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# ANNUAL REPORT

U.S. INDIAN SCHOOL CARLISLE PA



Year Ending June 30, 1912









Annual Report

UNITED STATES INDIAN  
SCHOOL

CARLISLE, PENNSYLVANIA

By M. FRIEDMAN  
Superintendent



For the Year Ending June 30, 1912

1913  
THE CARLISLE INDIAN PRESS  
CARLISLE







## *Annual Report of the Superintendent United States Indian School, Carlisle, Pa.*

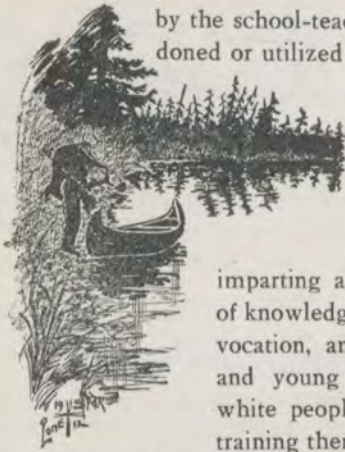
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RADICAL departure was made when our Government authorized the establishment of an Indian School on the site of the Carlisle Barracks, formerly used for the training of soldiers, whose main object, at that time, was to chase Indians on the frontier, and to otherwise keep the peace. In accordance with this change of front by the Government, which decision forever left behind the policy of war, repression and extermination, the first party of Indians, numbering eighty-two, after an exciting journey of much interest to the public, arrived at Carlisle from the Sioux Reservation on October 6, 1879. Since then the school has received many a large party of Indians coming from every tribe in the United States, and gradually increasing in number until this school is now not only the oldest in the Service, but contains the largest number of students.

Up until that year of 1879 very little progress in educating and civilizing the Indian had been made. No definite policy had previously been shaped in favor of education. At regular intervals, because of dissatisfaction, broken treaties, and the influence of rum and of ignorance, there were outbreaks which cost great sums of money and many lives of both the whites and the red men. It is estimated that this harmful policy of *laissez faire* as to Indian betterment, and continual encroachment on Indian land, cost the Government and the pale face nearly \$400,000,000.

With the opening of the Carlisle School, our Nation adopted a saner method of solving the Indian problem. The soldier was replaced



by the school-teacher, and the forts were either abandoned or utilized for schoolhouses and agency purposes.

The guiding motive in the establishment of the Carlisle School was to train the Indian youth of both sexes to take upon themselves the duties, as well as the responsibilities, of citizenship. This has been done by

imparting a thorough education in the elements of knowledge, by useful training in some practical vocation, and by placing the Indian young men and young women in the homes of the best white people of this and neighboring States, and training them in the habits and arts of civilization

through immediate contact.

The first has been accomplished by means of a carefully graded academic department, of grammar grade, which is supplemented by instruction in music, public speaking, art, nature study, and business practice. The second has been done most successfully by giving instruction in twenty trades of a most practical character, and in the cultivation and training afforded on the farms and in the dairy. The third has resulted through the operation of the Outing System, by means of which Indians obtain the training in civilization by living and practicing civilization, and become acquainted with the difficulties of competition by actually having a taste of such competition in the various vocations and trades while under the jurisdiction of the school.

The Carlisle School, besides the immediate work of education, has performed an extensive service for the Indian by educating the American public to the desirability of instituting rational measures for Indian betterment. When the school was first established, the public attitude was reflected in the oft-repeated slander that "the only good Indian is a dead Indian." This has given way to a manifestation of sympathetic interest in the Indian on the part of the general public, which finds fruition in Congress by a liberal support of education and civilization for the primitive American. The country has come to recognize that the Indian is essentially a valuable member of American society, in an especial degree, when he is properly trained and educated. Some of our most prominent and useful citizens make the proud boast of possessing Indian blood.

In a measure, this is a finishing school for Indians, performing a valuable service in the development of the race by training those

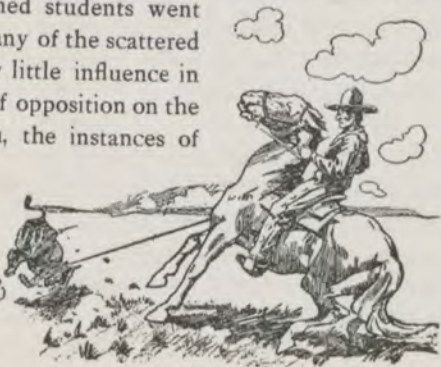


students who have reached the age of adolescence and have had some preparatory training in the simple branches in the day school on the reservation. Not only is vocational activity encouraged, but character building is an important concern which guides the faculty in its dealings with the student body. Students are taught to be industrious and frugal, honest and obedient, accurate and self-reliant, prompt and thorough. Strict discipline is a necessity in any work of this kind, especially where, as with Carlisle, the school takes the place of the parent. Natural methods are in vogue, and a successful effort has been made to break away from an artificial and institutional regime.

### *Substantial Results.*

The only test of an educational process, in the same way that any business organization would be judged, is by the concrete results in the way of product. Whether or not the Carlisle School is fulfilling its mission is ascertainable only in the kind of records which are made by the young men and women who were educated within its walls. Here, happily, there is no opportunity for controversy. Everywhere throughout the Nation, the Carlisle graduates and returned students are at work, living right, at peace with their neighbors, patriotic in their citizenship. There is a remarkable proportion of successes. Out of a total of 639 graduates, only five are not actively engaged in some useful occupation. With more than 4,000 returned students, the most careful records obtained from the individuals, supported by the evidence of the agents and superintendents of the reservations to which they belong, show that 94 per cent are self-supporting and self-respecting, with good families, good homes, and money in the bank.

In the early days when tribal opposition and ridicule was strongest and overwhelming, and the returned students a negligible minority in the tribe, some of the returned students went back to the old ways, and many of the scattered few who made good had very little influence in the face of the united effort of opposition on the part of the tribe. Even then, the instances of heroism, where educated Indians courageously held out and stood up for civilization, sobriety, and righteousness, are numerous. Many a thrilling tale could be told of how they stood



out and up against the oppression and ridicule of their uneducated kinsmen. But now, even though there are some who are not actively engaged in paying work, the instances where education has been entirely lost are rare. In several of the tribes the returned students from this and other schools are in control, and are beneficently shaping the destiny of their people. Because we see an Indian from one of the schools dressed in the sensible dress of the tribe, as some progressive Indians are among the Pueblos, we must not erroneously believe that this means a return to the blanket, for there are many, who, while adopting the outward habiliments of the tribe, are living Christian lives, full of earnestness and zeal, cultivating their farms and husbanding their resources.

Another element which aids our returned students and graduates is the "Carlisle spirit" with which they are permeated before leaving the school. They have a great pride in their alma mater, and wherever they are, they band together in the common cause of Indian progress and civilization. On many of the reservations, where obstacles occur, this cooperative effort and loyalty to a common cause is an aid and stimulant, giving courage and strength to the weaker, and renewed activity and vigor to the leaders.

In the last annual report it was shown in detail by examples how individual Indians, educated at this school, are out in the world making good, or are on reservations as leaders of their people and examples in industry and righteousness. Likewise, the story was told of those who are aiding the Government by filling hundreds of positions of trust and responsibility as workers and executives. Since that report was issued, our facilities for getting into touch with the returned students have been increased, and the facts and the figures then given have been amplified and made doubly secure. Each day there comes the concrete evidence that education has paid, and in a larger measure is increasing the number of Indians who are wards no more, but are entering the splendid procession of independent, industrious, patriotic American citizens.

In the Indian country, where allotments have been extensively made and the reservations opened up to settlement, educated Indians have a prominent voice in the affairs of local and State government, and in the elections recently held Carlisle graduates and returned students were in many cases, in communities where there was a large preponderance of the white vote, elected to prominent offices. In one case, one of Carlisle's graduates was elected State attorney in a county where the white people numbered ten for every one Indian.



*Indians for the Indian Service.*

**D**URING the past year a special examination has been held by the Civil Service Commission and a full blood Indian of the Omaha tribe, Levi Levering, who is a graduate of Carlisle, passed this examination and was appointed superintendent of a Government school among the Indians of Oklahoma. The official changes in the Indian Bureau, issued each month, give the names of a large number of educated Indians regularly appointed, by virtue of civil-service examination, to positions of trust in the Service.



The Carlisle Indian School has always championed the Indians' cause as official workers, when competent, and has consistently advocated the utilization of Indian talent in Indian uplift. One of the important services rendered by the school has been to stir up Indians in their own behalf. No one understands an Indian better than an Indian. When properly trained they are good workers, loyal, faithful, and honest. The Indian Service needs more of them. By helping to aid their people they grow stronger themselves. More responsible and well-trained Indians will give new impetus to the Indian Service. We must remember that white men make failures in official positions, and scores of changes are made each year because of inefficiency on that side. Let us, therefore, be patient and just with those of red skin in the Government's employ. The Indian will learn by experience. Responsibility will widen his vision and quicken and strengthen him in his work.

The Indian has a right to expect encouragement and sympathy from Government officials in the field. A policy of "Indians for the Indian Service" should bring an emphatic response from the Indian. This is the red man's fight even more than it is the white man's problem.

More and more the personnel of the Indian Service is being recruited from Indians. Our Indian schools are furnishing their quota as instructors and employees. The Carlisle School alone has more than 300 of its graduates and returned students occupying official positions in the Service, as superintendents, teachers of academic work, instructors in industrial work, and as clerks, field matrons, etc. This is encouraging.

A larger proportion of the positions in the Service will ultimately be filled by Indians, who will, in that way, be working out the salvation of their race by acting as teachers and leaders of their people.



This is the ultimate goal of our stewardship of the Philippine Islands, where the Filipinos are being given responsible official positions as rapidly as they show themselves capable and trustworthy. Finally, it is expected that most of the positions there, in the Government service, will be filled by Filipinos.

Surely, this must inevitably be the case in the Indian service. It is gratifying to note that wherever Indians are given a trial and are qualified for the work they undertake, they make excellent records. Here we have a most remarkable fact, when it is considered that the Government first seriously attempted to educate the Indians only about thirty years ago. A large part of the progress and development of the aboriginal Americans must be dated from the year 1880.

The latest figures given indicate that there are now about 1,800 Indians in the Indian Service. They are rendering splendid service, and when the Indian problem shall have been a thing of the past, the verdict will necessarily be that the Indians themselves have had a very large share in solving it.

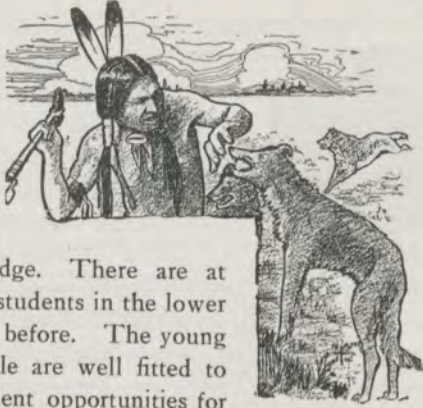
#### *Healthy Growth in Enrollment of Students.*

THE enrollment of new students has never been more encouraging, or brought about with a greater degree of responsiveness on the part of the Indians than it has during the past year. It has been asseverated by those who are either prejudiced or ignorant of the true facts that because of its distance from the Indian country the Carlisle School finds difficulty in obtaining students in any large number, in comparison with those schools which are nearer to the Western reservations. The facts are that never before in the history of the school have so many new students been enrolled regularly; nor has there ever been gathered together such a splendid body of young men and young women as has been the case at Carlisle during recent years.

On page 40 Exhibit B, a comparative statement of the enrollment of new students each year since the year 1890 and averaged for each administration, shows the school's increasing popularity with the Indian people. The average attendance during the past year has been 792.6, and the total enrollment of different students has reached the number of 1,031. Exhibit A on page 39 shows the total enrollment by tribes and conveys the interesting information that 78 tribes were represented in the student body.

Of even greater importance than the actual figures of enrollment is

the maturity and preparedness of the students who are received. The average age of the boys is nineteen years and the average age of the girls is eighteen years. Most of them, previous to coming to Carlisle, have had some preparatory training, in the reservation day and boarding schools, in the simpler branches of knowledge. There are at present a smaller number of students in the lower grades of the school than ever before. The young people who come to Carlisle are well fitted to avail themselves of the excellent opportunities for vocational training, and because of their previous education they lose no time in settling down to the serious business of mastering a trade, as well as to the work of vitalizing their previous education in books. This is as it should be.



The admirable facilities, the completeness of the equipment, the high standard maintained in recruiting the faculty, and the superior training which is consequently afforded make it possible for these young people to go out into life, after a few years residence at the school, fully equipped to earn a living. It has been made a policy that when a student, after a residence of several years at Carlisle, shows fitness to earn a livelihood and evidences a strong desire to get out into the world and depend on himself, even though his term of enrollment has not expired, such permission is given and self-reliance encouraged. In the course of a year scores of our students leave before their period of enrollment has expired, because they have obtained employment either in the Government service as teachers and workers, out in the busy world in competition with white men as skilled mechanics, business men, etc., or to take up actively the labors of cultivating their farms where allotments have been made among their fellow tribesmen.

After all, Indian schools for the Indian youth are transitory, and their stay in these schools, while they are encouraged to get all the education which they can healthfully absorb, cannot at best be of more than a few years' duration. It has been our experience that the Indian profits greatly, and far more in comparison with many of our pampered white boys, by a few years of rational and practical education.



## *The Outing System.*



**D**URING the year reported on, from July 1, 1911, to June 30, 1912, 757 students participated in the benefits to be derived from a residence, during a portion of the year or more, under the Outing System, 442 being boys and 315 girls. The total amount of earnings was \$29,021.49, of which the students saved \$16,449.28 and expended \$12,572.21.

The "Outing" is, undoubtedly, one of the most important departments of Indian education, and since its inauguration in 1880 has been a feature of the Carlisle Indian School. While there are no records as to the earnings of the students previous to 1890, the records since then show that from the latter date, up to and including the fiscal year ending June 30, 1912, the students earned the remarkable sum of \$521,178.43. The proportion of money saved by the students for useful expenditure when their school days are at an end is in about the proportion of expenditures and savings for this year.

A very small percentage of the students are sent to the cities and towns, and most of these are trades students who work at their mechanical trades. By far the largest proportion live in carefully selected homes in the rural districts. During the year, 976 were placed at work at their trades, and two of the girls were training as nurses. It is significant that very few of the students were returned by the patrons as unsatisfactory.

A full statement of the benefits which the Indians derive from the Outing System was given in last year's report, but it is worth noticing at this time that the principle involved in the Outing System, namely, that of cooperation between the school and the industrial life of the community, is now being more extensively applied than ever to American education. This feature of public-school education for whites is commanding the earnest thought and attention of the best educators in the land. Education is not an end in itself, but is for life, and the closer education can be associated with the real problems of life, the more effective will be the results. No school can teach the right meaning of a full day's work, as practiced in the industrial world. The boy and girl must become a part of the complex industrial system, and actually perform the labor in the factory or on the farm before they realize what will be expected of them. Aside from this, and the important matter of learning economy and the practical methods in use in industrial establishments, the Outing System has resulted in increased



interest on the part of the students in their work at the school. Important as these things are, the largest value of our Outing System is in the acquirement by the students of the fundamentals of right living and of civilization. The Outing System has been a potent force in the lives of thousands of Indians of both sexes who have acquired their education at Carlisle.

That the ideas involved in the Outing System have not been more extensively applied in the Indian Service is to be regretted, as it is confidently believed that patience and care, as well as persistence during the first years of the Outing System throughout the Indian Service, would bring success. It is assuredly feasible, and where conscientiously tried will result in permanent civilization for the Indian.

#### *Academic Work Carefully Correlated.*

THE merit system is now uniformly established throughout all the classes of the school, and has had a large influence in unifying the grades, as well as in giving to students the stimulating knowledge that their advancement is entirely dependent on concentrated effort and success in their study, and that their promotion can be made as a consequence at any time during the year. All the classes have regularly visited the industrial departments, and the subject-matter of these visits carefully noted at the time of the visit has been made use of in compositions, arithmetic, and in the other branches in the classroom. The work of the literary societies shows the influence of an effort to eliminate, as far as possible, everything that does not have a direct bearing on the purposes of the societies; and special emphasis was placed on the sober and serious work of debate, and on the proper preparation for debates.

The departments of normal training, business, telegraphy, music, and art have enjoyed a successful year. One of the great aids in the conduct of the school is a carefully prepared calendar which gives all the programs, meetings, etc., which are held during the year. Friction and entanglements are thus avoided, and both students and members of the faculty are made acquainted with the multifarious activities of the school.

#### *Students Made Good Use of the Library.*

THE library has continued to have a steady growth in the number of books and in the use made of it by the students. A large amount of very excellent material has been added, including some furniture and equipment and a large number of books. There are

now a little over three thousand volumes, besides about two thousand pamphlets.

A report of the librarian shows a circulation for the school year of 3,570 books, approximately one-third of which were fiction and the other two-thirds being books on general subjects, including science, biography, history, etc. This is significant as showing the trend of the thought of the students who are being educated here, and that they seek literature which deals more with the concrete and with the subject-matter of their general education.

A careful count which has been kept shows that the number of students who visited the library for purposes of individual study, reference work, reading, etc., during the school year, excluding July and August, was 19,687, made up of both boys and girls. The library is more extensively used by the students in the upper classes, but all of the students in the school are given encouragement in habits of reading and library consultation.

#### *Moral Training and Instruction in Social Hygiene.*

ASIDE from the purely religious training, moral instruction in the class-room, as well as instruction in social hygiene, is given to the students of both sexes. A definite stand has been taken in this matter. Instruction in the principles and practice of right conduct is given by every member of the faculty, and concrete examples of righteous living are inculcated when the students are brought together in assembly.

One of the most neglected subjects, not only in Indian schools but in public schools everywhere, is instruction in sex hygiene for boys and girls. In our complex industrial life the need for this training is becoming more pressing and evident to both parents and school officials. There can be no question of the great need for interpreting the laws of nature and giving simple lessons in this subject to the Indian youth, particularly so when it is remembered that among a number of the Indian tribes, and on many reservations, the utmost laxity has existed. Even now, there are each year hundreds of marriages among Indians on the reservations without legal or church procedure, and a number of cases continue to be reported each year of polygamy. Every reservation official deplors this condition of looseness, and feels the need for effective training.

This is, then, of tremendous import to the Indian, and in our desire to give thorough instruction to our students, the best experts in the country have been secured. Renowned physicians and social workers



have been brought to the school for this work. Instruction has been given to students of different ages, and has been systematically arranged. It has been conducted in the classroom by utilizing groups, in private interviews with the student, and in the assembly.

If our young people are to know right from wrong in matters of this kind, and are to have a knowledge of how to properly care for themselves, they must be taught. Where ignorance exists, vice creeps in; and there is a most lamentable lack of knowledge everywhere on this subject, among whites as among Indians. It has been neglected for a long time because of ideas of false modesty, but both parents and educators are now awaking to the fact that a great injustice has been done to our youth by this inexplicable policy of silence, and that much wrong and suffering can be prevented by proper teaching and a freeing of hidden knowledge which was born of deep study and investigation or of bitter experience.

### *Systematic and Impartial Religious Teachings.*

WHILE the Carlisle School believes that the paramount work of the Government in Indian education is to impart to Indian youth a good education and a working knowledge of some trade or vocation, the thought is uppermost in its work that character building of the right sort is fundamental. Hence it is that a thorough organization exists for the moral and religious training of the students. The school takes the place of the parent in a direct and definite way, and unless the Government would shrug its responsibility, the most earnest attention must be paid to the spiritual life of the students.

This is done by the cooperation of unofficial workers. All of the Christian churches which have members in the student body are encouraged to give regular instruction and to conduct religious exercises for the students. Sunday is one of the busiest days of the week and results in much good. There are Sunday-school classes for our students at the school and in the town, religious worship for the different denominations, and meetings of the Christian societies.

There is a flourishing Young Men's Christian Association and a Young Women's Christian Association, both of which have regular secretaries, a thorough organization, and places for meeting. During the year scores of prominent men are brought to the school to speak to the students on character building, or to the separate denominations on some phase of Christian work in their church. Every Tuesday evening a dozen or more classes in Bible study are conducted for



Protestant students by seniors from Dickinson College, and as a result there is more enthusiastic interest in this important subject. All the Protestant ministers in town actively cooperate in conducting religious services for their students, and all the churches of the town are open to the students for attendance. In fact, the boys regularly attend Sunday school in the town churches, where they mingle with the young people of the white race. All of the students take an active part in the church life of the town.

The Catholic Church has its work among the students who belong to it organized thoroughly in accord with the regulations, and there is a consequent feeling among the parents of these young people that while away at school they will not forget the faith in which they were brought up. A Catholic priest devotes his entire attention to the Indian students, and one of the most beautiful Catholic churches in the State is open for these services.

Situated in a sympathetic community, where the public takes a helpful interest in the work of Indian education, it is not a difficult matter to promote the most cordial and beneficent relations between the community and the students. This has been done, and as a result our young people are welcomed into the best homes of the town. In this way, by social contact with the youth of the white race, as well as through the manifold opportunities afforded under the Outing System, the private life and the spiritual welfare of the boys and girls is given healthy attention.



## *Agricultural Education for the Indian.*



IN THE adaptation of their courses of study and methods of instruction to the natural abilities and future needs and environment of the pupils, the Indian schools supported by the Federal Government, and of which the Carlisle Indian School is the oldest in age, are years in advance of the public schools in the various States for white children. For years there has been a tendency in our public schools to educate the boy and the girl away from the farm and towards the activities of the city, notwithstanding the fact that a large element of our population is now resident in the country districts, and must remain so for many years to come.

In fact, in thousands of the little red schoolhouses of the country districts the course of instruction has absolutely no relation whatever to the needs of the boy or girl on the farm. Little or no instruction is given in inculcating right ideas and sane methods of farming, or in teaching the girl something of the practical duties of home life on a farm.

To a large extent, the same method prevails in the city schools, where the education of the pupil concerns itself practically entirely with preparing the less than one-tenth for high school, and giving to the nine-tenths of the school population, which leaves school before the high school, no instruction of a practical character which fits for the dual responsibilities of right living and earning a livelihood.

The Carlisle Indian School lays special stress on instruction in agriculture, because most of the students own farm land and have an allotment of from forty acres of land among the Pima Indians to as high as seven hundred acres of land among the Osage Indians.

The instruction in agriculture is of a most practical character. Thorough instruction is given in the classrooms in nature study and in the elements of agriculture. The studies are supplemented and amplified on the school farms, which are conducted as nearly as possible in the same way as a thrifty business man would conduct a farm for profit.

It has been found by experience that instruction in farming is made more thorough when the student is impressed with the value of time, the conservation of labor, and the economy of materials; hence, the two large farms in connection with the school have small classes of boys assigned to work on them, who handle their work in the same way that a thrifty farmer would. Instead of having fifty or a hundred



boys working in a dilettante fashion on the farm, wasting their time and their efforts and gaining a dilettante conception of labor, six or eight young men are assigned at a time and are given the most practical and comprehensive training. We feel that unless a school farm of this kind is farmed intensively and pays, and the boy gains a personal knowledge of the meaning of work and of farm life, actual harm can be done when some of the discouragements of real life are met.

In too many schools where industrial training is given elaborate machinery is used and an inordinately large number of boys work at a task, so that when their school life is over and these young people run up against the limitations of their own environment, they become discouraged because they do not possess expensive machinery or a large force of workmen. In all of its trades activities, and particularly in farming, the aim at the Carlisle School is to fit the training for the Indian boy's future environment.

Indians love the open and are fond of feats of strength and skill. Nearly every Indian in the land owns a farm. Since the Indian has been placed on the reservation and allotted, his roaming habits have ceased and he lives more and more in a permanent home. This makes it fundamental that his life occupation be a healthy one. Farming gives him a healthful occupation.

Each year the Indian is making more progress in farming, and in the last few years the acreage which they are farming has doubled. Likewise, the products per acre have increased. Hundreds of the returned students and graduates of the school are farming in the West, and their farms compare favorably with the best farms of white men who live near them. Scores of instances could be cited where Indian school graduates are successful farmers and ranchers, and have been honored by the whites in the communities in which they live.

More and more our public schools for whites must adapt their educational activities to the real environment of the child. The Carlisle Indian School is one of the first to "blaze the trail," and hundreds of school each year to gain a closer insight into the work, with a view to the application of these lessons to schools the white people.





## *Physical Culture and Clean Sport.*

FOR many years the entire country has looked with interest and favor on the uniform success which has been made by the various athletic teams representing the Carlisle Indian School. The football season of 1912 ended with a large string of victories and only one defeat. The Indians scored the largest number of points of any team in the country, and had what is considered by experts a most difficult schedule. The result of the games was as follows:

DATE	WHERE PLAYED	OPPONENTS	SCORE	
			<i>Indians</i>	<i>Opponents</i>
Sept. 21	Carlisle - - -	Albright College - -	50	7
Sept. 25	Carlisle - - -	Lebanon Valley College	45	0
Sept. 28	Carlisle - - -	Dickinson College -	34	0
Oct. 2	Harrisburg - -	Villanova College - -	65	0
Oct. 5	Washington, Pa.	Washington and Jefferson College	0	0
Oct. 12	Syracuse - - -	Syracuse University -	33	0
Oct. 19	Pittsburg - - -	University of Pittsburg	45	8
Oct. 26	Washington - -	Georgetown University	34	20
Oct. 28	Toronto - - -	Toronto University - -	49	1
Nov. 2	South Bethlehem	Lehigh University - -	34	14
Nov. 9	West Point - -	West Point - - -	27	6
Nov. 16	Philadelphia - -	University of Pennsylvania	26	34
Nov. 23	Springfield, Mass.	Y. M. C. A. Training College	30	24
Nov. 28	Providence - -	Brown University - -	32	0

There are a number of reasons which can be assigned to the record of the Indian in athletics at this school. There is a splendid spirit of fine fellowship and loyalty to the school, which characterizes the participation of the Indian students in sport. The Indians are at Carlisle school for study, rather than for athletics, and consequently devote only their spare or play time to this form of activity. Every member of the team is a bona fide student of the school. Athletic sport is not confined to the few, but exists for the entire student body, and all are encouraged to obtain the physical, mental, and moral benefits which come from engaging in clean sport.

On the other hand, the Indians naturally excel in football. They love the game, and, while they have impressed the public everywhere

with their gentlemanly conduct on and off the gridiron, they are also known for the earnestness and concentration which they display in the game. Amateur sport is fostered in the highest sense. It was for this reason and because of the evils of summer professionalism, that I abolished baseball as an authorized sport at the Carlisle Indian School three years ago. This marked one of the most advanced steps taken in the country and the wisdom of the move is now being recognized by the best colleges and universities.

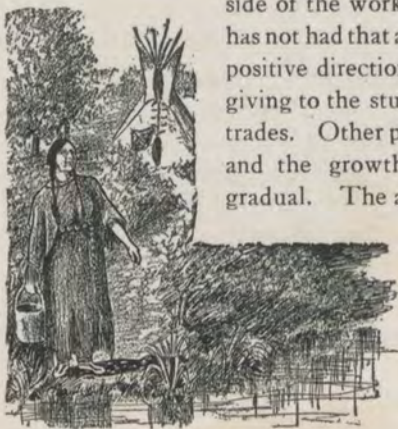
Aside from the value obtained from participation in clean athletics, the students are away from their studies a minimum length of time, as no extensive western schedules have been permitted in recent years, although there have been requests for games by some of the most prominent universities in that section. At the same time, the short trips which are made in the East afford to our young men broad experience and travel under the right auspices.

A larger number of requests for games of football, lacrosse, and the other sports are received from the best universities and colleges of the land than can be taken care of, and this uniform desire on the part of these institutions of learning to maintain active relations in athletics with Carlisle School indicates the friendly spirit and esteem with which the school is viewed, and the sound basis on which its athletics are maintained.

### *Industrial and Vocational Training Is Fostered.*

INSTRUCTION in the industries has had continued growth in quality, and has been encouraged in every way. This has been a side of the work of the school that in former years has not had that amount of reinforcing attention and positive direction and guidance such as to result in giving to the students a working knowledge of the trades. Other pioneer work had to be accomplished and the growth of this feature was necessarily gradual. The aim of Congress is to make Indians

not only good citizens, but self-supporting citizens, and Indian schools were established to teach the Indian how to work with skill and zest and profit. The trades instruction at Carlisle is now on a par with the best in





the country. The Indian boy and girl can obtain here such a knowledge of the useful industries for which there is a demand in the section of the country in which he lives as will enable him to earn a good living for himself and his family.

The Indians are by nature adept in those forms of work which require manual dexterity. In former years he fashioned his own implements with a degree of skill which is now considered remarkable. Properly trained, there are no better mechanics anywhere, from any nation, or from any race, than the Indians. In all forms of constructive work, in building construction, carpentry, plastering, in blacksmithing and machine work, in shoemaking, bricklaying, and painting, the Indians have no difficulty in making good. It is a well-known fact that the Indian is not more lazy than the white man.

When given proper instruction, the girls make good cooks, incomparable laundresses, and good housekeepers, besides showing native skill in beadwork, basket making, and blanket weaving. All these forms of industrial activity have been encouraged at Carlisle, with the result that hundreds of our students are going out into life fully prepared to make good homes for themselves and theirs on the reservation, or to enter a white community and succeed in active competition with the paleface.

There is a growing demand for Indians trained as mechanics. They are paid good wages and are found to be skillful, accurate, patient, and painstaking in their work, as well as loyal to their employers. They are interested in their work, quiet, and dependable. While rather timid at first, they acquire self-reliance as they become more experienced. The number who are entering the constructive industries is increasing each year. The idea that the Indian will never be anything but a farmer and stock grower is refuted by the hundreds of successful Indians in other lines.



## *Material Improvement to the Plant.*



WHEN the undersigned took up the duties of the Superintendent of the Carlisle Indian School, April 1, 1908, many of the buildings were in urgent need of repairs. Some, because of the broadened scope of the work and larger number of students, needed extensions, and a few entirely new structures were erected to more comfortably and fully meet the requirements in instructing and caring for the student body. The buildings of the school are the oldest in the Service, some of them having been in use for many years before an Indian school was established as barracks for the housing of troops. Some of the larger improvements to the plant which have been made since 1908 are herewith described:

*School Building.*—A two-story brick addition of excellent construction, 31 ft. by 50 ft., was erected at the east end of the school building. This contains a series of three large rooms and a hall, used for the Business Department on the first floor, while on the second floor there are two large rooms, one of which is used for the music room and the other for a recitation room. An excellent greenhouse, built on the second story, 12 ft. wide by 42 ft. long, provides a place in which thousands of vegetable plants are started for the school vegetable garden each year. Aside from this addition, a large room for the Native Indian Art Department was fitted out, carefully lighted and ventilated. Additional ventilation and light were introduced into two other rooms in the school building. One room in the school building has been utilized and equipped for teaching telegraphy. A large amount of furniture, including tables, twenty desks, bookcases for the library and for the business and telegraphy departments, as well as for the museum, were built.

*Hospital.*—Three large, well constructed, open-air balconies, with a capacity for twenty-four beds, were added to the hospital to afford out-door sleeping quarters for students. These balconies are roofed, being equipped with canvas curtains. A large concrete area and stairway was built in the rear, as well as concrete coal chutes. A new operating room has been added with an entire outfit of new and modern equipment. A large amount of additional equipment was added to the hospital, which is now complete in every way.

*Greenhouse.*—A new greenhouse, carefully planned, constructed of concrete and iron, size 20 ft. by 120 ft., was built. This greenhouse



is well ventilated and heated, and has a large tool and workroom built of frame in the front. A short distance away a well-built tool house has been erected for the storage and protection of the lawn and garden machinery, implements, etc.

A large tract of low ground west of the greenhouse has been graded and used as a vegetable garden. Here vegetables for the students' use are now raised in ample quantity, besides affording classroom instruction in gardening in connection with the academic department. This piece of ground has been widened and improved by extensive grading all along the west side of the school grounds.

*Florist's House.*—The florist's house has been enlarged and improved, additional rooms have been added, and a large porch placed on the east side, now affording suitable quarters for a man with a family.

*Athletic Quarters.*—This is one of the finest buildings on the grounds, with a porch upstairs and downstairs on two sides, containing thirty-two rooms, and was entirely erected and fitted out three years ago for the various athletic teams of the school. Forty students can be accommodated. The rooms are fitted out with useful mission furniture, hot and cold running water, and a closet to each room. The building contains a well-equipped kitchen, dining room, ample bathrooms, reception hall, reading room, and game rooms. The building was carefully planned and built of the best material.

*Boys' Quarters.*—The Large Boys' Quarters containing ninety rooms, and the Small Boys' Quarters with forty-one rooms, have been entirely refloored with hardwood. A large reading room has been fitted up for each building.

In connection with the Large Boys' Quarters, plans for a three-story lavatory building have been completed, which will be built of concrete with modern sanitary and bathing facilities. It is expected to complete this building this year.

*Hostler's Cottage.*—A new cottage containing six rooms and a bath, with an ample porch, has been built for the school hostler.

*Shop Building.*—The entire group of shop buildings have been entirely remodeled and the boys' industries reorganized. A department of mechanical drawing has been opened in a large room erected for the purpose, with complete equipment in the way of drawing instruments, twenty-four drawing tables, cabinets, models, etc. A well built and lighted exhibit room was added.

The wagon shop was remodeled, new individual benches installed, and tools and equipment added.

The blacksmith shop has been entirely rebuilt, twelve down-draft forges installed, tool racks, hand forges, and several necessary machines, including power grinder, press drill and power hammer added.

The paint shop was moved from a cramped unsanitary location on the first floor to well fitted-out rooms on the second floor, where careful instruction can be given. This industry now has three rooms; one with modern equipment for upholstering and trimming, another with booths and a section of a house for general painting, staining, etc., and the other for varnishing.

The equipment in the tailor shop has been improved.

Additional benches have been added to the shoe shop and a large complement of power machinery included, which equips the students to thoroughly master the handwork and the machine work of this trade.

The tinsmithing shop was equipped with individual benches and has been given a well-lighted room.

The mason shop has been enlarged and equipped with booths and with a cement floor, so that now the trade can be thoroughly taught.

The entire carpenter shop has been gone over, individual benches for twenty-four boys added, each boy being supplied with tools and a place to keep them, and new machinery for doing millwork installed, including a group of lathes, grinding machine, tool machine, joiner, mortising machine, tenoning machine, and moulder. The interior arrangement of the entire building has been simplified, so that a person can pass from one shop to the other without leaving the building.

Additional lumber yards and buildings have been added for the storage and drying of about 150,000 feet of lumber.

Each of the shops has had added to it a wash room where the student apprentices can hang their good clothing in individual lockers, and wash when their work period is ended.

A two-story warehouse has been erected in the rear of this building, containing storerooms for all the various shops.

*Guard House.*—A new guard house, built of concrete and steel, with six rooms and a corridor, has been erected. It is equipped with electric lights, shower baths, toilet facilities, and ventilating device.

*Fire House and Fire Escapes.*—A new fire house has been built in a central location, where the school fire apparatus and equipment can be kept. New hose, fire extinguishers, and other equipment have been added. Fire escapes have been erected in connection with all the buildings on the grounds, wherever they are needed, including the



dormitories, industrial departments, etc. These are modern in every respect. All outside doors at all public buildings have been rehung so as to swing outward.

*Power House.*—A new concrete floor has been placed in the power house and additional machinery installed. It has also been equipped with a coal car and coal chute, for the better handling of coal.

*Plumbing and Machine Shop.*—A new plumbing and machine shop has been built and fitted out of brick and concrete. This contains an office and tool room, new machinery, benches, and a section of a house which has been fitted up to show the installation of bath rooms, toilet fixtures, steam and hot water heating. In connection with this shop, there is a thoroughly equipped storage room and wash room.

*Printing Office.*—A new printing plant has been installed. The building was put up and an entirely new printing equipment was installed, including machinery of all kinds, a large amount of furniture, type, business equipment, mailing machinery, etc. The building contains a press and composing room, stock and cutting room, mailing room, wash room, and business office. All of these are splendidly equipped for printing a monthly magazine, a weekly paper, and a large amount of job work for this and other schools of the Service.

*Flat Building.*—A new flat building was erected for the use of married employees. It contains four flats, each of which has four rooms and a bath. Ample porch space has been provided upstairs and down, both in the front and the rear.

*Dining Hall Building.*—The dining hall building has been entirely remodeled. New maple flooring has been laid in all the rooms of the building, both upstairs and down, including the dining hall, sewing rooms, instruction rooms, hall, etc. Likewise the entire building has been fitted out with metal ceiling wired in conduit for electric light, and neat brushed brass fixtures have been installed. A patent asbestos composition flooring was laid in the kitchen and in part of the dining hall, where a dish-washing machine has been installed. The entire outside of the building was reconstructed, including the belfry with a much larger bell, new cornice, new porches on the front and side, concrete steps, concrete area ways, etc. A well-planned and attractively built stairway leads from the first to the second story, where the entire arrangement of the sewing rooms has been enlarged and carefully planned, providing now for commercial work, repairing, and for the active work of instruction in drafting, dressmaking, and millinery. This will make these industries on a par with the boys' industries, in

the excellence of the equipment and the completeness of the course of study and facilities for instruction.

*Girls' Building.*—In the girls' building, a new clothing room has been fitted up with a systematic arrangement for the care of clothing. A new society room was built and furnished, and a girls' reading room likewise built and fitted out. The entire building has been rewired in conduit and carefully lighted.

*House for the Director of Athletics.*—A two-story house has been built near the entrance of the grounds for the use of the director of athletics, which is modern in every respect.

*Brick Entrance.*—A beautiful brick and cut-stone entrance gateway has been erected, with colonial lights on both sides of the brick columns.

*Farms.*—The farms have been improved, and the entire "First Farm," which was full of rocks, has been cleared so that every acre is now cultivated. A good fence has been built around the first farm, the roads have been repaired and new ones built, and walks repaired and laid. The two school farms are now in a prosperous condition, and can be pointed to with pride. The condition of the first farm was formerly a disgrace to the institution.

*Dairy Barn.*—One of the most needed repairs was the erection of a new dairy barn of brick and concrete. The interior equipment is of the latest improvement, so that the cows can be kept under sanitary conditions, with plenty of ventilation and sunlight. The barn in its entirety, both for horses and the dairy herd, including the storage tool rooms, etc., is now one of the most complete in this part of the country. A sanitary milk and butter house was built in close proximity, and the milk and butter are handled in accordance with the best methods.

*Steam and Heating System.*—The heating system of the entire institution, including the central plant, new steam mains, and radiation for all the various buildings, has been rebuilt. Most of this work is now finished, all the buildings have been connected, and the system will be completed this winter. This is one of the most needed improvements on the grounds, as many of the buildings were insufficiently heated, or not heated at all, thus causing a great deal of suffering. At the same time, there was a tremendous waste of fuel. Congress made two appropriations for this purpose: one of \$10,000 and the other of \$7,500. The work is being completed by purchasing the material and hiring the labor, so as to avoid the additional cost by contract.

*Electric Wiring.*—A number of the buildings, which were wired eighteen or twenty years ago for electricity, have been rewired in conduit, for protection, as well as to obtain better light.



*Other Construction and Improvements.*—A large number of other improvements have been made, including the erection of two entirely new bridges leading to the entrance of the grounds, built of heavy timber, supported on thick masonry walls.

Thousands of pieces of furniture have been built for the better equipment of the shops, the dormitories, the school building, the hospital, and the business department.

A new flag pole 110 feet in height has been erected, and the cottages and buildings generally have been extensively repaired.

Thousands of square yards of concrete paving have been laid, both in and outside of the buildings, the roads have been rounded up and repaired, gutters and cesspools built.

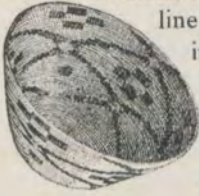
Extensive improvements have been made in the landscape of the campus, by having all the trees carefully doctored by experts, and by the addition of lawns, flowers, shrubbery and trees.

*Students Do the Work and Gain Experience.*—It will be seen that these are most extensive improvements, affecting nearly the entire plant, and it will be of interest to know that the student apprentices have done the largest share of the work as part of their training in the separate vocations. This work has included plastering, tinning, steam fitting, erection of plumbing, carpentering, mason work, brick laying, painting, etc. All the millwork, doors, sashes, etc., have been erected in the shops by the student apprentices. In this way, thousands of dollars have been saved to the Government in making these needed improvements, and the finest kind of practical experience has been afforded to the students.



## *Administrative Improvements.*

IN line with the enumeration of the building improvements which have been made under this administration of the affairs of the school, which began April 1, 1908, it is thought well to outline herewith the improvements in administrative affairs, including a statement of the new departments inaugurated and improved methods put into practice.



*The Boys' Industries.*—The boys' industries have been reorganized and developed until at present the vocational training afforded young men at Carlisle is ranked with the best offered anywhere in the country. From lack of method and definite instruction, the work in each of these departments has been systematized and organized by instituting regular courses of study and of work, including full courses of blue prints for the constructive industries.

Regular instruction in the theory and practice of each trade is now given, and when the boys leave they are fitted for regular employment in competition with well-trained mechanics. Systematic instruction of a comprehensive nature is given at regular intervals each week to the students in each department.

A thorough system of accounting has been inaugurated so that the value of the material used and the value of the product which is finished in each productive industry is ascertained.

Likewise, the students are given instruction in the business side of the trades, so that if they enter into a small business of their own, they will have definite information at hand.

All students in the building trades and in the other vocations needing it, are now given systematic instruction in mechanical drawing, a new department which was inaugurated, so that they can read a blue print or make a simple sketch.

Reading rooms for each of the industries have been installed, where all of the trades literature and trades magazines are kept on hand, to be consulted by the students.

*Filing Systems.*—A modern filing system has been installed in the office, the importance of which can be estimated when it is recalled that more than twenty thousand letters are sent out each year and about a similar number received.

Filing devices have likewise been placed in all the departments so that permanent records may be on hand and the business conducted in a businesslike way.



*Students' Records.*—A folder has been provided for every returned student and graduate of the school, whether living or dead, and accurate records are gathered at regular intervals concerning the returned students. An active campaign is made in this connection to find employment for those students who are in need, and to encourage all of them in making good use of their education and training.

The Superintendent has made a practice for the past three years of writing a personal letter of greeting and good cheer to every graduate and returned student of the school, numbering more than four thousand, thus establishing cordial relations and cooperation.

*Monthly Magazine.*—A monthly magazine was established four years ago under the name of THE RED MAN, which has been published regularly and printed by the students in the printing department. Dealing with matters of import concerning the whole Service, the magazine has come to be known as a great influence for good, both in and out of the Service. It publishes valuable articles and comment on all phases of the Indian problem, its aim being to aid the general policy of the Government in educating and civilizing the Indians.

*Religious Activity.*—The religious work of the school has been placed on an equitable basis, and all Christian organizations and denominations are given ample and equal opportunity for helpful service.

*Athletics.*—Athletics have been placed on an absolutely amateur basis, and on a par with the conduct of sport in the best universities in the land. Athletics are encouraged for the many, rather than the few, and the general principle invoked that the educational activity of the institution comes first. Regular physical training, in addition to athletic sport, is regularly conducted.

*Discipline.*—Student discipline has been put on a humane basis, corporal punishment has been abolished, and the students' court-martial established, which, under supervision, affords an opportunity for the intelligent handling of matters of discipline.

*Enrollment.*—The soliciting for students by personal representatives has been discontinued. This campaign has been placed on a carefully planned basis of following up prospective students by correspondence. The plan of awaiting the students' express desire to enroll has resulted in a great improvement in the student body, and has meant more earnest work by those who have been accepted for enrollment.

A large number of children under the age of fourteen were returned to their homes, and only mature and earnest young men and young women of Indian blood are now encouraged to attend.

*Educational Museum.*—An educational museum has been established and hundreds of articles and series of products have been gathered from manufacturing and other firms, without cost to the Government. These articles are utilized in the classroom for object teaching and to supplement the regular oral instruction, proving a distinct aid to the teacher and affording instruction for the student.

*The Outing System for the Trades.*—The Outing System has been extended to afford boys an opportunity to develop in the trades and other vocational activities, besides farming. Under this cooperative plan, begun three years ago, more than a hundred boys find employment at good wages at their trades each year.

They are given the opportunity to work side by side with experienced white men, and to take their places under conditions such as they will meet when they go to work at their trades after they leave school. This has aided in vitalizing the instruction in the trades.

*Sex Hygiene.*—Regular moral instruction and instruction in sex hygiene has been inaugurated by securing the assistance of some of the best experts in the country. Men and women physicians for work among both the girls and the boys have been secured each year for the past few years, and systematic instruction given.

This has been a very important matter and the Carlisle School has thus led the Service in devoting definite attention and systematic effort to this training. Regular moral instruction has been added to the academic curriculum and is given to the students in the classrooms.

*Suppression of Liquor Traffic.*—Active measures have been taken for the suppression of the liquor traffic among students of the school, and offenders have been prosecuted to the fullest extent of the law by obtaining the cooperation of both the local and State authorities, as well as the assistance of the Federal courts. A larger number of offenders than ever before have been successfully prosecuted, and the traffic cut to a minimum.

*Business Department.*—This is a new department which was organized four years ago for the purpose of giving business instruction and training to young men and women of good preparatory education, as stenographers, bookkeepers, and clerks.

In addition, regular and systematic instruction in teaching the principles of business has been inaugurated for all the students in the upper grades. The department has proven a great success.

*Telegraphy Department.*—Instruction in telegraphy was started and a well-equipped department organized. The students have shown



special skill in the branch, and those who have finished have found no difficulty in obtaining remunerative employment.

*Health.*—The health of the school has been improved and the hospital staff enlarged. There are now two physicians, one a resident, the other a well-known surgeon, as visiting physician in charge, besides the head nurse. Regular instruction in nursing is now given the hospital girls, accurate records are kept of both well and sick students, and the general health and sanitation of the school improved. Splendid cooperation has been obtained from the best physicians and hospitals in the State. The sanitation of the dairy, students' dining room, and kitchen has been brought about.



## *Vocational Training Helps Students Pay Their Way.*

**W**HILE it would be unfair to judge any system of education by the value of the incidental material product manufactured by the students during the time they are acquiring their training, it is generally coming to be recognized that industrial training which sacrifices usefulness to unapplied theory is lacking in an important essential. It has been found advisable to differentiate between so-called manual training and industrial or vocational teaching, in that respect. Even in the work of manual training greater interest can be aroused in the boys, and a healthier result obtained, by having them manufacture articles of real value and usefulness. Exercises of a purely technical value are given, but it is better education to apply the theoretical instruction involved in these exercises in the manufacture of articles, which in the eye of the boy, answer a purpose and serve a need. And so in all industrial work at Carlisle, this thought has been carried to its logical conclusion. Far from detracting from the educational value of the training, this practical application of the principles of the trade, serves to vitalize the teaching. To make a useful thing is in itself an education.

Aside from the systematic theoretical instruction which is given in the various trades in the shops, a mass of practical work is turned out at all times, which includes the construction of a large amount of merchantable product, as well as the erection of new buildings, and repairs on buildings which aggregate in value nearly a million dollars. Accurate records have been kept during the past year, and it has been found that the value of the products and the work done in the various industries of the school reaches the significant total of \$101,141.40.

### *Report of "First" Farm.*

(From July 1, 1911, to June 30, 1912.)

71 tons Hay, at \$25 a ton .....	\$1,775.00
22 Hogs slaughtered and sold .....	486.00
125 tons Ensilage, at \$5 a ton .....	625.00
132 Pigs born, at 4.00 each .....	528.00
925 bu. Corn in ear, at 75 cts. a bushel .....	693.75
236 bu. Potatoes, at \$1.00 a bushel .....	236.00
7 acres Pasturage for Hogs, consisting of Rape, Cowpeas, Soy Beans, and Corn .....	350.00
1,500 bundles Corn Stover, at 5 cts. a bundle .....	75.00
Vegetables .....	270.00
<hr/> Value of products .....	<hr/> 5,038.75
Cost of production .....	1,314.50
<hr/> Value of labor .....	<hr/> 3,724.25



*Report of "Second" Farm.*

(From July 1, 1911, to June 30, 1912.)

1,750 bu. Shelled Corn, at 75¢ a bu.....	\$1,312.50
41 tons Hay, at \$25 a ton.....	1,025.00
942 bu. Oats, at 45¢ a bu.....	423.90
208 bu. Wheat, at \$1.00 a bu.....	208.00
7,000 bundles Fodder, at 10¢ a bundle.....	700.00
425 bu. Potatoes at \$1.00 a bu.....	425.00
20 tons Straw, at \$12 a ton.....	240.00
120 Chickens at 50¢ each.....	60.00
50 Pumpkins at 8¢ each.....	4.00
10 bu. Turnips at 50¢ a bu.....	5.00
Pasture for Dairy Cattle.....	150.00
50 bu. Apples, at 40¢ a bu.....	20.00
141 doz. Eggs at 20¢ a doz.....	28.20
Value of products.....	4,601.60
Cost of production.....	1,328.00
Value of labor performed.....	3,273.30

*Report of Bakery.*

(From July 1, 1911, to June 30, 1912.)

217,278 loaves Bread, at 4 cts. a loaf.....	\$8,691.12
6,365 Pies, at 8½ cts. each.....	541.08
4,482 dozen Rolls, at 8 cts. a dozen.....	358.56
4,478 lbs. Assorted Cakes, at 7 cts. lb.....	313.46
3,814 lbs. Corn Bread, at 3½ cts. a lb.....	133.49
1,719 lbs. Ginger Bread, at 7 cts. a lb.....	120.33
426 dozen Cinnamon Buns, at 8½ cts. a dozen.....	36.21
163 Dutch and Cinnamon Cakes, at 3 cts. each.....	4.89
Value of goods baked during the year.....	10,199.14
Cost of material (including coal burned).....	4,586.86
Value of labor performed.....	5,612.28

*Report of Sewing Department.*

(From July 1, 1911, to June 30, 1912.)

2,349 Dresses (senior, seersucker, work, etc.), skirts and white waists, at \$2.74.....	\$6,682.86
2,518 Shirts—white, colored, and night.....	1,659.84
1,389 Articles made—pillow cases, floor spreads, bureau scarfs, coats, corset covers, etc.....	535.84
3,064 Towels, Napkins, Table covers.....	531.93
12,893 Pieces mended, at 4¢ each.....	515.72
630 Sheets.....	238.22
322 Aprons, white and colored.....	153.53
296 Curtains.....	100.69
12 Gymnasium Suits.....	61.20
Value of work done during the year.....	10,479.83
Cost of material used.....	2,863.64
Value of labor performed.....	7,616.19

*Report of Dairy.*

(From July 1, 1911, to June 30, 1912.)

6,711 lbs. Butter, at 35¢ a pound.....	\$2,348.85
49,336 qts. Milk—skimmed, at 2¢ a quart.....	986.72
9,020 qts. Milk—whole, at 8¢ a quart.....	721.60
3,148 qts. Cream, at 30¢ a quart.....	944.40
17 Calves slaughtered.....	326.40
2,876 gal. Buttermilk, at 8¢ a gal.....	230.08
218,400 lbs. Manure at \$0.0005 a pound.....	109.20
Value of Products.....	5,667.25
Cost of feed, etc.....	1,543.24
Value of Labor.....	4,124.01

*Report of Masonry Department.*

(From July 1, 1911, to June 30, 1912.)

Cementing, (floors, walks, etc.).....	\$2,105.25
Plastering.....	776.50
Brickwork.....	1,522.00
Excavating, Carpenter work, etc.....	905.00
Value of work done during the year.....	5,308.75
Cost of material used.....	2,047.00
Value of labor performed.....	3,261.75

*Report of Heating and Plumbing Departments.*

(From July 1, 1911, to June 30, 1912.)

New work on Sterilizer, Guard House Buildings, Swings, Laundry Tubs, etc.....	\$1,236.03
Tearing down, erection of steel work, assisting Mason and Carpenter, Heating, Plumbing, making benches, etc., for Engineering Shop....	1,402.28
Repairs to Plumbing and Machinery.....	4,256.14
Value of work done during the year.....	6,894.45
Cost of material used.....	2,721.91
Value of labor performed.....	4,172.54

*Report of Tin Shop.*

(From July 1, 1911, to June 30, 1912.)

1,247 Articles made—Dust pans, pudding pans, bread pans, ash cans, tomato cans, milk cans, slop pails, waste-paper cans, stove pipes, elbows, dippers, etc.....	\$ 327.18
General repairs to Plant, (including repairs to articles used on plant)	657.55
New Guard House.....	118.85
Plumbing Shop.....	46.22
Value of work done during the year.....	1,149.80
Cost of material used.....	310.42
Value of labor performed.....	839.38



*Report of Printing Department.*

(From July 1, 1911, to June 30, 1912.)

21,200 The Red Man.....	\$3,322.00
154,000 The Carlisle Arrow.....	2,084.65
8,300 Superintendent's Report, School Catalog, and School Calendar	1,142.70
13,550 Books and Pamphlets, including "Roster of Officers" and other work of similar nature.....	477.50
366,650 Letter heads, Envelopes, Post Cards, etc.....	1,052.79
103,001 Report Blanks, Troop Lists and Lists of Enrolled Pupils, Blank Forms, Laundry Lists and Slips, etc.....	665.10
29,110 Programs and Invitations.....	405.20
26,355 Ballots, Cards and Tickets, Folders, Labels, Menus, Mottoes, Posters, Proposal Forms, Songs, etc.....	200.15
18,000 Outing Rules and Miscellaneous.....	55.75
Value of work done during the year.....	9,405.84
Cost of material used.....	2,192.34
Value of labor performed.....	7,213.50

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

*Report of Carpenter Shop.*

(From July 1, 1911, to June 30, 1912.)

Guard House, erection of.....	\$2,194.79
Plumbing Shop.....	1,813.21
Extensive repairs to buildings—Coal Wharf, Boiler House, Gymnasium.....	1,430.30
Dining Hall, stairway, and work on exterior of Dining Hall.....	1,203.24
342 Articles made—window sashes, door frames, picture frames, etc	544.43
General Repairs.....	1,200.00
100 Pieces Furniture made—tables, chairs, washstands, piano benches	361.59
Stairs, rear of school building.....	112.00
Concrets Forms for Girls' Quarters.....	73.00
Swings.....	52.05
Office for Plumbing Shop.....	75.00
Value of work done during the year.....	9,059.61
Cost of material used.....	5,211.36
Value of labor performed.....	3,848.25

*Report of Wheelwrighting Department.*

(From July 1, 1911, to June 30, 1912.)

Repair work on buildings and furniture.....	\$1,313.39
Vehicles made—1 14-passenger platform wagonette, 1 rubber-tired cutunder surrey, 1 rubber-tired runabout, 1 water wagon, 1 spring wagon, rubber-tired depot carriage.....	412.00
Repair on carriages, and all farm implements.....	183.50
New work on buildings—screen doors, windows, etc.,.....	126.75
1 Farm wagon.....	54.00
Value of work done during the year.....	2,095.64
Cost of material used.....	708.75
Value of labor performed.....	1,386.89

*Report of Painting Department.*

(From July 1, 1911, to June 30, 1912.)

Painting (interior and exterior), papering, etc.....	\$2,283.80
Finishing articles.....	190.77
Painting and trimming vehicles.....	192.60
Bronzing, Glasswork, etc.....	120.18
Value of work done during the year.....	2,787.35
Cost of material used.....	1,012.60
Value of labor performed.....	1,774.75

*Report of Stone Crusher.*

(From July 1, 1911, to June 30, 1912.)

2,300 Perch Stone quarried, at 25¢ per perch.....	\$575.00
2,300 Perch Stone crushed, at \$1.15 per perch.....	2,645.00
Value of labor performed.....	3,220.00

*Report of Shoe Shop.*

(From July 1, 1911, to June 30, 1912.)

2,380 pairs Shoes repaired.....	\$2,091.10
191 pairs New Shoes made.....	477.50
Articles repaired—Harness, trunks, suit cases, etc.....	31.85
Value of work done during the year.....	2,600.45
Cost of material used.....	625.65
Value of labor performed.....	1,974.80

*Report of Tailor Shop.*

(From July 1, 1911, to June 30, 1912.)

576 Coats made.....	\$4,032.00
927 Trousers made.....	4,635.00
3,239 Articles repaired, cleaned, pressed, etc.....	2,229.32
Value of work done during the year.....	10,896.32
Cost of material used.....	4,002.74
Value of labor performed.....	6,893.58

*Report of Poultry Department.*

(From July 1, 1911, to June 30, 1912.)

136 dozen Eggs, at 20¢ a dozen .....	\$27.20
82 Chickens slaughtered .....	49.20
Value of products .....	76.40
Cost of production .....	18.80
Value of labor performed.....	57.60



*Report of Florist's Vegetable Garden.*

(From July 1, 1911, to June 30, 1912.)

87 bushels Beans (11 bu. at \$2; 76 bu. at \$1.50).....	\$136.00
2,344 heads Cabbage (130 heads at 8c; 262 heads at 7c; 302 heads at 6c; 1,690 heads at 4c).....	119.76
39 heads Cauliflower (30 heads at 5c; 9 heads at 10c).....	2.40
2,424 ears Corn at 25c a dozen.....	50.50
840 heads Lettuce (790 at 3c; 50 heads at 2c; 2½ bu. at \$1).....	27.20
825 bunches Onions at 3c a bunch.....	24.75
66½ bushels Peas at \$1.50 a bushel.....	99.75
510 Peppers at 3c each.....	15.30
1,055 bunches Radishes (955 bunches at 3c; 100 bunches at 2c).....	30.65
118½ bushels Tomatoes (8½ bu. at \$4; 18 bu. at \$3; 9 bu. at \$2.50; 39 bu. at \$2; 42 bu. at \$1.50; Yellow Tomatoes, 7 pecks at 90c a peck; 1 peck at 40c).....	255.40
Value of products .....	761.71

*Report of Florist.*

(From July 1, 1911, to June 30, 1912.)

24 Peonies at 10c each.....	\$2.40
166 Snapdragon spikes.....	5.40
1,935 Narcissus, at 2c each.....	38.70
342 Calla Lillies, at 15c each.....	51.30
1,086 Chrysanthemums, at 15c each.....	162.90
4,503 Carnations .....	300.20
20,617 Plants, and Ferns, in beds, pots, etc.....	1,786.16
Labor for cleaning pots, cleaning campus, digging flower beds, picking peas, mowing lawn, watering lawn, etc.....	649.41
Value of products .....	2,996.47
Cost of material.....	1,571.16
Value of labor performed.....	1,425.31

*Report of Laundry.*

(From July 1, 1911, to June 30, 1912.)

380,367 Pieces washed, at 20¢ a dozen.....	\$6,339.45
Cost of material used (from Quartermaster's records).....	330.83
Value of labor performed.....	6,008.62

*Report of the Business Department.*

(From September 14, 1911, to June 12, 1912.)

2 Stencils Cut, at 10c each.....	\$0.20
90 Copies of Articles for the Arrow.....	9.00
8 Articles copied for members of the graduating class.....	11.40
20 days Clerical work for different Offices and Departments (from written requests on file).....	15.00
720 Reports for Trachoma Specialist.....	72.00
94 days Clerical Work by students for extended periods at Outing Office, Principal's Office, for guests, at Hospital, etc.....	128.78
5,000 Circular Letters.....	500.00
Value of work done during the year.....	736.38
Cost of material used.....	36.30
Value of labor.....	700.08

*Report of Blacksmith Shop.*

(From July 1, 1911, to June 30, 1912.)

General Repairing—Farm implements, farm wagons, school wagons, etc.....	\$590.30
New Vehicles Ironed—Spring wagons, 1 surrey, 1 runabout, buggies, platform wagonette, depot wagon, water tank.....	395.75
Horse Shoeing—Farm and stable, (380 shoes made and driven on, at 31¼¢, \$118.75; 155 shoes reset, at 15¢ a shoe, \$23.25).....	142.00
One (1) Andiron, shovel, and poker.....	4.00
New Tools—Rock drills, crow bars, grubhoes, hammers, chisels and punches.....	25.00
Value of the work done during the year.....	1,157.05
Cost of material used.....	251.35
Value of labor performed.....	905.70

*Recapitulation—Value of Products from Industrial Departments.*

Second Farm .....	\$4,601.60
First Farm.....	5,038.75
Bakery Department.....	10,199.14
Blacksmith Shop .....	1,157.05
Carpenter Shop .....	9,059.61
Heating and Plumbing Department .....	6,894.45
Masonry Department .....	5,308.75
Painting Department .....	2,787.35
Printing Department.....	9,405.84
Sewing Department.....	10,479.83
Stone Crushing Department .....	3,220.00
Shoe Shop.....	2,600.45
Tailor Shop.....	10,896.32
Wheelwrighting Department.....	2,095.64
Dairy Department.....	5,667.25
Poultry Department .....	76.40
Laundry Department .....	6,008.62
Tin Shop.....	1,149.80
Floral Department.....	2,996.47
Florist's Garden.....	761.71
Business Department.....	736.38
	101,141.41

Respectfully submitted.

M. FRIEDMAN, *Superintendent.*



EXHIBIT A.—*Census of Students of Carlisle Indian School—1911-1912.*

Tribe.	Boys.	Girls.	Total.	Tribe.	Boys.	Girls.	Total.
Abanakis .....	...	1	1	Mono .....	...	1	1
Alaskan .....	2	2	4	Munsee .....	...	1	1
Apache .....	8	2	10	Navaho .....	9	...	9
Arapaho .....	1	2	3	Nez Perce .....	11	7	18
Arikara .....	...	1	1	Nomelaki .....	...	1	1
Assiniboin .....	...	1	1	Okinagan .....	...	1	1
Bannock .....	...	3	3	Omaha .....	9	5	14
Caddo .....	5	...	5	Oneida .....	36	26	62
Cayuga .....	2	2	4	Onondaga .....	12	10	22
Cayuse .....	1	...	1	Osage .....	12	5	17
Cherokee .....	44	22	66	Ottawa .....	1	3	4
Cheyenne .....	15	11	26	Palute .....	2	2	4
Chippewa .....	84	96	180	Pamunkey .....	2	...	2
Chittimache .....	1	...	1	Pawnee .....	3	1	4
Clallam .....	1	...	1	Pend d' Oreille .....	...	1	1
Colville .....	3	...	3	Penobscot .....	1	1	2
Comanche .....	8	1	9	Peoria .....	...	1	1
Coeur d' Alene .....	1	...	1	Piegian .....	5	4	9
Creek .....	2	1	3	Pima .....	1	...	1
Crow .....	1	2	3	Pokonoket .....	2	1	3
Delaware .....	...	1	1	Pomo .....	4	...	4
Digger .....	3	2	5	Porto Rican .....	1	...	1
Flathead .....	7	...	7	Potawatomi .....	6	10	16
Grosventre .....	2	4	6	Pueblo .....	47	8	55
Hopi .....	12	...	12	Quapaw .....	2	...	2
Iowa .....	...	1	1	Sac & Fox .....	1	6	7
Kaw .....	1	...	1	Seneca .....	36	30	66
Kickapoo .....	1	...	1	Serrano .....	...	1	1
Kiowa .....	1	...	1	Shawnee .....	2	...	2
Klamath .....	3	...	3	Shoshoni .....	10	8	18
Kootenai .....	2	...	2	Sioux .....	71	54	125
Lipan .....	1	...	1	Spokan .....	...	1	1
Little Lake .....	...	1	1	Stockbridge .....	2	...	2
Lummi .....	1	1	2	Tuscarora .....	4	7	11
Mashpee .....	3	1	4	Umatilla .....	1	...	1
Menominee .....	23	18	41	Washoe .....	...	1	1
Miami .....	1	...	1	Wichita .....	12	4	16
Mission .....	3	1	4	Winnebago .....	37	14	51
Mohawk .....	27	26	53	Yakima .....	1	...	1

Number of tribes..... 78  
 Boys ..... 614  
 Girls ..... 417  
 Total Number of Students ..... 1031

EXHIBIT B.—*Comparative Enrollment Statistics of New Students.*

Year.	Students.	Year.	Students.	Year.	Students.
1890.....	394	1898.....	322	1906.....	274
1891.....	316	1899.....	243	1907.....	322
1892.....	179	1900.....	371	1908.....	205
1893.....	176	1901.....	246	1909.....	312
1894.....	165	1902.....	228	1910.....	223
1895.....	249	1903.....	316	1911.....	335
1896.....	284	1904.....	262	1912.....	375
1897.....	202	1905.....	232		

During fifteen years of Superintendent R. H. Pratt's administration (from July 1, 1899, to June 30, 1904) the average yearly enrollment of new students was 257.

During four years of Superintendent W. A. Mercer's administration (from July 1, 1904, to June 30, 1908) the average yearly enrollment of new students was 258.

During four years of Superintendent M. Friedman's administration (from July 1, 1908, to June 30, 1912) the average yearly enrollment of new students was 311.

The above figures were taken from the daily enrollment records now on file for the fiscal years mentioned and are correct. I certify to this effect.

HARVEY K. MEYER, *Clerk.*





THE UNIVERSITY OF CHICAGO

LIBRARY OF THE UNIVERSITY OF CHICAGO

1890-1891

THE UNIVERSITY OF CHICAGO

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THE UNIVERSITY OF CHICAGO



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# The Carlisle Indian School

Carlisle, Pennsylvania

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M. Friedman, Superintendent

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## HISTORY

The School was founded in 1879, and is supported by the Federal Government. First specific appropriation made by Congress July 31, 1883.

## PRESENT PLANT

The present equipment consists of 49 buildings and 311 acres of land. The equipment is modern and complete.

## TRADES

Practical instruction is given in farming, dairying, horticulture, dressmaking, cooking, laundering, housekeeping, and in TWENTY trades.

## ACADEMIC

There is a carefully graded school, including courses in agriculture, teaching, stenography, business practice, telegraphy, and industrial art.

## OUTING SYSTEM

This affords an extended residence in carefully selected families, with instruction in public schools, sewing, housekeeping, and practice at their trades. Students earn regular wages and at present have about \$40,000 to their credit in bank drawing interest.

## PURPOSE

To train Indians as teachers, home makers, mechanics and industrial leaders either among their own people or in competition with the whites.

Faculty.....	79
Enrollment for fiscal year 1912.....	1,031
Returned students and graduates.....	5,616

## RESULTS

Graduates and returned students are leaders and teachers among their people; 291 with the Government as Supervisors, Superintendents, Teachers, etc., in Government schools. Remainder are good home makers, successful in business, the professions, and the industries.

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