

C D M

NOV -3 1913

FOR FILE

My dear Sir:

I have your note of October thirty-first addressed to Hon. Robert G. Valentine concerning your observations of the work of the Carlisle Indian School.

I thank you for your kind interest in this matter. It will not be necessary for you to come to Washington to confer with me concerning the school, but I shall be pleased to see you should you be in Washington at any time.

Very truly yours,

10-PTH-1

(Signed) Cato Sells
Commissioner.

Mr. Eugene A. Noble,
President Dickinson College,
Carlisle, Pa.

FOUNDED 1783



(COPY FROM TABLET ON OLD WEST)

CARLISLE, PENNSYLVANIA
EUGENE A. NOBLE, PRESIDENT

October 31, 1913

The Hon Robert G. Valentine,
Commissioner of Indian Affairs,
Washington D. C.

My dear Sir:-

I am informed that certain questions have arisen concerning the administration of the Indian School located in this place.

It has been my privilege to observe the work of the Carlisle Indian School at close range; to estimate its value in terms of education; and to study its relations to other educational work now going on. While I cannot claim to be in any sense intimate with the Superintendent, Mr Moses Friedman, yet I know him well enough to have a dependable opinion of his capability. I should be willing to go to Washington to confer with you on the subject if you so desire.

Very truly yours,

A handwritten signature in cursive script, reading "Eugene A. Noble".
President

C D M

NOV -3 1913

FOR FILE

My dear Sir:

I have your letter of October thirtieth concerning the work of Mr. Whitwell, principal teacher at Carlisle.

I shall be pleased to give full consideration to the statements you make in his behalf.

11-PT-1

Very truly yours,

(Signed) Cato Sells

Commissioner.

Mr. Wilson L. Gill,

501 W. Mt. Pleasant Ave.

Mt. Airy, Pa.

American Patriotic League

TO PROMOTE MORAL AND CIVIC TRAINING IN ALL SCHOOLS

INCORPORATED UNDER LAW OF CONGRESS, 1891

Independence Hall, Philadelphia, Pa., U. S. A.

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New York, October 30, 1913.

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

Personal

My dear Sir: I hear that "charges" have been preferred against Mr. Whitwell, principal teacher at Carlisle. I do not know what they are, but wish to say the following of him:

I visited the school officially four times, twice spending a month there. My business was chiefly with and through him. His spirit and his work were uniformly excellent.

After a conversation between the Superintendent and Mr. Abbott, the former seemed to think it good policy to defeat the work I was doing for the Government. At once, in this connection, Mr. Whitwell's loyalty to the Commissioner, to the children and his own consciousness of right was antagonized by the Superintendent.

Under these circumstances, it would probably be utterly impossible for any course of human action to be invulnerable, and "charges" of whatever nature by the Superintendent, should be, on general principles, regarded as complimentary to Mr. Whitwell.

Very respectfully yours
Wilson L. Gill

Over

P.S. While I wish this letter
to be read first by you,
Mr. Telle, you are quite
at liberty to do with it
whatever you may please.

W. T. G.

Ed. Emp.
123559-13
B C H

MAR 20 1914

Handwritten marks and scribbles in the top right corner.

Mr. John Whitwell,

Through Supr. in Charge Carlisle School.

Sir:

In accordance with Office letter to you of November 25, 1913, you are hereby transferred from the position of Principal Teacher at \$1440 a year at the Carlisle School, Pennsylvania, to the position of Assistant Superintendent and Principal at \$1500 a year at the Cushman School, Washington, and should report for duty to Charles E. McChesney, Supervisor in Charge, some time between May 1 and 10, 1914.

Unless it is necessary to employ temporarily in your present position immediately, you will be carried on the rolls of the Carlisle School for the time required for you to reach your new field of duty, and the Officer in Charge of the Cushman School will notify the Officer in charge of the Carlisle School of the date of your arrival there.

Respectfully,

(Signed) Cato Sells

Commissioner.

5-RSH-18
Copy to
Carlisle &
Cushman Schools.

Carbon for Indian Office.

E-Emp.
123359-13
J H D

NOV 25 1913

EOM

Mr. John Whitwell,
Principal Teacher,
(Through Supt. Carlisle School.)

FOR FILE

Sir:

You have been charged by Superintendent Friedman "with making an unwarranted abusive and insubordinate attack on the Superintendent in his office", and "calling him a dirty skunk", also with unsatisfactory work and dereliction of duty.

In your answer to these charges you submit a letter which you had written to Supervisor Peairs the day after the difficulty in the Office, giving your explanation of it.

From this letter it appears that this act of insubordination is the culmination of a long series of complaints of unjust treatment on the part of Superintendent Friedman, which you allege hindered your successfully carrying on the work of Principal Teacher, and which hindrance was done by him through ignorance or malice; and that while in his office discussing the arrangements proposed for the High School debate you charged him with ignorance or malice towards your work and among other things said "that he was a dirty skunk." On Mr. Friedman's

calling from the adjoining room his stenographer, Miss Rice, you repeated the charge.

The Superintendent submits an argument and record in support of his charge of incompetency, while you answer it by a reference to your record, taking up the points wherein it was claimed that you had not measured up to the full standard of efficiency required.

The Superintendent of the school is responsible for its details and management, and while holding that position is entitled to the respect and courteous treatment of every employe. You admit that you charged your superior officer with ignorance and malice, and denounced him as a skunk.

This undignified expression of opinion towards your superior officer was a serious lack of self-control and showed an irritability which might under other circumstances mean your relief from the Service, but on account of your long service, you will be transferred to another school as soon as a vacancy can be found, as it would be subversion of discipline and a destruction of administrative efficiency to retain you at Carlisle when you entertain such opinions of your superior officer.

I have not entered into a discussion of the other phase of the Superintendent's charge, as a decision

on it involves a more extended consideration than is warranted by this case, your unseemly language being sufficient for proper action.

The personal element you have injected in the case of Superintendent Friedman and Supervisor Peairs has no bearing on this determination to maintain discipline. That controversy and any others bearing upon it will be taken up on the merits. I do not approve your writing to Supervisor Peairs concerning this controversy, as it was one which this Office alone should consider.

I have reached this decision solely on the merits of the unwarranted act of insubordination, wherein you forgot that no matter what real or fancied provocation you may have had, it could afford no justification for your conduct while maintaining the relation of superior and employe as was in the case under consideration.

Respectfully,

(Signed) Cato Sella

Commissioner.

10-31-WJG



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

October 17, 1913.

OFFICE OF INDIAN AFFAIRS
RECORDED
OCT 20 1913
123359

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

Sir:

I am transmitting herewith a copy of my letter to John Whitwell submitting to him charges in accordance with Office letter, together with his reply.

Inasmuch as he mentions certain correspondence, which he has not handed me, I am also transmitting his entire folder as taken from the files of this office.

I do not desire and shall not enter into detailed or lengthy reply to his communication. If desired, each of his adverse statements is easily refuted by the facts and the records. His letters conclusively show two things: First, added evidence that he is incompetent, and secondly, additional information of which I was not previously possessed, showing his disloyalty. This is clearly shown by his letter to Supervisor Peairs herewith enclosed, who it is a well known fact has been working against me and the interests of the Carlisle School for years, part of which is shown in the records in your office, but a fact which is generally known throughout the Service. That Mr. Whitwell has been in league with him is evident.

Joseph + Mr. Peairs

*1140
46*

I desire to reiterate that Mr. Whitwell is incompetent and has been so, and that previous to 1911 when he states he took the students' records, which it is his duty to make out, he did not visit the class rooms or conduct model recitations or observe the work of the teachers as he should, and that since then he has not done it, with the exception of a slight improvement which has been manifest during the present school year.

Mr. Whitwell makes an ambiguous reference to my visit to the school rooms with reference to ascertaining information about how much model teaching he had done in the school rooms, and I simply desire to say that I corroborated at that time a fact which was already well known to me, because not a single teacher in the school building, although some of them have been here during the entire six years since he has been here, could say, or did say, that he had ever taken a class himself to indicate proper methods of teaching, or to spur on the students. The daily outlines cannot afford information of a real character about the teachers' handling of students, nor of the matter here mentioned. This is a fundamental duty of a principal teacher, of vital consequence to the work, and one which he has always neglected.

It is further evidenced from his letter that his disloyalty has extended in other directions, and that he has aided two sentimental and emotional women in town by the

name of Richards, who it was found necessary to keep away from our boys, (See letter to R. A. Richards) who since, I have been informed, have been carrying on a campaign of unfair and unwarranted criticism of both myself and the school, acting in league with former Superintendent Pratt, who has opposed the administration of every Superintendent since his relief. The campaign by these people is absolutely without the endorsement of a reliable citizen of the town. The best citizens in every walk of life are friendly toward the administration of the school.

Mr. Whitwell's letter further shows how seldom he has been detailed to other duties, a fact made necessary because of his objection at any and all occasions to work. As the Principal Teacher he should have been of great assistance to me, but whenever he was given any work of jurisdiction such as heretofore in matters of discipline or in the religious instruction, his conduct of it has been so unsatisfactory by virtue of lack of supervision, that he has allowed it to deteriorate, and for the protection of both myself and the school, I had to relieve him of it.

This year since the line of his work has been thoroughly drawn, discipline has never been better and the religious work of the school is carried on with tranquillity and good results. His comment on the study hour needs only to be compared with the correspondence with your Office, and is a clear

indication of this man's entire attitude with reference to the welfare of the school. He was always against it. Whenever a matter was to be improved and meant a little additional work, he was immediately and disagreeably against it. The instructions to Mr. Stauffer, who has had to do a tremendous amount of his work each summer for several years, and who has done it unselfishly and without a thought for gain, and to Mrs. Foster, both of whom are advisory members of literary societies, is enclosed herewith, and was sent so that these arrangements could be made thoroughly and satisfactorily.

The important matter, however, is that Mr. Whitwell acknowledges his insult in his letter, which is full of purposeful misstatements. The most conclusive evidence of the condition of the Carlisle School is the Carlisle School itself. Every Commissioner has visited it repeatedly and spent days at a time going into its work. The reports of such officials as Major McLaughlin, Inspectors Holcombe and Murray, and Special Agent Brown, the^{two} latter of whom have visited the school within the past six months, are, of course, in your Office.

In conclusion I simply desire to make mention of one item, and that is his remarks about the administration of W. A. Mercer, as Superintendent of the Carlisle School. I know from first hand information that Major Mercer was friendly toward him and treated him with every consideration and kindness, and when the former resigned he gave Mr. Whitwell

a letter to Mr. Leupp, then Commissioner, recommending him for the place. I believe Mr. Leupp made some inquiries on his own account at that time including the writing of a letter to H. B. Peairs, Superintendent at Haskell Institute, which is probably on file, and decided Mr. Whitwell was not available. Under all the circumstances, and regardless of what may be thought of Major Mercer's work here, Mr. Whitwell's gratuitous slur on his administration has distinct meaning.

While a catalogue of details could be submitted to show this man's incompetence, I have refrained from so doing because the main charge against him is his insult and disgraceful speech.

Very respectfully,



Superintendent.

MF:SR



October 14, 1913.

Mr. John Whitwell, Principal Teacher:

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

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

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

Very respectfully,

MF:SR

Superintendent.

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

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



Dear Sir;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

abolished.

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

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

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

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

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

and what means more some of his work is direct opposition to the kind of training which we all agree is of more value than any other-moral training. I enclose copy of a letter written me by Mr Stauffer regarding Mrs. Lovewell, and another copy of Mrs. Lovewell's reply to this letter together with a copy of the program then under question also a copy of a song given at a literary meeting.

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

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

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

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

IV. "That you have not visited the class rooms , as you should, and given instruction to the students or properly observed the work of the teachers." Visiting class rooms:- Up to the time of my detail to the Financial Clerk's office in July 1911, I found time to visit

the class rooms as often as was necessary. Since then and until recently I have found it extremely difficult to find time even to visit the rooms of new teachers. The latter I have made a point to visit whenever possible. The Superintendent evidently forgets or does not know that each teacher prepares a daily programme (I enclose samples)- that these are sent to the Principal Teachers' office, and that the work as a whole can be much better supervised in this way than by trying to visit seventeen different rooms with the same object in view. As to instructing the pupils, the work of the Principal Teacher here has never included teaching in the class rooms.

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

V. "Until I undertook to^{re} organize your work during the past summer, it was constantly growing worse instead of better."

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

As to written instructions, I am forwarding under separate cover all the written instructions I have received from the Super-

intendent during this period. The Superintendent has a copy of them. To the man who knows they speak for themselves.

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

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

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

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

Theo. Supt. Friedman

*Very res. respectfully
John Whitwell
Open Teacher*

DEPARTMENT OF THE INTERIOR,

INDIAN SCHOOL SERVICE.

OFFICE OF THE SUPERINTENDENT.

CARLISLE, PA.

OFFICIAL BUSINESS.

Penalty for private use, \$300.

For

The Commissioner of Indian Affairs

Thos. Supl. Friedman

Principal Teacher,
Carlisle Indian School,

Oct. 8, 1913.



the part of Superinten-

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

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

Principal Teacher,
Carlisle Indian School,

Oct. 8, 1913.

Supervisor H. B. Peairs,

Indian Office, Washington, D. C.



Dear Sir:

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

1. My treatment when I reported as to conditions at Athletic Quarters during the quiet hour. I believe Supervisor Pierce and Mr. Carter can explain this.

2. The refusal of the Superintendent to support me in refusing to approve of requests for boys to visit girls at Girls' Quarters.

3. The ignoring of my suggestion made at a meeting of all employees, that we follow the old rule of the school and keep boys and girls apart as much as possible.

4. Ignoring my repeated assertion in the face of immorality that the highest test of the school is its result in moral training.

5. My refusal to approve of a certain boy visiting a certain girl

at the hospital at the request of Miss Guest. Superintendent Friedman suggested over the phone that I had better approve of it so that he would not have to go over my head. I still refused.

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

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

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

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

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

9. My attitude of withholding endorsement or approval of matters concerning the school which have been exaggerated or misrepresented.

There has been an unlimited amount of such matter. Past issues of the Red Man and Arrow will prove this.

10. My challenging the assertion on the part of the Superintendent at a faculty meeting, to award diplomas, - that there was no difference between a pupil teacher and a teacher. He said the difference was one of tweedle dee or tweedle dum. Such assertions naturally discount the excellent work done in the training of pupil teachers

in our Normal Department, a work which has always been a strong factor in Academic work. As in other cases the assertion was clearly due to malice or ignorance.

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

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

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

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

15. Two weeks ago I commenced to follow that part of the Commissioner's letter of instructions in "Citizenship" which suggests using the following topics at opening exercises: "Obedience, Cleanliness and Neatness," etc., Last week I received a three*page letter of instructions regarding Chapel Exercises which provided for nothing but what

had already been done except as regards the leading of the singing, but which did order the elimination of recitations by pupils from the higher grades, such recitations being specially selected for the moral lessons they contained. As regards the music, the director of music is to lead in person. This he did on Monday last while the superintendent was present, he selected for singing one of the hymns forbidden by the Indian Office regulations.

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

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

16. I wish to state here that while the preceding incident and many similar ones have made my position here a very trying one I still had hopes that I would be able to do just what I have always done in the past and pull through without having to defend myself, but the following incident which happened yesterday made it impossible for me to longer remain silent and at the same time preserve a spark of manhood or honor. Last year at my suggestion

a series of debates was carried on between our literary societies and Carlisle High School students. Superintendent Wagner of the city schools, Superintendent Friedman and myself met at Supt. Friedman's residence and arranged the details. The Principal Teacher at Carlisle has always had supervision of the Literary Societies and weekly reports are sent to him by the official visitors.

The debates passed off very satisfactorily and the results justified our planning for another series of debates.

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

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

As I was then planning for another debate which is to take place Saturday evening between members of our different societies, I asked if he had sent out instructions in regard to this too; he said the head of the department would do that. I asked him why the head of the department should not do as had been done before and attend to the other debate or at least be notified that his services were not needed; he made no direct reply. I told him I could not go on with my work under such conditions- that I wanted to charge him right there with malice or ignorance so far as his attitude toward my work is concerned

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

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

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

Very respectfully,

John Whitwell

Supt. Friedman :

*This is for transmittal to the
Commissioner of Indian Affairs as part
of my evidence on the charges you made.*

Oct. 17, '13

*Very respectfully
J. Whitwell*

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

The Commissioner of Indian Affairs,

Washington, D.C.

Dear Sir:

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

Very respectfully,

John Whitwell
Principal Teacher.

OFFICE OF INDIAN AFFAIRS
RECEIVED
OCT 18 1913
122930

59-

Prof

Mr. Deitch

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

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



Dear Sir;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

abolished.

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

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

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

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

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

and what means more some of his work is ⁱⁿ direct opposition to the kind of training which we all agree is of more value than any other-moral training. I enclose copy of a letter written me by Mr Stauffer regarding Mrs. Lovewell, and another copy of Mrs. Lovewell's reply to this letter together with a copy of the program then under question, also a copy of a song given at a literary meeting.

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

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

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

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

IV. "That you have not visited the class rooms, as you should, and given instruction to the students or properly observed the work of the teachers." Visiting class rooms:- Up to the time of my detail to the Financial Clerk's office in July 1911, I found time to visit

the class rooms as often as was necessary. Since then and until recently I have found it extremely difficult to find time even to visit the rooms of new teachers. The latter I have made a point to visit whenever possible. The Superintendent evidently forgets or does not know that each teacher prepares a daily programme (I enclose samples)- that these are sent to the Principal Teachers' office, and that the work as a whole can be much better supervised in this way than by trying to visit seventeen different rooms with the same object in view. As to instructing the pupils, the work of the Principal Teacher here has never included teaching in the class rooms.

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

V. "Until I undertook to^{re} organize your work during the past summer, it was constantly growing worse instead of better."

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

As to written instructions, I am forwarding under separate cover all the written instructions I have received from the Super-

intendent during this period. The Superintendent has a copy of them. To the man who knows they speak for themselves.

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

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

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

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

Very respectfully,

John Whitwell
Principal Teacher.



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

October 14, 1913.

Mr. John Whitwell, Principal Teacher:

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

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

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

Very respectfully,


Superintendent.

MF:SR

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

The Commissioner of Indian Affairs,

Washington, D.C.

122930-13

Dear Sir:

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

Very respectfully,

John Whitwell

Principal Teacher.

Property Committee

C. M. LIGGETT
S. M. GOODYEAR

Books and Supplies
Committee

S. M. GOODYEAR
JOHN M. RHEY

Finance and Audit
Committee

JOHN M. RHEY
T. GROVE TRITT

School District

of the

Borough of Carlisle, Pennsylvania

MILLARD F. THOMPSON, President

S. M. GOODYEAR, Secretary

C. M. LIGGETT, Treasurer

JOHN C. WAGNER, Superintendent

Grading and Transfer
Committee

MONTGOMERY P. SELLERS
A. M. GHER

Discipline Committee

A. M. GHER
C. M. LIGGETT

Teachers' Committee

T. GROVE TRITT
MONTGOMERY P. SELLERS

122930-13

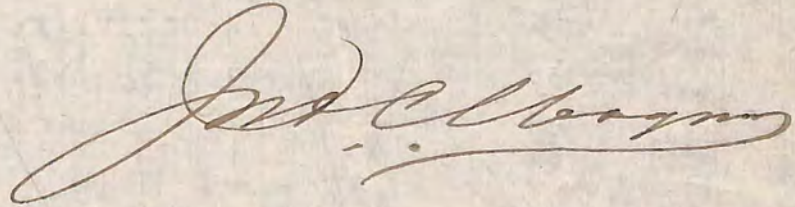
Oct. 16, 1913.

Prof. John Whitwhell,
Indian School,
Carlisle, Pa.

Dear Mr. Whitwhell:

I would like to talk over the
subject of our school debates further with you
sometime at your leisure.

Very truly yours,



W/C.

The Commission of Indian Affairs
Washington, D.C.

Dear Sir: Please pardon this unbusinesslike method
of forwarding this letter, but as it bears directly
on the matter which forced me to protest to the
Supt. and as it shows the need of my services
in this matter in spite of what has been done
to take it out of my hands I felt compelled
to take this opportunity to enclose it.

Very respectfully
J. Whitwhell

Oct. 17, 13

Weekly Outline of Departmental Work in *Geography* *Physiology*

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Instructor *H. M. McLowell* Room 13

Week ending Oct. 3, 1913.

Freshman Class.

- Mon. Phys. Reasons why we should not use alcohol. ^{Oral}
Tues. Geog. U. S. Products. Cats, Tobacco
Wed. Geog. " " " Forest.
Thurs. Geog. " " " Fruits.
Friday. Phys. Reasons why we should not use alcohol - Written

Sophomore Class.

- Mon. Phys.
Tues. Geog. Dependencies of United States.
Wed. Geog. Dominion of Canada. } People
Thurs. Geog. " " Products, Cities. } Climate
Friday Phys. Broken Bones. Sprains. Hygiene of Bones. } Surface

Junior Class.

Physical Geography

- Mon. Seasons - Change of Temperature.
Tues. Wind Belts. Lands under what wind Belt?
Wed. Westerly Winds " " N. W.
Thur. Humidity, Dew, Frost, Fog.
Friday - Storms.

Senior Class.

Commercial Geography

- Mon. Paper-making, Flax and Other Fibers.
Tues. Importance of the Wood Crop.
Wed. Trade in Lumber
Thurs. India Rubber, Quinine, Cork.
Friday. Coal - Greatest Producers,
By-Products.

U. S. INDIAN INDUSTRIAL SCHOOL

CARLISLE, PA.

OFFICE OF INDIAN AFFAIRS
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DATE Oct. 15 1913

NUMBER OF ROOM normal

TEACHER L. E. Kauf
Grades 1' 1" 2' 2" 3'

PROGRAM FOR THE DAY

No enrolled - 109

Fill these blanks in the morning before school, and send to the Principal's office.
 Let your statement be definite as to lessons for the day and purpose of each.
 Teachers must be in their respective rooms at least ten minutes before the first A. M. school bell rings.

MORNING SESSION

AFTERNOON SESSION

| | | | |
|-----------------------|---|--|--|
| | | LANGUAGE of Written Lan. | |
| ORAL | { | Word + Phrase drills - Preparatory to reading drills | |
| WRITTEN | | Sentence Building. Drills on use of capitals in Proper names | |
| READING OR LITERATURE | | and use of period in Mr. + Mrs. | |
| SOUND OR SPELLING | | Drills continued | |
| | | Oral + written continued. | |

MATHEMATICS

ARITHMETIC Oral + Written drills in add. sub. mul. + div.
 FORM from 2's to 8's tables - according to grade.

SCIENCE

| | | | |
|-----------|---|--|--|
| | | In connection with reading, oral + written | |
| GEOGRAPHY | { | Language + spelling | |
| NATURE | | | |

PHYSIOLOGY
 PHYSICS
 AGRICULTURE

CIVICS

HISTORY
 CIVIL GOVERNMENT

GENERAL

WRITING In connection with written lan.
 DRAWING
 SINGING Has

Use a few minutes each session for relaxation. Watch the temperature and ventilation. When class is listless, the air is bad invariably.

Samples of
Teachers' Programs
Daily and Weekly



October 3, 1912.

Mr. Whitwell, Principal Teacher,

My dear Sir:

I wish to protest against any so-called musical numbers' being presented in the future, by certain of our teachers for our school entertainment programs. I think there have been sufficient examples of these in the past year to warrant my action in this matter and our last entertainment had a number which was no exception. If there were no music department in the school, such numbers would have to be tolerated, but, since there is such a department and I as head am and want to be held responsible for anything which is done by that department, I believe I am justified in making this protest.

Trusting this will have your earnest consideration and action,

I am respectfully yours,

(signed) C. M. Stauffer

Given under the direction of C. M. Stauffer at a literary meeting.



All Alone

Hello, Central, Hello Central, give me 603.
Please don't keep me waiting here,
Want to talk to Georgie dear.
Hello, Georgie, Hello Georgie, goodness Gracious me,
Well now at last I've got you, dear, this is your Marie.
I've been trying hard all day to get you on the
phone to say: I'm

Chorus:

All alone, all alone, nobody here but me.
Parlor's nice and cosy. Everything is rosy.
We'll have lots of hurry up and get there honey.
Take a car, it's not far; my time is all my own.
Hurry up, there's something missing,
We'll have lots of kissing.
Pa and Ma have left me all alone.

Hello Georgie, Hello Georgie, can't come out tonight.
I don't want to see a show.
Dinner? Goodness gracious no,
Do not coax me; it provokes me, nothing you can say
Will get me to come out tonight, home I'm going to
stay.
Want you to come right up here and show me how you
love me, dear.

Chorus:

All alone etc.,

P.S.
On the evening in question the
Musical Director gave
"Flag of the Free"
and
"Nestling 'Nestle the Mountains Blue."

In reply to Mr. Stauffer's letter



Carlisle, Penna., Oct 23, 1913.

Mr. J. H. Whitwell, Principal Teacher,
Carlisle, Penna.

Dear Sir:

If the enclosed letter had been a personal one, I should have ignored it, but as it comes officially, it becomes my duty to reply.

The entertainment in question, having temperance for a theme, was ordered by the Indian Office.

It has always been my custom to put as many pupils on the stage as I could arrange for conveniently, regardless of the work it made me, in order to give them the drill, and help them to acquire the confidence they so much need.

At this entertainment, one of my pupils recited "A Signboard", followed by a musical number entitled, "Have Courage, My Boy, to Say No," which was sung by a quartette of boys. This is the "so-called musical number" that the musical director ridicules. What did he furnish along the lines of temperance? Herewith is the program.

I beg to call attention to the fact that the "so-called musical number" was the only one encored, and I am pleased to say that many of the employees have congratulated me at this time as well as on previous occasions. I think our Superintendent and you will recall having commended me

r
on several occasions.

However, to prevent the recurrence of such action on the part of Mr. Stauffer, I will give only recitations in the future, if this meets with your approval.

I should like to ask if a number presented by the musical director on a previous occasion would bear comparison with mine. I herewith submit copies of both songs and ask your opinion as to which would be of more benefit to the Indian child.

I have never presented a number but that would help to raise the moral standard of the school, for I have the Indian at heart.

Very respectfully,

Emmal Lovell

given by Emma C. Lovvorn



Have Courage my Boy to say No!
You're starting my boy on life's journey,
Along the Grand Highway of life;
You'll meet with a thousand temptations
Each city with evil is rife.
This world is a stage of excitement,
There's danger wherever you go;
But if you are tempted in weakness,
Have Courage my boy to say No!
Chorus

Have courage, my boy, to say no!
Have courage, my boy, to say no!
Have Courage, my boy, Have Courage, my boy,
Have courage my boy to say no!

Be careful in choosing companions
Seek only the brave and the true;
And stand by your friends when in trial,
Ne'er changing the old for the new;
And when by false friends you're tempted
The taste of the winecup to know,
With firmness, with patience and kindness
Have Courage my boy to say no!

Mr Stauffer's letter.
Mrs Lovewell's letter,
The Program
The Songs.



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



May 26, 1913.

Miss Moore:
Through Mr. Whitwell.

1. Since you have been regularly appointed to the position of business teacher, it will, of course, be necessary for you to be guided by the same regulations governing other teachers. While it is not absolutely essential that you live on the grounds, you will take your turn regularly in all matters such as study hour, acting as chaperon at various times, etc.

2. You have ^{not} been giving regular instruction in business practice, correspondence, etc., to the students of the four upper grades, known as the departmental grades. This will be expected of you, and in conjunction with Mr. Whitwell, you should immediately plan your work so that this can be done, beginning the first of the school year. I consider this the most important part of your work.


3. In this connection you are also informed that the number of students in the business department will probably be decreased, because of the inauguration of more careful rules for the entrance of new students. All students who are not graduates of this school will be given an examination to test their fitness for entrance in the business

► Miss Moore, #3.

department, and we shall not, as in the past, accept certificates from other schools. This is done for the reason that many of the students who have brought certificates who are now in your department have had very poor preparation, or are too young for the work connected with the business course.

4. In connection with Mr. Whitwell, you will also take up the matter of weeding out from among the students who are now in your department those with insufficient preparation. All this should be done without delay and your work should be so planned so that at the beginning of the regular school work the first part of September, classes may be conducted as herein outlined.

Very respectfully,


Superintendent.

MF:SR

Department of the Interior,
OFFICE OF INDIAN AFFAIRS.



The Arrow of Sep. 5. 1913

OFFICE OF INDIAN AFFAIRS
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The Carlisle Arrow

A WEEKLY NEWSPAPER EDITED AND PRINTED BY THE STUDENTS OF THE UNITED STATES INDIAN SCHOOL

VOLUME X.

CARLISLE, PA., SEPTEMBER 5, 1913.

NUMBER 1

Indian Boys and Girls in Summer Camp

"Camp Sells" Given as a Reward For Faithful Work Done During the Hot Summer Months—Much Good Predicted as the Result.

The students of the Carlisle Indian School are to enjoy the advantages of camp life in the mountains for the next three weeks, says the Carlisle Herald of August 11. Superintendent M. Friedman has decided to give the Indian boys and girls this outing as a reward for faithfulness and excellent work done during the hot summer months.

He reports that they have worked hard during this time, when most young people are enjoying a vacation, cultivating the two large school farms which are this year yielding a record crop, running the dairy and vegetable gardens, as well as effecting many needed repairs to the buildings and school property.

Such a vacation has never before been conducted for the Indian students, but from the enthusiasm with which the idea has been received by the young people, added to the natural love which the Indians have for outdoor and camp life, the innovation is bound to be a success.

A MODEL CAMP

A beautiful spot has been selected at Pine Grove Furnace, with a healthful water supply, and a complete camp has been fitted out. It has been named Camp Sells, as a compliment to the new Indian Commissioner.

The students have been divided in three groups, two of boys and one of girls, and each party will spend an entire week in camp. Daily supplies will be sent to camp, and nothing toward making it a success has been left undone.

The School faculty is convinced that the outing will refresh and rejuvenate its large family and put them on edge for a most successful

school year beginning September 2. The first group of students left for camp this morning.

The following orders covering the camp have been issued:

A summer camp for pupils is established at Pine Grove Furnace, Pa.

Fifty boys selected by the Disciplinary of Large Boys' Quarters and the Assistant Disciplinary of Small Boys' Quarters will leave the school on Monday, August 11, and on Monday, August 18, these 50 boys will return and 50 other boys will leave school at 11:30 a. m. for Camp Sells. On Monday, August 25, the boys will return and 40 or more girls will leave at 11:30 a. m. for Camp Sells, who will return on September 1.

Mr. Denny, Assistant Disciplinary, will have charge of Camp. He will report to the Quartermaster for provisions and supplies that may be required. Mr. Clement Hill will assist Mr. Denny. Boys will be provided with supplies from quarters as follows:

Three blankets; 3 towels; 3 check shirts; 2 night shirts; 2 undershirts; 2 pr. drawers; 2 pr. hose.

The matron will be in charge of the girls. Mr. Weber, engineer, will chaperon the camp.

GENERAL NOTES OF SCHOOL AND STUDENTS.

An interesting letter from Estella Bradley tells of the attractions of Miss Edge's home at Downingtown, where she and Sylvia Moon are staying.

Rose Simpson Bigfire writes from Winnebago that she likes her new home, but has not forgotten her Carlisle friends, and sends remembrances.

Miss Dabb, the General Secretary of the Y. W. C. A. for Indian work, writes: "Thank you very much for the photograph of the Y. W. C. A. girls. It is up on the bulletin board at National Headquarters."

New York Indians Need Education

Graduates of Thomas School Will Enter Carlisle in the Near Future.

Supt. M. Friedman delivered the address to the graduates at the closing exercises of the Thomas Indian School, of Iroquois, N. Y., at the end of June. The Thomas School is the largest Indian School in New York, and is supported by the State. The commencement exercises were held on the campus in order to accommodate the crowds, and there were hundreds of Indians present from nearby reservations and from the surrounding towns, as well as Buffalo. After the exercises a delightful reunion of Carlisle graduates and returned students was held. Many were there with their families.

Superintendent Friedman reports that most of the Thomas graduates will enter the Carlisle School this fall, as will also a large number of young people from New York reservations.

The New York Indians are sadly in need of education and training, and Dr. Friedman is convinced, after an extensive trip over the Cattaraugus Reservation, that it will be many years before these Indians can dispense with the Federal schools. He visited the homes of more than a score of Carlisle graduates and returned students, and found their farms better cultivated and their homes more commodious, better furnished, and neater and cleaner than those possessed by Indians who were uneducated. All of the Indians who have been away to school have embraced the Christian faith.

While in New York the Superintendent had a nice visit at the home of Bemus Pierce, the former football star, who has one of the best homes on the reservation and three nice children. Bemus is holding a responsible position with a large business establishment in a nearby town. —*The Evening Sentinel, Carlisle, Pa.*

SUPT. FRIEDMAN RECEIVES DEGREE.

University of Pittsburgh Honors Carlisle Man and Commends Work of Indian School Head.

M. Friedman, Superintendent of the Government Indian School here, has returned from Pittsburgh, where, at the annual commencement exercises of the University of Pittsburgh, he had conferred upon him the degree of "Litt. D." or Doctor of Letters. Mr. Friedman was one among seven who were honored with degrees.

The exercises were held in the Soldiers' Memorial Building, one of Pittsburgh's large auditoriums, with thousands of persons present. In presenting the degree, Dr. Holland, head of the Carnegie Museum, praised highly the work of Mr. Friedman in the Philippines, where he established industrial training in the insular schools under the direction of the United States Government. The speaker also commended Mr. Friedman's work as superintendent of the Indian School at Carlisle, and declared that he is one of the leading educators in the country.

Dr. Holland's speech was warmly seconded by Chancellor McCormick, of the university. Over 300 students received diplomas at the exercises. —*Carlisle Volunteer.*

Superintendent Friedman Honored.

Hon. M. Friedman, Superintendent of the Carlisle Indian School, has returned from Pittsburgh, where, on June 18, he was honored by receiving the degree of Doctor of Letters (Litt.D.) from the University of Pittsburgh.

Chancellor McCormick, in presenting Mr. Friedman, referred in very complimentary terms to his educational work in the Philippines, among the Indians of the Southwest, and at Carlisle. Mr. Friedman was one of seven prominent men to receive degrees.

Carlisle congratulates Dr. Friedman on his reception of deserved honors. —*Carlisle Sentinel.*

New State Road Along School.

During the summer the State highway department rebuilt the Harrisburg pike, which runs from Carlisle to Harrisburg and from there on to Pittsburgh.

This was a welcome improvement to the Indian School, as the school's

large farm is located on each side of it for quite a distance, and traffic is now much more pleasant.

The road is of the most improved construction, carefully crowned, and built of broken stone rolled solid with a steam roller.

The front entrance to the school campus opens up on this pike.

PERSONALS ABOUT EDUCATIONAL LEAVE.

Miss Reichel summered at her home at Meadville, Pa. Her educational leave was spent at Allegheny College, near that place, where she took a special course in history.

Miss Wilson spent her vacation visiting "home folks" at Imperial, Pa., and in storing away knowledge for future reference at New York's famous Chautauqua, where she specialized in grammar-grade methods.

Mrs. Lovewell and Miss Hagan summered at their respective homes in Virginia, the former at Vienna, and the latter at Paeonian Springs. They both passed the two weeks of their educational leave studying at the Teachers' Institute at Luray in that State.

Mrs. Foster spent the greater part of her vacation with her son in Washington, D. C., where she was joined the latter part of the summer by her daughter, Eva. During her educational leave she took a course in English and mathematics at Strayer's Business College in Washington.

Mrs. Dietz sojourned at Chautauqua, N. Y., where for the two weeks of her educational leave she studied designing and arts and crafts. Mr. Dietz journeyed to Wisconsin, where he remained for awhile, after which he went to Booth Bay Harbor, in Maine, where there is quite a colony of artists. While there he studied methods of teaching.

Miss Kaup and Miss Case, of the academic force, spent their educational leave at the summer school at Mt. Gretna, Pa. Miss Case studied grammar-grade methods, English literature, and history; Miss Kaup took up primary methods, nature study, and elementary agriculture. Miss Kaup spent the remainder of her vacation with her brother at Tamaqua, in the anthracite-coal regions of Schuylkill County, Pa.

SCHOOL RECLAIMS WASTE GROUND.

Intensive Methods of Gardening for Indian Boys and Girls.

The vegetable garden belonging to the Carlisle Indian School, comprising six acres, which lie in the low flat west of the school campus, is an excellent example of what can be done with a low, marshy piece of waste ground.

This strip up until three years ago yielded nothing but plague of mosquitoes and was the cause of unhealthful odors. It was grown up in weeds and brush, and during certain portions of the year was flooded with water.

A little over three years ago the school authorities decided to drain this land and utilize it for a vegetable garden. A small beginning was made by starting some of the vegetables during the winter months in the greenhouse, and in some hotbeds, and these were later on in the spring transferred to the garden.

The first summer was such a success and the ground proved so fertile and desirable that each year an additional part was drained and reclaimed until now the entire area is under cultivation and presents one of the most flourishing truck gardens in the valley. Sufficient green vegetables are raised here for the students' use, and there are several crops each season. Each winter the ground is manured with prepared manure from the school barns.

During the past year a great deal of limestone rock has been removed from the surface, and the whole eastern edge of the field graded and terraced, and put in grass. About sixty pines and cedars have been planted along the road to act as a wind shield for the greenhouse.

The following vegetables are raised in abundance: Peas, beans, cabbage, cauliflower, sweet corn, sweet potatoes, tomatoes, beets, radishes, onions, cucumbers, turnips, lettuce, and squash.

The garden has afforded excellent instruction to the Indian boys in careful, intensive methods of gardening, and, from time to time, the girls have also had practical training here for future application at their homes.

Resolve to perform what you ought; perform without fail what you promise. —*Benjamin Franklin.*

LIVING MADE WORTH WHILE.

I live for those who love me,
For those who know me true,
For the heaven that smiles above me,
And waits my coming, too;
For the wrongs that need resistance,
For the friends that need assistance,
For the future in the distance,
And the good that I can do.

—*G. L. Banks.*

SCHOOL - ROOM COMMENTS.

It does seem like getting back to our own homes when we get back to old Carlisle; so let us all resolve to do our best this term.

Nothing seems more inspiring than after having spent a most enjoyable vacation, to return to school finding everyone so happy and ready for a good year's work.

The Junior Class had an "experience Meeting" at the opening of school, each telling of their summer outing and the experiences with which he came in contact.

School opened Tuesday with a full corps of teachers and well-filled class rooms. After a delightful vacation, everyone is ready for work and everything augurs well for a year of good, solid labor.

The school calender is eagerly read by employees and students as it outlines clearly the duty of each individual during the year. The latest issue presents new features and amended rules which are sure to promote added interest and attain to better results than ever before in both the academic and the industrial work.

The return of the Outing students from their summer homes is always an event at Carlisle, and this year was no exception to the rule. For several hours before the arrival of students the whole campus seemed charged with pleasurable excitement. The girls came first, as they are also the first to leave in the springtime. It is a genuine "home coming," and Carlisle is never so happy as when welcoming back to the "mother home" her Outing boys and girls.

A Busy Summer for Painters.

The painters have been very busy during the vacation and accomplished a tremendous amount of work. Besides blue-washing all the buildings, most of the roofs were painted, as

well as all floors of outside porches. Extensive work was done on the outside and inside of a number of buildings, and things freshened up generally on the campus. Some of the more important work done by this department is described under the description of improvements in several buildings.

The instructor in this department, Mr. Chas. H. Carns, is an expert in all branches of painting, an excellent teacher, and an efficient employee.

MRS. FOSTER TO GUIDE THE Y. W. C. A.

After careful search and deliberation, Mrs. Emma Foster, senior teacher at this school, has been selected to act as advisory secretary to the Young Women's Christian Association.

Mrs. Foster is a woman of culture and refinement and of strong Christian character. She has an attractive personality, is optimistic, and is loved and respected by every student. Widely read, and of good address, it is felt that she is eminently fitted for the work and will make it successful.

Mrs. Foster has been a member of the school faculty nearly ten years. Previous to coming to Carlisle, she was a teacher in several western Indian schools, where she looked after the interests of the Y. W. C. A. She is thus keenly and sympathetically familiar with the home conditions and needs of our students.

He who does not strive after something with eagerness, finds everything burdensome and tedious.

—*Lord Francis Bacon.*

Represents the Indian Race at Missionary Exposition.

In "The World in Chicago" missionary exposition recently held during the summer at that city, the Indian field was represented by John J. DeMott, of the Presbyterian Board of Home Missions, and two young Sioux from Sisseton Reservation—Jesse Wakeman and Amos One Road—who wore the feathers and embroidery of the most princely costume of their forefathers without concealing in the least the polite cultivation of their education at Carlisle. Jesse Wakeman was one of our active workers at Carlisle.

SCHOOL BUILDING MADE READY.

During the summer the Academic Building was thoroughly cleaned and renovated. All the floors were cleaned and oiled, and the building generally put in tip-top condition. The two unused and insanitary toilet buildings on either side and in the rear of the main buildings were removed, and the windows which have long been blocked up were restored. This means additional light and ventilation in the two school rooms, as well as a big improvement in the lighting of the large front hallway.

Mr. Stauffer was at work on this building for more than a month with a number of boys early in the summer, and during the latter part of August the teachers completed the preparation of the building for the regular school activities. The result is gratifying, and as a result of this labor the class room work will profit, as well as afford satisfaction to teachers and students.

The painters gave the entire exterior a coat of paint. The brick work was blue-washed and the cornice, window frames, and porches given a lighter coat of paint. A big improvement is the result.

Doing right never hurt anybody; doing wrong always does. —*Garfield.*

SUNDAY EVENING UNION MEETINGS.

The last indoor meeting of the Y. M. and Y. W. C. A. of the season, on June 8, was addressed by Dr. Hutchison, head master of Conway Hall. His earnest talk on the Christian life made a deep impression on the students. The first outdoor service was held on June 15, and was addressed by Mr. George McMillan. He drew some excellent and helpful lessons from nature.

Fitted for Efficient Service.

Miss Helen Eloise Pickard, a Wichita, Indian who obtained her preparatory education at the Carlisle Indian School, was in this year's graduating class of the West Chester State Normal School. She has completed the course with credit to herself and her race. The training which she has received fits her for either public-school work or for the rendering of valuable service to her people in the Government Indian Schools.

The Carlisle Arrow

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

Twenty-five Cents Dearly

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

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

SUMMER SERVICES ON THE CAMPUS.

Very Interesting and Successful—Arthur C.
Parker Among the Speakers.

The Sunday evening campus services which have been conducted at the Carlisle Indian School during the past summer have been most interesting and fruitful of much good.

Members of the school faculty have acted as leaders, and the students entered enthusiastically into the singing and spirit of the meetings. Pearl Bonser played the organ, and Fred Cardin's violin accompaniment was an appreciative and welcome aid at every meeting.

Superintendent Friedman spoke to the students at a number of the meetings, and on two occasions excellent messages were brought by friends from a distance.

On July 30th, Dr. C. A. Watermulder, a missionary of the Reformed Church among the Winnebago Indians in Nebraska, brought an eloquent and helpful message for true accomplishment and right living among the Indians. Rev. Watermulder is an earnest worker and has been a leader in every good movement on the reservation.

On one occasion, Mrs. Friedman gave, in her inimitable way, an inspiring recitation of Longfellow's beautiful poem "The Angel of Prayer."

A strong address, full of splendid advice to his people, was a feature of the meeting on August 3d. Mr. Arthur C. Parker, Secretary-Treasurer of the Society of American Indians, was the speaker. He spoke from an intimate knowledge of the Indian's needs, and pointed out to the students the importance of "service" and "self-help" in working out the salvation of the race.

The meetings were, undoubtedly, the most successful vacation meetings held in years. The following

members of the faculty acted as leaders on successive Sundays:

Miss Reichel, Miss Johnston, Miss Beach, Miss Austin, Miss Knight, Miss Hagan, Miss Sweeney, Mr. Whitwell, Miss Burns, and Miss McDowell.

THE CARLISLE SCHOOL IS PRAISED.

Largest, Best Equipped, and Most Efficient,
Says Rand-McNally.

Rand, McNally & Co. have just issued an excellent and comprehensive geography of Pennsylvania, prepared by Dr. Charles H. Albert.

It contains several references to the Carlisle Indian School, and on page 23 the following complimentary comment is made:

"At Carlisle, Pa., is located the largest, best equipped, and most efficient school for the education of the Indian in the United States."

Visit to Gettysburg Camp.

Those of our employees who took advantage of the holiday on the 4th of July and visited the encampment at Gettysburg did not regret it. The day was pleasant, the two-hours' ride by auto around the battlefield was interesting and instructive, and the visits to the camps of both North and South replete with interest. The veterans were glad to see us and entertained us so well and made our visit so pleasant that we were sorry when the time came to take the train for home.

Carlisle Graduate to Take College Course.

Joel Wheelock, an Oneida Indian, from DePere, Wis., who graduated at the Carlisle Indian School with the class of 1912, and spent last year at Carlisle in the business department, will enter Lebanon Valley College, at Annville, Pa., this fall as a student. Wheelock was a member of last year's football team.

President Gossard of the college conferred with Superintendent Friedman on Monday, August 18, at which time arrangements were completed. Joel's friends at Carlisle wish him a happy and successful college career.

Singing in Church Choir During the Summer.

Our sweet singer, Leila Waterman, is living at West Collingswood, N. J., for the summer and is singing in a church choir there.

IMPROVEMENT OF SUPERINTENDENT'S HOUSE.

Massive Colonial Porch Replaces old Structure and New Walks Added.

A much-needed improvement has been made to the Superintendent's house at the Carlisle Indian School, which was in a rather bad state of repair. The electric wiring was old, defective, and dangerous. The narrow porch in front needed renewal, and the roof, as well as the building generally, needed overhauling and painting.

This is one of the oldest buildings on the grounds, having been in use for many years before the War Department turned the barracks over to the Interior Department in 1879 for educational purposes. Previous to that year it was used as the headquarters of the commandant of the post.

While these improvements have been long needed, they have been delayed until this late date in order to rebuild and improve most of the other buildings on the grounds, used for students' quarters, school purposes, and the industries. Because of their age and the temporary nature of their construction at the time of building, practically every building on the grounds has stood in great need of repairs and alteration to best serve their purpose. A large portion of this work has now been completed, and the buildings have been splendidly adapted to educational purposes.

The repair to the Superintendent's house included rewiring of the entire building, the erection of an attractively planned porch of increased width on the front, improvement of the roof, and the repainting of the exterior of the entire structure. New cement walks were built in front, and much of the campus was graded and the driveway raised and rebuilt.

Carlisle Barracks Historically Remembered.

Among the visitors to the school during the Gettysburg encampment were Mr. A. A. Line, of Carlisle, and Mr. Jas. L. Henderson, of Washington, Pa. Mr. Henderson was stationed at the Carlisle Barracks fifty years ago, when they were burned. He had the honor of sitting on the platform with Lincoln at Gettysburg when the latter made his immortal speech.

EXTENSIVE IMPROVEMENTS MADE TO THE DINING HALL.

Visitors to the school these days would hardly recognize the structure known as the Dining Hall and Domestic Building as the place they had viewed in former years. This is one of the largest buildings on the Campus. It was erected over 20 years ago, and as the attendance of the school increased, several additions have been made. Recently the whole building has been remodeled and extensively improved.

Before the improvements here noted were made the building was in a bad state of repair, with insecure, insufficient, and dangerous electric wiring, fallen ceilings, worn floors, and undesirable interior and exterior planning. In fact, while at the entrance to the grounds and in a conspicuous position, the building was dingy and unattractive.

A large two-story porch supported by massive columns has been added to the front of the building, producing the much-desired colonial effect. Another extensive porch has been added on the north side of the building facing the school entrance, where a large amount of concrete work has greatly improved the basement.

The old belfry has been replaced by a larger one in keeping with the improved appearance of the exterior, and a much larger McNeely bell of fine tone installed.

The interior of the building has been entirely remodeled. In the dining hall a new maple floor has been laid and a metal ceiling with ornamental paneling, which was especially designed for the room, has replaced the old one. Twenty-five chandeliers for groups of incandescent lights have replaced the arc lights formerly used in lighting the large room.

In the kitchen, among other improvements, an asbestos floor has been laid, and an electric dishwasher installed.

Opening inside the front entrance is a broad stairway of artistic design which leads to the second floor. This stairway was constructed in the school shops.

The improvements on the second floor have been planned to extend the instruction in the girls' industries. The whole north side of the second

floor has been entirely rebuilt and divided into eight rooms, which are devoted to instruction in mending, sewing, cutting, dressmaking, drafting, and millinery work. A special position of instructor in millinery and sewing has been created in addition to the corps of instructors already employed. About 40 girls receive instruction in this department each year. These improvements place the work of vocational training for the girl students on a high plane of efficiency.

These new departments are all well equipped, a large amount of new apparatus having been installed. The arrangements for instruction in sewing, dressmaking, millinery work, art work, and kindred branches are now among the most complete in the country.

The School Calendar for 1913-14.

The brunt of the work in the preparation of the Annual Calendar has this year been borne by Mr. Claude Stauffer, our energetic and able Director of Music. There were many conferences in the Superintendent's office between members of the faculty on important dates and changes. These were worked out in detail by Mr. Stauffer. The Calendar has become indispensable and is this year more complete and accurate than ever.

The Indian Office recognizes its value and importance, and it is this year being made an accessory at all Indian Schools.

Hopes to See the Indian in the Ranks of Citizenship.

In forwarding his subscription to THE RED MAN, Mr. Christopher Heydric, a prominent citizen of Franklin, Pa., expresses his interest in and hope for the Indian in the following words:

The addresses of the red men delivered in the experience meeting at the last commencement exercises of your school testify strongly of the improbability of their race, if any evidence on that subject is needed, and justify all the efforts now put forth, whether by the Federal Government or by private associations and individuals for their uplifting, and the hope that the time may not much longer be delayed when the sons of the forest may be permitted to take their place in the ranks of citizenship on quite as favorable terms as does the foreigner who has no higher qualifications than ability to walk to the polls and take a ballot from the fingers of a leader and pass it to the election officers.

HAPPENINGS OF INTEREST FROM CAMPUS AND QUARTERS.

Mrs. Canfield, Miss Albert, and Miss Yoos spent a pleasant two weeks at Rest View, Asbury Park, N. J.

Mrs. Lovewell was visited early in June by her grandson Kermit, who enjoyed his visit very much and was loth to depart.

Lida Wheelock writes that she reached Tomah Indian School, where her father is employed, just in time for commencement exercises. She sends her love to the girls.

Miss Amoretta Fitch, of Cincinnati, Ohio, writes: "THE RED MAN is a continual wonder and delight, and is a proof in itself of the good work being done for the students."

Misses Nelle and Katherine Miller, of Port Allegany, Pa., and Miss Ethel Beck, of Loysville, in the same State, spent a few days at the school in the early part of July as the guests of Miss Rice.

Mr. Kerr and daughter, Esther, of Franklin, Pa., friends of Miss McDowell, visited us during the week of the Gettysburg encampment. Mr. Kerr is a veteran of the Civil War and fought in the battle of Gettysburg.

Miss Meade, daughter of General Meade, who commanded the Union forces in the historic battle of Gettysburg, visited Mr. and Mrs. Friedman on one of the days during the recent celebration of the fiftieth anniversary of the battle.

The Misses Minnie L. and Carrie Hendrick, of New Haven, Conn., were the guests of Miss Case during the first week of July. Mr. Burton Hendrick, the journalist, is a brother of these ladies, the elder of whom is in the art department of the New Haven library.

Mr. and Mr. H. B. Martin, of Vermont, with their son, Mr. Clarence Martin, and their two daughters, Mrs. Hall and Mrs. Dill, were among the visitors during the week of the Gettysburg encampment. Mrs. Martin is a sister of Mrs. Lovewell. Mr. Martin, the elder, who is a Union veteran, told some interesting tales of the great battlefield. This was his first visit to that historic spot since he fought there.

The Printers' Column

Max La Chapelle is a new member of our force. Boys who mean business are welcome here.

As there are quite a few vacancies on the football teams, several print shop boys have already responded to the call for candidates.

Philip Clairmont and George Warrington reported for duty this week. Both are faithful and efficient boys and valuable members of our force.

Charles Roe and Edward Morrin were the "steady" force in this shop during the summer. Both boys spent a week at Camp Sells and report a fine time.

John Gibson, our capable job compositor, spent the summer at Mt. Union, where he had employment and also was a member of Mt. Union Concert Band.

A large amount of work greeted the printers who returned to the shop after the summer vacation. Work means practice for the apprentice and practice makes perfect.

Juan Guitierrez, Lawrence Silverheels, and Fred Sickles were among the printers who returned to the shop after spending the vacation with the "Outers." All look well and contented and are welcomed back.

This office printed the "Roster of Officers" for the Indian Bureau at Washington during the latter part of August. In addition to this the Annual Calendar was gotten out during the same time. These two jobs made our small force many busy days.

Thomas Devine and George Nash are two of our printers who have been employed at their trade during the summer at Lancaster, Pa. That these boys are giving good service is best shown by the request, which has just been received, to have them retained by their employer until December or longer.

A letter has been received by Mr. Brown from Hiram Chase, one of our efficient printer boys, who has spent July and August at his home in Nebraska, stating that he has been employed at his trade for a part of his vacation by the Pender Republic and received excellent wages. Hiram also says he plans on returning to the

school about the middle of September and is prepared for another year of hard study. We wish him success both in and out of school and believe he will achieve it.

Those of our force who came in from the Outing during the summer were Robert Geronimo, Louis Palin, Edward Bressette, and Robert Nash. Their early return made it possible to give ARROW readers this large and newsy edition for the first issue.

Before going to his home in Minnesota for a vacation visit, Leon Boutwell was employed as a pressman by a Lancaster printing office for several weeks and was urged to remain there indefinitely. Leon is another of our printers who can deliver the goods.

The summer force of the printing office has consisted of two to six all-day workers. A large amount of work was executed during this time. Those who made up the summer detail were: Edward Bressette, Robert Geronimo, Edward Morrin, Robert Nash, Louis Palin, and Charles Roe.

Our present detail is made up of the following boys: Morning detail—Juan Guitierrez, Robert Geronimo, Robert Nash, Fred Sickles, Edward Morrin, John Gibson, Lawrence Silverheels, and Max La Chapelle. Afternoon detail—George Warrington, Philip Clairmont, Louis Palin, George Tibbetts, Charles Roe, and Edward Bressette. We expect to have our force greatly increased in the near future.

Quick Work by Carlisle Printers.

The Indian Office at Washington sent to this school a request for 3000 copies of a special circular and asked for delivery on twenty-four hours' notice. The work was done as requested and the following complimentary acknowledgment has been received:

DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
WASHINGTON, August 30, 1913.

MR. M. FRIEDMAN,

Superintendent Carlisle School.

MY DEAR MR. FRIEDMAN:—The supply of printed copies of the amendment of August 25, 1913, to the Osage oil and gas leasing regulations was received this morning.

I congratulate you and your force upon the excellency of the work and the dispatch with which it was accomplished.

Very truly yours,

C. F. HAUKE.

Second Assistant Commissioner.

GIRLS EXPRESS APPRECIATION OF "CAMP SELLS."

During the last week of August the girls of the school were the occupants of Camp Sells, as outlined by the announcement, on the first page of this issue, of this special feature of the summer program for those who remained at the school and were faithful during the summer.

That this privilege was thoroughly enjoyed is attested by the letter of appreciation which is given herewith:

CAMP SELLS, PINE GROVE, PA.,
August 29th, 1913.

DEAR SUPERINTENDENT:

We are enjoying the privilege you gave us to the fullest extent, and we are appreciating it very much.

We are spending our week by swimming, base ball, picking berries and roaming, as our forefathers did, all over the country.

Everything so far has been in our favor, the only thing we haven't found is time enough in which to fulfill that which we wish to do: With the best of our efforts we will try and fully show our appreciation of this outing, and we hope this same pleasure will be extended to others in the coming summers.

In the evenings, after the days pleasures are over, we sing and dance in our native costume around the camp fire.

We close with best regards to all.

We are your

CAMPING GIRLS.

MUCH GOOD EXPECTED

Enforcement of New Indian Marriage Law in Nebraska.

John S. Spear, superintendent of the Winnebago Indian Agency, accompanied by County Judge Frank Flynn, has been in Lincoln to confer with the attorney general's department in regard to enforcing the new Indian marriage law. Under this law the county judge may ask for a list of Indians now living together as husband and wife, and upon receipt of the list prepared by the superintendent of agencies the county judge is to accept the list as being correct. The law declares Indians now living together as husband and wife to be legally married. Superintendent Spear will prepare the list of names provided for in the law. "I believe the new law will do a great deal of good," said Mr. Spear. The majority of the Indians favor its enforcement, but I am told that attorneys in the northern part of the State will contest the constitutionality of the law in the courts."—Lincoln News.

THE EFFICIENT INDIAN.

The following editorial shows the great interest in the country in practical education, based on common-sense methods. Superintendent Friedman is slightly misquoted, as he stated that "the number of graduates from the Carlisle School who have made good compared in number and accomplishment most favorably with the graduates of our universities and colleges" rather than that the Indian graduates were more efficient than those from colleges. The editorial in the Telegraph is an able and thoughtful one, containing suggestions which are reflected in the recent discussions led by prominent college authorities—Editors.

The average Indian, upon graduation from the Carlisle School, is more efficient than the average university graduate, Superintendent Friedman of the Carlisle institution told the Engineers' Society last evening. We are quite ready to believe him.

When the Carlisle Indian sets his face toward home and the Golden West with his sheepskin in his hand, or decides to try his fortunes in the East, he is not puffed up with the thought that now he is master of all the thought of the ages, that he begins where father is leaving off or far beyond, and that the world owes him a bank president's salary immediately upon leaving college. The Indian has been trained in a hard school. He knows how to work with his hands as well as with brain, and it has been impressed upon him that he goes out into the world to face a handicap which only the hardest kind of toil on his part will enable him to overcome.

Carlisle turns out a product well able to care for itself in any circumstances and which books of the school will show, notwithstanding the fact that on the pages of the yellow press of the country every Indian who goes wrong is heralded as a "graduate of Carlisle." The truth is that Carlisle has a far better record in this respect than has many a college of wider scope and influence.

Carlisle prepares her pupils for immediate contact with a "give and take" world. Too many of the white man's colleges are apparently founded on the proposition that their students are to live the lives of the idle rich, with incomes sufficient to meet all wants out of college as they have been met by fond parents within. This is perhaps the biggest fault of the college to-day. Mr. Friedman might do the country a service by

preaching Carlisle methods throughout the educational institutions of the land.—Harrisburg Telegraph.

RICH INDIANS WARY.

Wealthiest Tribe at Capitol Watch Their Oil and Gas Interests.

During the summer, a delegation of Osage Indians were in Washington to participate in a conference before Secretary of the Interior Lane. The Osage Council was in charge of Chief Fred Lookout, who succeeded Chief Bacon Rind. Chief Lookout is a graduate of the Carlisle Indian School, and a progressive Indian.

The Osages, who live in Osage County, Oklahoma, are not only the wealthiest tribe of Indians in the world, but they have the greatest income, their oil royalties alone amounting to \$1,000,000 a year.

In addition to the royalties they receive, the Osage as a tribe have on deposit in Washington \$8,000,000 on which they receive interest. They have also 1,500,000 acres of land in Oklahoma. There are only 2,000 members of the tribe, and the annual income for each man, woman, and child is close to \$3,000.—Exchange.

Lo the Indian Who Isn't Poor.

Eastman Richards, a Creek Indian, one of the tribe of the famous Crazy Snake, was forced by the Government to take an allotment of 160 acres of land in the Cushing, Okla., district. Since that time oil has been discovered on his allotment and he is receiving a monthly income of from \$9,000 to \$12,000, according to Indian Agent Dana H. Kelsey of Muskogee, who was recently in Washington to see Secretary Lane of the Interior Department.

Mr. Kelsey said that many of the Creek Indians are reaping a harvest from the oil fields at Cushing.

"Polly Deresaw, a full-blooded Indian girl, who has tuberculosis, was given one of the allotments in the Cushing section," said Mr. Kelsey. "We sent her to a sanitarium in New Mexico, where she is doing well. Her income from oil wells is about \$3,500 a month. She could not read and write when we gave her the allotment."

Miss Deresaw is now able, however, to master the figures on her checks.—New York World.

A FAMOUS INDIAN CHIEF.

Seattle, the Statesman, After Whom the City Was Named.

At Fort Madison, on Puget Sound, 15 miles northwest of Seattle, Wash., stands a monument to Seattle, or Sealth, chief of the Squamish and allied tribes. This aborigine was regarded as among the greatest of the many Indian characters of the western country. He ruled his people for more than half a century with superior talent and was looked upon as a statesman who had no equal among the tribesmen.

At the time of his death, in 1866, he was the acknowledged head and chief sachem of all the tribes living on or near Puget Sound. He had reached the age of 80 when he passed away and had made many warm friendships with the white pioneers in Washington. Over 100 white men were in attendance at his funeral.

In 1890, his friends erected a monument of Italian marble, seven feet high, with a base or pedestal surmounted by a cross bearing the letters "I. H. S." On one side of the monument is the following inscription:

SEATTLE

Chief of the Squamish and Allied Tribes.
Died June 7th, 1866.

The firm Friend of the Whites, and for Him the City of Seattle was Named
by its Founders.

—Magazine of American History.

INDIAN ESTATE IS LARGE.

Mrs. Alma C. Parkin, of Grand Forks, N. Dak., Leaves Fortune Obtained by Farming.

Wealth records among Indians of the northwest probably were established by Mrs. Alma C. Parkin, whose will reveals the fact that her estate is valued at between \$300,000 and \$400,000. She divides this wealth equally between a nephew and a niece. Mrs. Parkin, directly descended from Sitting Bull, famous chief of the Sioux Indians, died recently at Cannon Ball, N. Dak. She farmed her own lands, several thousand acres in extent, and made them valuable by the adoption of modern farming methods. She employed Indians, and taught them how to cultivate the land properly. Her estate was built up through her own efforts.—Exchange.

CARLISLE TO THE FRONT.

Carlisle residents have been honored with degrees by two large universities. These degrees, in both instances, were awarded because of merit, and reflect credit on the town as well as on the gentlemen themselves. We desire to congratulate them.

The University of Pittsburgh conferred the degree of Doctor of Letters upon M. Friedman, and Lafayette University conferred the degree of Doctor of Divinity upon the Rev. A. N. Hagerty. Both have been faithful and efficient in their work.

Mr. Friedman planned and inaugurated the industrial training educational system in the Philippines, and the system is considered one of the most efficient in the world. He has rendered brilliant service to the Government both in its insular possessions and at home, and is considered one of the leading advisors in educational affairs concerning the American Indians.—*Editorial, Carlisle Evening Herald.*

Supt. M. Friedman, of the Carlisle Indian School, who received the degree of Master of Arts from Dickinson College several years ago, was further honored by the great university of western Pennsylvania, the University of Pittsburgh, by being given the degree of Doctor of Letters. Dr. Friedman's work has been in the field of education, and he has been notably successful as a Government expert in developing industrial arts at the Indian School at Carlisle and elsewhere.

The Sentinel joins in congratulating him in being thus honored.—*Editorial, Carlisle Evening Sentinel.*

Henry Red Owl Was Carlisle's Delegate to World's Christian Student Federation.

Henry Redowl left for his home soon after his return from the conference at Lake Mohonk, N. Y., of the World's Christian Student Federation. He had therefore no opportunity to give a report of the conference, though he was enthusiastic over the many delightful features of the trip, and the interesting people he met. The delegates went up the Hudson River by boat, and stopped at West Point to see the cadets pa-

rade. Henry thought the Carlisle troops would compare favorably with those at West Point. The Indian party consisted of Mrs. Alfred Venne, Miss Ellen Deioria, Henry Roe Cloud, Isaac Greyearth, and Henry Redowl—with Miss Dabb. These were all invited one day to take lunch with Miss Jessie Woodrow Wilson, daughter of the President, who is an active Y. W. C. A. worker. There were notable men present who spoke at this conference, and of these the two who most strongly impressed Henry Redowl were John Mott and Robert Speer.

Supt. M. Friedman has heard from Henry since his return to the West, and his letter is full of loyalty to Carlisle and his people.

Thorpe Visits School.

James Thorpe, the world's famous all-round athlete, who was educated at the Carlisle Indian School, paid his alma mater a visit June 22.

He looked the picture of health, and his friends were glad to hear of his success with the pennant winning New York Giants.

Manager McGraw speaks very highly of him, and it is understood that he will be seen playing regularly with the team next year.

Band Stand Extensively Repaired.

The band stand at the Carlisle Indian School, which was built by the Army many years before the establishment of the school in 1879, has undergone extensive repairs. New floors, stairs, and new trimming has replaced that which was worn, and the entire stand has been given several coats of white paint.

New electric wiring has been installed, and the number of incandescent lights doubled. It is now a very attractive structure.

Holds Responsible Position in Porto Rico.

J. A. E. Rodriguez, a Porto Rican, who graduated from Carlisle in 1905, is now employed by the Insular Government of Porto Rico in the office of the Auditor as an expert accountant, with a compensation of \$2,000 per annum and a per diem of \$2.50 when on the road. Mr. Rodriguez is also president and treasurer of the San Juan Base Ball Grounds Association.

TWO SUMMER WEDDINGS.

Alfred Lamont, of Michigan, and Margaret Mantell, of Oklahoma, students of this school, were married in St. Patrick's Church in Carlisle on June 10, by the Rev. Mark E. Stock. The bride was beautifully gowned in crepe de chine with white veil and wreath, and carried a bouquet of white roses. Margaret Culbertson, of Montana, the bridesmaid, wore a dress of white mull and carried pink carnations. Louis Schweigman, of South Dakota, was groomsman, and the ushers were Francis Bacon, Joseph Guyon, Louis Palin, and Henry Broker. The "Bridal Chorus" from Lohengrin and Mendelssohn's "Wedding March" were played by Mary Pleets at the organ and Fred Cardin with the violin. After the ceremony, High Mass was celebrated. Dr. Ganss' "Second Mass in D" was sung by the church choir. Miss Sweeney, one of our teachers, sang Millard's "Ave Maria" at the offertory. After the wedding, breakfast was served at St. Katharine's Hall for the bridal party, and in the afternoon a reception was given at the home of Mr. and Mrs. Friedman. The newly wedded pair later departed for the home of the bride in Oklahoma.

A quiet but pretty wedding took place at the residence of Superintendent and Mrs. Friedman on the morning of June 9th, in the presence of student friends and employees of the school. The contracting parties were Rose Simpson (Nez Perce) and John Bigfire (Winnebago), and the officiating clergyman was the Rev. E. H. Kellogg, of the Second Presbyterian Church. The bride was tastefully attired in white chiffon over white satin, and carried bride's roses. Ida Bartlette was the bride's only attendant and Leo White was best man. The wedding march was played by Mary Pleets. A wedding breakfast was served by Mrs. Friedman, and during the reception which followed Fred Cardin played appropriate selections on the violin. The bridal party and guests were photographed, and then the happy pair departed for their future home in Nebraska. They were accompanied to the train by the guests. The best wishes of the entire school go with them.

No. 1.

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
OCT 18 1913
122930

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

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

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

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

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

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

No. 2

1 5



June 23, 1913.

ORDER:

Beginning with June 29th, a song service will be held for the entire school each Sunday evening on the campus at seven o'clock. If the weather does not permit the holding of an outdoor service of this kind, the meeting will be held in the Y. M. C. A. Hall. It is directed that all boys and girls be present at these services, which will be led by members of the faculty, and at which gospel songs will be sung and the meeting closed with the Lord's Prayer. The following schedule will indicate the persons who are to lead these meetings. If it is impossible for anyone listed to perform the duties required, it will be necessary for them to furnish a substitute from the faculty. One of the girls who is proficient can play the organ.

M. J. Anderson
Superintendent.

- | | |
|-------------------------|--------------------------|
| Miss Reichel -- June 29 | Miss Sweeney -- Aug. 10 |
| Mrs. LaFleche -- July 6 | Mr. Whitwell -- Aug. 17 |
| Miss Beach -- July 13 | Miss Burns -- Aug. 24 |
| Miss Austin -- July 20 | Miss McDowell -- Aug. 31 |
| Miss Knight -- July 27 | Miss Hagan -- Aug. 3 |

Notes on Superintendent's order of June 23, 1913.

The religious services have been greatly misrepresented. See Arrow September 5, 1913. "Summer Services on the Campus." These meetings were led by employees who seldom or never conducted such services.

Other years these campus meetings have been led by the ministers, Dickinson College professors, or those who gave much time to such work.

Arrangements were made to have these ministers last summer but were ignored and Mr. Stauffer prepared the schedule as herewith presented.



July 21, 1913.

ORDER:

It is directed that beginning Tuesday, September second, and continuing until the end of the school year, an evening study hour will be inaugurated which will be held on Monday, Tuesday, Wednesday and Thursday of each week, under the conditions specified in this communication. This decision to again introduce the study hour has been reached after careful consideration, and is in conformity with the best interests of the school, while at the same time it has the full approval of the Indian Office. Every reputable boarding school, the Normal schools of the state, Hampton Institute and Tuskegee, as well as similar institutions have found such a study hour necessary and desirable. In the conduct of this study hour those concerned will be guided by the following instructions:

FIRST - All teachers will see to it that the evening study hour is a time for business. Idling should not be permitted and intense earnestness should characterize the activities of the hour. Every student should be busy in the performance of the study connected with his academic work, which should be governed by careful planning of the work to this end.

SECOND - The Principal Teacher will be in active charge of the evening study hour, and will be present each evening, the same as the teachers, to guide and direct the work of the teachers. He

will make a tour of inspection each evening of all the class rooms to see that proper order is maintained, that active work and real study is performed and definite progress is made. The Principal Teacher will also be on duty when the students arrive and when they leave the building, after the study hour has terminated, to see that they enter promptly and in order and leave in the same way.

THIRD - Every student will attend unless excused by the school physician for good cause. In this case the written excuse will be presented to the disciplinarian who will in turn notify the principal teacher in writing giving the name of the student and the cause of absence.

FOURTH - Teachers will be in their rooms before the bells ring, and will have their work carefully planned, so that no time is lost to begin active work as soon as the students arrive.

FIFTH - The study hour will continue for one full hour from seven to eight P. M.

SIXTH - The first bell will ring at 6:50, at which time all boys must be ready to march in company formation and in proper order to the school building, thence to their respective class rooms. After the boys have passed, the janitor will ring the second bell at 6:55, when the girls will pass in like manner to the school building, chaperoned by one of the matrons who will see that perfect order and quiet is maintained.

SEVENTH - The first bell for dismissal will ring at eight o'clock at which time all girls will be promptly dismissed from their rooms, passing inside of the building to the lower hall in the center of the building where they will promptly form with their respective companies. Here the front of the line will wait until all the girls are there when the line will start for the girls' building quietly and in order chaperoned by the teacher in charge of room No. 4 $\frac{1}{2}$. Teacher of No. 7 will assist in forming the girls, and will take charge of the students in rooms 4 $\frac{1}{2}$ and 7 while the teacher of 4 $\frac{1}{2}$ is absent. On arriving at the girls' building, the girls will assemble in the assembly hall for dismissal during the remainder of the evening with prayers.

EIGHTH - After the girls have left the school rooms, the teachers of each room will see that the boys assemble in the lower hall in the same way that the girls have assembled in company formation. The boys will leave the school building at the ringing of the second bell, passing back to quarters where they will assemble in regular formation in the assembly room. From this place these companies which have calisthenic drill will be sent promptly and in company formation to the gymnasium where this drill is to be held.

NINTH - All students who for some reason are not regularly identified with one of the academic classes, including those who attend business college or preparatory school in town, as well as all others who are not excused by the physician, will fall in with the other students, marching to and from the school building, enrolled in their respective companies, and conducting themselves in every way in the same manner that characterizes the conduct of other pupils. These students whose names will be supplied to the Principal Teacher by those in charge of quarters will spend the study hour at active work in some solid study in the library. It will be definitely understood that these students are not sent to the library for light reading. The Principal Teacher will furnish the librarian with a list of these students and she will promptly report any absences to him in writing, whereupon the principal teacher will promptly notify those in charge of quarters. Every absence must be traced and a prompt adjustment made.

M. J. D. D.
Superintendent.

Copies to

Mr. Whitwell
Mr. Stauffer
Mr. Kensler
Dr. Allen
Dr. Fralio

Mr. McKean
Mr. Denny
Miss Hidenour
Miss Knight
Miss Austin

Miss Kaup
Miss McDowell
Mrs. Foster
Miss Reichel
Miss Moore
Mr. Mann
Miss Georgenson
Miss Case
Mrs. Lovdell
Miss Sweeney

Miss Hagan
Miss Burns
Miss Wilson

Miss Beach
Mrs. LaFlesche
Mr. Meyer

Notes on Superintendent's order of July 21, 1913.

The order has proved to be of great benefit.

If the Superintendent had shown the same interest in the Quiet Hour previously scheduled, and personally looked after a certain class of absentees as he is doing now, the quiet hour would have been just as successful as the study hour and was so until broken up by students in Athletic Quarters.

The order has produced good results so far and I have done all I could in the way of obtaining these results.



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



July 23, 1913.

Mr. Whitwell:

In the interests of the academic work, it is herewith directed that all supplies in that connection will be issued between the hours of 4:00 and 5:00 P. M. daily, and the issues are to be under the personal direction of the Principal Teacher. The practice of student janitors issuing supplies is to be discontinued. Teachers should be instructed to make their requisitions for supplies and send them to the Principal Teacher's office during the school session.

In this connection, it is directed that no teacher is to leave her school room and her students unless this is absolutely necessary and then only with the knowledge and consent of the Principal Teacher.

Very respectfully,

Superintendent.

MF:SR



Notes on Superintendent's Letter of July 23, 1913.

to Mr. Whitwell

Except during the time I was absent on detailed duty in the Financial Clerk's office, July 1911 to July 1913, I personally attended to the issuing of supplies.

During the period mentioned there was no one but the janitors to issue supplies. They issued them under my instructions.

If the supply room had not been converted into an art room the supplies could be handled much better.

We have no trouble taking care of supplies after we get them.

No. 5.



OFFICE OF INDIAN AFFAIRS
RECEIVED
OCT 18 1913
122930

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

July 23, 1913.

Mr. Whitwell:

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

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

Very respectfully,

Superintendent.

5



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

The matter has been carefully discussed in my letter of October 15th answering the charges of the Superintendent along these lines.

M. FRIEDMAN, SUPERINTENDENT

No 6.



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

July 28, 1913

Mr. Whitwell:

You are hereby detailed for duty at the
Large Boys' Quarters, beginning at once.

Very respectfully,

M. Friedman
Superintendent.



Notes on Superintendent's letter of July 28, 1913.
to Mr. Whitwell.

This shows how I was detailed to Large Boys' Quarters.

Part of No 7.



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



122930

July 24, 1913.

Mr. Whitwell:

So that there may be no reason for your being absent from the school building where your presence is necessary to satisfactorily accomplish your work, detailed instructions will be issued in the course of a few days directing the keeping of the attendance book and the making of all the attendance reports, both monthly and quarterly, in the school building. The students' records cards, which are for assistance in correspondence, will be kept in this office.

Very respectfully,

Superintendent.

MF:SR



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

July 28, 1913

Mr. Whitwell,

Principal Teacher.

Dear Sir:

Under date of July 24, you were informed that hereafter the daily, monthly and quarterly attendance and enrollment records would be kept by you in your office in the school building, and that instructions would follow. This change is made so that there will be no reason for your absence from the school building, due to the necessity of keeping records in another building at the school.

You will keep these records carefully, seeing that the monthly and quarterly attendance reports are absolutely correct, and in accordance with the regulations, and by carefully comparing your records with the actual attendance in the quarters the first of each month, preventing any inaccuracies whatever. You will transfer at once the attendance book, and all other papers needed in connection with this work, to your office.

The students' record cards, which are used exclusively for correspondence with regard to students and their affairs, and have no connection whatever with the attendance and enrollment records and reports, will be kept by Miss Rice, and in her absence by Miss Herman. This is done in compliance

with your criticism of the plan in the past, which was to the effect that the keeping of these record cards was bur-
clerical
densome/work, and interfered with your school duties.

H. All reports of changes of attendance in quarters will be specific and give all the information required on blanks provided for the purpose. These blanks give a sufficient space to note all the names of students who figure in the changes. Instead, therefore, of reporting a certain number of pupils "infrom the outing", or "absent from the school", or "deserters", each of these names should be listed on the daily attendance blanks. If there is not space on these blanks, another sheet of paper should be pinned on, listing the entire changes. All changes will be noted in this connection, even if they are for but a day. If a student is sent to a convention, or a girl is given permission to make a visit to an outing home, or any other similar changes, should be carefully noted on your reports to this office, from which all the information is to be gained for keeping the record cards in such shape so that the movements of the students can be followed.

In the same way, the outing office will report all changes daily to the three quarters concerned, so that this information can be listed in detail for your information. From the various reports issued^{you}/by those in charge of the quarters, you will compile three reports; one for my office, one for the Quarter-

master's office, and one for the person keeping the cards.

You are directed to see to it, by carefully following up these reports, that the information from the quarters is furnished you regularly, completely, and accurately. The monthly and quarterly attendance reports which you make out can only be made accurate by a careful system of checking. In the past, I understand, that you have made out the original, and that a student from the business department has made the copies. This is not sufficient. Every copy should be carefully compared with the facts, and this comparison should be made by yourself in connection with teachers from the school building, and not by students whose work at best is inaccurate. In this connection, it will be well to make a monthly check of your records with the actual attendance as shown in quarters.

Very respectfully,

~~My address~~
Superintendent.



Notes on Superintendent's letter of July 28, 1913.

Paragraph 1. This admits the mistake of detailing me to keep records in another building. This as already stated had been going on since July 1911.

Par. 2: I challenge the Superintendent to show where a single report made by me is inaccurate owing to my neglect.

I compare with the troop lists in Quarters whenever feasible.

Par. 3 : This is an admission that my criticisms were correct. It took two years to get this admission.

Par. 4: This appears to be a decided change. As a matter of fact all these changes and requirements have for many years past been daily entered on the attendance book in such a way as to be accessible to all in the office. The pupils' cards have always shown " the movements of the students". The only difference this letter makes is that these changes have to be given in triplicate in addition to their being entered on the book and cards. In regard to keeping the monthly and quarterly attendance reports , I am keeping and checking them just as I did when I first started to keep such reports ten years ago and I invite the closest criticism and inspection on the part of those well acquainted with the keeping of such reports.

"Every copy" is and always has been "compared with the facts" but the teachers are not brought from their school rooms to make this comparison. It evidently is necessary to compare each sheet as soon as it is typewritten, then typewrite the next.

If ten sheets are typewritten and checked each day, the teacher would be spending most of her time in my office or travelling between my office and her room.

I would be only too glad to have the help if I could do so without interfering with the other work.

The comparison is made by me, page by page at the time it is typewritten, and always has been.

The quarterly report is now being made and if the Superintendent will come down to the office I will be glad to show him how it is made so that he will not have to say again I understand so and so. He has ample opportunity to see with his own eyes.



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

August 4, 1913

Mr. Whitwell:

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

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

Very respectfully,

Superintendent.

MF-BH

July 12, 1913




Mr. Washington,

Acting Disciplinarian:

Dear Sir:

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

Very respectfully,


Superintendent.

MF-BH

Copy to Mr. Kensler

No.8



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

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

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

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



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

August 8, 1913.

Mr. Whitwell:

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

very respectfully,


Superintendent.

MF:SR

No. 9



August 8, 1913.

Mr. Whitwell:

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

Very respectfully,

MF:SR

Superintendent.



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

August 12, 1913.

Mr. Whitwell:

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

Very respectfully,



Superintendent.



No. 10

Notes on Superintendent's letter of Aug. 13, 1913.

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

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

No. 11



August 12, 1913.

Mr. Diets:

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

Very respectfully,

~~M. Edwards~~

Superintendent.

MF:SR

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

OFFICE OF INDUSTRIAL AFFAIRS
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OCT 18 1913
122930

No. 11

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

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

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

No. 12



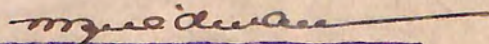
DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL
CARLISLE, PA.



August 18, 1913.

ORDER:

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


Superintendent.

Copies to Mr. Whitwell
Mr. Kensler
Mr. Foulk

No. 13



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

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

No. 10.



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



August 19, 1913.

Mr. Whitwell:

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

Very respectfully,

Superintendent.

MF:SR

No. 13



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

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

No. 14

M. FRIEDMAN, SUPERINTENDENT



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

OFFICE OF INDIAN AFFAIRS
RECEIVED
OCT 18 1913
122930

August 26, 1913.

Mr. Whitwell:

I have gone through the rooms of the school building carefully and while the oiling of the floors and the general cleaning is progressing satisfactorily, it will be necessary to spend quite a bit of time and labor in cleaning the windows. The windows generally were dirty, a condition which is not only unsanitary, but obstructs the proper light and sunshine which should enter the school rooms during class recitations.

Very respectfully,

M. Friedman
Superintendent.

MF:SR

No. 14



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

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

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



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

September 3, 1913

Mr. Whitwell:

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

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

All students who are in the business department for part time, and are under-graduates, will be permitted to attend school only one-half day, and will be detailed to some regular

industrial department the other half day. It will be well, hereafter, not to extend special permission to students in the departmental grades to attend the business department. The business teacher will have sufficient work to take up all her time by handling the regular students of the business department and looking after the special class room instruction, which is to be given to all the departmental grades.

Very respectfully,

Superintendent.

MF-BH

Miss Moore,
Miss Ridenour,
Mr. McKean

No. 15



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

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

M. FRIEDMAN, SUPERINTENDENT

No. 16



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.



September 4, 1913.

Mr. Whitwell:

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

Very respectfully,

M. Friedman

Superintendent.

MF:SR

Carlisle Pa.,

Sept. 8, 1913



Superintendent Friedman:

The following program is submitted in response to yours of Sep. 4th re-Dr. Fairchild.

1st. The True Sportsman: evening lecture to entire school.

Auditorium Nov. 10 7:00 to 8:00 P.M.

2nd The Gentleman: Day time lesson for special class of 60 older boys No. 8 to Bus.

1st. Session Music Room, Nov. 10, 13 - 10:30 to 11:30 A.M. 50

2nd Session Music Room , Nov. 11, 13 3:00 to 4:00 P.M. 30

3rd. Session Music Room Nov. 12, 13 3:00 to 4:00 P.M. 30

4th Session Music Room Nov. 13, 13 3:00 to 4:00 P.M. 30

(If these lessons could be given in the evening, better arrangements could be made.)

3rd. What I am going to do when I am grown up, 60 boys middle portion

| | | | | | |
|------|--------------|------------|-------------|---------------|------|
| A.M. | 1st. Session | Music Room | Nov. 10, 13 | 9:30 to 10:30 | A.M. |
| | | <i>and</i> | | 2:30 to 3:30 | P.M. |
| P.M. | 2nd. Session | Music Room | Nov. 11, 13 | 2:30 to 3:30 | P.M. |
| P.M. | 3rd. Session | Music Room | Nov. 12, 13 | 2:30 to 3:30 | |
| P.M. | 4th | | Nov. 13, 13 | | |

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~~4th Session Music Room No. 13 13 2:30 to 3:30 P.M.~~
If these lessons
5th Session Personal Consultation - Nov. 12~~13~~ & 14~~15~~

7:00 to 8:00 P.M. (~~If these lessons could be given in the evening~~
~~better arrangements could be made.~~

Regarding Dr. Williams lecture a program was mapped out last June; as near as I can remember it was as follows:

General Meeting with all girls, Sat. Nov. 1, 3:00 P.M.
Assembly Room Girls Quarters.

With Sunday School and *young* Peoples meetings Sun.
Nov 8 Auditorium and Y.W.C.A. room 9:00 A.M. and 7:00 P.M.

Monday Nov 3 to Friday Nov, 7 8:30 to 11:30 A.M. and
1:30 to 4:00 P.M. Class meetings in Music Room.

Wednesday Nov 5 7:00 to 8:00 P.M. Girls under 14.
Girls Assembly Room

Thursday Nov. 6 7:00 to 8:00 P.M. Girls over 14
Girls Assembly Room.

Very respectfully,

Mr. Whitwell: Mr. Friedman said you should make a new schedule in accordance with this letter. Please send it to me as soon as you have it ready.

S. Rice



Mr. Whitwell.

If no program has been
made out for Mr. Williams'
lectures from Nov. 1 to 8
please submit also.

Sunday even

S. H. Rice



Revised Schedule for Dr. Fairchild. OCT 18 1913

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Sept. 29 to Oct. 2. --- 10:30 to 11:30 A.M. The Gentlemen. -4 periods.
" " " " " 2:30 to 3:30 P.M. " Grown up ". 4 periods.
" " " " " 7:00 to 8:00 P.M. Consultation with boys
from class taking "Grown Up". 4 boys each night, 12 in all, each
for fifteen minutes. School principal to select the boys and
assign them periods.

September 29, 7:00 to 8:00 P. M. Sportsman --- 1 period

John Whilwell
Principal Teacher.

September 15, 1913.

No. 16

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

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

No. 19



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



September 9, 1913.

Mr. Whitwell:

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

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

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

Mr. Whitwell, #2.

insisted upon that the students spend this time in studying matter pertaining to their class room work. It is directed, therefore, that these practices be stopped and you will give your personal attention to the matter.

Very respectfully,

M. J. ...

Superintendent.

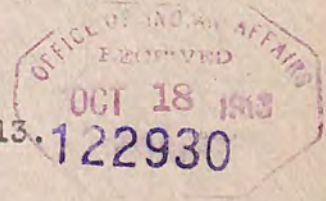
MF:SR

Respectfully forwarded to teachers for their information and guidance.

Very respectfully,
Whitwell,
Prin. Teacher

Sep. 9. 10

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



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

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

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

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



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

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September 9, 1913.

Mr. Whitwell:

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

Very respectfully,

Superintendent.

Miss Ridenour
Mr. McKean
Mr. Denny

Respectfully forwarded to teachers for their information and guidance

Sep. 9. 13.

*Very respectfully
Johnnie
Chin. Teacher*

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



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

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

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

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

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



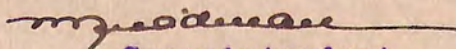
DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL
CARLISLE, PA.

September 18, 1913.

Mr. Whitwell:

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

very respectfully,


Superintendent.

MF:SR

No. 19



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

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

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



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



September 23, 1913.

Mr. Whitwell:

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

Very respectfully,

Superintendent.

Copy to Mr. McKean.



No. 20

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

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

No. 21



Carlisle Pa., Sept, 29, 1913

Supt, Friedman:

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

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

Very respectfully,

John Whitman

OFFICE OF INDIAN AFFAIRS
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No. 21

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

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



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.



Sept. 29, 1913

Mr. Whitwell:

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

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

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

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

It is not sufficient that students memorize the words of whatever piece they give. It is of great importance that they get the meaning of the piece, the proper intonations and gestures, and that they speak in a sufficiently loud tone to be heard distinctly in all parts of the room. In order to get these results, the students must be given their numbers at an earlier date, and they must be trained.

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

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

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

Very respectfully,


Superintendent.



TO TEACHERS:

Attached please find letter from the Superintendent regarding Monthly entertainments which is being sent for your information and guidance. The letter will be kept on file for future reference.

In another letter the Superintendent advises me that in the future the various student numbers by students of the upper classes at chapel exercises each Monday will be eliminated.

In the same letter instructions are given to the effect that students will be dismissed from chapel exercises in the following order:

- 1. Small Boys
- 2. Large Boys
- 3. Girls

This will necessitate their being seated in companies instead of in classes as heretofore.

Very respectfully
John Whitwell
Principal Teacher.

October, 1, 1913

- Miss Kaup ✓
- " Sweeney ✓
- " Burns ✓
- " Hagan ✓
- " Case ✓
- " Jones ✓
- " Wilson ✓
- " Georginson ✓
- Mrs. Lovewell ✓

- Miss Reichel ✓
- Mr. Mann
- Miss McDowell ✓
- Mrs. Foster ✓
- Miss moore. ✓

No. 22
(2nd letter)



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

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

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

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

School Entertainment

September 27, 1913—7 p. m.

122930

Temperance Program

| | |
|--|-------------------------|
| Selection | School Orchestra |
| Wanted—A Boy . Clayton Bucktooth and Edward Thorpe, Normal Dept. | |
| John G. Wooley | Mitchell Shongo, No. 4½ |
| The Silver Cup | Charles Foster, No. 4½ |
| A Tramp's Speech | Miguel Little, No. 5 |
| Song—"On with Carlisle" | School |
| The Boy Hero | Elsie Kohpay, No. 7 |
| First-Class Blunderers | Jose Montoya, No. 9 |
| Song—"A Saloonless Nation in 1920" | Choru |
| Tramp, Tramp, Tramp | Tony LaJeunesse, No. 11 |
| Licensed to Sell | Jennie Ross, No. 13 |
| Music | School Orchestra |

"ON WITH CARLISLE"

Words by C. M. Stauffer.

Oh, what a jolly life a student's life can be,
So free from care and sorrow and a host of things we see.
Then let us make the most of everything that's here.
Let's all be true, as navy blue, to Alma Mater dear.
We're jolly students of our native land,
And we have got the sand, we've got the sand.
Our colors are both Red and Gold;
We're told they stand for all that's brave and bold.

CHORUS

On, with Carlisle! On with Carlisle!
This is our war cry.
Keep the good old school before you
And never let it die.
On, with Carlisle! On, with Carlisle!
Fight on for her fame!
Fight, Indians, fight
For Carlisle's fair old name!



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



Sept. 30, 1913

Mr. Whitwell:

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

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

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

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

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

The talk indicated by the Principal Teacher should be at least ten minutes long, carefully prepared, and on some well defined subject which will point out some ideal, or lesson in life, or on an educational theme, or on some current event, which should be discussed at length and a definite lesson drawn, either in civic virtue, or leading towards citizenship, or for character building.

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

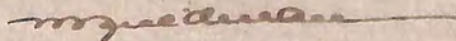
In order to obtain the best results and to have proper direction given to the singing, all singing at chapel exercises, or at the general assemblies of students, will be lead personally by the Director of Music, you to announce the number of the song. These same instructions will govern at meetings where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

When the time comes for the dismissal of students, it will be done by the Principal Teacher, or whoever is in charge, calling on each section of the students to rise in turn,- small boys first, large boys next, girls third,- with instructions to the student officers to march off their troops. It is not desired, hereafter, that the students be stopped, or that time be marked for them by the snapping of fingers. If the officers do not march off their students properly, a note should be made of

the fact and they should be instructed privately, or by gathering all the officers together and giving them proper instructions. As a matter of fact, whenever I have dismissed the students, I have followed this procedure and have never had occasion to criticise the way the students marched out. When the Superintendent is in charge of a general assembly, he will look after the dismissal of the students himself. When the Principal Teacher is in charge of the chapel exercises, or an assembly, he will dismiss them in the way above mentioned, and after calling on the sections to rise, will stand off at a distance and allow the captains to take charge.

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

Very respectfully,



Superintendent.

MF-BH

St. John. Chap. I
Oct 6 Review Lesson in Chrestomathy

Training in good habits of
thinking and acting is of more
value to pupils than the
learning of all that the
best text books contain
concerning the whole circle of
the sciences.

N. A. Carlson.

Lesson

The highest test of the
school is its result in moral
training.

3. Cleanliness & Neatness

The boy dressed in fine clothes

1. Slammed the chair
2. Talked loud

The boy in plain but clean clothes

Talked respectfully

Answered promptly

Went not tipped with feet
like the fellow with the
fine blue suit.

Refer to Dr. Fairchild's lesson
also to Dr. Hillen.

Dress quietly & simply for the street
and for school. Gay colors are suitable
only for the house, or for evening wear.

No. 23

Notes on Superintendent's Letter of September 20, 1913.

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

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

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

E-Emp.
J H D

Whitwill Case.

OCT 13 1913

FOR FILE

My dear Mr. Friedman:

I have your letter of the 9th inst., in reference to Mr. Whitwill, but before acting desire that you will comply with the directions given you in my letter of October 9, to prefer the charge against him and obtain his answer.

Very truly yours,

(Signed) Cato Sells

10-FLH-11

Commissioner.

Mr. Moses Friedman,

Supt., Carlisle School.

E-Emp.
119279-13
J H D

Whitwell Case.

OCT -9 1913

FOR FILE

Mr. Moses Friedman,
Sup't Carlisle School

My dear Mr. Friedman:

Rather than to suspend Mr. John W. Whitwell, Principal Teacher at your school, you will at once, in such detail as may be necessary, prepare and submit to him such charges as you have in the premises. Allow him three days in which to make answer, when you will forward the entire record to this Office for its action.

The reason you allege for Mr. Whitwell's suspension appears largely personal, and while that which you charge may eventually require action here, it does not call for the immediate drastic remedy you recommended.

Respectfully,

(Signed) Cato Sells
Commissioner.

10-JM-8



DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

October 9, 1913.

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

Sir:

In further reference to my letter of October seventh, I desire to report that on Tuesday afternoon John Whitwell, principal teacher here, came into my office unannounced and, without provocation of statement from me, opened up an unwarranted and abusive attack on me in a loud and angry tone of voice, so as to be heard by employees in adjoining offices and student orderlies on the porch, and ending this long volley of insolent and insubordinate speech by calling me "a dirty skunk."

He stated that I had not treated him with consideration, and that I was trying to get rid of him, because he said he would not prepare an untruthful affidavit in a controversy started some months ago by Supervisor Peairs. This was absurd because I forwarded to the office at that time what anyone could see was a disloyal statement from Mr. Whitwell, the whole purpose of which was clearly to bring insinuation on me and protect the former. I told him on this visit that his work was unsatisfactory and had been long neglected, which forced me to issue stringent

orders. It was then that he used the foul expression mentioned.

The facts are these: Mr. Whitwell's work here has not been satisfactory or up to the standard. I had hoped that there would be a change and improvement. Coming to Carlisle more than five years ago at a time when it was run down in nearly every department, I attacked the most neglected parts first. The task was tremendous, and to have attempted all at one time, instead of in an orderly fashion, would have led to confusion with no accomplishment. Carlisle had a reputation previous to the coming of Mr. Whitwell of having a strong academic department, and I took up the reorganization of other important matters such as discipline, agriculture, the vocational department, health, the school plant, sanitation, etc., first.

When I came to the work of the academic department, I found the growing weakness there. These matters were taken up with Mr. Whitwell verbally, but I could never get satisfactory results in this way, because of ^a spirit of opposition and of endless talk that greeted every important suggestion. I hoped for an improvement and hence did not notify the Office. A further reason for not pressing the matter was that others equally or more incompetent were here at the time, and repeated reports to the Indian Office

and efforts at replacing them with competent people came to naught. In the case of one employee, a matron, it took four years, ending with much unpleasantness and^a heart-rending fight, during which she was found to be incompetent by inspectors, but was transferred to the same position at an increase in salary in one of the largest schools of the Service. The whole teaching force and the other employees of the school know of Mr. Whitwell's dereliction of duty, and the letting down of his work. This is so because it touches the welfare of other departments.

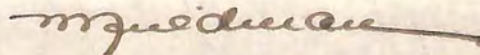
I gave Mr. Whitwell every opportunity to improve, but his work became worse instead of better, and, when after seeing his disloyalty, coupled with laziness and incompetence, come six months ago, and having been met with failure to improve his work before, I decided to take matters more firmly in hand, and gave him instructions in writing for the improvement of the academic work. In order to have his work done it was even necessary to detail other employees to do it or do it myself.

He has evaded the spirit of these instructions whenever possible, for instance, I issued instructions that he was to visit classrooms daily as a principal should, to observe the instruction and occasionally take classes. He interpreted these instructions so as to pass through a classroom without stopping to see what was being done, and in

many cases the orders were ignored because since the beginning of the year he has visited but seldom, and then perfunctorily. Every department of his work needed re-organization. I found that things which were left to him before were constantly neglected.

I was endeavoring, however, to put this work in good condition without burdening your Office. Mr. Whitwell's attack on Tuesday changes all that. His insult^{then} was in- subordinate, ruinous of discipline and insulting. It is degrading that no other recourse is left than the handling of the matter in this way. I earnestly urge, now that the details are in your hands, that you will telegraph authority for this man's suspension until such time as his transfer can be arranged. I send you herewith statements from two reliable employees who were in the next office, who heard the insult.

Very respectfully,



Superintendent.

MF:SR

I certify on honor that on the afternoon of Tuesday, October 7, 1913, Mr. Whitwell, Principal Teacher, came into the office of the Superintendent and engaged in conversation with him. I was working in the office adjoining that of Mr. Friedman's the communicating door being open. As a typewriter was being used at the time, I was unable to hear all of the conversation, but as Mr. Whitwell raised his voice to a very loud pitch, I heard him say; "You are a liar," "I will prove ----- the dirty skunk that you are."

Beatrice Herman
Clerk

U. S. Indian School, Carlisle, Pa.,
October 9, 1913.

I certify on honor to the following statement:

That on Tuesday afternoon, October seventh, I heard Mr. Whitwell come into Mr. Friedman's office, and evidently he was in conversation with Mr. Friedman, which conversation soon became so loud that above the noise of my typewriter I heard Mr. Whitwell say, "You are a liar," "You are a dirty skunk."

Sara G. Rice, Clerk.



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

OFFICE OF INDIAN AFFAIRS
RECEIVED
OCT 8 1913
119279

October 7, 1913.

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

Sir:

I have the honor to request that Mr. John Whitwell, principal teacher at this school, be transferred without delay or that I be given power to suspend him at once, pending an investigation of his conduct.

He came into my office this afternoon and used foul and insulting language toward me in a loud tone of voice which could be heard by students and attaches in the adjoining offices. This is the culmination of a spirit of insubordination which he has shown for months, and the outburst to-day and the retention of my self respect calls for immediate action. There is no other alternative.

Very respectfully,

Superintendent.

MF:SR

Inspected by Mr. Douthett
935
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