in June to accept a position as clerk in Genoa, Nebr. His many Carlisle friends were sorry to see him go, but are glad that he has a better position.

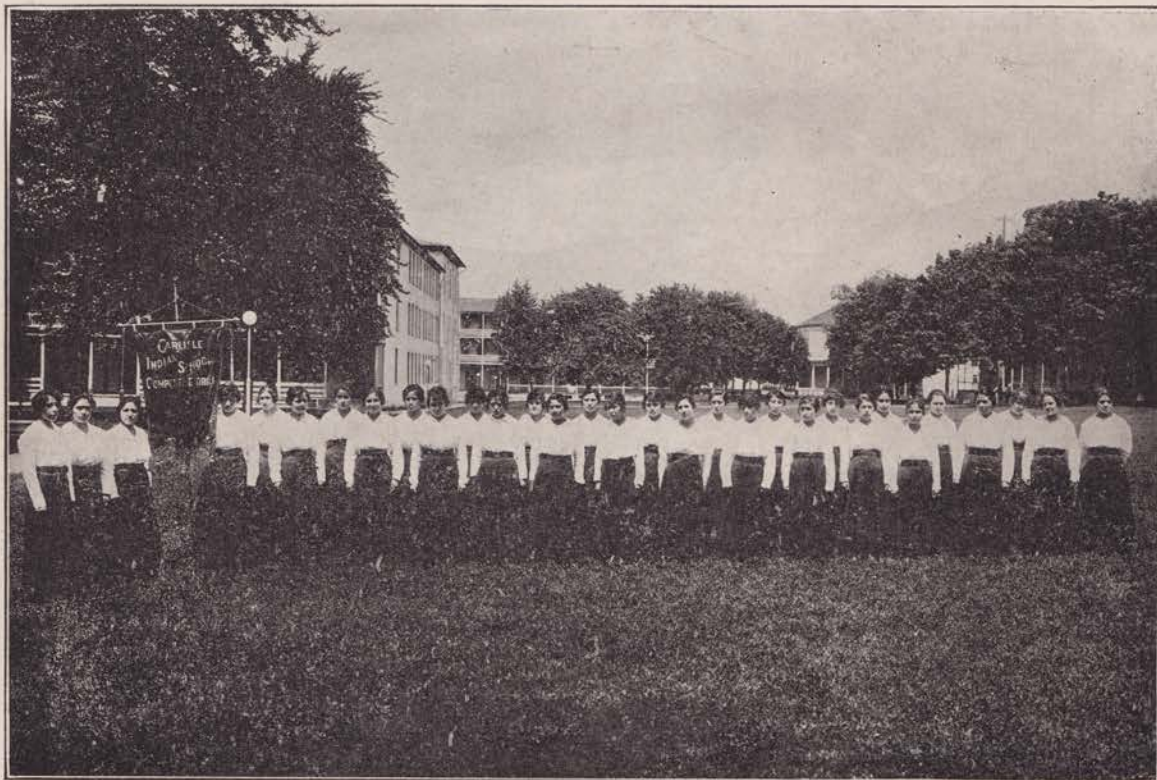
Congratulations.

Through *The Arrow* the employees and students extend congratulations to Mr. and Mrs. Hathaway of Middleboro, Mass., upon the birth of a son, July 6th. Mrs. Hathaway, formerly Miss Lelah M. Burns, was for several years a teacher here, while Mr. Hathaway was for some time assistant disciplinarian at Large Boys' Quarters.

In the Army.

John Gibson, '15 who has been attending Mercersburg Academy, has left for Mexico with the Philadelphia company of which he is a member.

A letter from Benedict Cloud, '12, who has been a member of the North Dakota National Guards for some time, states that he is now a U. S. Regular, and that he expects to go to Mexico soon. He is at present acting as regimental stenographer.



WINNING GIRLS' COMPANY, COMPETITIVE DRILL—CARLISLE INDIAN SCHOOL, 1916

NOTES FROM GIRLS' QUARTERS.

By Lizzie Allen and Sarah Monteith.

The girls are all delighted to have Miss Austin back with them again.

Hattie McAfee and Relia Oshkosh have been very faithful as clothes girls.

Mrs. Ewing is so pleased with the way the girls have taken hold and helped her all they could during the absence of the other matrons.

Flora Peters, having had experience as matron at the Mt. Pleasant Indian School, is often called to take charge during the absence of the matron.

Many little suppers and luncheons have been served in the cozy little dining room here at the quarters, and every girl has a chance to show what she can do.

New lights are being installed in Girls' Quarters near the wash room and we are very grateful to Mr. Weber and the boys for now we can see our way instead of groping around in the dark.

On Fourth of July morning the matron and Lizzie Allen, Amy Smith, Loretta Bourassa, and Gertrude Pego assisted Mr. Duran and some of the boys in decorating the porches of Girls' Quarters with flags.

A party of girls accompanied by Mrs. Ewing took a pleasant ride to Cave Hill last Monday evening. Amy Smith was in charge during Mrs. Ewing's absence and remarked that the girls' behavior was wonderful.

Under the directions of Mrs. Ewing some of the girls have been busy putting up fruit for winter use. Lizzie Allen and Sarah Monteith, who are working at Girls'

Quarters, have been very faithful in lending a helping hand whenever necessary. The canning of strawberries, cherries, spiced currants, and jellied sunshine strawberries have been a success. for if one should go into the little pantry he could not help noticing the long rows of delicious fruits and jellies stored away for some happy event.

The girls enjoy the coaster which has been placed between Teachers' Quarters and Girls' Quarters. These girls delight in twilight coasting: Lizzie Allen, Amy Smith, Nettie Standingbear, Lucy Ashland, Nora Edwards, and Rhoda Fobb.

Amy Smith has been assisting Mrs. Ewing in quarters during the absence of Miss Austin while Loretta Bourassa has been in charge of the clothes room since Miss Knight left on her vacation. It is needless to say that Mrs. Ewing is well pleased with both the girls.

The girls who are here for the summer are glad to have the privilege of making use of their time. Some are attending summer school, while others are learning different trades. Every girl is doing well and seems to enjoy work as well as pleasure. After supper the girls spend their time in crocheting, reading, and playing games.

Mina Hicks, another of Carlisle's faithful girls, is now taking charge of the dining hall during the absence of Miss Zeamer. Very often after work or during the long afternoon if you should happen to be passing the office, perhaps you would hear two persons talking or maybe more. At first you think some one may be ill from the sounds issued forth, but clearer the tones now and you then know that it is one of the girls talking. "Mrs. Ewing, I'm dreadfully hungry." "Well, what do you want?" asks Mrs. Ewing. "You may go down to the kitchen and get what you can find, or, if you wish, why not have a meal here this evening?"



WINNING BASE BALL TEAM (TROOP C)—CARLISLE INDIAN SCHOOL LEAGUE, 1916.

OUTING NOTES.

(Continued from page eleven.)

a lot about house cleaning and taking care of the baby. We are going to Willow Grove Park next Tuesday to celebrate my birthday. We are going in the afternoon and take our lunch with us and stay for the concert. I have gained five and a half pounds since I have been here.

How One Outing Boy Spent His Fourth of July.

Dear Brother:—Yesterday as it was the Fourth of July, I was up at 5 o'clock and I went to pick cherries before breakfast and I got nearly a peach basket full and I went back to the house and got my breakfast. After I had my breakfast, I had a little light work to do. It was about dinner time when I stopped working and when it was time for dinner I was right there. After I had my dinner I was waiting for Mr. Bye to see what he would tell me. Mr. Bye soon came and told me that we were going to take a ride in his car. So we went and pushed the car out of the garage and brushed it off and Mr. Bye put a good sized flag on the car which we found out to be the largest of flags that were on cars that day.

After we got the car looking good, Mr. Bye told me to put my Indian suit on which I didn't understand. But I put my citizen clothes on and I came out and they were all ready, so we got in the car and was starting out when Mr. Bye asked me why I didn't put my Indian suit on as he called it. I told him that I didn't know what he meant by Indian suit, so he told me that he meant uniform. But he didn't say anything any more so we went on for Rocky Hill, N. J.

We soon passed Princeton and went on and we came to a lake and we saw some people having a boat ride and some

of them fishing. So we went on and we soon passed by Kingston, so we went on and we soon came to Rocky Hill. There we saw a ball game and there was nice band music playing and there were a lot of people there having a good time. We went about a half mile from there and we came to Washington's headquarters where he stayed nearly a year. There was old cannon on one side of the house by a flag pole and there were some cannon balls on one side and on the other side were some flower beds and everything was old-fashioned round there where Washington's headquarters were.

So we came back and I enjoyed the Fourth of July and in the night we had some fire works and we had a good time.

This will be all I have to say about my Fourth of July. I would be very glad to hear from you telling about your Fourth of July.

I remain,

Harry Davis.

Extracts from Home Letters.

"I am out once more under the outing and must say I have been very lucky indeed about striking such a good home and nice country people. I feel very much at home. I never got lonesome once. Now, don't you think I am a lucky girl?"

"We have started making hay. We have already put up seventeen loads in the barn. Yesterday I was picking cherries all the afternoon. My boss expects to cut wheat in about two weeks and he has bought himself a hay loader. That is why we harvest hay so rapidly.

"I suppose you are all going to have a good time on the Fourth of July. I am going to take a day off this month. My boss told me I could go and have a good time for the the Fourth. I have saved up some money for the Fourth."

The Carlisle Arrow

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

VOLUME XIII

CARLISLE, PA., JULY 21, 1916.

NUMBER 1



GROUP FROM BABY SHOW HELD MAY 6, 1916, AT CHEYENNE AND ARAPAHOE AGENCY, OKLAHOMA.

RETURNING TO THE OLD LAW LIMITING PER CAPITA COST FOR SUPPORT AND EDUCATION OF INDIAN PUPILS.

For years the bills making appropriations for the support of Indian schools contained a clause providing that not more than \$167 shall be expended for the support and education of any one pupil in any school specifically appropriated for. No limitation has ever been placed on the per capita cost in the schools supported from the large annual appropriation known as "Indian schools: Support."

The last law, limiting the per capita cost in nonreservation schools, was contained in the appropriation bill for the fiscal year 1909, (35 Stat. 71), approved April 30, 1908, and reads as follows:

"Provided, That except for pay of superintendents, not more than \$167 shall be expended for the annual

support and education of any one pupil in any school herein specifically provided for, except when, by reason of epidemic, accident, or other sufficient cause, the attendance is so reduced or cost of maintenance so high that a larger expenditure is absolutely necessary, when the Commissioner of Indian Affairs, with the approval of the Secretary of the Interior, may allow a larger per capita expenditure: *Provided further*, That the number of pupils in any school entitled to the per capita allowance hereby provided for shall be determined by taking the average enrollment for the entire fiscal year and not any fractional part thereof."

Returning to the Old Law.

This provision continued in force until 1910, when there was inserted in the appropriation bill for the fiscal year 1911 (36 Stat. 271), approved April 4, 1910, a clause providing that there should be no limitation as to the per

capita cost of any one pupil in any school. A similar clause has been inserted in each succeeding Indian appropriation bill since that time until the present year. Congress having refused to permit this saving clause to go into the appropriation bill for fiscal year 1917, the old provision of 1908, above quoted, becomes effective automatically. So superintendents of all Indian schools, specifically provided for, now find themselves confronted with the problem of maintaining efficient, well-equipped training schools, with board, clothing, books, instruction, equipment, medical attendance, heat, light, and modern, up-to-date facilities, all for \$167.00 per pupil. This amount will enable them to conduct cheap boarding houses, but not schools. Supplies of all kinds have advanced in cost from 30 per cent to 50 per cent and more, since 1908. In that year some schools were purchasing net beef at 6 cents per pound. Today, they are paying 12 cents per pound. All subsistence supplies, clothing, dry goods, tools, shop equipment, fuel, etc., have greatly increased in cost during the past two years. The purchasing power of \$167 eight years ago was fully equal to, if not greater than, that of \$200 now.

It will be noted that the law specifically states that "the number of pupils in any school entitled to the per capita allowance hereby provided for shall be determined by taking the average enrollment for the entire fiscal year and not for any fractional part thereof."

What is an Average Annual Enrollment?

And, now, just what is an "average enrollment?" No unit is stated as a basis on which to make calculation, so if the daily enrollment is taken as a basis, we will find the average enrollment and the average attendance one and the same thing. If the monthly enrollment is taken as a basis, we will have a different result. Again, we might take the quarterly enrollment and this would give a result different from the others. And then the annual enrollment as a basis would furnish a different result still. The law states that the average enrollment "for the entire fiscal year and not any fractional part thereof" shall be taken.

For the purpose of showing the results of different methods of calculating the average enrollment, the following figures are compiled from the attendance records of the Carlisle School for the year just closed:

From July 1, 1915, to June 30, 1916.	Total monthly enrollment at end of month.	Total annual enrollment at end of month.
1. July.....	525	572
2. August.....	528	581
3. September....	662	715
4. October.....	689	758
5. November....	692	773
6. December....	681	780
7. January.....	679	792
8. February....	678	798
9. March.....	664	800
10. April.....	647	802
11. May.....	636	803
12. June.....	636	803
	12)7717	12)8977
	643 plus Average monthly enrollment.	748 plus Average annual enrollment.

It will be noted from the above enrollment figures that a total of 803 students were enrolled during the year. Every one of these consumed some portion of the appropriation for the support of the Carlisle School. The difference between the actual annual enrollment and the average annual enrollment is 55 students, and the

difference between the average monthly enrollment and the average annual enrollment is 105 students, while the difference between the average monthly enrollment and the actual annual enrollment is 160 students. In other words, if the enrollment for the entire fiscal year is calculated on the basis of the actual monthly enrollment, the school would be providing complete outfits of clothing, also heat, fuel, light, instruction, etc., for 160 students for which it could take comparatively little credit. The subsistence consumed by these pupils was almost insignificant as compared with the greater cost of the other items mentioned, and the value of the subsistence these pupils would have consumed had they been continuously in school for the entire year is about all that was actually saved by their absence. The overhead charges remain the same whether students remain in school for the entire year or not. During the first quarter, when attendance and enrollment is lowest, expenses are usually highest on account of purchase of annual supplies during this period.

The Only Fair Rule for Computing Average Annual Enrollment.

From these statements of fact, it would appear that the only fair method of computing the average enrollment for the entire fiscal year and not any fraction thereof, is to take the total annual enrollment at the end of each month and divide the sum by 12, or by the number of months the school is in session. If this rule can be adopted, the schools specifically appropriated for can, it is believed, be reasonably well conducted on the amounts appropriated for their support, especially where the Outing System is in force and provided there is no additional increase in the cost of supplies.

In the event the Comptroller decides that the enrollment for the entire fiscal year must be computed on the basis of the actual monthly enrollment instead of on the basis of the total annual enrollment at the end of each month, it is evident that the schools cannot be maintained on their present basis of efficiency for any length of time. Especially is this true as respects the carrying out of the plans proposed by the New Course of Study. Unless relief can be had from some source, it will be necessary to reduce the employee force, close some of the industrial departments, and get along with less material and equipment, all of which will greatly impair the efficiency of the schools as schools. For it is plain that we must continue to supply sufficient clothing, wholesome food, medical attendance, heat, light, etc. These are absolutely essential to the health and physical wellbeing of the pupils.

The Saving Clause.

There is, however, one saving clause in the law. If "by reason of epidemic, accident, or other sufficient cause, the attendance is so reduced or cost of maintenance so high that a larger expenditure is absolutely necessary, the Commissioner of Indian Affairs, with the approval of the Secretary of the Interior, may allow a large per capita expenditure."

Every superintendent should at once carefully compile a comparative table of costs of supplies before and since the beginning of the European war, with the view of presenting a justification to the Commissioner for invoking the saving clause in the law. It is entirely reasonable to assume, if the matter is presented with full justification setting forth specifically wherein the advance in the cost of maintaining the schools renders it impossible to support them in proper manner on \$167 per capita, that a larger per capita expenditure will be authorized. It would be a very great misfortune to have our splendid Indian school system set back and all progress retarded on account of insufficient funds to properly conduct them, and every possible effort should be made to avert such a calamity. *The Arrow* is concerned not only on account of Carlisle, but on behalf of the many other splendidly conducted and well-equipped Indian schools in the Service. In this matter we are all in the same boat.



FAMOUS SHAKESPEARIAN CHARACTERS AS REPRESENTED BY CARLISLE STUDENTS
AT THE CLOSING EXERCISES, MAY 23d.

THE APPRENTICE SCHOOL OF THE GENERAL ELECTRIC COMPANY.

As Carlisle has two boys, Ralph Sexton and Guy Dickerson, in the West Salem, Mass., plant of the General Electric Company, our readers will no doubt be interested in the following description of the apprentice school system of this great industrial plant:

The General Electric Company operates many plants throughout the United States and gives employment in normal times to over sixty thousand people. It designs and manufactures electrical machinery and apparatus of nearly every description, steam turbines of small, medium and large capacity, and many other mechanical devices of intricate design, the annual sales value of which exceeds a hundred million dollars.

In order to train young men for efficient service in the various branches of the company's complex activities, or in power and lighting stations, transportation companies, and other industrial establishments using electrical machinery and steam apparatus, the General Electric Company maintains well-regulated training courses through which it develops the skilled mechanic, the efficient designer, the well-equipped engineer, and from these in turn the capable foreman and superintendent, the supervising engineer and manager, the resourceful salesman and executive.

The demand for persevering, energetic men of well-grounded fundamental and specialized knowledge, with the power to apply the theory of science to the practical requirements of industrial life, is growing daily.

The General Electric Company is endeavoring to supply a part of this demand by means of organized apprentice courses maintained at its extensive works at West Lynn, Mass., Pittsfield, Mass., Erie, Pa., and Fort Wayne, Ind., where young men with a grammar school or a high school

education are offered exceptional opportunities to prepare for profitable careers of industrial usefulness.

The apprentice courses afford systematic training adapted to the education, capacity, and natural inclination of each apprentice. The practical work in the shop and office is supplemented by closely related instruction in the classroom.

Young men with a grammar school education and natural mechanical ability may secure a thorough trade training that will develop them into efficient machinists, tool and die makers, pattern makers, steamfitters, blacksmiths, winders, or iron, steel, or brass moulders. These apprentices are taught the practical processes of their chosen trades in training rooms especially provided for the purpose; their classroom instruction in related sciences is planned to develop an industrial understanding and intelligence. This broad training provides an adequate knowledge of machines and machine processes, of materials and their properties, of manufacturing methods and the cost of manufacture, of business organization and industrial conditions.

Young men with a complete high school education and technical aptitude may obtain training as competent draftsmen and designers, or electrical and steam turbine testers, manufacturing and erecting engineers, or factory clerks and cost accountants. These apprentices are taught the practical side of their work in specially supervised machine shops and winding departments, in drawing offices, test rooms, stockrooms and other business offices of the company. Their related educational instruction in the classroom is of advanced character.

All accepted applicants must serve a trial period of about two months, during which they are paid regular compensation. Those who during the trial period prove that they possess natural inclination for the chosen work



Macbeth and Lady Macbeth (Meroney French and Lucy West).



Queen Elizabeth—William Shakespeare (Mary Horsechief and Daniel Chase).

and the requisite characteristics for success in it, are allowed to sign the standard apprentice agreement, which outlines the conditions of apprenticeship, including the required time of training and the compensation payable to the apprentices. Only those, however, are permitted to continue and complete an apprentice course, who during the allotted period of training give satisfactory service both in the practical and in the classroom work. Classroom instruction is given during regular working hours by the company's instructors, and apprentices are paid the regular compensation for the time spent in the classroom.

Each graduated apprentice is awarded a cash bonus and a suitable certificate of apprenticeship, on which is inscribed the length and character of his apprenticeship and the successfully completed classroom studies.

As far as business conditions permit, graduated apprentices are encouraged to remain in the service of the General Electric Company in suitable positions at adequate compensation. Their practical and classroom training places them in line for preferment for positions of responsibility and leadership either in the General Electric Company or in other industrial establishments.

Instruction in the apprentice school is given in arithmetic, algebra, plane geometry, trigonometry, elements of mechanics, power transmission, strength of materials, elementary electricity, chemistry of common metals, mechanical and free-hand drawing, machine and tool design, business English, and industrial history. High-school graduates are given credit for the first year's work, and may complete the regular four-year course in three years.

The company encourages social and recreational activities among the apprentices. Local apprentice baseball, football, and track athletic teams compete with those of other establishments. Apprentice picnics in the summer are annual occasions. Besides, apprentice clubs offer wholesome social recreation during the evenings.

There are alumni associations through which the graduates of the apprentice courses keep in touch with each other and, through the annual meeting, with their former instructors and superintendents.

How Indian Boys May Qualify for Admission to the Courses.

In pursuance of the policy of the Carlisle school to place its graduates and advanced students who prove themselves worthy, and who develop skill and aptitude along mechanical lines, in large manufacturing plants where they may continue their education and training, arrangements were completed last year for sending a limited number of advanced students to the General Electric Company's apprenticeship school at West Lynn, Mass. So far, only two boys have qualified for selection. Only graduates of the vocational course or those who have completed the equivalent of a high school course, are eligible for enrollment in the electrical course of the apprentice school.

Students selected for this apprentice school are carried as "Outing students" and receive such assistance and encouragement as the Carlisle school is able to give them.



Caesar (Donald Brown)—Volumnia (Agnes Owl).



Brutus and Cassius (Andrew Connor and Greene Choate).

OUR TRIP TO WASHINGTON—AMERICAN FLAG DAY.

By H. P. Sutton, Class 1917.

In the "wee sma" hours of the morning of June 14, all was still and quiet on the school campus save for the muffled sound of the nightwatchman's footsteps as he made his fourth round over the quiet, shadowed grounds, and for the crickets and katy-dids who were still engaged in singing their class songs and giving their class yells, although they had no effect on the ears of the sleeping population, who were, no doubt, being unconsciously entertained by a pleasant "Mid-summer Night's Dream." The stars shone brightly and the fire-flies were all aglow, as they wandered away from their midnight jubilee over the dew-covered campus.

Of a sudden this silent scene was broken by a call from a trumpeter's bugle, as he sounded the reveille, which echoed and resounded through the buildings, awakening the sleeping occupants. The darkness of the secluded nooks and corners was soon modified by a flash of light from the numerous windows and open doors of the dormitories and cottages. The silence became a low rumble and rustle of students as they donned their attire for the day's activities, which had already begun so early. Everyone seemed to move more mechanically than humanly, and an observer would be inclined to believe that many were actually walking in their sleep, as the majority of the active Ingersolls couldn't boast of more than 3 a. m.

An early breakfast was soon a thing of the past and the troopers were boarding a Cumberland Valley special for

Baltimore and Washington. As the train slowly moved away and everyone was comfortably seated, many were inclined to pinch themselves to prove that they were awake. The skies had become lighter and objects along the way could be more plainly distinguished, and as the hands of a musician's watch showed 4:21 a. m. "Old Sol" could be dimly seen, like a red ball of fire, through a heavy mist that hung low over the beautiful Susquehanna. The train sped on through the green, picturesque, valley, and the musical tone that issued from its whistle no doubt was the reveille call for many an industrious farmer whose gardens and grain fields bordered the winding path of the special.

The distance to Baltimore was seemingly short, and as the train left the tunnel through which it passed under the city everyone seemed to become more serious, for they now realized that they were experiencing a reality rather than a mere image of the day's duties.

Arriving at Washington the battalion quickly alighted and marched in an orderly manner through the Union Station to the street outside, where a few minor details were worked out and things adjusted. Within a few minutes the entire body moved away from the station to the tune of the march "Waldmere," which the Indian band played with great effect, and took up their position on North Capitol Street to await the grand parade.

The Preparedness Parade.

The writer was now on Pennsylvania Avenue in the National Capital—the Appian Way of the Nation. An avenue which has resounded to the mighty hosts of troops returning from battle; which has watched many Presidents come and go in pageantry and glory and which was now



Romeo and Juliet (Arnold Holliday and Sadie Metoxen).



Shylock and Portia (Benedict Guyon and Roberta Seneca).

due to give to history the most novel sight of its hundred years and more of existence.

Presently, down this historic way came sixty thousand citizens—men, women, and children, typifying every element in the city and indeed the Republic, led by the President of the United States on foot, in a mighty, silent appeal that the United States of America be prepared. On they came, hundreds after hundreds, and thousands after thousands. It was a spontaneous outpouring of sentiment in behalf of national preparedness. Without the slightest coercion thousands of Government employees joined in the march led for the most part by the heads of their department. As the writer was standing opposite the White House and the President's reviewing stand, where the Chief Executive of the Nation had now taken his place, the Interior Department passed and in turn was followed by a band which many of the onlookers mistook to be the Marine Band, but no, some one in the first row facing the street announced to all who could hear that it was the Carlisle Indian Band, and a general shout accompanied by applause from the multitude followed the Indians up the street. The smile on the President's face widened as he clapped his hands for the only real Americans in the parade. Following the Indian Band was a troop of Carlisle's industrial representatives displaying a poster for industrial preparedness of the Nation. These were dressed in their working clothes, with the tools of the trade in their hands, thus making the demonstration more realistic. Then came a troop of Indian girls in military formation, and with the other women in the parade, whose

number was about twenty-five thousand, strikingly set forth the women of the nation whole-heartly believe in the necessity of national defense. Bringing up the rear of the Indian contingent was a company of young men in uniform with rifles over their shoulders, demonstrating their ability in military tactics by the execution of numerous commands from their captain. Thus passed one section of the parade. But still they came, civic and fraternal organizations, religious and business organizations, school and factory representatives, yes, representatives from almost everything, showing every phase of national history from colonial days to the high school cadets of today. It was a vast army of peace marching, that the peace which comes through preparedness alone might remain in our land. A high note of patriotism was struck in the fact that every marcher from the President down carried the flag of a free people. Thus the occasion served a double duty and purpose, not only as a great impressive demonstration of the need of immediate preparedness, but as a splendid tribute to the Star Spangled Banner. It placed Flag Day, 1916, in the annals of the Nation as one of our national red-letter days and the lessons of the day will not be soon forgotten by all who had the good fortune either to participate in the demonstration or witness it.

Dinner.

The Battalion of Indians marched to the Washington Monument grounds, where they were to eat dinner, but as there were a few minutes to spare many took passage on the elevator to view the city and surrounding country from



Left to right: Cardinal Wolsey (William Thomas), Henry VIII (Earl Wilber), Ophelia (Sallie Greybeard), Hamlet (George Warrington), Richard III (Steven Smith).

the top of the monument. It was the writer's good or bad fortune to be thirty seconds slow in taking advantage of the elevator, so at the head of about a dozen boys and as many girls started to ascend the towering structure via the winding stairs. The first few flights were soon in the rear, but at the height of about a hundred feet a slackening in the pace was clearly noticeable. The boys preferred carrying their coats under their arms and the girls carrying their hats in their hands. But the direction of the party still continued upward, slow, slower, and stopped. They were now on the three-hundred-foot landing, and if any of the readers ever attempted to swim across a body of water and when in the middle turned his head to review the distance covered and suddenly became disgusted with his calculations he will have some idea of the feelings of the writer as he stood on the landing and saw the elevator some two hundred feet up the shaft and about a score of rounds of stairs that reached some three hundred feet downward. But with renewed courage the party moved on, and when within twenty feet of the top the elevator started on its journey downward, and of course that meant that the trip downward was to be made on foot. But it was a great relief to the tired visitors as they placed their feet on the topmost platform and viewed the city, the historic Potomac River, and the beautiful and fertile country roundabout. A cool breeze was blowing and it felt refreshing indeed. After writing a few post cards and taking another last look the party began to descend, fully satisfied that they had actually reached the top of this immense structure in the National Capital, and it was gratifying indeed to many whose opportunities to get east of the Mississippi are not too numerous. The party reached the bottom in a short time, and with dinner close at hand and appetites that felt as big as the monument itself there was nothing to worry about. With dinner over the Indian students walked leisurely over the grounds until about two o'clock, when they assembled to attend the

Flag Day exercises by the Government departments of the United States.

Flag Day Celebration.

With thousands of people surrounding the stand which was gaily decorated with the Stars and Stripes and which contained a thousand singers, called the Interdepartmental Chorus, and with the arrival of President Woodrow Wilson the celebration began. An enormous American flag began rising on the Washington Monument to the national salute by the National Guard of the District of Columbia, with the music of the "National Emblem" (*Bagley*) by the Marine Band.

All eyes were now turned to the Executive platform, where the presiding officer, Secretary of State Lansing, was standing, and who, through a brief but impressive speech presented Hon. Woodrow Wilson, President of the United States of America. Probably never before in the history of the Star Spangled Banner was there delivered a speech that glorified more, or paid higher tribute to the Stars and Stripes than did this address by the Chief Executive of the Nation.

After a few more numbers and the lowering of the flag to the music of the "Star Spangled Banner" the large audience began moving toward the city.

The Return Trip.

The Carlisle students lost little time in reaching the Union Station and were soon on their way to Baltimore and Carlisle. The band played several selections to relieve the monotony of the return trip after a tiresome day, and as supper was served on the train the journey was made in seemingly good time.

Results

The results of such an experience cannot well be estimated in money or figures, for it is beyond the mind of man to justly weigh the effects of such an outpouring of

(Continued on page eight column two.)

The Carlisle Arrow

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

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BIDDING DEFIANCE TO DESTINY.

*Being a Little Preachment to the Carlisle Students
by the Superintendent.*

A few months ago there was handed me by a fellow pedagogue a little book entitled, "A Joyous History of Education for use in Schools and Small Families," written by one Welland Hendrick.

This little book purports to give a brief and amusing account of educational effort dating from the Cave Man, down through the centuries to the present day. Following the suggestion of my co-worker in the cause, I read the hilarious little volume and found it very entertaining if not overly edifying. The latter part of the title not being applicable in my case, I began at once to turn the pages anxiously hoping to find what, if anything, the author had set down among the other bits of interesting history of the diffusion of learning in the United States, with particular reference to Indian education. My painstaking search was soon rewarded and here is what I found, writ in cold and impassionate type:

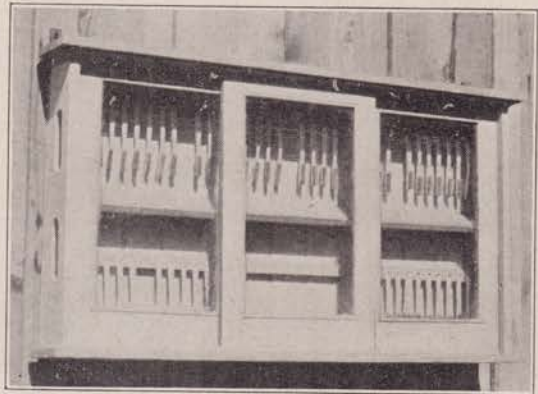
The first settlers of Virginia, having forgotten to bring their children with them, were prone to vent their educative efforts upon the untutored children of the forest. It cannot be denied that reference is here made to the Indians. Recognizing the fact, from Smith's psychology, that the end of education is to make people good, and that the only good Indian is the dead Indian (mark you this!), they proceeded at the psychological moment to make good. Not being able to reach all the objects of their solicitude in this way, owing to the short range of their primitive methods, they introduced among their pagan pupils the civilizing influence of whiskey and consumption, in this way instituting what may be viewed in the light of a finishing school.

But this finishing school, let it be known, has not as yet finished the Indian, Herr Hendrick notwithstanding. He is learning that lungs are worth more to him than "licker," and that to know how to live and how to earn a living is the only education worth while. He is bidding defiance to destiny, and instead of being a vanishing race he is rapidly taking his place as an important economic factor in our civilization. So today we find him stepping into the ranks of the producers and becoming a part of the nation's creative forces. We find him as a successful and efficient artisan, farmer, stock-breeder, banker, merchant, lawyer, teacher, physician, politician, office-holder and statesman—and it has been said that some of the most distinguished Indian land "grafters" in the country boast of their Indian blood.

Josh Billings said: "The grate trouble iz, the injun wont larn the virtews or civilizashum; he iz satisfied with larning the vices, and only studdiz how tew improve on them."

But you know Josh was a joke.

Let every student of every Indian school keep on bidding defiance to destiny. Believe yourself capable of doing your share of the world's work and do it. Make the most of your present opportunities for acquiring thorough education and training, and when you have finished your schooling go out and bravely face the world, remembering to live one day at a time, to maintain your self-respect, and keep your hands out of all garbage cans and missionary barrels and your name off of all Government ration rolls. Consider that the world owes you nothing but an opportunity to earn your own living in the sweat of your face on equal terms with every other individual, and then go to work and earn it.



SANITARY TOOTH-BRUSH CABINET

Showing the cabinet properly placed where the sun may exert its bacterial effect upon the brushes, the front being of glass with screened ventilators on the sides.

Our Trip to Washington—(Continued)

patriotic sentiment and tribute in honor of his beloved country and the American flag. And as we take our hats off in salute to the Stars and Stripes every evening we feel that it is out of our sense of respect and honor we have for the National Emblem rather than through a force of habit. And we more clearly realize, as the late Justice Harlan says, that "To every true American the flag is the symbol of the Nation's power, the emblem of freedom in its truest, best sense. It is not extravagant to say that to all lovers of the country it signifies government resting on the consent of the governed; liberty regulated by law; the protection of the weak against the strong; security against the exercise of arbitrary power, and absolute safety for free institutions against foreign aggression."



Cleopatra (Delight Lynd).