



ANNUAL REPORT

U.S. INDIAN SCHOOL CARLISLE PA



Year ending June 30, 1910



Annual Report

UNITED STATES INDIAN
SCHOOL

CARLISLE, PENNSYLVANIA


By M. FRIEDMAN
Superintendent



For Year Ending June 30, 1910

1910
THE CARLISLE INDIAN PRESS
CARLISLE

Annual Report of the United States Indian School, Carlisle, Pennsylvania.



IN discussing the kind of education which the Carlisle School gives to the youth who are members of the race of our American Indians Chief Justice Horace E. Deemer (of Iowa), in a letter to the undersigned, said: "My only regret is that such a system of education is not given to white men as well as red." Briefly, that is the opinion expressed in letters received during the year from hundreds of the most prominent people in the United States and abroad. In the same way, it is the opinion of scores of America's leading newspapers and periodicals. It seems to have become a settled conviction among those who have carefully looked into the subject that Carlisle's scheme of education is based not only upon rational principles of psychology, but that it more finitely fits the real needs of the American Indian.

Carlisle is a vocational school. It is neither a college nor a university. Its efforts have been consistently in the direction of providing thorough training for Indian boys and girls which will fit them for the duties and responsibilities of an honest, law-abiding, industrious, American citizenship.

Student Body.

I can conceive of no more salient factor which indicates the standing of the Carlisle school among the Indians of America than the character of its present student body. This institution has attracted to its doors some of the most purposeful of the younger generation of Indians of the various tribes. The Indians' status in the United States is more advanced than was the case some few years ago. The Indian people are progressing; they are being educated; are more industrious; lean less on the Government; exercise more independence of thought and action; and are rapidly becoming property owners. It means much for the reputation of an institution when it can obtain the voluntary attendance of progressive young people who have a definite objective.

At the time this report is being written, the average age of the boys at Carlisle is nineteen years, and that of the girls is eighteen years. It is not necessary for us to send out a dragnet of soliciting agents over all the United States to bring in our students by force or cajolery, al-

though three hundred new students are enrolled each year. They are attracted by the same dignified means used by our American colleges; namely, interesting them in the kind of education which they can receive, and placing before them, by means of printed matter, the advantages of the school.

The average attendance for the past school year has been 971½, a slight increase over the attendance of last year. The total enrolment was 1,083.

Health.

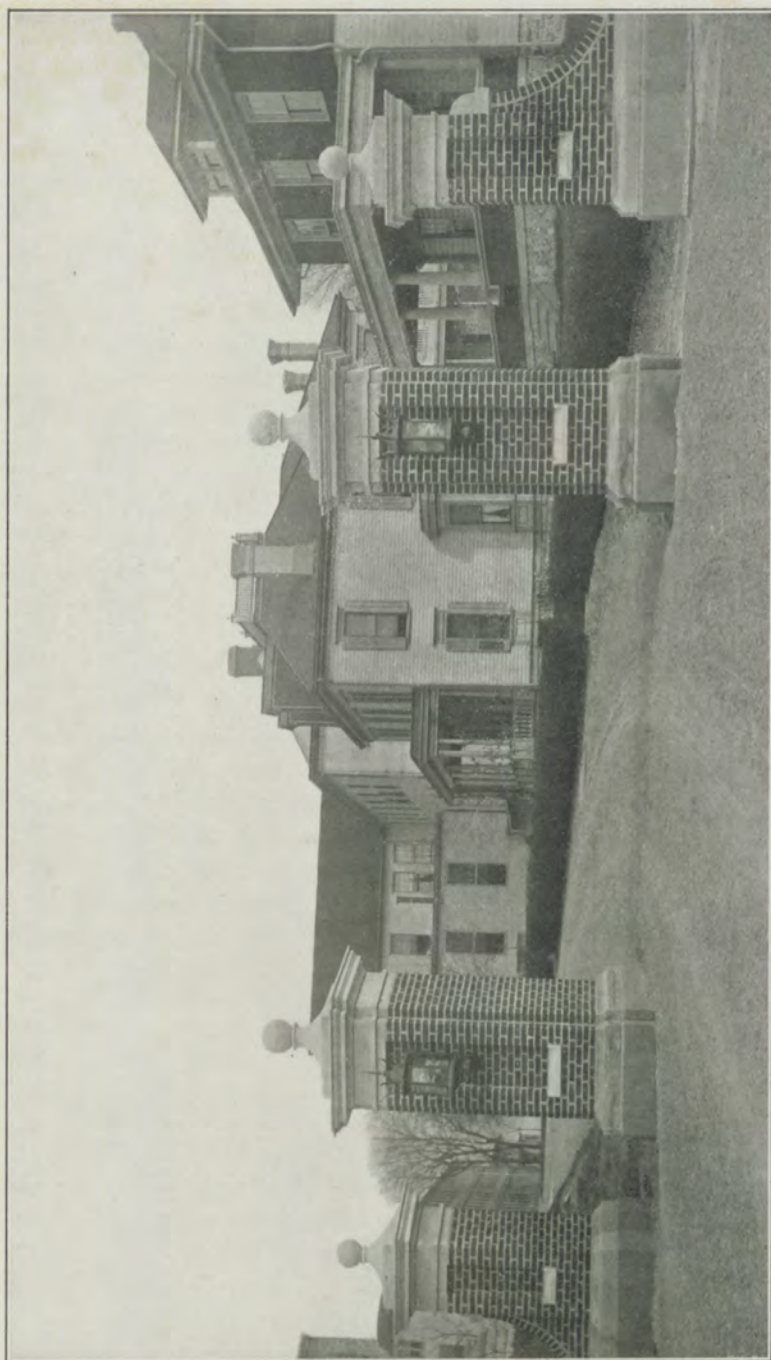
Before coming to Carlisle, all students are carefully examined by a physician, and after they arrive at the school their health is carefully safeguarded. During the past year there have been no epidemics and the general health of the student body was never better. The delicate students have been given careful attention in the well-appointed, splendidly-equipped, and thoroughly manned hospital.

The outdoor pavilions for students with a tendency toward tuberculosis have been the means of building up a number of these incipient cases. A report made by the resident physician indicates that out of a total of twenty-six cases that were treated, there was marked improvement in the health of twenty-one.

Telegraphy.

During the year a number of improvements have been made in the various courses of instruction. In the academic department an additional branch has been added to the existing curriculum; namely that of telegraphy. It has been found that the Indians are exceptionally well adapted for the taking up of the study of this subject, having a keenly developed sense of hearing and of touch. A railroad man with twelve years' experience in practical railroad work has been instructing the students in this department and reports remarkable progress among the students. They are patient, seem to grasp the details rapidly, and have a real liking for the work. Attendance in this department has been limited to a carefully selected number of the more advanced students, and it is aimed in the future, more and more, to restrict admission to those who have a good preparatory education. There is a large demand for telegraph operators and railroad agents over all the country, especially in the West, where it has been found difficult to keep men at some of the lonely stations in the desert and mountain regions. Indians would not object to being alone in these places.

Already three of our boys have been engaged by the Cumberland Valley Railroad, and excellent reports of their progress come in. The superintendent, in speaking of their work, adds the comment, "They



GATEWAY AND ENTRANCE TO THE INDIAN SCHOOL CAMPUS, CARLISLE, PENNSYLVANIA



GRADUATING CLASS, 1910, UNITED STATES INDIAN SCHOOL, REPRESENTING TWELVE DIFFERENT TRIBES FROM ELEVEN STATES

ought to be especially successful because of of their repose and lack of nervousness under the strain of the work." This pressure drives many white men out of the business prematurely because their health has given away.

Business Department.

Continued progress characterizes the work of the Business Department. As we stated when this work was first organized, it is our aim to make it of twofold value: first, to give to all the students in the four upper grades of the academic department drill and training in the fundamentals of good business—in the preparation of ordinary business forms, in accurate and tactful correspondence, and in the elements of bookkeeping; second, to train a selected number of young men and young women as clerks, stenographers, and bookkeepers, who can, immediately on completion of the course, take positions either in the Government Service or in the business world. Through the co-operation of the Civil Service Commission, an examination was given to those in the advanced classes, in which they did well. During the past summer the advanced students have been given practical training in the actual office work of administration here at the school.

In this work we are not striving for numbers, nor to make a spectacular display, but it is felt that, because of the careful selection of the students, and with the very thorough and comprehensive training which is given them, those who are graduated will be competent, and capable of earning a good livelihood at their chosen vocation.

Educational Museum.

The Educational Museum mentioned in last year's report has been constantly augmented by additional exhibits and materials which have been selected with great care from various parts of the country. It serves as an added instrument of educational benefit in the hands of the grade teacher, and the many exhibits help to elucidate that which would otherwise be to many students abstract matter in the textbook.

Course of Study.

The Course of Study has been completed and is in the hands of the printer. In all of its essentials it conforms with the courses of study used in the various states. The time has passed when people argue that Indian education should be radically different in matters of procedure, subject matter, and the general principles involved from elementary education as it is carried on in the thousands of public schools scattered throughout the country. However, we have taken the best

that can be found in several hundred such courses of study and adapted this material to our needs, with the result that our young people obtain a thoroughly common-sense education; furthermore, if they so desire, it will serve them as a vehicle or stepping-stone for continuing their education in higher institutions of learning wherever they may be.

Practical Training in the Fundamentals.

In this connection, mention should be made of a very important matter both to teachers and to administrators. Compelling attention, we hear the cry of alarm and criticism from business men, manufacturers, and professional men that too many students leave the public schools without a thorough grounding in the elements of knowledge; namely, reading, writing, and arithmetic. In the aim to add more advanced branches and to give instruction in the so-called classics, advanced mathematics, and the sciences, too many schools have lost sight of the fundamentals in education; and so in our Indian schools this is a matter of vital importance. It cannot be emphasized too strongly. An Indian boy or girl who completes the work in our schools should at least be able to add accurately a column of figures, speak intelligently and grammatically, and to write a legible, correctly-spelled, and properly-formed letter; not that education consists merely in the doing of these things. but in this practical business world a man's education is too often judged by these standards. In our introduction of this and that branch of so-called higher education, and even in the inclusion of industrial branches, care should be taken that when a boy or girl leaves an Indian school supported by the federal government that he or she should have a thorough grounding and preparation in these things. Teachers and officials in the Indian Service, and others who are in a position to know, who have read letters prepared by some of the graduates of our schools and have witnessed their lack of knowledge of many of the common affairs of their country and of every-day life, will agree that this whole subject is of too much vital consequence to be slipped by.

Industrial Departments.

The Industrial Departments of the school have been perfected and enlarged to the end that more students may be admitted to the various courses of instruction. We now have a group of shop buildings which forms one of the best plants of its kind in the country, with thorough courses of study, excellent equipment, and every facility for teaching the various trades.

During the year harnessmaking has been dropped as a separate department of trades' instruction. This action was taken for the reason

that very few students completing such a trade find remunerative employment on the outside. There is little demand now-a-days for men who make harness by hand; likewise, for harness repairers, such work usually being done in the small towns by cobblers.

After all, the only test in such a matter should be the ultimate good of the student, and no effort should be spared to teach only those things which the boys and girls can make use of when their school days are over. Harnessmaking will be continued from now on merely in connection with cobblery, which is a good trade for a few students, and for which there is an outside demand.

Students with a good preparatory education have been permitted to spend the entire day at industrial pursuits, thus shortening the necessary period of apprenticeship.

Agriculture.

Much time has been spent during the past year in developing and improving the department of agriculture. Although all Indians will not become farmers, we believe that, on account of the fact that all own land and most of them live in agricultural regions, many will follow this pursuit. I do not subscribe to the doctrine that the only salvation for our Indians is to make farmers of them all, any more than I accept a similar policy with regard to the education of whites. This statement is made advisedly, because more than half of our graduates are earning a living entirely away from the reservation; and out of a total of 514 graduates only 54 are engaged in farming. There is no reason based on practical experience why an Indian should not become a good carpenter, bricklayer, blacksmith, or painter, and find remunerative employment, as to become a successful farmer. Nevertheless, because of the fact that so many of the Indians will necessarily choose farming as a means of gaining a livelihood, it is incumbent on our schools to give practical training along this line.

Through the co-operation of the United States Department of Agriculture and the Pennsylvania State Department of Agriculture, our farm and dairy are being systematically developed and improved, so that every young man who chooses farming as a vocation can, at Carlisle, receive thorough instruction in down-to-date methods and in the fundamental principles of this subject. The students are also taught how to meet and solve the crude conditions at their homes.

Work has been commenced on a new dairy barn which will be finished very shortly. In all respects it will be modern and complete. One of the things which it will put an end to is the dreadful loss which Carlisle has suffered each year from tubercular cows. In the

past three years this has amounted to an average of \$1,200 annually.

Secretary of Agriculture Wilson has detailed to this school for advisory work Mr. George A. Billings, Assistant Chief of the Office of Farm Management, and he has aided us materially in our efforts to strengthen the department.

The past year has been a successful one on the farms, the crops having been abundant. There have been sufficient vegetables for the students' use, and the poultry division and piggery have furnished a large amount of products for the use of the school, besides the disposing of much in the markets.

Improvements.

In enumerating the improvements in the various departments of instruction, it may be well at this time to state briefly the building improvements and additions which have been made during the past two years. These include a building containing four flats of four rooms and a bath each (used as quarters for teachers); a large printing office built of brick; two cottages; a fire house; a two-story brick addition to the academic building; three large open-air pavilions connected with the hospital; the entire remodeling of the shop building; a large building known as Athletic Quarters; a new warehouse for condemning unserviceable property; a two-story shop storehouse; together with a host of minor improvements to old buildings and the present plant. A large portion of this building has been done by the school force, and it has afforded to our student apprentices excellent experience in practical building operations.

Report of Bakery.

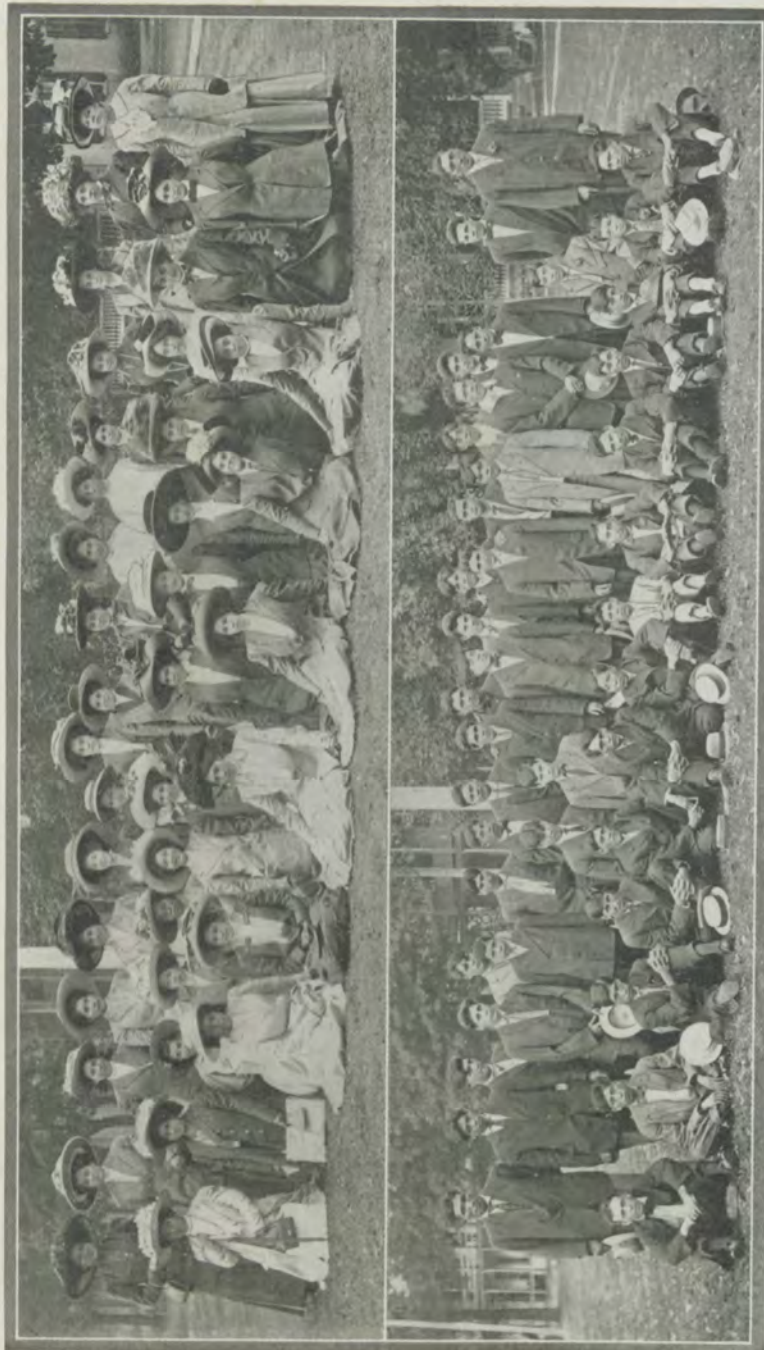
(From July 1, 1909, to June 30, 1910.)

207,368 Loaves bread, at 3 cts. a loaf.....	\$6,221.04
7,122 Pies, at 6½ cts. each.....	462.93
4,285 dozen Rolls, at 7¾ cts. a dozen.....	328.52
3,697 lbs. Cakes, at 7 cts. a lb.....	258.79
3,711 lbs. Corn bread, at 2 cts. a lb.....	74.22
341 dozen Cinnamon buns, at 8 cts. a dozen.....	27.28
292 lbs. Ginger bread, at 7 cts. a lb.....	20.44
55 lbs. Crackers, at 5 cts. a lb.....	2.75
Value of goods baked during the year.....	\$7,395.97
Cost of material (including coal burned).....	5,574.40
Value of labor performed.....	\$1,821.57

Report of Blacksmith Shop.

(From July 1, 1909, to June 30, 1910.)

New Vehicles—Buggies, carts, carriages, express wagon, mail wagon, wagonette, etc.....	\$345.50
New Tools—Brick hammers, driving hammers, hammers, pinchers rock drills, tongs, weed diggers, etc.....	49.45



PUPILS READY TO RETURN TO THEIR HOMES AFTER SPENDING A TERM AT THE CARLISLE INDIAN SCHOOL. NOTE THE GOOD TASTE OF THE BOYS AND GIRLS IN THE SELECTION OF CLOTHING, WHICH WAS PURCHASED WITH THEIR OWN EARNINGS



HOME OF C. M. SICKLES, CARLISLE '98



OFFICE OF C. M. SICKLES, CARLISLE '98, WHO IS SUCCESSFULLY PRACTICING HIS
PROFESSION AT TIFFIN, OHIO

General Repairing—Farm implements, farm wagons, school stable, etc	484.70
Horse Shoeing—Farm and stable.....	135.60
(Shoes made and driven on.....)	\$112.60)
(Shoes reset.....)	23.00)
Value of work done during the year.....	\$1,015.25
Cost of material used.....	240.50
Value of labor performed.....	\$774.75

Report of Carpenter Shop.

(From July 1, 1909, to June 30, 1910.)

Work to date on Dairy Barn.....	\$3,142.70
1 Storehouse.....	946.00
1 Bonehouse and 2 Storage rooms.....	468.25
Athletic Quarters—Improvements at.....	206.00
1 Addition to Lumber house.....	185.00
1 Bridge.....	154.59
Other Improvements—Office, Large Boys' Reading Room.....	69.15
Extensive repairs to buildings—Girls' Quarters, Large Boys' Quarters, Small Boys' Quarters and Teachers' Quarters.....	1,362.17
General Repairs (from an itemized list).....	322.79
Miscellaneous work.....	276.41
295 Articles made—Brackets, chart frame, chest, coat hangers, curtain pole, cutting board, door sash, drawing boards, easels, feed box, frac- ture box, frames, keyboard, ladders, mallets, paperholders, rolling pin, snow shovels, splints, storm sash, straight-edge, tool-boxes, etc.	446.38
81 pieces furniture made—Banking counter, bookcases, cabinets, chairs, clothes chests and bins, cradle, cupboards, office desk, rocking chairs, registers' desk, stands, show cases, tables, towel racks, etc.....	1,582.81
Value of work done during the year.....	\$9,162.25
Cost of material used.....	5,014.08
Value labor performed.....	\$4,148.17

Report of Heating and Plumbing Departments.

(From July 1, 1909, to June 30, 1910.)

Boiler house.....	\$ 817.00
New Machinery at Laundry—Putting in.....	608.54
New Machinery at Shoe Shop—Putting in.....	218.69
Bakery Oven.....	197.00
Drinking Fountains—Installing.....	64.00
Radiators—Girls' Quarters, Large Boys' Quarters, Printing department, and Sewing room.....	88.30
Y. W. C. A.—Reheating.....	37.00
Blacksmith Shop—Coil in.....	35.78
Bridge—Railing on.....	28.02
General Repairs (from an itemized list).....	2,742.49
Cow Barn—Work on to date.....	400.00
Value of work done during the year.....	\$5,236.82
Cost of material used.....	2,320.17
Value of labor performed.....	\$2,916.65

Report of Harness Shop.

(From July 1, 1909, to June 30, 1910.)

43 sets Double harness, 2 sets single harness, and all other new work— Miscellaneous).....	\$1,296.00
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Repair work of all kinds.....	86.75
Value of work done during the year.....	\$1,382.75
Cost of material used.....	867.14
Value of labor performed.....	\$515.61

Report of Masonry Department.

(From July 1, 1909, to June 30, 1910.)

Stonework—3,000 pch.....	\$3,010.00
Brickwork—50,000 brick.....	663.12
Cementing, etc.....	1,349.53
Excavating.....	432.25
Plastering.....	476.85
Dairy barn—Hauling stone and filling in.....	600.00
Value of work done during the year.....	\$6,531.75
Cost of material used.....	4,021.13
Value of labor performed.....	\$2,510.62

Report of Painting Department.

(From July 1, 1909, to June 30, 1910.)

Painting (interior and exterior), papering, etc.....	\$2,545.48
Finishing articles—filling, painting, varnishing, etc.....	274.81
Painting and Trimming vehicles.....	272.50
Sign painting (large signs for all the departments).....	145.15
Bronzing, Glasswork, etc.....	106.30
Value of work done during the year.....	\$3,344.24
Cost of material used.....	1,386.14
Value of labor performed.....	\$1,958.10

Report of Printing Department.

(From July 1, 1909, to June 30, 1910.)

24,000 The Red Man.....	\$3,064.50
111,500 The Carlisle Arrow.....	1,395.00
306,300 Letter heads, Envelopes, Post Cards, etc.....	1,067.25
198,215 Report Blanks, Troop Lists and Lists of Enrolled Pupils, Blank Forms, Laundry Lists and Slips, etc.....	941.10
104,626 Ballots, Cards and Tickets, Folders, Labels, Menus, Mottoes, Posters, Proposal Forms, Songs, etc.....	864.60
8,550 Superintendent's Report and School Calendar.....	753.70
8,372 Books and Pamphlets, including "Roster of Officers" and other work of similar nature.....	736.50
40,610 Programs and Invitations.....	697.55
26,150 Outing Rules and Miscellaneous.....	132.00
Value of work done during the year.....	\$9,652.20
Cost of material used.....	2,166.70
Value of labor performed.....	\$7,485.50

N. B.—A vast amount of labor is expended in handling stock, folding and mailing out publications, and in other work for School and Office, for which we do not enter charges in this estimate.—Printer.

Report of Sewing Department.

(From July 1, 1909, to June 30, 1910.)

1,699 Dresses (senior, seersucker, work, etc.), Skirts, and White Waists.....	\$4,383.52
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2,340 Shirts—white, colored, and night.....	1,478.83
437 Tablecloths and covers.....	725.42
435 Gowns and Kimonos.....	387.10
2,995 Towels—hand and tea.....	377.76
438 Drawers.....	350.40
1,411 Sheets and Pillowcases.....	341.32
943 Aprons—white and colored.....	288.75
480 Curtains.....	168.00
226 Articles—bags, caps, capes, couch covers, holders, pillowtops, etc	20.80
19,710 Pieces mended.....	985.50
Value of work done during the year.....	\$9,507.40
Cost of material used.....	3,756.37
Value of labor performed.....	\$5,751.03

Report of Stone Crusher.

(From July 1, 1909, to June 30, 1910.)

2,000 Perch stone quarried and crushed, at 95¢.....	\$1,900.00
Total cost.....	600.00
Value of labor performed.....	\$1,300.00

Report of Shoe Shop.

(From July 1, 1909, to June 30, 1910.)

50 Pairs Shoes made.....	\$ 100.00
1,873 pairs Shoes repaired.....	1,311.10
Value of work done during the year.....	\$1,411.10
Cost of material used.....	544.22
Value of labor performed.....	\$ 866.88

Report of Tailor Shop.

(From July 1, 1909, to June 30, 1910.)

603 Coats made.....	\$4,221.00
799 Trousers made.....	3,595.50
83 Overalls made.....	83.00
3,393 pieces (Coats, trousers, and overcoats) altered, cleaned, pressed, or repaired.....	683.50
Value of work done during the year.....	\$8,583.00
Cost of material used.....	3,368.64
Value of labor performed.....	\$5,214.36

Report of Wheelwrighting Department.

(From July 1, 1909, to June 30, 1910.)

11 Vehicles made—2 dump carts, 1 express wagon, 3 hand carts, 3 run- abouts, 1 spring wagon, 1 wagonette.....	\$ 341.00
5 Vehicle Bodies—4 buggy and 1 surrey.....	50.00
Repair work on carriages and wagons.....	476.50
Repair work on buildings and furniture.....	675.00
New work on buildings.....	150.00
Value of work done during the year.....	\$1,692.50
Cost of material used.....	830.75
Value of labor performed.....	\$ 861.75

Report of "First" Farm.

Including Piggery.

(From July 1, 1909, to June 30, 1910.)

Hogs slaughtered and sold.....	\$1,502.81
Vegetables.....	538.90
20 tons Hay, at \$15 a ton.....	300.00
50 tons Ensilage, at \$5 a ton.....	250.00
326 bu. Potatoes, at 75¢ a bu.....	244.50
300 bu. Rye, at 75¢ a bu.....	225.00
135 bu. Oats, at 45¢ a bu.....	60.75
158 doz. Sweet Corn, at 15¢.....	23.70
Value of products.....	\$3,145.66
Cost of production.....	987.50
Value of labor.....	\$2,158.16

Report of "Second" Farm.

(From July 1, 1909, to June 30, 1910.)

119 tons Hay, at \$15 a ton.....	\$1,785.00
635 bu. Corn, at 85¢ a bu.....	539.75
525 bu. Wheat, \$1.00 a bu.....	525.00
620 bu. Oats, at 45¢ a bu.....	279.00
440 bu. Potatoes, at 50¢ a bu.....	220.00
745 doz. Eggs, at 20¢ a doz.....	149.00
Value of products.....	\$3,497.75
Cost of production.....	1,780.25
Value of labor.....	\$1,717.50

Report of Dairy.

(From July 1, 1909, to June 30, 1910.)

12,310 qts. Milk—whole, at 4¢.....	\$ 492.40
59,881 qts. Milk—skimmed, at 2¢.....	1,197.62
667 qts. Cream, at 15¢.....	100.05
6,555 lbs. Butter, at 25¢.....	1,638.75
29 Calves slaughtered.....	300.96
Value of products.....	\$3,729.78
Cost of feed, etc.....	2,867.40
Value of labor.....	\$ 862.38

Report of Poultry Department.

(From July 1, 1909, to June 30, 1910.)

395 Chickens slaughtered.....	\$158.00
599 doz. Eggs, at 20¢ a doz.....	119.80
Value of products.....	\$277.80
Cost of production.....	160.00
Value of labor.....	\$117.80

Students Work Their Way.

The records herewith reproduced, showing the value of the products and the work done by the various industrial departments of the

school, indicate in a small way the extent to which the school itself is self-supporting. We have always believed, and this has been borne out by the experiences of others, that the more excellent and thorough the instruction in the industries, the greater the productivity. The most important thing in the shop is the boy or the girl. Materials, machinery, products—these are all of secondary consideration; but when students receive thorough instruction, when the course of work is carefully arranged and they are shown the whys and wherefores of each operation, they make rapid progress, which inevitably tells in the final output.

Our building operations and the diverse work of production carried on afford a splendid opportunity for our students to put to practical use much of the training which in many trade schools is purely theoretical. It will be seen from the reports submitted that the value of the products from the various shops and industries aggregates \$77,466.22. This does not include a large amount of work which is rendered by the students in washing nearly ten thousand pieces of clothing each week, in the preparation of food, in the care of the dormitories, the kitchen, and the dining room, in the up-keep of a beautiful campus which serves to inspire the student body with higher ideals of civic beauty; in the labor on the farms, and in a multitude of minor activities for which it would be otherwise necessary to hire outside labor.

In a recent report issued by Girard College (of Philadelphia), which is an institution similar in character to the Carlisle school, offering somewhat similar branches of training in the academic work, although not conducting the industrial work to the vocational extent that Carlisle does, it is recorded that the per capita cost of maintenance for a school of fourteen hundred students is (report for the year 1909) \$356.99.

The statement is often made, and by many as promptly accepted, that the kind of education furnished by nonreservation schools is gratuitous. In last year's annual report, after a careful examination of the cost of Indian education, it was found that the average per capita cost during the past fifteen years for the maintenance of the Carlisle school including cost of building etc., was \$153.92— or \$70.84 less per pupil than the average cost of all other nonreservation schools put together. For Carlisle for 1909, the per capita cost was \$169.60, in comparison with \$356.99, the per capita cost at Girard College. An examination of the cost of education in similar educational institutions, which are privately endowed or supported by the state, will disclose the fact that in practically all such schools the per capita cost is nearly double what it is at Carlisle.

My purpose in entering into this comparison and gathering these

figures is to show that, as nearly as possible, for every dollar which comes from the public treasury of the United States, and is spent by the federal government toward the education of Indians at the Carlisle school, the students produce nearly a dollar in return; that their education is not a gratuity, and that as far as may be in an educational institution where the students come from poor families without money, at Carlisle, they help to pay in labor for what they get in the way of instruction.

In a school such as we have here, where every moment of the day is occupied, where the students rise at six in the morning and retire at nine-thirty at night, going to school for the purpose of receiving an academic education half of the day and working in one of the industrial departments of the school the other half; and where during the last year, under the beneficent influences of the Outing System, the students earned for themselves the sum of \$26,409.99, there can be very little in the way of a gratuity which can be so considered any more than is public school education which is furnished by the state governments to the children of our white race, the poorer members of which pay very little, or nothing, as taxes. It is at least incumbent on the federal government for the present to supply to the children of Indians an education which will aid them to become better citizens and forever dissolve the ties of guardianship which will continue to exist as long as the Indian race remains illiterate and untrained.

The ultimate goal of all this work of education is conceded to be to finally absorb the Indian schools into the public schools where Indians can be educated with whites, and under which conditions they will as taxpayers assist in the support of public education. But thoughtful Americans must not lose sight of the fact that much of the splendid progress of the Indian is very largely due to the beneficent character of the education which has been furnished by the federal government by means of its various so-called Indian schools.

Office Records.

In all the various departments of administration—including finance, outing, students' banking, transportation, and general correspondence—our office records have been perfected. An expert from New York City recently made the statement that we have one of the best filing systems which he has seen anywhere, in or out of the federal service. During the past year, 19,880 letters were received—and there were sent out 16,049 letters and 21,283 circular letters. Many of the letters which are received are in the nature of inquiries concerning our system of education. These letters come from every state in the Union, from

Europe, and the Orient. The Carlisle school thus has a wide influence on present-day educational methods.

Religious Teaching.

It has always been Carlisle's aim to insist on absolute religious freedom among the student body; and yet, while it has maintained equality and impartiality as between various religious beliefs and denominations, the school has felt that, although supported by the government, it nevertheless takes the place of the parent and is responsible for some positive work along religious lines. Therefore, while the various students are allowed to select their own denominations in the great Christian church, it has been insisted constantly that every student affiliate with some church. The school believes in positive religious training, because its authorities feel that religion and morality go together; and assuredly it is the duty of the government to look after the forming on the part of the Indian young people of correct moral conceptions and responsibilities. The experience of the world has been against the divorcing of ethics and a sincere religious belief. The two continually overlap.

Carlisle's success along these lines has been recognized by the Indian Office and by the various churches. At the conference of superintendents in Washington last December, when a public hearing on the subject of religion in Indian schools was held, the Carlisle plan was highly indorsed by prominent officials in the church and by various Indian officials, including the Commissioner himself. It is most gratifying to know that what has been for years a very vexing question has been at last settled by the adoption, practically *in toto*, for the entire Indian Service of the rules governing and the principles guiding religious work and teachings in vogue at Carlisle.

Nationalizing the Indians.

A careful examination of the work and purposes of the Carlisle school, followed by an investigation of the records of its graduates, brings to light an interesting phase of its influence. In the careful selection of its student body, it cuts to a minimum wastefulness on undesirable individuals. Its scheme of education comprehends the throwing together of promising young men and young women of Indian blood from every part of the country and from about ninety different tribes, speaking as many different languages. These young people are given a wider horizon and a broader conception of life. They form lasting friendships.

The plan of mixing the tribes at Carlisle results in nationalizing

the Indian; and, after all, that is the great object in our dealings with this primitive people. They see beyond the reservation, and more than half of our graduates are actually making a success away from the reservation. Our boys and girls learn more of their government; become thoroughly acquainted with their white neighbors; have impressed upon them the ultimate goal of citizenship, with its entailing duties and responsibilities, as well as privileges; grow to be strong under firm, yet kindly, discipline; and usually make a success of life, because, after the kind of training they have received, it is the most natural thing for them to do. Work is the keynote at Carlisle, and service is its gospel.

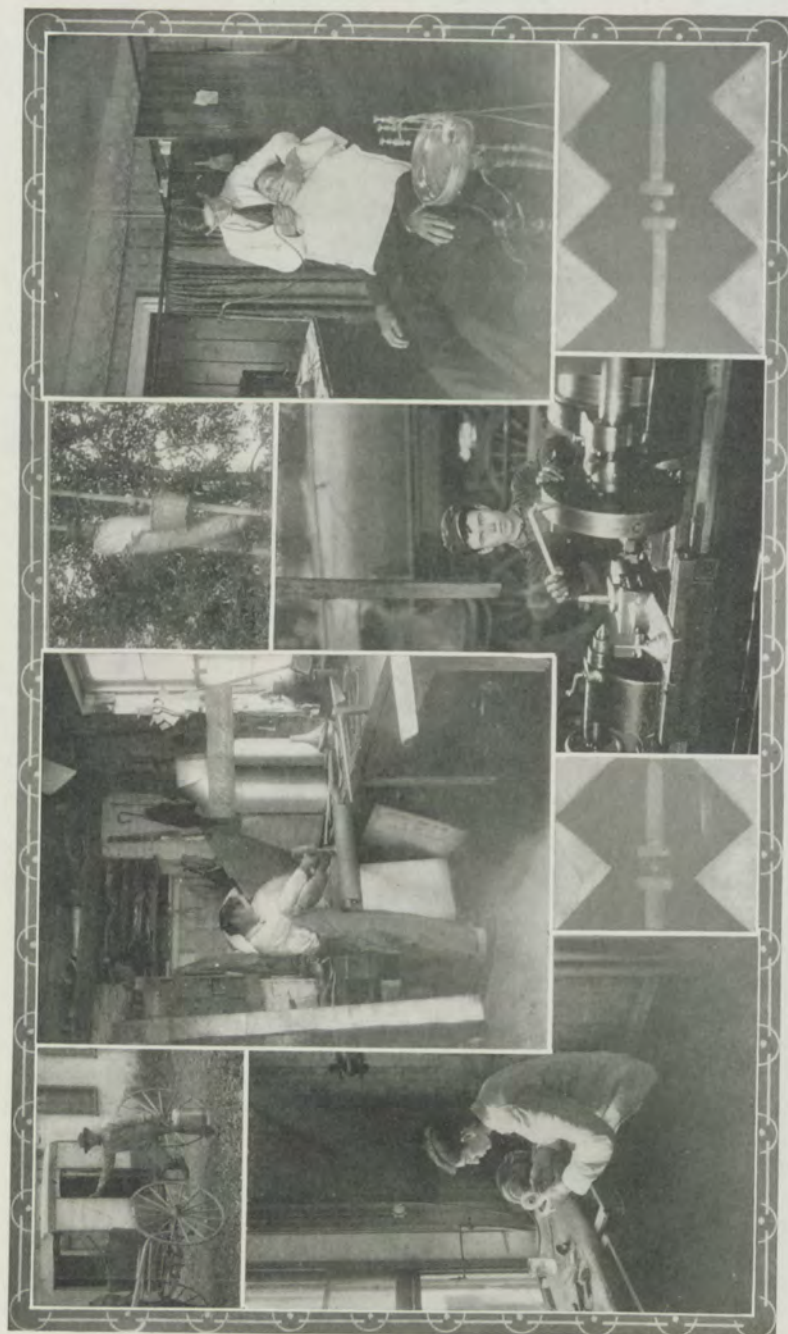
Outing System.

The Outing System, which is recognized throughout the country because of the results which have been accomplished, under its plan of procedure, in the way of practical education and civilization, has continued to be a vital force in the work of the school. Its activities have been extended so as to reach a greater number, and the details governing its conduct have been developed and perfected. Requests for information concerning its work have been continuous, coming not only from schools in the Indian Service, but from educators and schools, publicly or privately supported, for the education of whites.

During the year a total number of 760 students, representing 457 boys and 303 girls, availed themselves of its advantages. The supply of students was far too small to accommodate the increased number of applications, there being during the last year 1,174 applications for students—or 414 in excess of the actual number who could be supplied. This speaks well for the quality of work performed by these young people, especially when it is recognized that they not only receive current wages, but must be protected, trained, and cared for by the patrons of the school.

From July 1, 1909, to June 30, 1910, these students earned a total of \$26,409.99. Of this amount, the boys earned \$19,269.83, and the girls, \$7,140.16. This is an increase over their total Outing earnings for last year of \$3,264.08.

One of the most gratifying features of the work during the past year has been the development of the Outing for trade students, which was mentioned in last year's report. These students have gone to work in shops, with contractors, and in manufacturing establishments, and working side by side with white mechanics have gained a tremendous amount of benefit. Being in the dollar-and-cents' business world, they have come to a realization of what a full day's work really means in a way which could not be taught in any school. They have earned from \$5.00 a month (with board and washing) to



CARLISLE STUDENTS WORKING AT THEIR TRADES UNDER THE SCHOOL'S OUTING SYSTEM, LEARNING THE MEANING OF A FULL DAY'S WORK AND EARNING WAGES



HOME OF AN EX-STUDENT IN ALASKA, BUILT WITH HIS OWN HANDS



HOME OF AN EX-STUDENT ON THE ONONDAGA RESERVATION, NEW YORK

\$3.00 a day. The following list shows the number of students so employed, together with the various occupations:

Baker.....	1
Blacksmiths.....	13
Brickmakers.....	7
Candy Factory.....	3
Carpenters.....	11
Carriage Painters.....	4
Dentist.....	1
Electricians.....	4
Ice Cream Factory.....	1
Machinists.....	2
Masons.....	6
Mechanical Draughtsman.....	2
Painters (House).....	19
Photographers.....	3
Plumbers.....	3
Printers.....	12
Telegraphers.....	3
Tinner.....	1
Wagonmakers.....	4
Total.....	100

There have also been 222 Outing students who attended public schools this year.

Commencement.

The Commencement Exercises this year were held from Sunday, March 27th, to Friday, April 1st, inclusive. An impressive Baccalaureate Sermon was preached by the Hon. W. H. P. Faunce, D. D., L.L.D., President of Brown University; and Dr. George W. Reed, President of Dickinson College, and Rev. J. Harper Black, D. D., assisted in the exercises. The Graduation Exercises were held on Thursday, March 31st, and there were valuable addresses, instructive to the public and inspiring to the students, from a number of prominent men, including Hon. Robert G. Valentine, Commissioner of Indian Affairs; Dr. Henry Houck, Secretary of Internal Affairs (Pennsylvania); and Hon. Edwin S. Stuart, Governor of Pennsylvania.

There was a large attendance of former students and graduates, and the alumni reception and banquet on Friday evening, in the gymnasium, was an added link toward strengthening the organization and its loyalty to the school.

The exercises were given wide publicity, and the daily events were witnessed by large audiences and chronicled in detail in the newspapers and prominent magazines.

The program of events was as follows:

COMMENCEMENT WEEK.

SUNDAY—MARCH TWENTY-SEVEN.

3:15 p. m.—Baccalaureate Exercises in the Auditorium.

7:30 p. m.—Union Meeting of Y. M. C. A. and Y. W. C. A.

MONDAY—MARCH TWENTY-EIGHT.

- 2:30 p. m.—Exercises in Gymnasium for School.
7:30 p. m.—A Comic Opera—"The Captain of Plymouth"
(In the Auditorium for the School only.)

TUESDAY—MARCH TWENTY-NINE.

- 1:30 p. m.—Exercises in the Gymnasium for the Public.
7:30 p. m.—A Comic Opera—"The Captain of Plymouth."

WEDNESDAY—MARCH THIRTY.

- 8:30 to 11:00 a. m.—Industrial and Academic Departments open to
Visitors.
2:00 p. m.—Track and Field Sports and Lacrosse.
7:30 p. m.—A Comic Opera—"The Captain of Plymouth."

THURSDAY—MARCH THIRTY-ONE.

- 8:00 to 10:30 a. m.—Industrial and Academic Departments open to
Visitors.
1:30 p. m.—Graduation Exercises and Presentation of Diplomas in
Gymnasium.
8:00 to 11:00 a. m.—Reception to Graduates and Returned Students
at Superintendent's House.

FRIDAY—APRIL ONE.

- 7:30 p. m.—Alumni Reception and Banquet.

Summary of the Record of Living Graduates.

Introductory Statement.

In presenting the following record of the graduates of the Carlisle school, than which no school in the country can show a better record, it is desired to call attention to several facts to which the reader should give careful attention.

First: The Carlisle school is not a university. The character of its academic work, with the exception of that of the business and the telegraphy departments, is of the grammar grade. Some studies which are included in the regular high-school course are taught, but no so-called higher education is given. Consequently, its record should be compared with schools of a similiar character among the white people; and in comparison with these, or even in comparison with our colleges, the total number who have made good will compare to splendid advantage. Out of the total of 514 living graduates, only five have been so-called failures; the rest have made a marked success in their various spheres of activity.

Second: Attention is invited to the fact that Carlisle has inspired a large number of its graduates with the desire for further, advanced, collegiate education. It will be seen from their records that a number of Indians who have been graduated at this school have continued their way in institutions of higher learning, and in practically all such cases have worked their ways through.

Thirdly: In the record of the women graduates it will be noted that 142 are housekeepers. It will thus be seen that their education has not weaned them away from married life. A careful examination of the records of these young ladies shows that they are the mistresses of modern homes, nicely furnished, and that their children are being well cared for and carefully educated. These are not so-called squaws who live in tepees or hogans, amid the squalor of the reservation, but thrifty, industrious wives and mothers whose homes compare well with the homes of good white women in similar circumstances.

Fourth: It will be noticed by examining the distribution of graduates that out of the 514 who are living 300 are successfully engaged in vocational activities away from the reservation, and have been forever severed from federal supervision. No longer content to be wards, they have speedily become citizens. The 209 engaged at work on the reservation are leaders among their people, and examples of probity and industry.

The occupations of the 514 living graduates are as follows:

Employed by the United States Government.

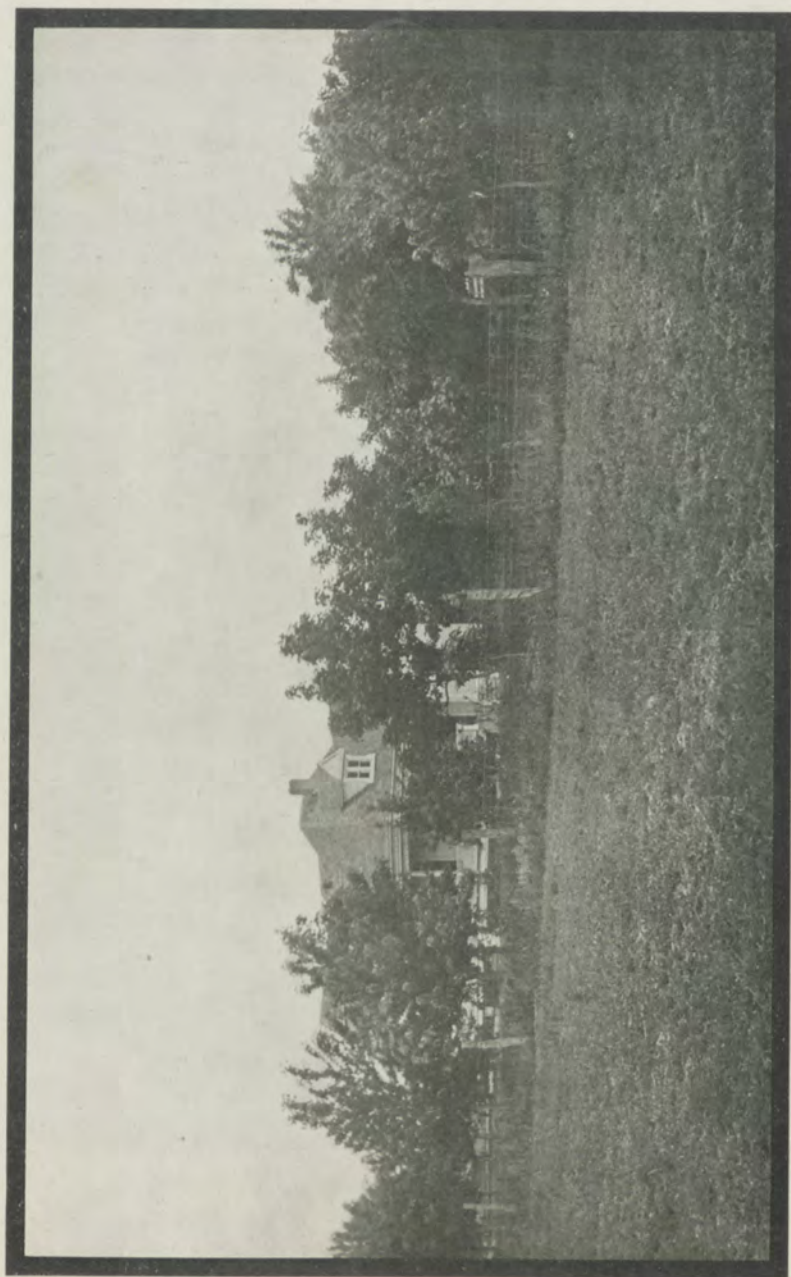
Clerks and Stenographers.....	13
Disciplinarians, Field Matrons, and Ass't Matrons.....	21
Instructors	41
In the Academic Branches.....	15
In the Household Arts.....	12
<i>(Cooking, Laundering, Nursing, Sewing, etc.)</i>	
In the Industries.....	14
<i>(Blacksmithing, Carpentry, Engineering, Farming, etc.)</i>	
Superintendents	2
Supervisors (National) and Overseers of Indian Employment.....	2
Interpreters, Laborers, and Night Watchmen.....	6
Total.....	85
 In the Army.....	4
In the Forest Service.....	2
In the Navy.....	1
Mail Carrier.....	1
Total	93

In Business, Professions, and the Industries.

Agents, Cashiers, Clerks, Managers, Salesmen, Stenographers.....	30
Band Leaders and Traveling Band Men.....	7
Farmers and Ranchers.....	50
Housewives	142
In Business for Themselves	19
<i>(Merchants, Real Estate Dealers, etc.)</i>	
Laborers	16
Professions	22
<i>(Civil Engineering Dentistry, Journalism, Law, Lecturing, Medicine, Nursing, Teaching, etc.)</i>	
Railroaders	8
<i>(Foremen, Fireman, etc.)</i>	
Students.....	28
<i>(Business Schools, Universities, etc.)</i>	
Trades	78
<i>(Blacksmithing, Carpentry, Dressmaking, Harnessmaking, Laundering, Printing, Shoemaking, Tailoring, etc.)</i>	
Total	400
 Working at Home.....	10
Occupation Unknown.....	6
No Occupation	5



A CARLISLE GRADUATE, AND FAMILY—WILLIAM HAZLETT, CLASS '95, FORT COBB, OKLA. SUCCESSFUL FARMER, EDITOR
FORT COBB RECORD. DEMOCRATIC CANDIDATE FOR STATE SENATOR



HOME OF WILLIAM HAZLETT, CARLISLE '95, FORT COBB, OKLAHOMA

Distribution of Graduates, Carlisle Indian School.

Living.....	514
Deceased	69
Total number of Graduates.....	583
Working at home on allotment or near it.....	147
Working near home	32
In Government Service at home	30
Total	209
In U. S. Indian Service away from home.....	60
Married and living away from home, many in white communities..	66
At work away from home in white communities.....	149
Students in white schools away from home.....	15
Students in Indian Schools, here or elsewhere.....	10
Whereabouts not known.....	5
Grand Total.....	514

Returned Students.

Careful records are being gathered of the more than 4000 students who have only stayed at Carlisle long enough to complete partial terms. It has been found from returns which have already been received that out of 2189 approximately 94% are successfully earning their living, and evidence by the uprightness of their lives that even the short term spent at this school has been a vital influence for good.

Census of Students of Carlisle Indian School—1909-1910.

Tribe.	Boys.	Girls.	Total.	Tribe.	Boys.	Girls.	Total.
Abanakie		1	1	Narragansett	1		1
Abanakis	2	1	3	Navaho	13		13
Alaskan	3	6	9	Nez Perce	17	11	28
Apache	3		3	Nomelaki	3		3
Arapaho	3	1	4	Nooksak	2	1	3
Arikara	1	2	3	Okinagan		1	1
Assiniboin	1		1	Omaha	10	1	11
Bannock		5	5	Oneida	19	20	39
Blackfeet	2		2	Onondaga	17	13	30
Caddo	6	2	8	Osage	3	4	7
Catawba	1		1	Ottawa	6	2	8
Cayuga	5	4	9	Palute	4	1	5
Cayuse	2		2	Pawnee	15	4	19
Cherokee	36	21	57	Penobscot	1	3	4
Chetco		2	2	Peoria		1	1
Cheyenne	25	10	35	Piegan	10	2	12
Chippewa	81	58	139	Pima	2		2
Chittimache	14	7	21	Pit River	1		1
Clallam	1		1	Pokonoket	9	1	10
Colville	8		8	Ponca	3		3
Comanche	2	1	3	Porto Rican	1		1
Concow		1	1	Potawatomi	2	1	3
Cour d' Alene	1		1	Pueblo	29	10	39
Creek	1		1	Puyallup	1		1
Crow	4	3	7	Quapaw	1		1
Delaware	4	2	6	Sac & Fox	3	11	14
Digger	2	5	7	Sanpoil	1		1
Filipino	2		2	Seminole	1		1
Grosventre	6	6	12	Seneca (Okla.)	1	2	3
Hopi	12		12	Seneca	69	42	111
Hupa	2		2	Serrano		2	2
Iowa	1		1	Shawnee	2	2	4
Iroquois	7	5	12	Shoshoni	19	8	27
Klamath	16	5	21	Sioux	67	29	96
Lipan	1		1	Spokan	5		5
Little Lake	2	1	3	Stockbridge	3	3	6
Mashapee	4	1	5	St. Regis	22	22	44
Menominee	2	8	10	Tonawanda	2	2	4
Miami	1		1	Tuscarora	15	3	18
Mission	4	2	6	Umatilla	2		2
Modoc		2	2	Umpqua		1	1
Mohawk	19	10	29	Washoe	2	1	3
Mono		1	1	Wichita	11	4	15
Munsee		1	1	Winnebago	10	6	16
Munsen		1	1	Wyandot	2		2

Totals: 90 Tribes; 694 Boys; 389 Girls. Number of Students, 1,083.

This pamphlet was printed by the Carlisle class in printing,
at their shop, in the month of September, 1910. Tribes
represented: Cayuse, Cherokee, Chippewa, Grosventre,
Mohawk, Ottawa, Oneida, Onondaga, Piegan, Porto
Rican, Shoshoni, Seneca, Sioux, Tuscarora and Wichita.

