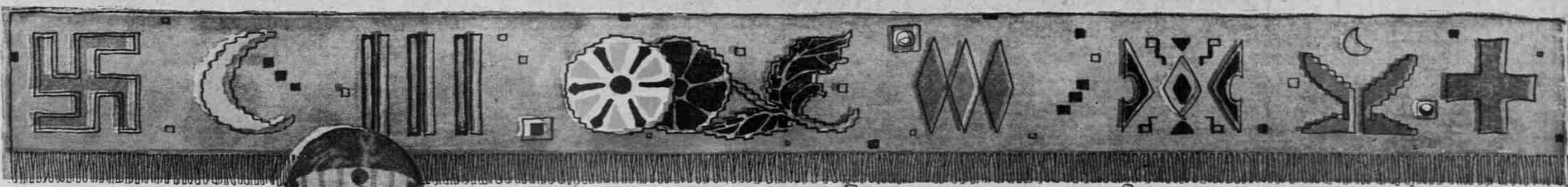




PORTLAND, ORE., SUNDAY, JUNE 18, 1916.



Miss Elizabeth
Hoisington,
in a School
Camp Suit
Made by Herself.

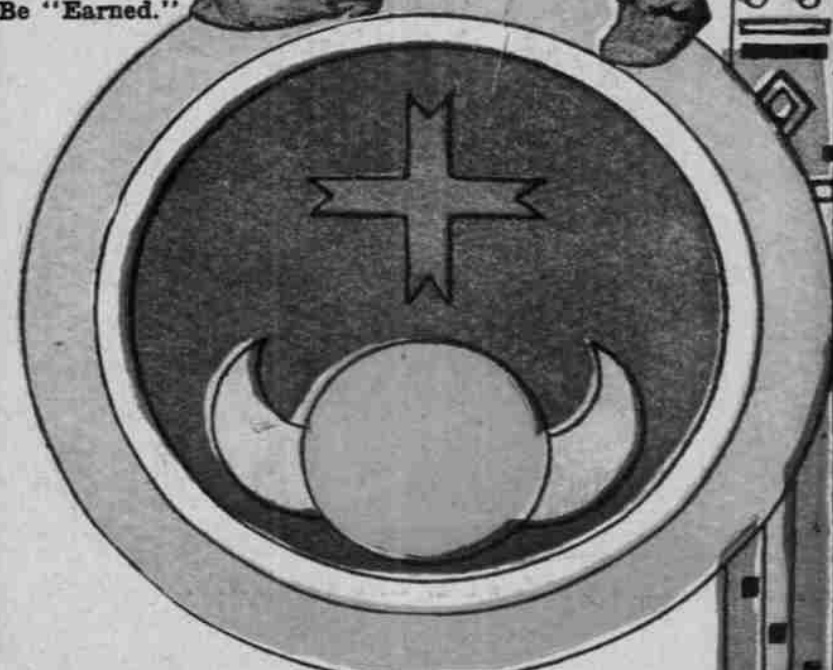


Teaching Young America the Arts of the Indian

How American Schools Are Catching the
Spirit of the Woodcraft League by
Teaching Youngsters to Devise
Their Own Indian Suits,
and Making Every
Head-Feather
a Reward.



Each of His
Feathers Must
Be "Earned."



Above, Two Girl Woodcraft Students. Below, an Indian Ceremonial of Council.



"One of the Tribe" in
Self-Made Clothes.



NOW that American Indian Day has established a recognition of something more than an indefinite sentiment with regard to the red man, it is interesting to note the development of the Woodcraft League throughout the United States. This league seems to have taken a real hold on the imagination of Young America. Ernest Thompson Seton, who has been devoting himself to the development of the league, says that "it was woodcraft that made men out of brutish material, and woodcraft in its highest form may save him from decay."

The model for woodcraft is the Indian at his best. Manhood and womanhood, and not mere scholarship—that is, book-learning—are set up as the ideals of woodcraft. Notably the idea has been taken up by various schools and made practically supplementary to conventional study. At the Wabank School, Greenwich, Ct., for example, woodcraft is proving a vital and profitable feature. Mrs. Chas. Tarball Dudley, a daughter of Indiana, saw in woodcraft a great opportunity and has established it in this school with gratifying results. The combination of woodcraft with academic training is proving not only feasible but an enthusiastic success. One result has been the practical elimination of illness from the life of the pupils. Both boys and girls make their own Indian clothes. Head feathers each represent a reward of merit. Every woodcraft learner learns all about nature, learns to respect the life and comfort of birds and beasts and to know and love the trees and flowers. It is said of the pupils that they don't want a "vacation." The school life itself is so full of interest, the fascination of outdoors is so real a part of every day's school, learning from books and from nature are so happily alternated, that the quality of healthy play is imparted to things that under other circumstances too often seem like intolerable drudgery. The woodcraft idea is quite in harmony with many of the newer educational movements, such as the "organic education" pioneered by Marietta Johnson in Alabama. It has helped to prove that all children love to "do things" as well as to read things or to commit words, figures or ideas to memory. Its triumph lies in making books and memorizing more palatable and interesting, and above all, in developing the "all-around" individual life.