

Annual Report
of the
Indian Industrial School,
Carlisle, Pennsylvania.



For the Year Ending June Thirtieth,
Nineteen hundred and Eight.

1.2018.153.001

The CARLISLE INDIAN SCHOOL'S ANNUAL REPORT

By M. Friedman, Superintendent.



OWING to the many recent changes in the administration at this school, and for the reason that my own tenure of office has only covered a period of three months during the fiscal year reported upon, this report will necessarily be more or less fragmentary and incomplete. Major W. A. Mercer, who had been superintendent since July 1, 1904, at which time he succeeded General R. H. Pratt, the founder of the school, resigned December 10, 1907; he remained, however, until February 1, 1908, pending the selection of a man to take charge in his stead. Supervisor Chas. H. Dickson assumed charge of the institution February 1, 1908, and continued in a supervisory capacity until April 1st, when he was relieved and succeeded by the undersigned, who had been appointed March 7, 1908.

Despite the appearance of uncertainty and this interference with the continuity of the work, which means so much to the welfare of the students and consequently to the school, the year's work has been very successful, indeed. Employees continued in the conscientious performance of their duties, and the students showed an excellent spirit of loyalty throughout.

The highest enrollment during the year was 1,021 and was recorded during the month of September. The total number of names enrolled during the entire year was 1,165, the average attendance for the twelve months being 956½. This is a large number of students to be educated, fed and taken care of, but notwithstanding the dimensions of the task, the general good health of the whole student body is significant that the medical department is efficient. There has been very little serious illness, and no epidemics. During the year there were four deaths; of this number two were sent



home to be buried, and the other two were interred in the school cemetery. The death rate is smaller than the death rate among those of the same age in the best governed communities. This is a magnificent record. For many years the opinion has obtained among many people in the West that Carlisle is not in as healthful a location as it might be, and that, because of the climate, it is not conducive to the best physical welfare of the students. This opinion is not backed up by the actual facts. There could not be a more healthful and salubrious climate anywhere. The record of the health of our pupils compares very favorably indeed with any of the western schools, and in comparison with many we have a little the best of it. There can be no question that, because of the favorable climate, the excellent care which is taken of the students, and the superior sanitary condition of the plant, the students are much better off here than they would be in their neglected homes.

Very few cases of tuberculosis have been found, and in all instances where the diagnosis was certain, the students have been returned to their homes. Quite often a change of scene, contact with parents, and friends, and the rugged life which is led in the open, serve to build the students up again. I believe that it is a serious blunder to continue to hold students in the school hospital when they are suffering from a contagious disease, solely for the purpose of maintaining a good attendance. Such actions endanger the lives of the other students and employees. In a number of cases where tuberculosis was discovered, examination disclosed the fact that the young man or the young woman had just recently arrived at the school and had evidently been infected before enrollment.

The active life led by our students in the shops, on the farms, on the athletic field and in the gymnasium, is conducive to a strong and healthful physique; add to these conditions the outing experience of our boys and girls in the best homes in the East, under the watchful eye of the Government, and the secret of the health of our students can be gained. Greater care should be exercised in the examination of all students coming to nonreservation schools, not only

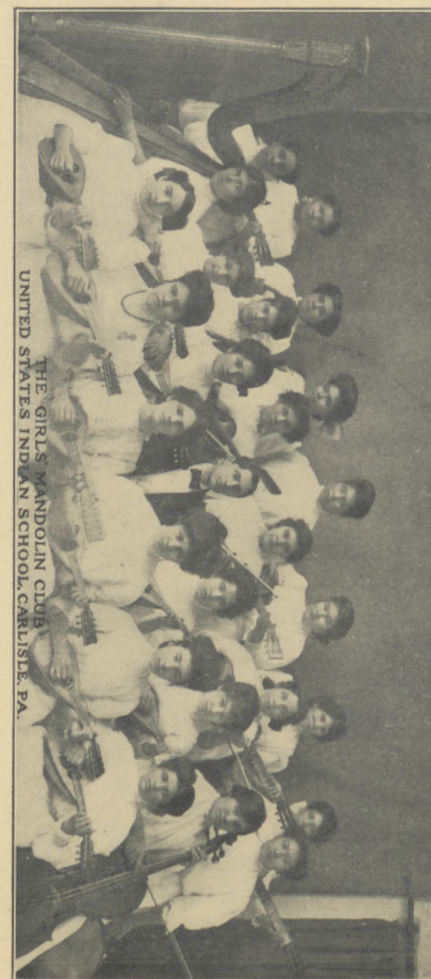
for the purpose of protecting these students themselves, but because of the danger to others. Such precautions are also necessary for the sake of economy.

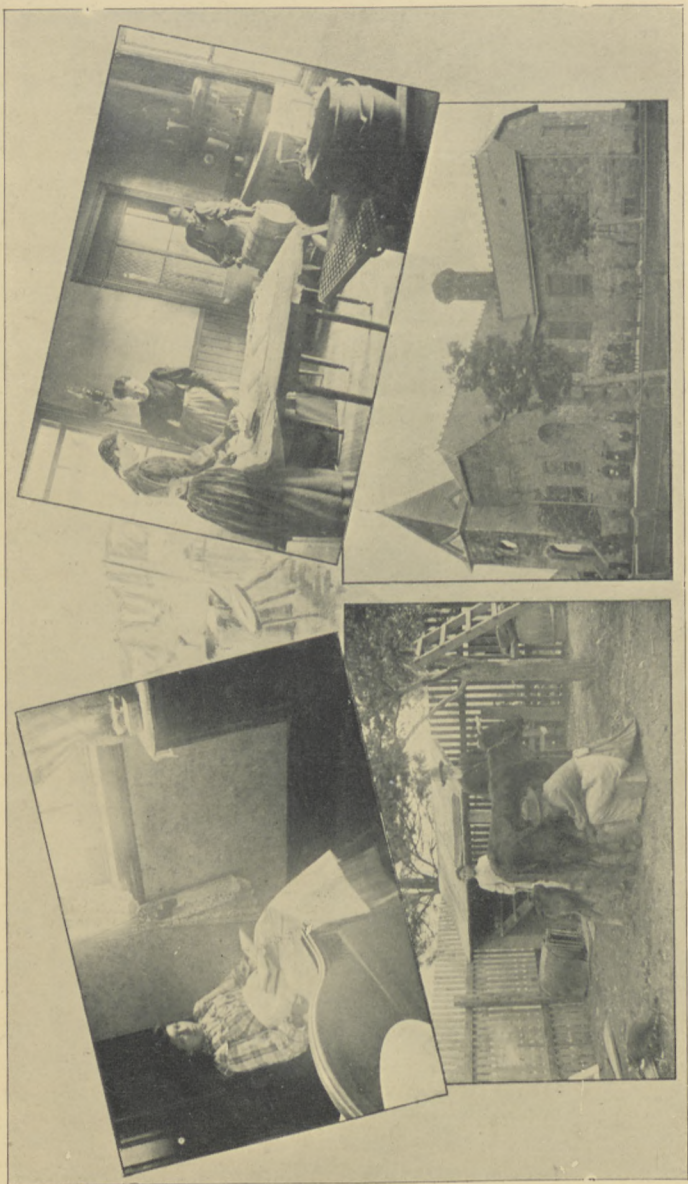
The academic work during the year was marked by the introduction of certain changes which have been beneficial to the students. A comprehensive and uniform system of promotions from one grade to another has been introduced. The course of study has been revised from time to time and as conditions demanded, in order to more thoroughly correlate the instruction in the class room with the industrial work, and to more perfectly fit our students for the life of industry which they will have to lead after their school days are over. At present a complete course of study is in preparation. The various teachers have been assigned certain branches to develop and outline for the entire year. Continuity and correlation will be the guiding principles for each teacher. Individually and in groups, our teachers have been advised to hew carefully to the line of common sense and to eliminate absolutely everything which does not tend to a real development of the students' minds, or is of no actual value in preparing them for the simple life of self-help and service to their fellows which we expect of them. The idea is to make the arithmetic, the spelling, the reading, the language work, the geography, and all the other studies of some real tangible benefit in dealing with the conditions which our students will meet whether they return to their homes, or remain to compete in the teeming civilization of the East. Abstract rules, disconnected and unimportant historical, geographical, and arithmetical matter will be lopped off, and in their stead will be substituted the real knowledge and information for which the student has every-day use in his every-day life. The completion of such a course of study will necessarily take time. The synopsis and the general matter will be arranged by the teachers during their summer vacation, and when school meets again for active academic work in September, there will be regular meetings of the teachers under the supervision of the principal teacher, at which time the course of study will be discussed and further developed in all of its details.

One of the branches of the school's activities which has received most recognition from trained educators, artists, and others interested in the welfare of the Indian, has been the department of the Native Indian Arts. This work, from its inception, has been supervised and conducted by Mrs. Angel De Cora-Dietz, a Winnebago Indian, who received training at Hampton, in several art schools, and in the studio of one of America's greatest artists. The progress made thus far augurs well for the wide application which it is intended to give to Indian art. This department, which was placed upon its feet by the Commissioner, aims to retain all that is valuable and worth while in the art of the primitive Indian and to use this art in a distinctive and commercial way just like the Persians utilize theirs, the Japs theirs, and so on. It has been applied in decorating leather and wood, to beadwork, rug weaving, and designing. It will be extended so as to include work with the metals and in the decoration of products from the various industries carried on in the school.

A number of teachers have been detailed to visit Hampton Institute for the purpose of carefully looking into the work which is being done, but more especially to get a thorough insight into the manner in which the academic work is made practical, and is correlated with the industrial training. These visits have not been of a day's duration, but the teachers have been allowed a week or more so that they could get acquainted with the actual methods of instruction.

The organization of our shops and the work which they have accomplished is being improved upon. I believe the work has compared favorably with that which is done in other nonreservation schools, but as they are all lamentably weak in this particular, such a comparison is not of force. An entire change in the organization of the industrial departments at this school is now going forward, and because of the enthusiasm with which instructors in the industries have entered into the spirit of this change, I feel justified in saying that the time is not far when this phase of the training we are giving to Indian students will have tre-





GIRL OUTING STUDENTS LEARNING BY ACTUAL EXPERIENCE.

mendous influence for good. There is no reason why an Indian school should not have the systematic, successful, and well-organized instruction which private institutions have on the outside. The government expends the necessary funds, and every incentive is offered. Our shops are being organized for the purpose and with the intention of placing them, not only in a more satisfactory condition for doing productive work, but for imparting instruction as well. Every student is being provided with a bench of his own where he can do his own work, and a place therein where he can keep and be responsible for his tools. A system is being instituted which will enable every instructor to keep a definite record of the progress of each student, and of what this particular industry accomplishes during the entire year in production.

During the next school year, a regular course of instruction will be inaugurated in all the shops and a definite time set apart each week for giving instruction in the principles and practices of the trade. As far as may be, the students will work entirely from drawings. The equipment is now on the ground and it is hoped that your Office will provide an instructor in mechanical drawing. A room is being prepared, drawing tables will be built, and everything will be in readiness when such a man is appointed. Every young man who is engaged in any of the building trades must have a working knowledge of mechanical drawing, if he is to gain any success as a mechanic in competition with trained white men on the outside. The blacksmith, the brick-layer, the carpenter, the wheelwright, the tinner and the machinist must have, not only the knowledge that will enable them to work directly from a blueprint or working drawing which is placed in their hands, but they should be able to make a rough working sketch themselves. It is generally recognized that trades instruction carried on without instruction in mechanical drawing is neither complete, nor thorough, and does not fit the young man for the actual conditions which he will meet when he is thrown upon his own resources.

The Outing System has continued to give entire satis-

faction and to receive that loyal and hearty support which has characterized its work since the beginning. During the year 718 students were sent out—there were 404 boys and 314 girls. 1,200 requests were received during the year, of which 482 could not be supplied. During the year the students earned in wages \$23,403.54.

With the idea of extending the influence of the Outing System to our trades students, places are being provided for the young men in shops and with mechanics on the outside. This will give all the best results which have been in the past obtained from the Outing System, and in addition will give to our young men that valuable experience which is so necessary to an Indian mechanic, i. e., “rubbing elbows,” and working shoulder to shoulder with a white mechanic. Our boys must sooner or later compete with white men, and if they can get a taste of that actual experience while they are in school, it will enable them to avoid many of the pitfalls into which they might step after they leave the jurisdiction of the government. This experience will also bring them in touch with the practical methods which are in vogue in manufacturing plants and in the building trades. A certain amount of opposition will be encountered among tradesmen on the outside, but in time, I believe, this will be overcome just as it has been among the farmers.

The work in agriculture which is now being conducted at the two school farms, i. e., the Parker Farm and the Kutz Farm, has been steadily improving during the last two years. With the better facilities for taking care of the hogs, this industry has grown into one of benefit to the school in two ways; it provides the means of excellent instruction in the care and raising of hogs, and it is productive of a good-sized revenue to the school. The poultry raising, both by natural means and by the use of incubators, has also been a success. Hundreds of chickens have been raised and eggs are furnished for the children’s table. Recently this department has been very fortunate in raising ducks and turkeys. The products from the dairy are used extensively by the children, and the dairy herd

furnishes opportunity for instruction in the more modern methods in dairying. A daily examination is made of the milk by the Babcock test, the students being given the reason for this. Regular reports are made upon each cow. Extensive improvements will be necessary in order to make the dairy barn thoroughly sanitary so as to furnish facilities for continuing this work as it would be by a modern business man. The general farm crops have been quite abundant and vegetables have been furnished from the truck garden for use on the children’s table. A portion of the fruit orchard is beginning to bear. In order to make this entire department of agriculture of value to the school, and to each student, the position of teacher of agriculture was authorized a little more than a year ago. Until the present time, inadequate facilities for carrying on any classroom instruction have been provided, but an addition is now contemplated to the school building which will provide for regular class-room instruction and experimentation.

New regulations regarding the admission of New York Indians were made by your office during the month of June. According to these regulations, Indian students from New York were limited in their enrollment in this institution to those who were fourteen years of age, or more; who could present a written certificate to the effect that they had attended the public schools of the State of New York for one term or more; and who came in order to obtain specific instruction in some trade. These regulations will undoubtedly serve to awaken the Indians of the State of New York to the value of the training which they can receive in such a federal institution as this. They have been careless in the past and seemed to be reckless and unappreciative of what was being done for them, in providing the opportunities for a thorough training and education which were open to them at Carlisle. In view of the fact that the State of New York has made provision to the extent of supplying day schools for them, but because of the lack of extensive industrial education in the public school system of that State, the regulations above mentioned were made. Acting upon the authority and spirit of these regulations, practically all of the small

children in the institution from the State of New York were at once sent to their homes, and their parents were counseled to send them to the local public school. They were informed that when the children were fourteen years of age and could comply with the regulations, that they would be received here for more advanced training in the academic department and for specific instruction in one of the trades.

Shortly before action was taken in regard to the New York Indians, your Office issued a circular prohibiting the soliciting of students by nonreservation schools, and placing the authority for arranging such transportation entirely in the hands of agents or superintendents in the field. This regulation has been one of the most drastic taken in the history of Indian education, and withal one of the most necessary. It saves to the government thousands of dollars each year in useless expenditure and avoids the reckless waste of time by sending employees into every quarter of the field, where competition for students became so keen that schools were openly working one against the other. Charges and countercharges were made by nonreservation schools and there was an intensely acrimonious feeling between some of them. This action cannot but have a good influence upon Indian education, because it will mean that the Indian will put forth some personal effort to get it. People appreciate most that which they have to strive for. Because of the loyalty of graduates and returned students of this school, the new regulations will not affect Carlisle. At the present writing, from the indications of scores of letters which have been received from our former students, we will have no difficulty in filling the school to its required number with a body of mature, purposeful young men and young women who will come to school because they want to come.

Regular instruction has been given during the year in calisthenics. This work is given systematically, and is productive of excellent results which manifest themselves in the dignified bearing and physical well-being of our students. Although it is not a governmental matter, occupying the status of a purely student activity, mention should be made of the athletics. The football season was phenomenally suc-

CARLISLE BOYS ENJOYING THE OUTING PRIVILEGE.





CLASS OF GRADUATES, CARLISLE INDIAN SCHOOL.

cessful, and it was generally recognized that Carlisle had one of the best teams in the country; but one defeat was suffered during the year and that in a game with Princeton. Such teams as the Universities of Pennsylvania, Minnesota, Chicago, and Harvard were decisively defeated. The track athletics were also eminently successful, the team winning the State championship of Pennsylvania in competition with twelve other colleges at Harrisburg. Two of our students, Frank Mt. Pleasant and Louis Tewani, were chosen to represent America in the Olympic games to be held in London during the last weeks of July. A cable dispatch has just announced that Louis Tewani came in ninth in the Marathon race. This is the principal event and Tewani made this record in competition with 58 of the picked men of the world.

The annual commencement exercises of the school were held from March 29th to April 2nd, inclusive. The diplomas were presented to the graduates by Commissioner Leupp, who availed himself of the opportunity by giving the students some excellent advice. Twenty-seven students were graduated; fifteen being boys and twelve girls. Forty-five students were presented with industrial certificates showing proficiency in one of the trades. Of the graduates, the following have already been qualified and received positions in the federal Service: Josephine S. Charles, assistant matron at Wahpeton school, S. D., Claudia E. McDonald, assistant matron at Mt. Pleasant school, Michigan; Theodore Owl, farmer at Lower Brule school, S. D.

Before closing, I desire to make mention of the fact that three girls of this institution, i. e., Hattie Miller, Charlotte Geisdorff and Nellie Cox successfully completed the prescribed course and graduated from two of the best Normal Schools in the State. One of them, Nellie Cox, is spoken of by the principal of the school, as one of the finest students in her class. These young ladies deserve great credit for having accomplished what they have. They earned their own way, receiving practically no assistance from the school. Two of them have already taken the Civil Service examination for teacher and the third will take this examination in a few days. It is their purpose to take up

work as teachers, either in the Service, or in the State of Pennsylvania.

STATISTICS ACCOMPANYING REPORT.

1. Name of school: Indian Industrial School, Carlisle, Pennsylvania.
2. Names of Indian tribes, and 3 Population by tribes:

TRIBE.	Boys.	Girls.	TRIBE.	Boys.	Girls.
Abanakis.....	1	0	Nomelakie.....	0	1
Alaskan.....	27	15	Okanagan.....	0	1
Arapahoe.....	3	3	Omaha.....	4	2
Arickaree.....	3	3	Oneida.....	31	28
Apache.....	1	0	Onondaga.....	25	12
Assinaboine.....	3	0	Osage.....	2	1
Bannock.....	1	6	Ottawa.....	1	1
Caddo.....	5	2	Paiute.....	7	1
Blackfeet.....	1	1	Papago.....	0	1
Catawba.....	2	4	Pawnee.....	19	4
Cayuga.....	4	1	Penobscot.....	5	6
Cheyenne.....	25	9	Peoria.....	0	3
Chinook.....	1	0	Piegan.....	10	3
Chippewa.....	54	34	Pima.....	3	1
Chittimache.....	9	6	Ponca.....	3	0
Choctaw.....	0	2	Pottawatomie.....	5	4
Challam.....	1	0	Pitt River.....	1	0
Colville.....	10	0	Pueblo.....	26	10
Comanche.....	1	3	Sac and Fox.....	5	14
Crow.....	2	2	Seminole.....	1	0
Delaware.....	5	2	Seneca.....	61	53
Digger.....	4	4	San Poil.....	1	0
Filipino.....	1	0	Shawnee.....	2	3
Groa Ventre.....	8	7	Shoshone.....	18	10
Hopi.....	11	0	Siletz.....	0	1
Hoopa.....	2	0	Sioux.....	68	27
Iroquois.....	29	19	Spokane.....	1	5
Kickapoo.....	0	1	Stockbridge.....	3	1
Klamath.....	10	5	St. Regis.....	42	26
Lipan.....	1	0	Tonawanda.....	5	5
Little Lake.....	3	0	Tuscarora.....	18	2
Mandan.....	1	1	Ukea.....	1	0
Mashapee.....	3	0	Umqua.....	0	1
Menominee.....	4	7	Umatilla.....	2	0
Mission.....	2	1	Ute.....	5	2
Miami.....	2	1	Wichita.....	1	2
Modoc.....	0	2	Winnebago.....	12	6
Mohawk.....	29	11	Wyandot.....	3	1
Munsen.....	0	1	Yuma.....	5	0
Nez Perce.....	28	18	Cayuse.....	3	0
Navajo.....	1	0	Cherokee.....	34	21
Nooksack.....	2	2			
			Total.....	733	432

4. Total Indian and mixed-blood population: Males, 733; females, 432.
5. Number of births during the year: None.
6. Number of deaths during the year: Four.
7. How many of the Indians under your jurisdiction

have attended public schools at least one month during the year? 227.

8. What public schools and where? 164 in Pennsylvania; 58 in New Jersey; 4 in Maryland; and 1 in New York.

9. Number of Indians who have worked outside of the school, 718. Amount earned by them, \$23,403.54.

10. Kind of work: Generally farm and housework; a few at trades.

This Report was printed and put into pamphlet form by student apprentices of this Indian school. The following tribes were represented: Caddo, Cayuga, Cherokee, Chippewa, Filipino, Hoopa, Laguna Pueblo, Metlakahtlan (Alaska), Mohawk, Navajo, Oneida, Onondaga, Ottawa, Pawnee, Seneca, Shoshone, Sioux, Tuscarora, Wichita.

