

# Annual Report



UNITED STATES INDIAN SCHOOL  
CARLISLE, PENNSYLVANIA



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ARMY AND NAVY COLLEGE

FOR YEAR ENDING JUNE 30, 1909

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**Annual Report**  
**United States Indian School**  
**Carlisle, Pennsylvania**

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**By M. Friedman**  
Superintendent

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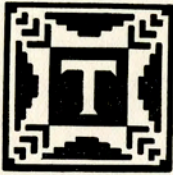
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**For the year ending June 30, 1909**

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In the printing of this brochure forty Indian apprentices participated.  
They represented these tribes: Caddo, Cayuga, Cherokee,  
Chippewa, Hoopa, Mohawk, Oneida, Onondaga,  
Ottawa, Pawnee, Piegan, Quapaw,  
San Poil, Seneca, Sioux,  
Shoshoni, Wichita.

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



THE closing of the last year—or the thirtieth year in the history of this great school—brings to a conclusion one of the most successful epochs since this institution for the training of Indians was founded at Carlisle. Its growth during the past year has been consistent and in the direction of making it a more attractive and beneficent center for the education of carefully selected Indian young men and young women who are anxious to obtain a more highly specialized training.

### *Return Home of Small Children.*

On my arrival at Carlisle, nearly one and one-half years ago, I found present quite a number of children under the age of fourteen years, most of whom had been sent here during that or the previous year from various parts of the United States. It was deemed inadvisable to continue these younger students at the school on account of their ages. There can be no doubt that these young children should be educated in schools nearer their homes, where propinquity with their parents would not only make them more contented, but have an influence for the betterment of their people. Carlisle can do more satisfactory work, and be of more service to the Indian, by limiting its enrolment to students who, because of age, previous elementary training, and a more mature purpose to obtain further education, are in a position to receive a finishing training at this school.

The step then taken was a rather drastic one, necessitating the sending to their homes of forty-three boys and girls whose terms had not yet expired. It is on that account, and because of the further fact that 87 other students were returned to their homes before the expiration of their terms, because they were needed at home, on account of expulsion, sickness, or for other reasons, that the average attendance for the past year does not run to a higher figure. Although the average attendance during the year was 967, the total enrolment for the year ran up to 1,132, and the average attendance for the month of March was 1,020.

### *Character of the Student Body.*

It has been generally conceded by employees who have been here for many years that the character of the student body at Carlisle during the past year, now reported upon, has been the most desirable in the

history of the institution. Undesirable students have been denied admission; unworthy students have been released from the school. Earnestness, conscientious study, and hard work have been made the requirements for good standing and promotion.

There has been less of general or individual disorder among the students than in previous years. The young men and young women have applied themselves earnestly to their studies and industriously to their trades, and have conducted themselves generally in accord with the rules of the institution. The atmosphere of the school more nearly resembled the general tone of a large business establishment wherein each employee has his or her part to do, and does it effectively. It has been because of this careful selection of students, who upon their arrival at Carlisle settled down to business, because of the "weeding-out" process, and because of the general efficiency, faithfulness, and loyalty of the faculty, that the advance during the past year has been made.

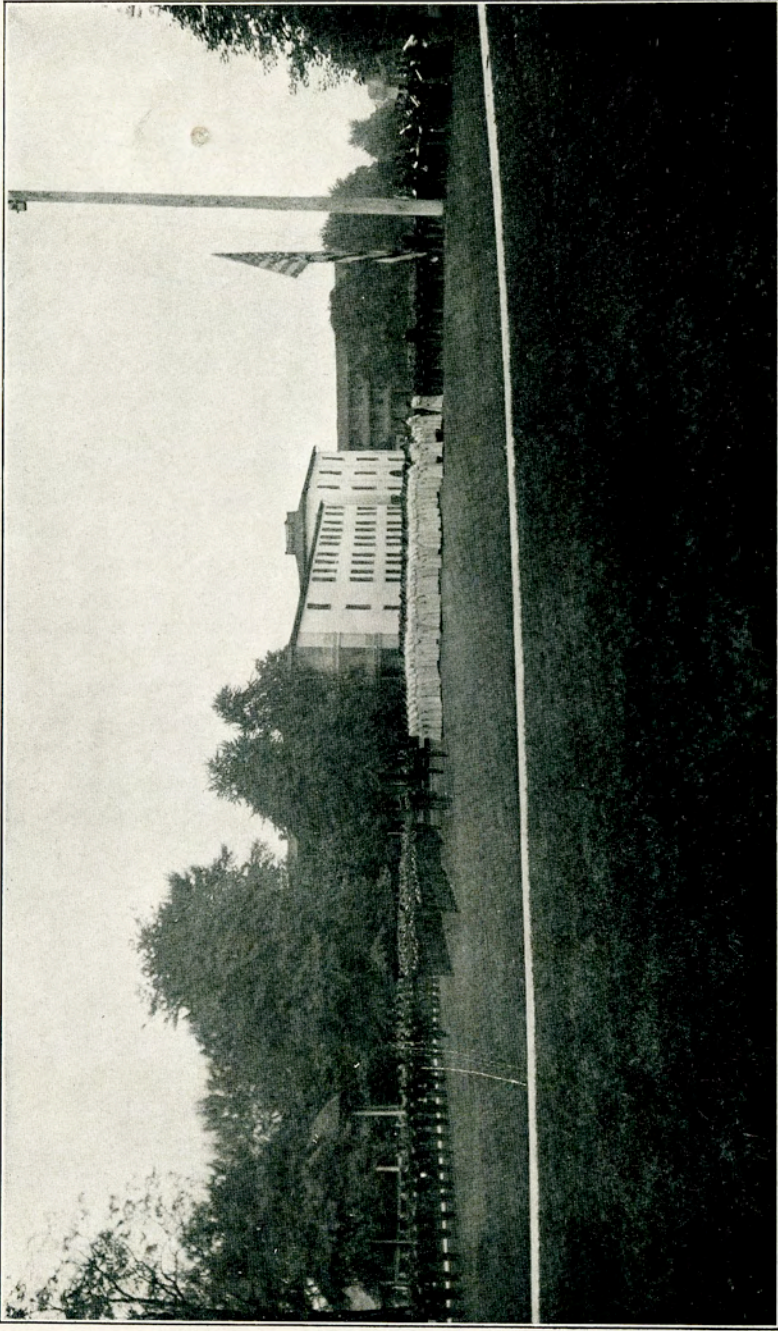
### *Loyalty of Returned Students.*

One of the most interesting, as well as suggestive, facts brought out by a study of the student body of this school is the disclosure of the parentage of these students. A very large number of our students are the sons and daughters of former graduates and ex-students. It has also been found that many others are related in some way to former students and graduates and have been influenced to come here by those who have gone out before.

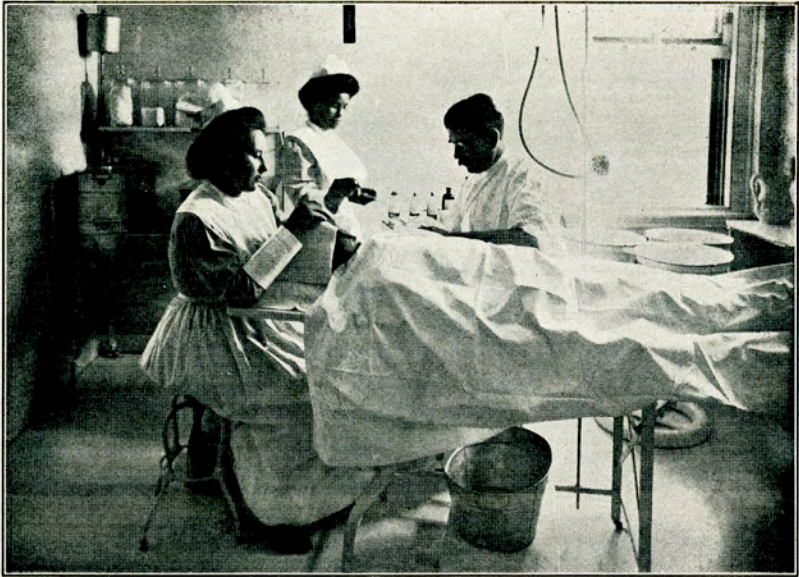
An examination of 709 of our students now present shows that the mother or father of 29 was formerly a student at Carlisle; 488 others had a brother, sister, or other relative, who influenced them to come to Carlisle because of their knowledge of the school as an ex-student.

This is a most pertinent condition, and indicates in a wholesome way the faith which the Indian people, and especially the ex-students and graduates, have in the Carlisle Indian School. There is a most affectionate tie between all of the students that have left Carlisle (because of graduation or the expiration of their terms) and the school itself. Thousands of letters are received each year indicating the high regard in which this institution is held by Indians everywhere.

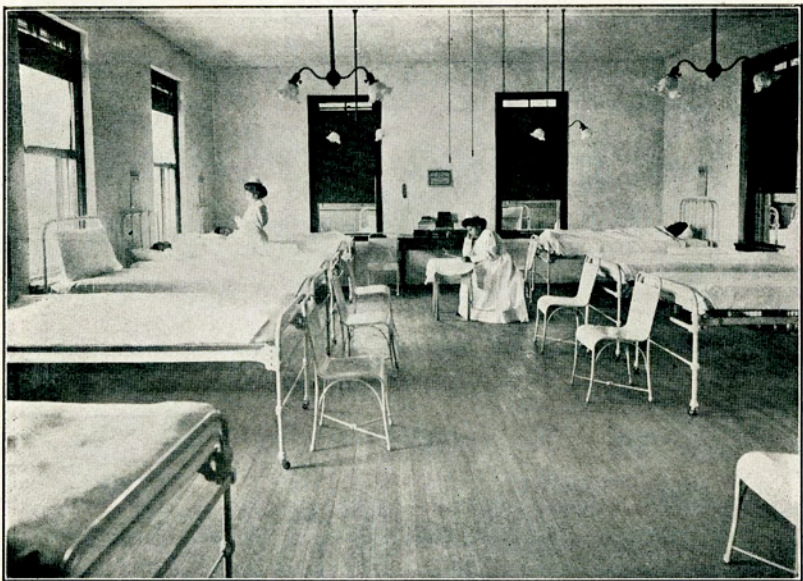
Another very interesting disclosure along this line is the fact that in numerous instances students who have been summarily expelled because of breaches of discipline write back to the authorities of the school of their continued thoughtfulness of it, and vouch that it has been of real service in their lives. This bond between teacher and ex-student is not only due to the character of the training which is here afforded in the various departments of instruction, but, also, partly to the peculiarly sympathetic environment which the young Indian finds at Carlisle, and



FLAG SALUTE BY STUDENTS—CARLISLE SCHOOL CAMPUS.



OPERATING ROOM, SCHOOL HOSPITAL.



BOYS' WARD, SCHOOL HOSPITAL.

more particularly to the magnificent "school spirit" which has always been prevalent.

### *The General Health.*

The health of the student body has been exceptionally good. The records of recent years have effectually squelched the assertion in some quarters that the health of students at Carlisle was not safeguarded as much as it might be, or that the climatic and sanitary conditions were not up to a high standard.

A recent careful examination of the school, made by the medical supervisor of your office, has brought to light a condition which has been exceptionally gratifying to the friends of the school and could not help but elate the local authorities.

During the year there has been only one death; and out of the total enrolment of 1,132 students, only 17 were found tubercular. In several of the cases there was no doubt of the latent presence of this disease in the patients prior to their arrival at the school. This proportion is much smaller than that found in the health statistics of many of our best-governed communities.

This excellent condition of the health at Carlisle is due to a combination of facts:

First, the maximum allowance is spent here for food and clothing. This enables us to provide a menu which is not only sufficient in quantity, but excellent in quality as well. The young people are carefully clothed, and in damp or cold weather are protected from the rain and snow.

Second, there does not exist at Carlisle the system of "herding" many students in large dormitories. All of our students are housed in individual dormitory rooms which do not contain more than four beds each—most of them having only three. The cubic air space allowed each person in the dormitories, in the schoolrooms, and in the dining hall, is much larger than the allowance provided by the regulations of the Indian Office. The dormitories are well lighted and aired, there being plenty of window space in the scheme of fenestration. All the windows in the dormitories are provided with ventilation boards.

Third, the sanitary conditions and water supply at Carlisle are very superior. The water for drinking purposes is obtained from the Conedogwinet creek—being filtered before using—and a careful analysis indicates that it is pure. The sewage at the school is well taken care of because of the excellent sanitary arrangements, and because of the natural drainage afforded by the topography.

Fourth, the climate in Cumberland Valley offers very little in the way of sudden change. There is neither severe heat nor severe cold.



Although there is a sufficient amount of rainfall, the atmosphere is usually very dry, there being an absence of excessive humidity.

Fifth, it is compulsory for each student in the school, whether boy or girl, to take regular and systematic physical training, either in the large gymnasium or out of doors. A well-trained physical director has charge of this part of the work. By the use of a variety of healthful exercises, which are systematically given to each student two times each week, and the further introduction of indoor games—such as basket ball, roller skating, and bowling—together with the outdoor sports such as track-work, baseball, tennis, and football, in which the students enthusiastically engage, all the students here are enabled to get sufficient physical exercise. The bathing facilities in connection with these various physical activities increase their effectiveness. This physical training is an important consideration, and its relation to the excellent health and magnificent physique and bearing of the Carlisle student is not at all uncertain.

Sixth, the well-known Outing System at Carlisle affords to all the students at the school, sometime during their residence here, an opportunity to live for an extended period in the homes and under the guardianship of some of the best families in Pennsylvania, New Jersey, Delaware, Maryland, and New York. One of the requirements of the Outing System is that students have rooms of their own. Here they come in contact with the most civilized modes of life, eat an abundance of good food, and acquire strength and virility because of the healthful conditions under which they live. A change is afforded from the more or less routine life of the institution, and a magnificent training is afforded in right living.

In this six-fold way, therefore—good food and clothing, individual dormitories, modern sanitation and pure water supply, good climate, physical training, and the benefits of the Outing System—the health of the students who are sent here to Carlisle is abundantly safeguarded.

### *The Hospital.*

The large school hospital enables the school to scientifically care for all students who happen to become ill. This hospital is well equipped with the most modern, scientific apparatus and instruments, and is manned by a trained nurse and a resident physician.

Recently there have been completed three wide and ample porches for the purpose of giving the "open-air" treatment to delicate and invalid students. These porches are well built and protected—being models of their kind—and enable the hospital to accommodate twenty additional beds.

### *Optical and Dental Treatment.*

Your office has had reports of the weak condition of the eyesight of the Indian. For the purpose of battling against eye diseases, and strengthening weak and defective eyes, an oculist regularly visits the school each week. The eyes of students are examined, and at wholesale prices spectacles are purchased for them from prescriptions.

I desire in this connection to acknowledge the indebtedness of this school to the excellent service which has been rendered for a number of years by that eminent surgeon and medical authority, Dr. L. Webster Fox, of Philadelphia. This gentleman has given a large number of our students expert medical and surgical attention without one cent of charge either to the Government or to the students themselves. In many cases he has been the means of saving the eyesight of students who without his help would have undoubtedly gone blind.

A dental surgeon also regularly visits the school each week and meets the students for the purpose of examining and attending to their teeth.

### *Academic Instruction.*

Some very lasting and necessary improvements have been made in the Academic Department. The introduction of the essentials into the subject-matter which is being taught in the various classes, and the elimination of the nonessentials and purely "faddish", has brought the instruction in the class room to a basis of efficiency, so that the student's time is conserved, and he is made acquainted with the real things and everyday occurrences which he will encounter in his life after he leaves school. He is also brought face to face with certain ethical requisites which tend to build up character and furnish a solid foundation for all successful attainment.

Teachers have been imbued with the fact that the majority of our students will go to work after they leave school as wage-earners or ranchmen, and that the education which they receive here at school will have to serve them in that capacity. In other words, it has been deemed best to break away from the general notion prevalent in many public schools that the grammar schools are simply stepping-stones to college, and that the course of study followed should provide instruction in those branches which will enable the students to satisfactorily pass the entrance requirements to a higher institution of learning.

It is true that many Carlisle students, as will be seen from a later portion of this report, further pursue their education after leaving Carlisle—and this is indeed gratifying—but, for the vast majority, the education which they receive here is all they will ever obtain to fit them

for earning a competency for themselves and their families, and to prepare them for honest, patriotic citizenship.

### *Literary and Industrial Work Correlated.*

There has been continued harmony between the work in the class room, in the shop, and on the field, to the end that the academic instruction is being successfully correlated with the industrial branches. Instead of bringing the activities of the carpenter shop, the blacksmith shop, and the work on the farm and in the dairy, directly into the class room, by means of having the instructor in these industries speak to the various classes—a scheme which, though feasible, has not been altogether successful in Indian schools—our teachers take their students for a series of visits to the places where the various industries are conducted.

The drawbacks to the former system are: first, it entails a loss of time to the shop instructor and takes him away from the apprentices under his jurisdiction; second, as a usual thing, he is out of his province when it is necessary for him to do class-room work; and, third, it is not feasible to carry on some of the mechanical operations in a class room, away from the shop or field.

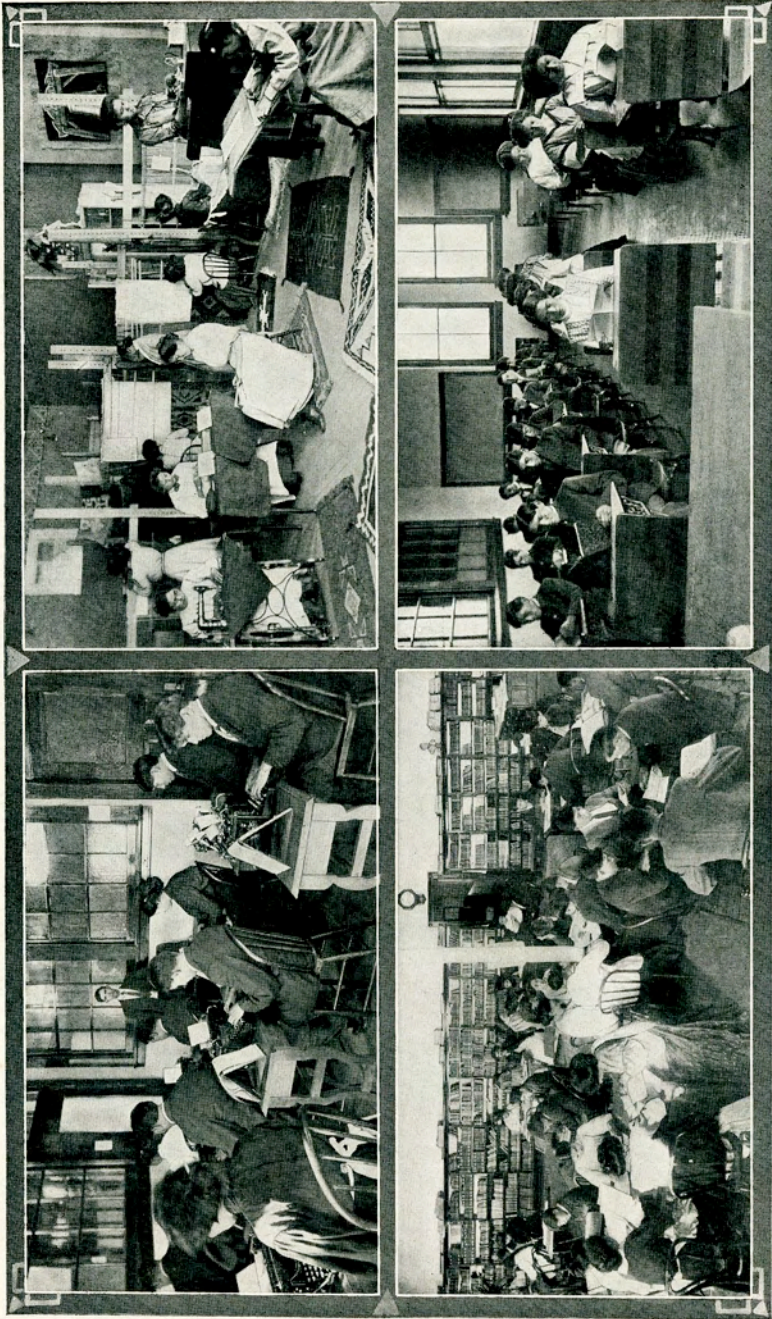
The latter method, whereby the academic teacher takes her students to the shop and to the field, has been tried at Carlisle for more than a year, and succeeds because the various industries can be demonstrated in the shortest possible time where the equipment is at hand and where the instructor is thoroughly at home and at his best.

A systematic outline of visits has been arranged for each class, and the students report upon these visits after returning to the class room. Note books are taken when making the visits and important facts are noted—these books and the students' observations forming the material for compositions and oral recitations later on.

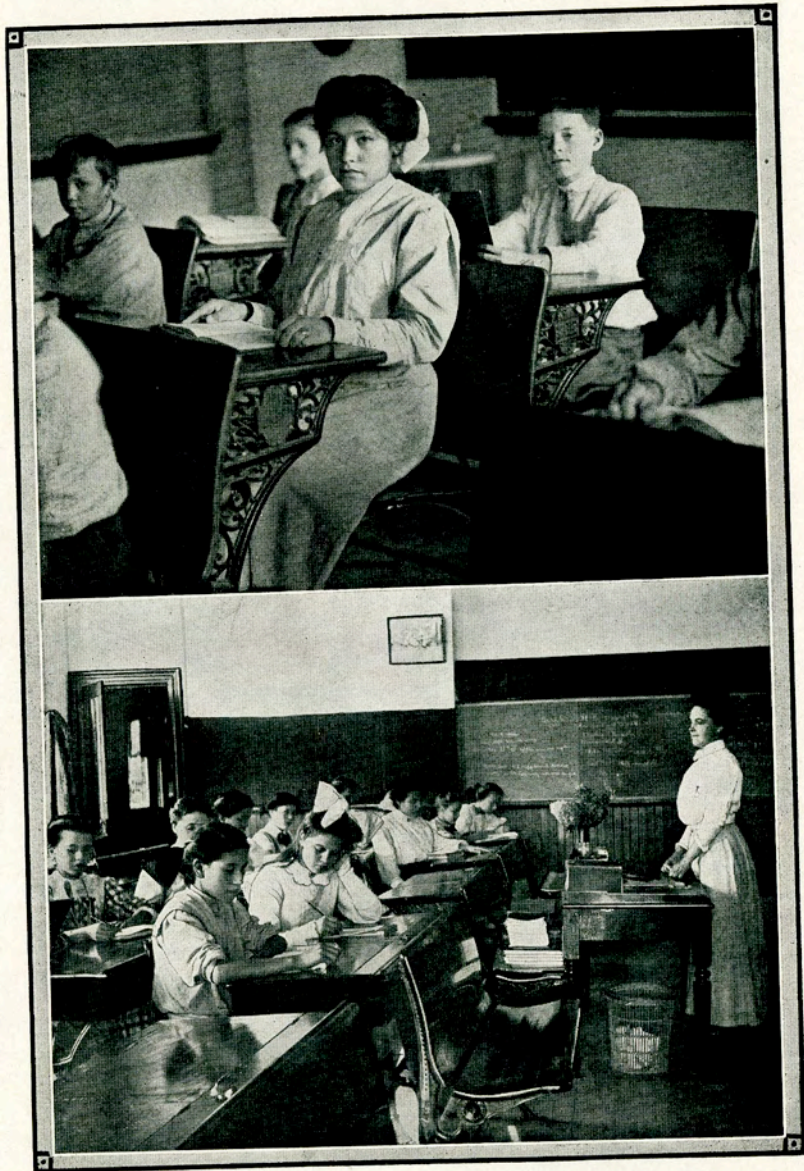
I consider this method of correlation a superior one which could be conveniently introduced into other schools in the Service to the ultimate benefit of the instruction and the students.

### *Course of Study.*

The course of study which has been in use at Carlisle for many years has proved inadequate to the modern needs of the situation, and it was deemed necessary at the beginning of the last school year to seriously take up the preparation of a new course. The courses of study in all the cities and towns in the United States having a population of twenty thousand or more inhabitants, together with those of special types of institutions which have gained a reputation for excellent work, were obtained and consulted. There was no aim made to collaborate from



VIEWS IN THE ACADEMIC BUILDING—TYPEWRITING, INDIAN CRAFTS, LIBRARY, CLASS ROOM.



INDIANS ATTENDING PUBLIC SCHOOLS WHILE UNDER THE OUTING.

or copy these courses of study, but they served very largely as a guide.

Committees of teachers were assigned certain branches to work out, and reports were made at weekly conferences of the teachers of the Academic Department and carefully discussed. A synopsis was prepared, and, in addition to this, detailed suggestions for each branch were written out. The manuscript for this course of study is now together, and it has been given a year's trial. During this period, changes and additions which were found necessary have been made. This entire course of study will be carefully reviewed; after which, it will be published for local use and distribution.

### *The Art of Teaching.*

The Normal Department—where it is aimed to give not so much an advanced, theoretic course in the pedagogics of teaching, but, rather, to teach the "Art of Teaching"—has continued its good work during the past year and has proved to be a valuable department to a limited number of selected students. A number of the young ladies who have completed this course during the past have become so interested in teaching work as to further pursue their training at one of the excellent State Normal schools of Pennsylvania. Invariably, these students have worked their way through, paid their own expenses, and have had no difficulty in passing the Civil Service examination, thus qualifying for entrance into the Government Service in the United States or one of its territories; others have obtained positions as teachers in white communities.

### *Addition to School Building.*

During the year an addition was built to the east end of the school building in the form of an ell, two stories high. This addition is now used for the housing of the Business and Agricultural Departments. It is made of brick, was carefully planned for light (both natural and artificial), and is in every way adapted to the purposes for which it was intended.

### *Business Department.*

The Business Department has now been in operation for a sufficient time to justify our original plan in its establishment. A very practical course has been prepared for the instruction of those who have come especially to equip themselves for clerical work on the outside, for general business practice, or for holding positions in the Government Service. We have purposely limited the enrolment in this department to students who show natural fitness for taking up the work, who have the preparatory equipment in the way of general education for it, and whose aim it is to definitely pursue such work as a vocation after

their school days are over. We deem it a serious mistake to make it compulsory for all students in a school of this character to spend two years specializing in stenography and typewriting after, to some extent, they have mastered a trade.

Our plan is based on the fact that only a small percentage of the abler and more ambitious of the Indians will qualify for clerical positions. Because of the small number of students in this department, it has been possible to give more individual attention to each member, to the end that the few who do specialize will not be lost in a crowd, but because of the efficiency of the instruction will obtain the proper training for their life's work.

On the assumption that all Indians, whether mechanics, tradesmen, farmers, or professional men, will need some knowledge of business and of business forms, the instructor in business has also prepared a thoroughly practical and comprehensive course in the elements of business practice and bookkeeping for the students of the four upper grades. Several periods a week are devoted to this instruction, in addition to which a little practice in typewriting is also acquired by the students during their senior year.

This general instruction will prove of inestimable advantage to the students in the management of their own affairs, will imbue them with a realization of the importance of system, and will safeguard them in their business dealings with others.

#### *Instruction in Agriculture.*

Although the Agricultural Department has been without an instructor during a part of the school year, the provision which has been made in the course of study and in the school building for giving definite instruction in farm methods, dairying, poultry raising, and husbandry, is very essential as an adjunct to the practical work which is carried on at the farm and in the dairy.

The addition which was built to the school building has been equipped with a "U-Bar" conservatory, 12x40 ft., which is very useful in the study of soils, horticulture, and plant propagation.

#### *Educational Museum.*

During the year a good beginning has been made in gathering together materials, properly classifying and labeling them, for an industrial and agricultural museum. Three, large, double, oak cabinets were erected in the carpenter shop to form the nucleus for storing this material. It has been gathered without any expense whatever to the Government in the way of cost of material. The manufacturing establishments and other business firms to whom we have appealed for assistance have very willingly aided us.

This museum might properly be called an "Educational Museum," as its purpose will mainly be to aid in giving instruction to our students. When a certain subject is up for discussion in the class room, concerning a definite appliance, industrial product, raw material, or subject relating to agriculture, the entire exhibit on this can be readily obtained from the museum for use in the school room so that the students can see at first hand the thing which they are discussing. The use of these exhibits will tend to make the instruction practical and will undoubtedly vitalize and make real to the students the subject-matter in the class room.

### *Reorganization of Shop Instruction.*

The instruction in the industrial trades has been very largely extended, both in its scope and in the quality of instruction given. A carefully laid-out course has been prepared in carpentry, cabinet-making, bricklaying, plastering, wagonmaking, painting, and printing. These courses comprise actual working drawings of the various trades. This has enabled the industries to do more systematic work; has given to the students an insight into the work which they will have to accomplish, step by step, before completing their trades; and has resulted in more effective instruction.

These courses have been mapped out—and others will follow—because it is believed that a definite course of instruction is just as vital and important in the mastering of a branch of industry as it is in the acquirement of the elements of knowledge. Although a certain amount of time is regularly taken up in theoretical instruction, it equips the student with an actual working knowledge of his trade, which is absolutely essential if he aims to successfully compete with the white mechanic in this practical age.

It is aimed, as quickly as possible, to complete similar courses of instruction for all the other industries taught at the school.

### *Renovation of Shop Building.*

During the year the entire shop building has been renovated, by student labor, until at present we have what is undoubtedly one of the best equipped and most symmetrically arranged buildings for giving instruction in the trades which can be found in the United States. The aim throughout has been to individualize the training, to give to the students a place to work, each his own kit of tools, and a compartment in which to keep them.

A table has been placed in every shop, where the current magazines on the industries, together with other books of reference, are kept on file for the use of the students. The latter have been encouraged to con-



sult these during their spare moments, to the end that great interest has been created and the incentive offered to the boys to make a more exhaustive study of their trades.

### *Carpenter Shop.*

The Carpenter Shop has been enlarged by adding twenty feet to its length, and its work has been facilitated by the installation of some carefully selected, woodworking machinery. A row of lathes was placed on one side, where regular instruction in turning can be given to all the students. The various machines in this and in the other shops have been equipped with individual motors, which insures added efficiency and a large saving of electrical energy. Twelve, double, woodworking benches were built by the students for the carpenter shop, and these are equipped with Toles quick-acting vises, and have compartments within so that each student can lock up and be responsible for a full set of tools.

### *Mason and Tin Shops.*

The Mason Shop was enlarged, and the old, wooden floor replaced with granolithic pavement. At one end a number of booths were erected so that the apprentices could gain thorough practice and the necessary experience in lathing and plastering. Students in this department lay their lath and plaster, and then pull it down—and this practice is continued until a certain degree of perfection has been obtained in the final results, when they are given more responsible work at some of the building construction usually going on.

The Tin Shop has been enlarged and equipped with individual workbenches and added machinery.

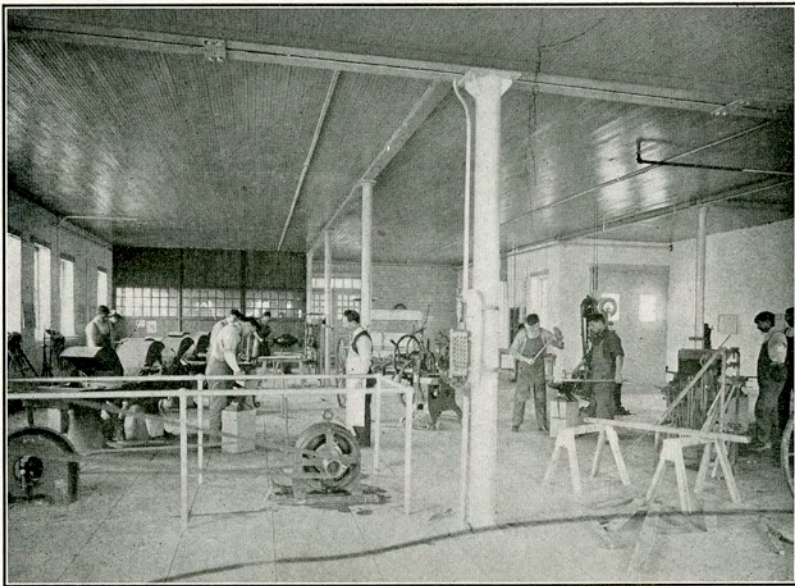
### *Blacksmith and Wagon Shops.*

An entirely new Blacksmith Shop has been installed. The old, brick floor was replaced by cement, and the thick, brick partition between the horseshoeing division and the forge shop has been taken away, giving to the shop one large room without obstructions. The upper, brick wall is supported by heavy, steel girders. A full complement of twelve, down-draft forges has been installed, which adds materially to the efficiency of this shop. The large volume of sulphur-laden smoke which was ever present when the hand forges were in place, and because of poor ventilation was more or less of a menace to the students, is now a thing of the past. Neat, metal racks, which were built by the students, are placed at each forge; and during the year a dozen sets of blacksmith's tools were made by the students for this equipment.

In order to give the boys that training in dealing with the various kinds of equipment which they will probably meet in everyday life,



COMPOSING ROOM—THE CARLISLE INDIAN PRESS.



A VIEW OF THE BLACKSMITH SHOP.



MECHANICAL DRAWING ROOM



PAINT SHOP—SHOWING BOOTHS FOR INDUSTRIAL INSTRUCTION.

several hand forges have been installed at one end of the shop. An emery grinder and a power hammer have been included and found very valuable both in production and instruction.

Extensive improvements have been made in the Wagon Shop, which has been enlarged and provided with individual workbenches.

An Exhibit Room has been added to the building, where the products of the various departments can be kept until such time as they are needed in one of the departments of the school or are sold to outside parties.

### *Mechanical Drawing.*

One of the most important additions to the industrial training has been the Mechanical Drawing Department. This was advocated in last year's report and is now a reality. Six dormitory rooms on the second floor of the shop building, which were at one time used by visitors and students, were thrown into one large room, the dividing partitions being all removed. This has provided a magnificent department for the instruction in mechanical drawing. The light is excellent. Individual drawing tables were built in the carpenter shop, and twenty-four of these were installed. An incandescent lamp over each table provides abundant artificial light. Apparatus has also been installed for making blue prints.

It is absolutely essential that students who are preparing for activity in one of the mechanical pursuits have a working knowledge of mechanical drawing; and by means of this department and the instruction given therein a very long-felt need has been supplied. Mechanical drawing not only enables those who possess a knowledge of it to successfully compete when thrown into competition with white mechanics on the outside, but it provides a distinct educational development for the students. It enables the apprentice to think ahead, to plan his work, and it gives emphasis to the cardinal qualities of neatness and accuracy.

Although in operation but a short time, our students have demonstrated that they have a native talent for this kind of work. Excellent progress has been made in mastering the details of orthographic projection and general detailing. The addition of this course promotes a healthful influence among the students in the work of their trades, and undoubtedly serves to make the instruction in the trades real.

### *Paint and Harness Shops.*

The Paint Shop was removed from its "dingy" quarters on the first floor to the second floor, where it now occupies three rooms—one for upholstering, another for general instruction and painting, and the third for varnishing. Booths have also been erected in this shop for the

Notwithstanding the amount of time and energy which has been devoted to giving definite instruction, the various industrial departments have during the year completed an enormous amount of work. Most of the building construction has been done by the building industries. A large, frame building, containing four flats of four rooms and a bath each, was completed during the year. The carpentry work, steam heating, plumbing, and painting were done by student apprentices. A fine printing office, 43x83 ft., was completed, all the millwork, carpentry, steam heating, plumbing, and painting being done by student labor. A six-room cottage also was built for the teamster.

### *Scope of Production.*

A two-story Shop Warehouse was built in the rear of the shop building, and it serves as a storage room for the blacksmith's coal and for the iron and raw materials for the blacksmith and wheelwright departments. On the ground floor of this warehouse a room with a floor of cinders has been provided for the mixing of paints. This innovation is not only useful for the purpose of cleanliness, but it is a needed provision for fire protection.

### *Shop Warehouse.*

The Harness Shop has been equipped with show cases, and a large room provided with lockers for the storage of finished harness. The entire interior of this building was renovated and the walls and ceilings repainted. The ceilings and walls have been painted a light green, and a dado of a little darker shade of green runs around the walls in each department to a height of about five feet. Wash rooms and locker rooms have also been built in connection with each department. In this way the students are enabled to make a change of clothing on entering the shop, thus preserving their regular school clothing, and the shop clothing is then stored in lockers instead of crowding the lockers in their dormitories. This has proved a very important advantage.

A large runway connects this shop with the blacksmith shop, which in turn is connected with large folding doors with the wheelwright shop, so that the vehicles go from one stage to the next without unnecessary handling.

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Some of the furniture for the printing office, benches and equipment for the shop building, cases for the museum, oak desks for the business department, and oak drawing tables for the mechanical drawing department, besides a large amount of other furniture, were also made. The innumerable repairs and improvements which continually come up for execution in connection with a plant valued at about three-quarters of a million dollars offer magnificent advantages for getting a practical knowledge of the various trades.

The following tables indicate the amount of work done by the various industrial departments of the school:

### *Report of Bakery.*

(From July 1, 1908, to June 30, 1909.)

222,259 loaves Bread, at 3c a loaf.....	\$6,667.77
14,359 Pies, at 6 1-2c each.....	935.68
3,834 lbs. Cakes, Raisin Bread, Sweet Bread, etc.....	229.04
3,770 lbs. Corn Bread, at 2c a lb.....	75.40
136 pans Ginger Bread, at 30c a pan.....	40.80
434 doz. Buns and Rolls, at 7 2-3c a doz.....	33.27
105 lbs. Crackers, at 5c a lb.....	5.25
Value of goods baked during the year.....	\$7,987.21
Cost of material (including coal burned).....	5,001.33
Value of labor performed.....	\$2,985.88

### *Report of Blacksmith Shop.*

(From July 1, 1908, to June 30, 1909.)

9 Vehicles ironed—2 sloop wagons, 3 buggies, 2 surreys, 1 trap, and 1 platform wagon.....	\$301.00
1 Vegetable Wagon rebuilt.....	18.00
149 Shop Tools made—chisels, flatters, headers, hardies, pliers, wrenches, punches, tongs, hammers, racks.....	100.10
2 Andirons made—Special.....	40.00
348 Horse Shoes made and put on.....	108.75
192 Horse Shoes reset.....	24.00
General Repairing.....	413.40
Value of work done during the year.....	\$1,005.25
Cost of material used.....	248.90
Value of labor performed.....	\$756.35

### *Report of Carpenter Shop.*

(From July 1, 1908, to June 30, 1909.)

1 Two-Story Flat—39' 6"x55' 9"—10' Story.....	\$7,500.00
1 Printery—43x83—14' Story.....	7,000.00
3 Hospital Additions—Fresh-Air Apartments.....	1,800.00
1 One-Story Flat—28x48—10' Story.....	1,000.00
56 pieces of Furniture made—cabinets, cupboards, chests, desks, piano bench, taboret, towel racks, tables, bookshelves, etc.....	600.00
435 articles made—ash boxes, bulletin boards, curtain poles, doors and frames, screens, sash, stakes, picture frames, snow shovels, stands, keyboards, frames, workbenches, papoose boards, shades, hose reel, pie board, pulleys, transoms, etc.....	263.40

Improvements to different departments and buildings.....	2,500.00
General Repairs (from an itemized list).....	1,216.35
Value of work done during the year.....	\$21,879.75
Cost of material used.....	13,791.67
Value of labor performed.....	\$8,088.08

### *Report of Carriage Shop and Woodwork Dept.*

(From July 1, 1908, to June 30, 1909.)

10 Vehicles made—4 wagons, 2 buggies, 2 surreys, 1 trap.....	\$340.00
15 pieces of Furniture made—8 cupboards, 5 tables, 2 desks.....	92.00
158 Window Screens and Door Screens made.....	89.00
17 Singletrees and Doubletrees made.....	9.75
5 Shafts and 3 sets of Shelving made.....	29.00
14 items made and placed in wagons—wheels, poles, hounds, axles, and coupling poles.....	40.00
11 pieces of Repair Work—corn plow, hay ladders, doubletrees, and wagons.....	22.25
General Repairing.....	560.00
Value of work done during the year.....	\$1,182.00
Cost of material used.....	427.50
Value of labor performed.....	\$754.50

### *Report of Harness Shop.*

(From July 1, 1908, to June 30, 1909.)

42 sets Double Harness, one set Single Harness, and all other new work (miscellaneous).....	\$1,209.13
Repairing of all kinds.....	87.75
Value of work done during the year.....	\$1,296.88
Cost of material used.....	875.70
Value of labor performed.....	\$421.18

### *Report of Masonry Department.*

(From July 1, 1908, to June 30, 1909.)

Brickwork.....	\$303.25
Plastering.....	138.25
Cement Walks and Foundations (1,747 sq. yds.).....	1,747.00
Excavating.....	141.50
Hauling Cinders, Stone, etc.....	391.75
Value of work done during the year.....	\$2,721.75
Cost of material used.....	1,092.83
Value of labor performed.....	\$1,628.92

### *Report of Painting Department.*

(From July 1, 1908, to June 30, 1909.)

Painting (Interior and Exterior).....	\$937.91
Bluewashing Buildings.....	122.66
Painting and Finishing Articles.....	170.60
Varnishing, Staining, Bronzing, Frosting.....	71.67

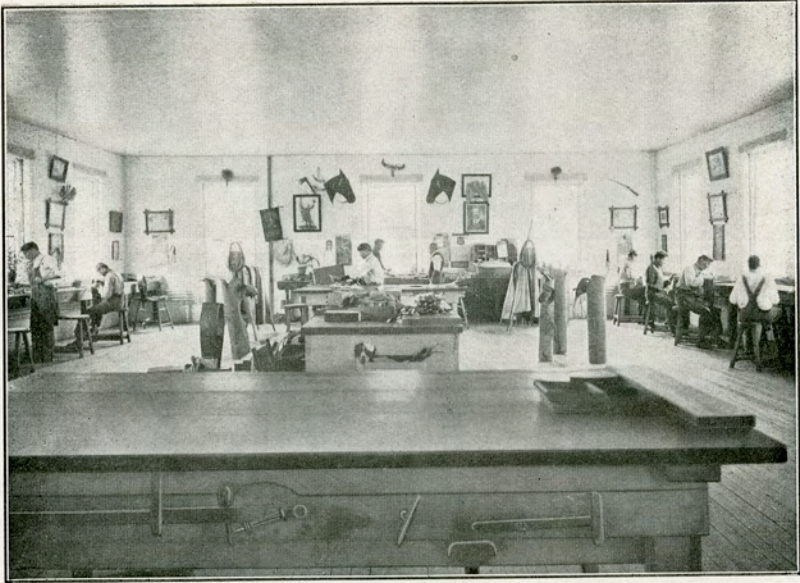


A PARTIAL VIEW OF THE TIN SHOP.

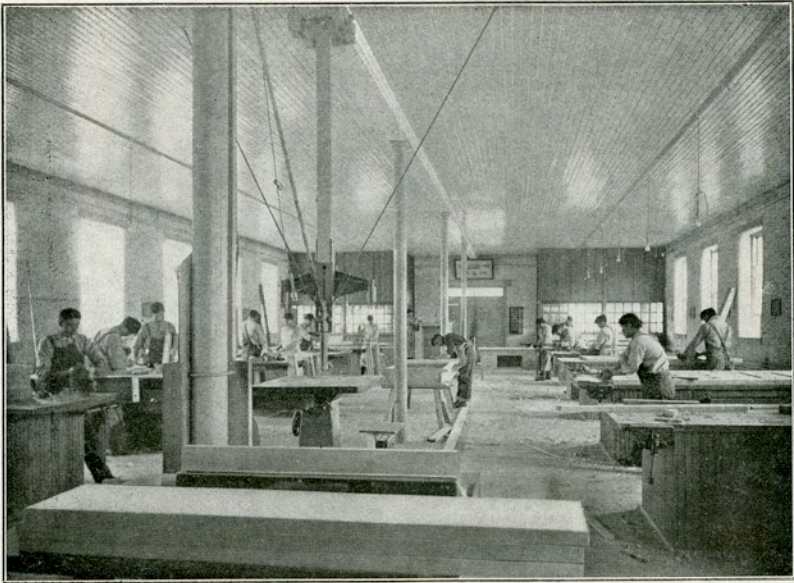


STUDENTS BUILDING A SCHOOL WAREHOUSE.





THE HARNESS SHOP—SHOWING CLASS AT WORK.



BENCH WORK IN CARPENTRY.

Calcmining, Scraping Walls, Cleaning Floors, and Repairing.....	115.32
Lettering, Glasswork, Picture Moulding.....	41.92
	<hr/>
Value of work done during the year.....	\$1,460.08
Cost of material used.....	695.98
	<hr/>
Value of labor performed.....	\$764.10

### *Report of Printery.*

(From July 1, 1908, to June 30, 1909.)

12,500 THE INDIAN CRAFTSMAN.....	\$1,640.00
109,500 THE CARLISLE ARROW.....	1,301.00
164,825 Report Blanks, Troop Lists and Lists of Enrolled Pupils, Blank Forms, Laundry Lists and Slips.....	949.50
11,102 Books and Pamphlets (including "Roster of Officers" and "Routes to Indian Schools and Agencies").....	826.25
188,775 Letter Heads, Envelopes, Post Cards, etc.....	768.00
81,116 Posters, Menus, Ballots, Songs, Proposal Forms, Folders, Placards, Mottoes, Labels, Cards, and Tickets.....	705.70
34,315 Programs and Invitations.....	543.75
45,700 Outing Rules and Circular Letters.....	248.50
2,500 Superintendent's Report and School Calendars.....	115.00
	<hr/>
Value of work done during the year.....	\$7,097.70
Cost of material used.....	1,229.05
	<hr/>
Value of labor performed.....	\$5,868.65

### *Report of Plumbing Department.*

(From Feb. 14, 1909, to June 30, 1909.)

Installing Plumbing, Heating Fixtures, and Bath Outfits.....	\$2,092.50
Putting in Shop Sinks and Shower Heads and Valves at Gymnasium.....	507.00
2 Oil Tanks made for Boiler House.....	22.00
Laundry—Collar Press and Rewinding Armature of Motor.....	60.50
Dining Room—Vegetable Boiler.....	50.00
General Repairing—entire plant.....	1,181.22
	<hr/>
Value of work done for the 4½ mos.....	\$3,913.22
Cost of material used.....	2,041.24
	<hr/>
Value of labor performed.....	\$1,871.98

### *Report of Sewing Department.*

(From July 1, 1908, to June 30, 1909.)

988 Dresses—senior, seersucker, white, gingham.....	\$2,941.45
2,220 Shirts—white, check, and night.....	1,470.07
305 Skirts—dress, etc.....	1,330.59
240 White Waists.....	177.60
832 Drawers.....	665.60
525 Gowns.....	459.38
1,105 Aprons—white and colored.....	352.65
942 Sheets and Pillowcases.....	272.71
1,640 Towels.....	234.78
294 Tablecloths.....	488.04
375 Curtains.....	112.50
251 Covers, Holders, and Splashes.....	36.30

17,548 pieces mended .....	877.40
Value of work done during the year .....	\$9,419.07
Cost of material used.....	3,583.52
Value of labor performed.....	\$5,835.55

### *Report of Shoe Shop.*

(From July 1, 1908, to June 30, 1909.)

112 pairs Shoes made.....	\$224.00
1,300 pairs Shoes repaired.....	650.00
Value of work done during the year .....	\$874.00
Cost of material used.....	620.83
Value of labor performed.....	\$253.17

### *Report of Stone Crusher.*

(From July 1, 1908, to June 30, 1909.)

2,050 perches Stone quarried and crushed.....	\$1,845.00
Total Cost.....	615.00
Value of labor performed.....	\$1,230.00

### *Report of Tailor Shop.*

(From Jan. 1, 1909, to June 30, 1909.)

301 Coats made.....	\$2,107.00
674 Trousers made .....	3,370.00
347 Capes made.....	3,296.50
Repairing, Pressing, etc. (old work).....	412.30
Value of work done during the six months .....	\$9,185.80
Cost of material used .....	3,633.71
Value of labor performed.....	\$5,552.09

### *The Farm.*

Indications point to an exceptionally prosperous year on the farm. Last year, through various causes, such as drought and the difficulty in obtaining a farmer who was qualified by experience and training in farm management as conducted in this part of the country, there was more or less of a crop failure. This year, however, there is sufficient evidence that an unusually large crop will be available. Many varieties and a large amount of vegetables were produced during the last season, and they afforded an excellent addition to the students' table. Nearly every acre of available ground has been cultivated, and excellent field crops are already on the way.

During the past year it has been necessary to purchase a large amount of cow feed; but from the excellent progress of the corn and the alfalfa which will be used for ensilage, and because of the fine crop of

rye which has been harvested, it is thought that the expenditures in this direction will be cut to a minimum.

There are under cultivation on the two school farms 284 acres. During the past year much progress has been made in ridding the soil of the large outcroppings of limestone, which in places necessitated blasting.

#### *The Dairy.*

The dairy has been conducted with good results. The herd was decreased by the elimination of 23 head of cows to 37 head. Those that were taken out were removed because of tuberculosis, which was confirmed by a diagnosis made by an expert from the United States Agricultural Department.

During the year, 44 calves were born, 34 being killed for veal for students' use. There were, also, produced 163,788 lbs. of milk and 5,616 lbs. of butter for the students' table.

It is not thought advisable to increase nor to improve the herd at this time. A new dairy barn is an imperative necessity if the best results are to be obtained or down-to-date instruction given.

#### *The Orchard.*

The Orchard is receiving careful attention through a plan of co-operation between the State Bureau of Agriculture and the School. Under this arrangement, instruction is given to the students in nursery work, the trees are well taken care of, and the State gets the reciprocal benefit of being able to give demonstrations from time to time to the farmers in Cumberland County.

#### *Poultry Culture.*

In the Poultry Department, by the use of the incubator, 985 chickens were hatched during the spring. These are making excellent progress. The entire flock now comprises 1,112 chickens and 5 turkeys. The equipment for poultry raising has received the careful attention of an expert, with the result that, by reason of additional ventilation and the introduction of modern ideas in poultry culture, the flock is in a healthy condition.

#### *The Piggery.*

The Piggery, under careful management, has been a success. We now have 70 hogs and 20 pigs. During the past year the revenue derived from the sale of hogs has been \$1,409.80. Aside from this, 13 hogs were butchered for local use at the school. This industry is maintained practically entirely by the use of the swill and waste from the kitchen, students' and employees' dining rooms, and the various cottages on the grounds.

### *The Carlisle Indian Press.*

One of the industries developed during the past year which has shown most gratifying results and has received wide public attention is the Carlisle Indian Press. The efficiency of this department has been increased by the erection of an entirely new building which is used exclusively for printing. This is an attractive building of cream-colored, pressed brick, 43x83 ft. in dimensions. It is provided with a large Press and Composing Room, Mailing Room, Business Office, Exhibit Corridor, Wash Room, and Stock and Cutting Room. A large attic for storage purposes serves as a useful addition. This building has been equipped with a good variety of new type and the most approved machinery. The value of the plant with its equipment is estimated at \$18,000.00.

During the year there was executed for your office a large amount of work which has been formerly done in the Government Printing Office at Washington. Expressions from your office show that this work has been found thoroughly satisfactory. A number of jobs were executed, including the regular printing of the "Routes to Indian Agencies and Schools" and the "Roster of Officers of the United States Indian Service."

A change has been made in the style of *The Carlisle Arrow*—a weekly publication by the students. At present, practically all the literary material for this paper is furnished by the students themselves. The paper has been decreased in size and its general appearance greatly improved.

A new publication—*The Indian Craftsman*—was commenced in February of this calendar year. This magazine is unique in American journalism. In the first place, it is printed and all the mechanical work is executed by Indians. The illustrations are also made by the Indians in the Native Arts Department. This journal aims to set before employes of the Indian Service, returned students, educated Indians, and the general public, authentic articles on the Indian, his History, Industries, Customs, and Relation to the Government. There are also published from time to time excellent little sketches written by Carlisle students. Each month the latter portion of the magazine is devoted exclusively to notes on returned students and graduates of this and other schools and to editorial comment and general news matter.

The magazine has received wide attention, and it is unquestionably answering a definite need. One of the important things which it is aiming to accomplish is to serve as a medium for the publication of matter from the Indian Office, and thus assist in its little way in bringing the field and the Indian Office into closer touch.

### *Native Indian Arts.*

The Department of Native Indian Arts, under the direction of two trained Indian artists, has continued to develop and improve; and by the concrete results in the way of art products which have been sent out has demonstrated the actual existence of art in Indian life, and has abundantly justified the firm stand which has been taken by your office in its endeavor to make of what is yet a very crude and primitive art something which will be of vital interest in art development and susceptible of useful application to the decorative arts of this country.

That the Indian really possesses a distinctive art is now being acknowledged by many who bitterly opposed what they considered a perpetuation of "Indian savagery". The impetus which this work has received at Carlisle—the department being unique in Indian education—has brought to life many beautiful art creations which have astonished and delighted the public in general, and artists who have been interested in particular.

The weaving by students from designs made by themselves of blankets and rugs has been continued. The utilization of the Indian design in a rug woven according to the general method in vogue among Persian weavers is being gradually perfected. The students themselves are becoming very apt in this work.

The Art Department has also taken up work in pyrography, bead-work, and work in metal. The silversmithing industry has only recently been begun, and during this coming year it is hoped to develop clever workmanship and to bring out unique designs in this industry. A number of Navahos have been brought from the Navaho Reservation for this work.

One of the practical accomplishments which has attracted much notice has been the preparation for *The Indian Craftsman* of excellent cover designs and illustrations for the context. It is this concrete work which is attracting attention throughout the country and bringing definitely before educators everywhere the possibilities of Indian Art.

### *Indian History and Folklore.*

There has been continued and elaborated during the current school year the excellent work having to do with the study of Indian history, folklore, and the manners and customs of the various tribes. This has been a peculiarly valuable side of the academic work, relating as it does to the real life of the Indian people and bringing to light in the form of permanent records historical and mythological information which ordinarily would not have been unearthed, and which will assist in giving to future generations a saner and more accurate view of the American Indian. Our students have been encouraged to prepare essays upon

these subjects, and the very best of them, containing the purest diction, accurate description, and interesting narrative, are being published in the two school papers, *The Carlisle Arrow* and *The Indian Craftsman*. These reports from Indian homes, coming from the heart of the Indian country, are eliciting from educators everywhere much comment by virtue of their originality and excellence.

It is aimed to widen the scope of this work by the addition to the school library of carefully selected books treating of Indian life and kindred subjects which can be consulted by the students.

### *The Calendar.*

At the beginning of last year, there was mapped out a calendar of the entire school year which scheduled in a comprehensive way the daily life and activities of the institution and served as an accurate index to the important happenings which were arranged for the school. It was published in pamphlet form, of pocket size, and has been of great assistance in co-ordinating the various departments of the school and leading to greater promptness on the part of both students and members of the faculty.

The index of this little volume shows that the following events were scheduled:

- Band and Mandolin Practice.
- Class Meetings.
- Daily Program.
- Evening Details.
- Employees' Meetings.
- Faculty Meetings.
- Football Schedule.
- Literary Societies—Meetings.
- Literary Societies—Visitors.
- Program for Physical Culture in the Gymnasium.
- Program for Reading and Studying in the Library.
- Quiet Hour Program.
- Religious Services—Protestant.
- Religious Services—Catholic.
- Religious Services—Undenominational.
- School Calendar.
- Saturday Evening Program.
- Sunday Program.
- Teachers' Meetings.
- Teachers' Detail to Industrial Departments.

Much study was given to its preparation, to the end that nothing which was mentioned therein would fail to take place. Now that the year is past, the statement may be made that it was carried out in its entirety and has greatly improved the efficiency of the school. Copies were mailed to all the other schools, and in this way it undoubtedly proved of suggestive value to officials in the Service.

In a complex organization such as we have here, with a vast number of departments, with nearly eighty employees, and one

thousand students, where careful attention to the details of the organization is absolutely necessary, where special events take place regularly, it is essential that all have a knowledge, in some concrete form, of the school's activities.

This calendar, mapped out as it is before the beginning of the school year, precludes the possibility of events being scheduled which will interfere with the legitimate work of the school, and also tends to reduce to a minimum such contingencies as the conflict of dates.

### *The Campus.*

The campus of the Carlisle school has been pronounced by residents of the vicinity and by visitors generally to be one of the most beautiful spots in the entire valley of "Old Mother Cumberland". Much care has been taken in beautifying the grounds, not only because ours is a Government institution and should serve as a model to the public, but more particularly because it is felt that an attractive local environment is a most important educational influence in the lives of our students. The lawns and roads receive regular attention. Last winter there were raised in the school greenhouse for setting-out purposes 21,000 plants and flowers. At this time these plants and flowers are in full bloom, being set in artistically arranged beds. Many boys receive special training in connection with this work, and all the students receive an inspiration that, undoubtedly, will prove an incentive to take better care of the grounds surrounding their own homes. A saner notion is thus given of the meaning of civic beauty. To those who have been on the reservation, the importance of this will be at once apparent. There were also raised in the greenhouse for the hospital and the dining rooms, and for other purposes, hundreds of cut flowers.

### *Free Lectures and Entertainments.*

I found, on taking charge of the institution, that there was given for the benefit of the students each Saturday evening during the year a "School Reception" and dance, which was held in the school gymnasium. The purpose of this was to offer legitimate diversion to the student body and clean social intercourse at regular periods. There were also given additional socials and receptions during the week by various classes, literary societies, and associations.

In order to reduce the dancing to a reasonable recurrence, and to substitute a form of amusement and entertainment which would be a little more temperate, and yet at the same time cultural in its ultimate effect, it was deemed advisable to arrange for a course of lectures and entertainments. During the past school year, about twenty of these lectures and entertainments were given by arrangement with a well-



known lyceum bureau and under private auspices. The various numbers were given in the Auditorium, and the entire course was so arranged that every alternate Saturday evening was given up to this form of amusement and instruction, admission being free to students and to members of the faculty and their families.

The results of this innovation have been highly satisfactory, and the plan will be continued during the coming year. Our students thus have an opportunity to see clean entertainments of a high order, an experience and education which is highly valuable in giving them a better point of view and a saner notion of the good and the bad in theatrical performances, so that the trashy entertainments and the disreputable dance halls which are quite often visited by the Indians in the smaller towns will not offer so much in the way of attraction to our returned students.

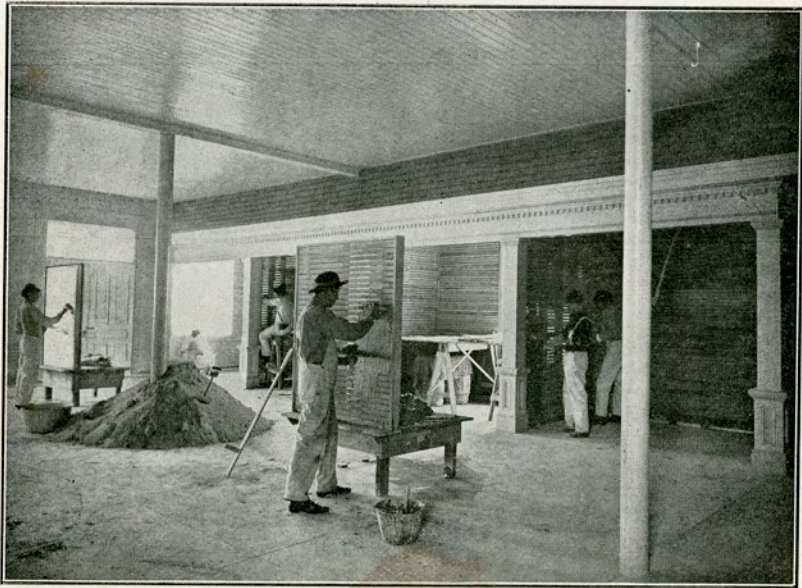
### *Is Carlisle More Expensive Than Other Schools?*

Much discussion has arisen from time to time in the Halls of Congress concerning the relative cost of educating Indians, and in most of the discussions which have taken place the opinion seems to have prevailed that the expense per capita of education and maintenance at Carlisle is larger than that in Western schools. This idea has obtained in all probability because of the great distance separating Carlisle from the home of the Indian. It has been asserted that the heavy expense of transportation is an unnecessary one peculiar to Carlisle, and that it is wasteful for the Government to maintain an institution here in the East when the Indians educated here could be educated just as well in a Western school, and the additional cost of transportation saved to the American taxpayers. To the uninitiated, unfamiliar with the problem of Indian education and the finances appertaining thereto, this method of reasoning has appeared effective, and the conclusions have been considered final and justified,

But there is another, and a broader, and a more accurate, side to this comparison. As a matter of fact, has experience proved that it is more expensive to educate Indians at Carlisle than at other schools in the Service? In order to get at the actual figures in this matter the appropriation bills passed by Congress for the past fifteen years were obtained and a table prepared in which the appropriation for Carlisle is given each year, together with the number of students it has educated during this period. These same statistics were obtained from congressional records regarding every other nonreservation school in the United States which has been in operation during this period. On a basis of the average attendance, the per capita cost per student per year was obtained for each of the schools during the period above mentioned.



A PRACTICAL LESSON IN CEMENT WALK LAYING.



MASON'S SHOP—A LESSON IN PLASTERING.



CLASS OF GRADUATES, 1908.

*Appropriations made by United States Congress for the support of Nonreservation Schools during the past fifteen years.*

SCHOOL.	1895.			1896.			1897.			1898.			1899.		
	No. of Students.	Per Capita.	Appropriation.	No. of Students.	Per Capita.	Appropriation.	No. of Students.	Per Capita.	Appropriation.	No. of Students.	Per Capita.	Appropriation.	No. of Students.	Per Capita.	Appropriation.
CARLEISLE	707	\$148.51	\$105,000	741	\$137.65	\$102,000	797	\$111,600	\$140.03	\$111,600	848	\$111,600	889	\$131.60	\$111,600
Albuquerque	250	173.00	43,250	300	177.00	53,100	300	55,300	184.33	55,300	300	55,300	300	184.33	68,300
Carson City	125	203.00	25,375	125	185.40	23,175	125	23,175	185.40	23,175	150	29,350	150	195.67	29,350
Chamberlain							*	25,000	* 250.00						
Cherokee	80	219.50	17,560	135	175.89	23,745	150	29,350	195.67	29,350	150	32,350	150	215.67	28,350
Chilocco	350	177.00	61,950	350	175.57	61,450	350	64,000	182.86	64,000	350	65,250	350	186.43	77,750
Flandreau	150	194.33	29,150	150	197.00	29,550	150	83,400	549.33	83,400	200	44,900	200	224.50	69,900
Ft. Mojave	150	187.00	28,050	150	183.67	27,550	150	29,550	197.00	29,550	150	43,550	150	290.33	31,550
Ft. Lewis															
Ft. Totten	240	185.75	44,580	240	177.42	42,580	250	44,850	179.40	44,850	250	48,350	250	193.40	48,350
Genoa	350	177.00	61,950	300	175.33	52,600	300	65,300	217.67	65,300	300	62,800	300	209.33	62,800
Grand Junction	150	188.23	28,235	150	193.67	29,050	150	27,550	183.67	27,550	150	34,250	150	228.33	28,550
Haskell	500	174.00	87,000	500	172.60	86,300	500	90,500	181.00	90,500	500	102,500	500	205.00	94,000
Hayward															
Mt. Pleasant	150	183.33	27,500	150	193.67	29,050	150	67,550	450.33	67,550	200	35,400	300	177.00	62,100
Morris															
Pangnitch															
Phoenix	150	232.38	30,210	250	179.00	44,750	250	45,350	181.40	45,350	400	104,600	600	261.50	131,200
Pierre	150	183.67	27,550	150	183.67	27,550	150	28,550	* 190.33	28,550	150	27,050	150	270.50	180.33
PiSTONE	60	12,220	203.67	75	14,225	189.67	100	20,400	304.00	20,400	100	30,400	125	49,075	392.60
Perris	100	232.00	23,200	100	229.00	22,900	100	33,550	223.67	33,550	150	27,081.35	150	27,550	183.67
Rapid City															
Riverside															
Salem	250	181.00	45,250	250	177.00	44,250	250	46,850	187.40	46,850	300	71,700	350	239.00	74,700
Santa Fe	150	190.33	28,550	150	198.33	29,750	200	40,000	200.00	40,000	250	62,850	250	251.40	50,050
Tamah	100	192.00	19,200	100	189.00	18,900	100	19,100	191.00	19,100	125	35,275	125	282.20	38,275
Truxton Canon															
Wahpeton															

\* Approximate Estimate.

*Appropriations made by United States Congress for the support of Nonreservation Schools during the past fifteen years.—Continued.*

SCHOOL.	1900.			1901.			1902.			1903.			1904.		
	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.
CARLSLE	985	\$150,000	\$154.96	1033	\$150,000	\$145.21	982	\$150,000	\$152.75	1041	\$158,000	\$151.78			
Albuquerque	300	53,800	179.33	300	53,500	178.33	300	58,100	193.67	300	57,600	192.00			
Carson City	150	41,550	277.00	200	40,900	204.50	200	53,200	266.00	300	80,300	267.67			
Chamberlain	100	18,900	189.00	100	24,100	241.00	100	41,300	413.00	150	52,050	347.00			
Cherokee	150	27,850	185.67	150	27,850	185.67	150	30,350	202.33	150	41,050	273.67			
Chilocco	350	66,750	191.71	400	86,600	216.50	400	81,600	204.00	600	159,400	265.67			
Flandreau	250	47,850	191.40	350	69,750	199.29	350	78,250	223.57	375	77,925	207.80			
Ft. Mojave	150	36,550	243.67	150	32,050	213.67	150	43,550	290.33	200	51,000	255.00			
Ft. Lewis	250	55,150	220.60	250	62,050	248.20	250	48,350	193.40	300	71,000	236.67			
Genoa	300	59,300	197.67	300	85,800	286.00	300	52,800	176.00	300	66,800	222.67			
Grand Junction	150	36,550	243.67	175	54,325	310.43	175	39,725	227.00	200	59,000	295.00			
Haskell	500	112,000	224.00	600	122,200	203.67	600	137,200	228.67	750	183,250	244.33			
Hayward	* 125	60,000	480.00	125	38,675	309.40	125	22,675	181.40	125	22,675	181.40			
Mt. Pleasant	300	54,800	182.67	300	73,300	244.33	300	67,050	223.50	300	61,800	206.00			
Morris	150	48,550	323.67	150	34,450	229.67	150	33,550	223.67	150	33,600	224.00			
Fangutch	600	112,200	187.00	50	9,690	193.80	50	9,690	193.80	75	13,925	185.67			
Phoenix	150	38,550	257.00	600	109,700	182.83	600	118,000	196.67	700	151,900	217.00			
Pierre	150	32,550	217.00	150	28,550	190.33	150	33,550	223.67	150	33,050	220.33			
Pierson	150	32,550	217.00	150	27,550	183.67	150	38,550	257.00	150	39,550	263.67			
Perris	150	27,550	183.67	150	27,550	183.67	150	27,050	180.33	100	18,700	187.00			
Rapid City	100	22,400	224.00	100	18,900	189.00	100	42,000	420.00	150	55,250	368.33			
Riverside	* 300	25,000	83.33	300	15,000	50.00	300	135,400	451.33	300	96,200	320.67			
Salem	400	92,600	231.50	500	115,527	231.05	500	106,300	212.60	550	129,650	235.73			
Santa Fe	300	57,800	192.67	300	69,900	233.00	300	67,300	224.33	300	56,300	187.67			
Tombah	150	46,550	310.33	175	38,725	221.29	225	42,175	187.44	225	55,175	245.22			
Truxton Canon				125	23,675	189.40	150	39,550	263.67	150	30,550	203.67			
Wabpeton															

\* Approximate Estimate.

*Appropriations made by United States Congress for the support of Nonreservation Schools during the past fifteen years.—Continued.*

SCHOOL.	1905.			1906.			1907.			1908.			1909.		
	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.	No. of Students.	Appropriation.	Per Capita.
CARLSLE.....	905	\$158,000	\$174.59	981	\$161,000	\$164.12	984	\$172,000	\$174.80	970	\$169,000	\$174.23	967	\$164,000	\$169.60
Albuquerque.....	300	107,400	358.00	300	60,900	203.00	300	60,400	201.33	300	62,100	207.00	300	58,900	196.33
Carson City.....	300	59,400	198.00	300	57,900	193.00	300	63,900	213.00	300	88,100	293.67	300	56,900	189.67
Chamberlain.....	200	44,000	220.00	200	37,500	187.50	200	47,000	235.00	200	44,500	222.50	200	37,900	189.50
Cherokee.....	150	29,050	193.67	160	34,720	217.00	160	30,720	192.00	160	44,820	280.13	160	28,720	179.50
Chilocco.....	700	164,400	234.86	700	140,900	201.29	700	139,100	198.71	700	143,900	205.57	700	129,400	184.86
Flintreau.....	375	71,525	190.73	400	72,100	180.25	375	83,425	222.47	375	72,625	193.67	375	69,425	185.13
Ft. Mojave.....	200	44,600	223.00	210	44,670	212.71	200	45,000	225.00	200	45,000	225.00	200	43,000	215.00
Ft. Lewis.....	325	64,475	198.38	325	60,975	187.62	325	62,100	310.50	325	45,100	225.50	325	38,800	194.00
Ft. Totten.....	300	68,300	227.67	300	64,300	214.33	300	67,800	227.67	300	61,275	204.25	300	54,800	182.67
Genoa.....	200	69,000	345.00	200	46,200	231.00	200	42,000	210.00	200	43,150	215.75	200	41,000	205.00
Grand Junction.....	750	161,750	215.67	750	149,750	199.67	750	156,250	208.33	750	162,750	217.00	750	151,750	202.33
Haskell.....	175	32,725	187.00	215	38,870	180.79	200	43,900	219.50	210	41,070	195.57	210	40,870	194.62
Hayward.....	300	66,800	222.67	300	68,400	228.00	300	58,800	196.00	300	56,100	187.00	300	55,800	186.00
Mt. Pleasant.....	150	34,750	231.67	150	36,150	241.00	150	28,450	189.67	150	29,650	197.67	150	29,550	197.00
Morris.....	75	13,925	185.67	75	21,425	285.67	75	19,425	259.00	75	18,725	249.67	75	18,725	249.67
Panajutech.....	700	130,400	186.29	700	134,400	192.00	700	143,400	204.86	700	136,900	195.57	700	136,400	194.86
Phoenix.....	150	43,550	290.33	150	33,050	220.33	150	42,550	283.67	150	47,650	317.67	150	29,550	197.00
Pierre.....	150	29,050	193.67	200	56,500	282.50	225	51,175	227.44	225	46,075	204.78	225	41,675	185.22
Piessone.....	250	62,850	251.40	250	51,850	207.40	250	57,000	228.00	250	49,750	199.00	250	59,350	237.40
Rapid City.....	450	98,150	218.11	450	95,650	212.56	500	117,750	235.50	500	120,500	241.00	500	103,000	206.00
Riverside.....	600	133,200	222.00	600	112,000	187.00	600	111,200	185.33	600	119,700	199.50	600	111,200	185.33
Salt Lake.....	300	89,900	299.67	300	61,400	204.67	300	61,400	204.67	300	61,600	205.33	300	58,500	195.00
Santa Fe.....	225	51,175	227.44	250	62,450	249.80	250	46,450	185.80	250	47,750	191.00	250	46,450	185.80
Tonah.....	150	38,250	255.00	150	37,350	250.33	135	27,045	200.33	110	23,470	213.36	100	19,200	192.00
Truxton Canon.....	* 100	100,000	*1000.00				100	29,200	292.00	100	35,300	353.00	100	36,700	367.00

\* Approximate Estimate.

This table is not based upon hearsay or questionable figures, but upon the actual yearly appropriations, and the number of students provided therein discloses the fact that for this entire period of fifteen years *not a single school during any year has educated its students and maintained its plant at a less cost per capita than Carlisle.*

It might be supposed that on account of the relative number of years which Carlisle has been in existence its buildings had already been erected by congressional appropriation, and, consequently, in the early days of its history the per capita cost, figuring the entire appropriation that was made by Congress, would run higher than these figures; but an examination of the appropriation bills brings to light the additional information that during these earlier years the appropriation made for the Carlisle school was even smaller than it has been during the last fifteen years.

The most conservative comparison which can be made is to compare the entire cost of maintenance of all departments per capita per year at Carlisle with the average cost of maintenance per capita in all non-reservation schools in the country, as evidenced by the total appropriation made for each school.

The following table shows by years the cost of maintenance in all other nonreservation schools.

*Table comparing the average cost per student per year for 15 years at Carlisle with average cost per student of all other nonreservation schools combined.*

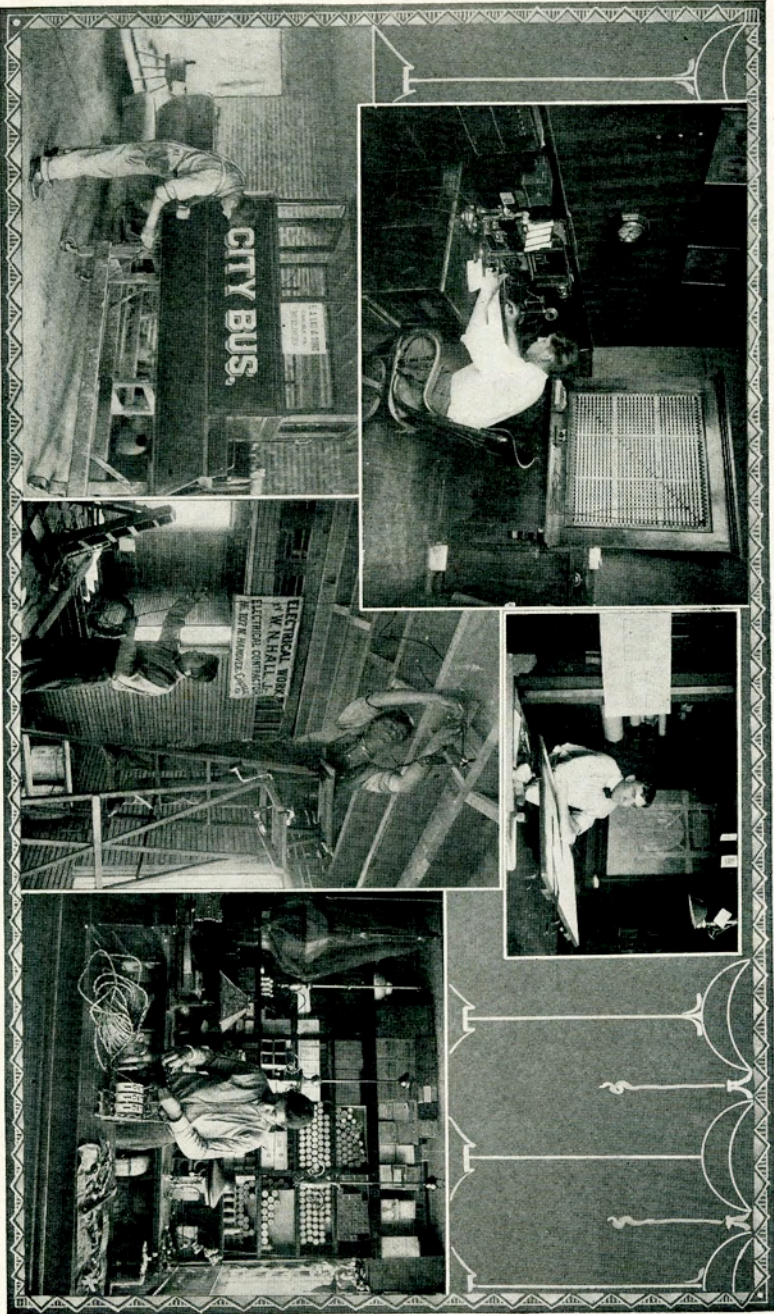
Year.	Carlisle.	All other nonreservation schools.
1895	\$148.51	\$193.18
1896	137.65	186.27
1897	140.03	229.22
1898	131.60	231.10
1899	125.53	223.52
1900	152.29	230.25
1901	154.96	221.55
1902	145.21	243.11
1903	152.75	242.15
1904	151.78	246.12
1905	174.59	263.04
1906	164.12	215.31
1907	174.80	219.55
1908	174.23	223.77
1909	169.60	203.25

The following table, from which no nonreservation school is omitted, shows the comparative cost of all the nonreservation schools' maintenance for the entire fifteen years, or for the length of time they have been in actual existence.



STUDENT IN A CAREFULLY SELECTED PENNSYLVANIA HOME.  
CARLISLE GIRL TAKING COURSE IN PHILADELPHIA COLLEGE OF PHARMACY.





STUDENTS RECEIVING PRACTICAL TRAINING IN THE INDUSTRIES UNDER THE OUTTING SYSTEM.

*Table showing the average cost per student per year for 15 years to maintain the following nonreservation Indian Schools.*

CARLISLE, PENN.....	\$153.92
Ft. Totten, N. D.....	197.56
Phoenix, Ariz.....	201.93
Albuquerque, N. M.....	203.20
Salem, Oregon.....	205.90
Haskell—Lawrence, Kan.....	206.22
Genoa, Nebr.....	206.32
Chilocco, Okla.....	208.67
Cherokee, N. C.....	212.49
Mt. Pleasant, Mich.....	213.78
Santa Fe, N. M.....	217.90
Flandreau, S. D.....	219.15
Tomah, Wis.....	220.66
Pierre, S. D.....	221.27
Carson City, Nev.....	225.68
Ft. Mojave, Ariz.....	230.91
Grand Junction, Colo.....	238.38
Pipestone, Minn.....	243.87

*The same data for schools that have been in existence for a shorter period than 15 yrs.*

Perris, Cal.....	9 yrs.....	\$195.94
Panguitch—Southern Utah.....	9 yrs.....	223.13
Morris, Minn.....	10 yrs.....	230.83
Hayward, Wis.....	10 yrs.....	232.25
Truxton Canon, Ariz.....	9 yrs.....	234.54
Ft. Lewis, Colo.....	3 yrs.....	243.33
Chamberlain, S. D.....	13 yrs.....	247.31
Rapid City, S. D.....	13 yrs.....	250.40
Riverside, Cal.....	9 yrs.....	259.68
Wahpeton, N. D.....	4 yrs.....	503.00

Taking an entire average for all the other nonreservation schools (Carlisle excluded) for this entire period of fifteen years, the important fact is ascertained that the average cost of education per capita during this period is \$224.76, in comparison with \$153.92, the average cost of Indian education per capita per year for the same period at the Carlisle school. In other words, *Carlisle cost the Government \$70.84 less per pupil than the average of all other nonreservation schools put together.* This isolated figure may be small, but when it is figured that the entire number of students educated for one year at Carlisle during this period (adding the average attendance for fifteen years together) is 13,798, the saving in education at Carlisle amounts to the enormous figure for this entire number of \$977,448.32. It cost, approximately, a million dollars less to educate these students here than a similar number have been educated in other nonreservation schools.

When it is remembered that Carlisle offers in a greater degree and a larger number than most nonreservation schools the salient opportunities for obtaining an education, the tremendous import of the figures above mentioned can readily be seen.

These figures are pertinent, and it is well that the American people

know that, with the advantage of extended travel, good health during residence, and excellent common-sense academic training, instruction in twenty-seven trades, and participation in the excellent Outing System—which has not been carried out in the same degree, nor with the same far-reaching results, in any other nonreservation school in the country—with all of these and many other advantages of training and education, Carlisle has cost the Government less for its entire maintenance, on a basis of the work done per student, than all the other nonreservation schools averaged together or taken separately.

There was reason in his statement, and facts to bear him out, when Senator Moses E. Clapp, chairman of the Indian Committee in the United States Senate, declared recently in a public address at the Commencement Exercises of the Carlisle School, that: "While we will undoubtedly eliminate nonreservation schools as the need for these schools becomes less and less, we ought to begin at the other extremity, instead of beginning the process here in the East."

### *The Outing System.*

The Outing System, which began its unique operations almost from the first year of the opening of this school, has continued to grow and to be of real usefulness to our students. Briefly stated, it is the aim of this department to give to every young man and young woman at Carlisle an extended residence of one or two years in some carefully selected family in the state of Pennsylvania, or one of the states nearby. During this residence the students undergo a kind of apprenticeship which fits them by actual experience for the duties in connection with modern farm life.

For the girls, there is offered that valuable, practical, domestic training which can be gained so much more readily and thoroughly in a household such as we select than in one of the expensively maintained and scientifically conducted domestic science departments such as are found in many of our schools.

These students become one of the family. They do their share of the work the same as the other members of the household. They attend church regularly. During the winter months it is compulsory for them to attend the public schools at least one hundred days. This brings them into close contact with white children. Summed up, the training which they receive in these country homes gives them such an insight into civilized ways, such practical experience in farm economy and management, and with this such a building up of character and the forming of right habits, as to constitute in itself a practical education. They learn by doing, and acquire civilization by being an integral part and an active factor in a civilized community.

During this residence, our students are paid current wages; half of which is placed to their credit by the school in a bank, where it draws interest. They are visited regularly by Outing Agents from the school and their every interest is protected.

This system has been very largely successful, not only because of its merits—a carefully planned organization and thorough supervision—but from the additional fact that here in the East the homes into which our students are placed are found to be sympathetic, and the average patron looks after the students as if they were children of his own.

During the past year an outlet has been given to our students in the various trades by placing them in shops, manufacturing establishments, and with contractors, so that by the experience of working side by side with white mechanics they gain not only a knowledge of their trade as it is conducted in the busy, workaday world, but a knowledge of the conditions surrounding the American workman. Instead of sending all our boys to farms after they have spent two, three, or four years in one of our industrial departments, an effort is made to give them actual experience on the outside in the trades which they intend following as a vocation. During the year students were placed out under the Outing as machinists, blacksmiths, electricians, wagonmakers, shoemakers, telegraph operators, printers, and painters. The experience of this training is invaluable, obtained as it is under the guardianship of the authorities of the school. The students are paid in proportion to the kind of work they do.

The Outing System has had a wonderful growth. It began during the year 1880, when two boys and a girl were sent to Massachusetts and placed in homes in that state for the purpose of bringing them into more individual contact with civilization. From that time it has grown consistently, until during the year ending June 30, 1909, a total of 758 students partook of its benefits; of this number, 309 were girls and 449 were boys. The demand for students continues to be larger than we can supply—the applications during the past year numbering 1,089. These students earned during the last year the sum of \$27,428.91. When it is remembered that these boys and girls not only receive active instruction, but gain excellent experience and live as members of the family in some of the best homes in this and contiguous states, this financial return may well be considered remarkable.

### *Athletics.*

The outlet for students' activities which is furnished by their participation in athletic games has resulted in making the student body happier and healthier. During the year the school teams were repre-

sented in contests with colleges in the East in baseball, football, basket ball, and track sports.

The track team not only won the State Championship of Pennsylvania, in competition with nine other colleges, but also defeated singly such representative universities as State College, Lafayette, and Syracuse.

The record of the football team was very creditable. Although defeated during the year by the Universities of Harvard and Minnesota, the team defeated such well-known aggregations as those of Syracuse, Annapolis, and the Universities of Pittsburg, Denver, Nebraska, and St. Louis.

It has been impressed upon the students that, although clean athletics will have the sanction of the authorities, the various sports must be conducted in a thoroughly amateur way and absolutely free from everything savoring of professionalism.

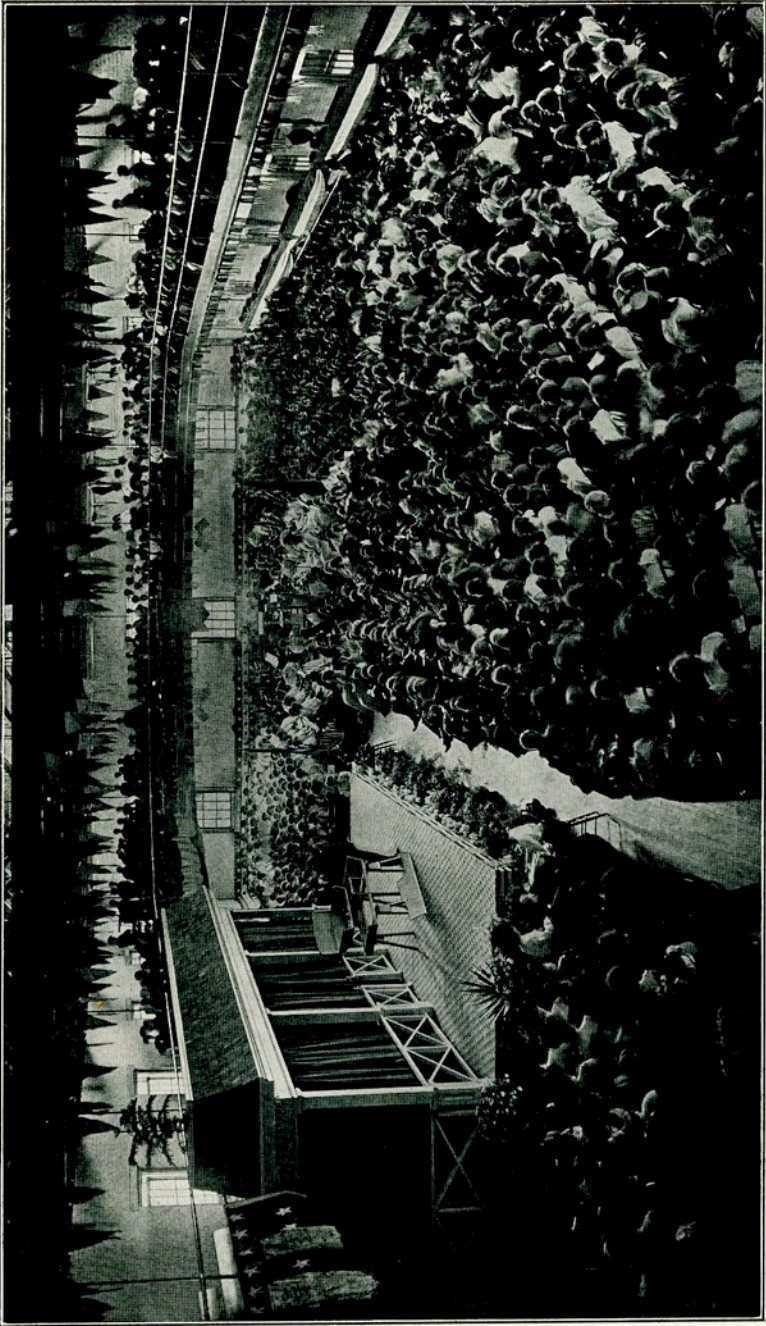
#### *Commencement.*

The Commencement Exercises this year began with the Baccalaureate Service on Sunday, March 28th. This service was a beautiful one—the music being impressive, and the speaking full of whole-souled advice, from lives ripe with experience, to graduates ambitious to battle for themselves. Dr. Merrill E. Gates, Secretary of the Board of Indian Commissioners, gave a very strong and inspiring address on "Words and their Power in Life".

The Comic Opera, entitled "The Captain of Plymouth", which was given by the students, was a remarkable evidence of the artistic temperament and love of music which is possessed by the American Indian. This opera was beautifully rendered, with excellent stage effects, good singing, fine orchestral accompaniment, and unusual acting. It attracted much notice; was given for the public three times, on account of the lack of seating capacity; and was favorably mentioned by the press of the country.

The Graduation Exercises took place Thursday afternoon, April 1st, and consisted of practical demonstrations and talks in harmony with the work which is now done by the school, showing to the public what can be accomplished in making commencement exercises interesting and entertaining by an elimination of set speeches on topics above the heads of the students, and concerning which the public is already thoroughly informed.

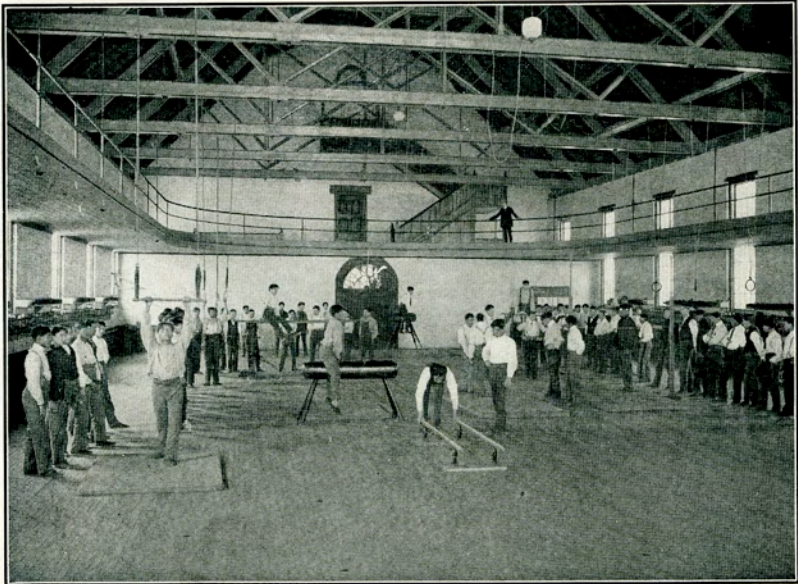
The school was fortunate in having again Francis E. Leupp (then Commissioner of Indian Affairs) to address the students and present the diplomas. His remarks were in the nature of wholesome advice for the accomplishment of better things to the young men and young women



PARTIAL VIEW OF CARLISLE GYMNASIUM DURING GRADUATION EXERCISES.



PRINCIPALS IN OPERA, "THE CAPTAIN OF PLYMOUTH," GIVEN BY CARLISLE STUDENTS DURING COMMENCEMENT.



WORK IN THE "GYM" UNDER THE PHYSICAL DIRECTOR.

who received their diplomas from his hand. Very inspiring and instructive addresses were also delivered by Hon. Moses E. Clapp, Chairman of the Senate Committee on Indian Affairs; Hon. Carrol E. Page, Senator from Vermont; Dr. Geo. E. Reed, President of Dickinson College; and Representative Charles D. Carter, of Oklahoma.

This year's Commencement was considered one of the best in the history of Carlisle, and gave many an opportunity to witness at first hand the results of the Government's altruistic purpose in giving to the Indians of America a practical, common-sense education. There were twenty-six members in the graduating class, divided equally as to sex. Seventy-two students received industrial certificates.

The graduates have wasted no time in settling down to business. A number of them have entered the service of the Government, either in the United States or in Alaska; some will continue their education; and the others have gone to work in private pursuits.

### *Instruction in Music.*

The musical organizations of the school have continued to delight the students and the public, and at the same time to be the means of developing the musical talent of those students who take an active part in them.

The band gave a number of concerts during the year, and furnished music during clear weather for "Flag Salute"—an innovation which has been begun during the past year at this school. This is an inspiring exercise which takes place each evening before supper time, when, to the strains of "The Star Spangled Banner", and with heads uncovered, "Old Glory" is lowered from the staff. There can be no question that this salute teaches greater reverence for the flag and imbues the students with more ardent patriotism.

A musical club was formed among the girls, and during the year this organization was able to give several very excellent concerts.

### *Office Records.*

Much has been done during the year to simplify the office records. This has been accomplished by introducing the card-index into all the various departments of the school. As a consequence, there is no difficulty in finding communications or records for years back. With the enormous correspondence which is had at this school, such a system is absolutely necessary in order to obtain the best results and to insure promptness and accuracy. From July 1, 1908, to July 1, 1909, there were received a total of 12,706 letters. During this time, there were written and sent out 10,537 letters and 14,626 circulars.



This system of filing has been carried into the school rooms and quarters. Excellent records are now being kept in the hospital of the condition of all the students.

### *Higher Education.*

In the earlier portion of this report, mention was made of the fact that for the large majority of our students the education which they receive at Carlisle will have to suffice as preparation for earning a livelihood; that the training here must of necessity be of such a practical nature as to definitely and successfully prepare young men and young women for the battle of life on the outside. The vast majority will work as mechanics, tradesmen, or farmers. A number of our students, however, after leaving Carlisle, take up advanced work in higher institutions of learning in order to fit themselves for some profession. This is an encouraging sign and shows that the Indian race is progressing.

Information has recently been received which indicates that quite a number of former Carlisle students are receiving such instruction. Five are engaged in receiving instruction in art in several professional schools; twenty are obtaining advanced business educations in business colleges and business departments; one is attending a college of pharmacy; ten are attending universities for the purpose of qualifying in one of the professions; five are attending normal schools; and four are students in training schools for nurses in some of the best hospitals in the East.

### *Does it Pay to Educate the Indian?*

We are often asked, "Does the large expenditure made by the Federal Government for the education of Indians pay? Do all the students who leave Indian schools benefit by the education which they have received? As a matter of fact, do not many of the returned students from nonreservation schools return to the blanket?" In answer to these inquiries, I unhesitatingly say that the appropriations made by Congress are made to a good cause, and not one cent too much money is being spent at Carlisle in training Indian children in the ways of civilization, in the lore of books, and imparting to them a knowledge of some trade or industry.

Whenever an isolated Indian happens to prove a failure, to live a useless life of indolence, or gets into the meshes of the law, the public press usually hails him or her as "a fair product of (some nonreservation school)"—or, because it is so well known, as "a graduate of Carlisle". I have taken the time since I have been here to trace many of these assertions, and I have found, invariably, that the person spoken of was not a graduate of Carlisle, and, probably, had not spent much time in any nonreservation school.

It would not be unreasonable, however, to expect that some of the students leaving these schools may not have profited by their education and training. This is especially the case when it is remembered that, in the past, large numbers of students have come to Carlisle, as they have gone to other nonreservation schools, at a youthful age, and then have been returned to their people, and to the blighting influences of some of our reservations, while they were still children. Large numbers of cases are shown by the records to have been returned before the age of fourteen without having the opportunity to definitely master a trade, and without having had sufficient instruction in the elements of knowledge, or a thorough training in good conduct and moral decency, as would fit them for the highest duties of honest citizenship. Each year a few students are dismissed from Carlisle because of incorrigibility; and, ordinarily, it ought not to be expected that such students will make a pronounced success.

But the results which have been obtained at Carlisle have abundantly justified the money which has been expended by the Government, and the years of unselfish service which have been given in the cause of Indian education by members of the faculty.

No generalized statement is sufficient in speaking of a matter of this kind; and in order to have definite figures at hand, systematic inquiry has been made, and is still being made, into the success or failure of graduates of this school. The replies which we have been obtaining are certainly gratifying, and indicate in a wholesome way that *Indian education does pay*; that the graduates and returned students of Carlisle *do not* return to the blanket; and that they are acting as a leaven in the Indian population, or are successfully competing with white men and women in the more densely populated districts of this country.

Out of 564 graduates who have been sent out from Carlisle, it has been found that 64 occupy positions of responsibility in the Government Service, as follows:

Band Leader .....	1	Industrial Teacher .....	1
Blacksmiths .....	2	Laborer .....	1
Carpenter .....	1	Laundresses .....	2
Clerks .....	12	Matrons .....	4
Disciplinarians .....	13	Supervisor .....	1
Farmers .....	3	Superintendents .....	3
Field Matron .....	1	Seamstresses .....	6
Harnessmaker .....	1	Teachers .....	10
Interpreters .....	2		

An analysis of the others indicates that they are engaged as follows:

Athletic Director .....	1	Lumber and Logging .....	7
Army .....	2	Machinists .....	4
Band Conductor .....	1	Miscellaneous Work .....	21
Band Musicians .....	5	Navy .....	1

Blacksmith.....	1	Nurses.....	8
Carpenters.....	8	Physician.....	1
Clerks.....	10	Plumber.....	1
Dentists.....	2	Printers.....	6
Dressmakers.....	8	Professional Baseball.....	4
Engineers.....	3	Railroading.....	4
Forestry Service.....	1	Real Estate Dealer.....	1
Farmers or Ranchmen.....	49	Shoemaker.....	1
Farm Hands.....	4	Showman.....	1
Harnessmaker.....	1	Stenographers.....	6
Housewives.....	124	Studying Indian History.....	2
Housework.....	18	Teachers.....	6
Lawyers.....	4	Traders and Storekeepers.....	2
Attending Schools.....			55
Dead.....			62
Occupation not known.....			65

During its history Carlisle has sent out 4,080 returned students. Large numbers of those have died, due to the ravages of the white man's plague, which is now proving to be so disastrous as the scourge of the red man. Investigations conducted during the year have enabled us to reach 1,675 of these students, who are employed as follows:

In the U. S. Indian Service, as Teachers, Matrons, Instructors in the Industries, Clerks, etc. ....	170
Professions.....	12
Trades.....	60
Farmers and Ranchmen.....	364
Miscellaneous.....	581
Merchants.....	3
Clerks.....	20
Army.....	1
Navy.....	1
Band Musicians.....	3
Circus.....	1
Professional Ball.....	2
Housewives.....	321
Students.....	56
Laborers.....	141
Lumbering.....	5
Working Out.....	23
Cowboys.....	2
Hotel Keepers.....	2
At Home with Parents.....	34
Dead.....	452

An effort will be made during the coming year to reach all the ex-students living so as to have accurate and complete records concerning them.

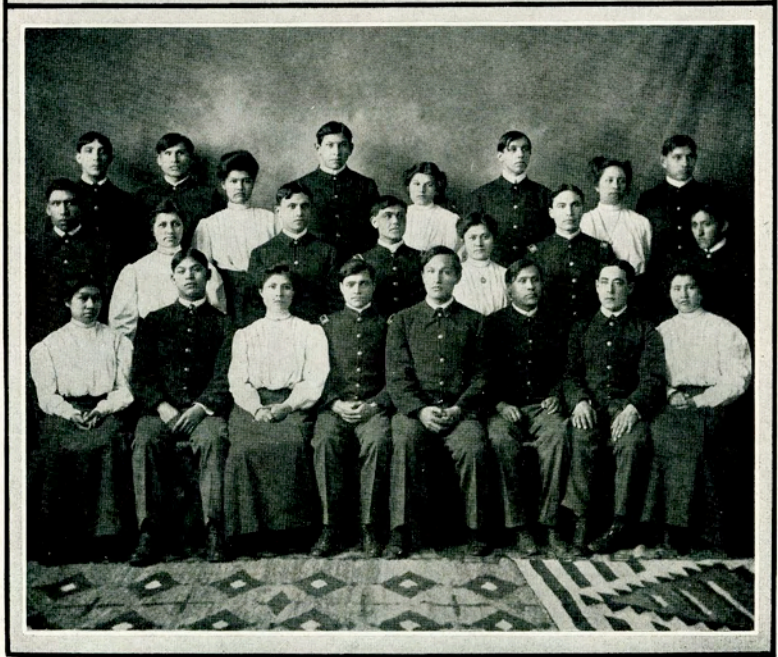
When it is remembered that hundreds of our white young men go to the gutter after being graduated at American Universities, and that a recent investigation has shown that hundreds are in the "Bowery" of New York and in congested districts of large cities, while scores of others are found in the "bread line", it will not be thought a reason for condemnation when some of our Indian friends, after going to school and receiving the assistance of a paternal Government, return to the



THE OLD WAY—NEZ PERCE CAMP, NEAR SPALDING, IDAHO.



THE NEW WAY—CARLISLE NEZ PERCE STUDENT'S HOME NEAR KAMIAH, IDAHO.



CLASS ENTERING THE CARLISLE SCHOOL AND ONE LEAVING.

reservation, with its ambition-destroying influences, and do not make use of the beneficent influences under which they have lived, or the training which they have received, while at school.

On the other hand, the hundreds who have gone out from Carlisle and are now numbered among the best citizens of this country, who are working out their own salvation in white communities, or are living as leaders and examples among their own people, are sufficient answer to the doubter concerning the results of Indian education.

*Census of Students of Carlisle Indian School—Term 1908-1909.*

Tribes.	Boys.	Girls.	Tribes.	Boys.	Girls.
Abanakis .....	2		Navaho .....	11	
Alaskan .....	12	13	Nomelacki .....		3
Arapaho .....	2		Nooksak .....	2	2
Arikara .....	1	2	Okinagan .....		1
Assiniboin .....	2		Omaha .....	11	1
Bannock .....	1	5	Oneida .....	24	24
Blackfeet .....	2		Ononogaga .....	22	12
Caddo .....	7	2	Osage .....	1	
Catawba .....	3	4	Ottawa .....	4	2
Cayuga .....	7	3	Paiute .....	4	1
Cayuse .....	3		Pawnee .....	16	5
Chetco .....		2	Penobscot .....	1	3
Cherokee .....	27	16	Peoria .....	9	3
Cheyenne .....	26	13	Piegan .....		2
Chinook .....	1		Pima .....	2	
Chippewa .....	66	41	Pit River .....	1	
Chittimache .....	14	7	Ponca .....	3	
Choctaw .....	1	1	Pokonoket .....	8	2
Clallam .....	1		Potawatomi .....	4	1
Colville .....	9		Puyallup .....	1	
Comanche .....	2	2	Pueblo .....	25	8
Concow .....		1	Sac & Fox .....	5	12
Coeur d' Alene .....	1		Sanpoll .....	1	
Crow .....	5	4	Seminole .....	1	
Delaware .....	7	2	Seneca (I. T.) .....	1	3
Digger .....	3	4	Seneca .....	65	50
Filipino .....	1		Serrano .....	2	2
Grosventre .....	5	7	Shawnee .....	2	2
Hopi .....	11		Shoshoni .....	24	6
Hupa .....	3		Sioux .....	57	29
Iowa .....	1		Siletz .....		1
Iroquois .....	17	12	Spokan .....		5
Klamath .....	14	6	Stockbridge .....	2	2
Lipan .....	1		St. Regis .....	36	23
Little Lake .....	2	1	Tonawanda .....	4	3
Mandan .....		1	Tuscarora .....	18	3
Mashapee .....	3		Umpqua .....	2	1
Menominee .....	4	8	Umatilla .....	2	
Mission .....	4	3	Ute .....	2	2
Miami .....	1		Washoe .....	1	1
Modoc .....		2	Wichita .....	12	4
Mohawk .....	27	12	Winnebago .....	7	4
Munsen .....	1		Wyandot .....	2	
Munsee .....	1	1	Yuma .....	4	
Narragansett .....	1		Yuki .....	1	
Nez Perce .....	23	16			

Totals: 91 Tribes; 719 Boys; 413 Girls. Total Number of Students, 1,132.

## *Index.*

Academic Instruction .....	9
Addition to School Buildings .....	13
Art of Teaching.....	13
Athletics .....	43
Blacksmith and Wagon Shops.....	16
Business Department.....	13
Calendar.....	30
Campus.....	31
Carlisle Indian Press.....	28
Carpenter Shop.....	16
Character of the Student Body .....	3
Commencement .....	44
Cost of Maintenance of Carlisle .....	32
Course of Study .....	10
Dairy .....	27
Educational Museum .....	14
Farm.....	26
Free Lectures and Entertainments .....	31
General Health .....	7
Higher Education .....	48
Hospital .....	8
Indian History and Folklore .....	29
Instruction in Agriculture .....	14
Instruction in Music.....	47
Literary and Industrial Work Correlated.....	10
Loyalty of Returned Students.....	4
Mason and Tin Shops.....	16
Mechanical Drawing.....	19
Native Indian Arts.....	29
Office Records .....	47
Optical and Dental Treatment.....	9
Orchard .....	27
Outing System .....	42
Paint and Harness Shops .....	19
Piggery .....	27
Poultry Culture.....	27
Renovation of Shop Building.....	15
Reorganization of Shop Instruction.....	15
Reports of Shop Production .....	21
Results of Indian Education.....	48
Return of Small Children.....	3
Scope of Production.....	20
Shop Warehouse .....	20