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History of the Carlisle Indian School

Beulah Fitz

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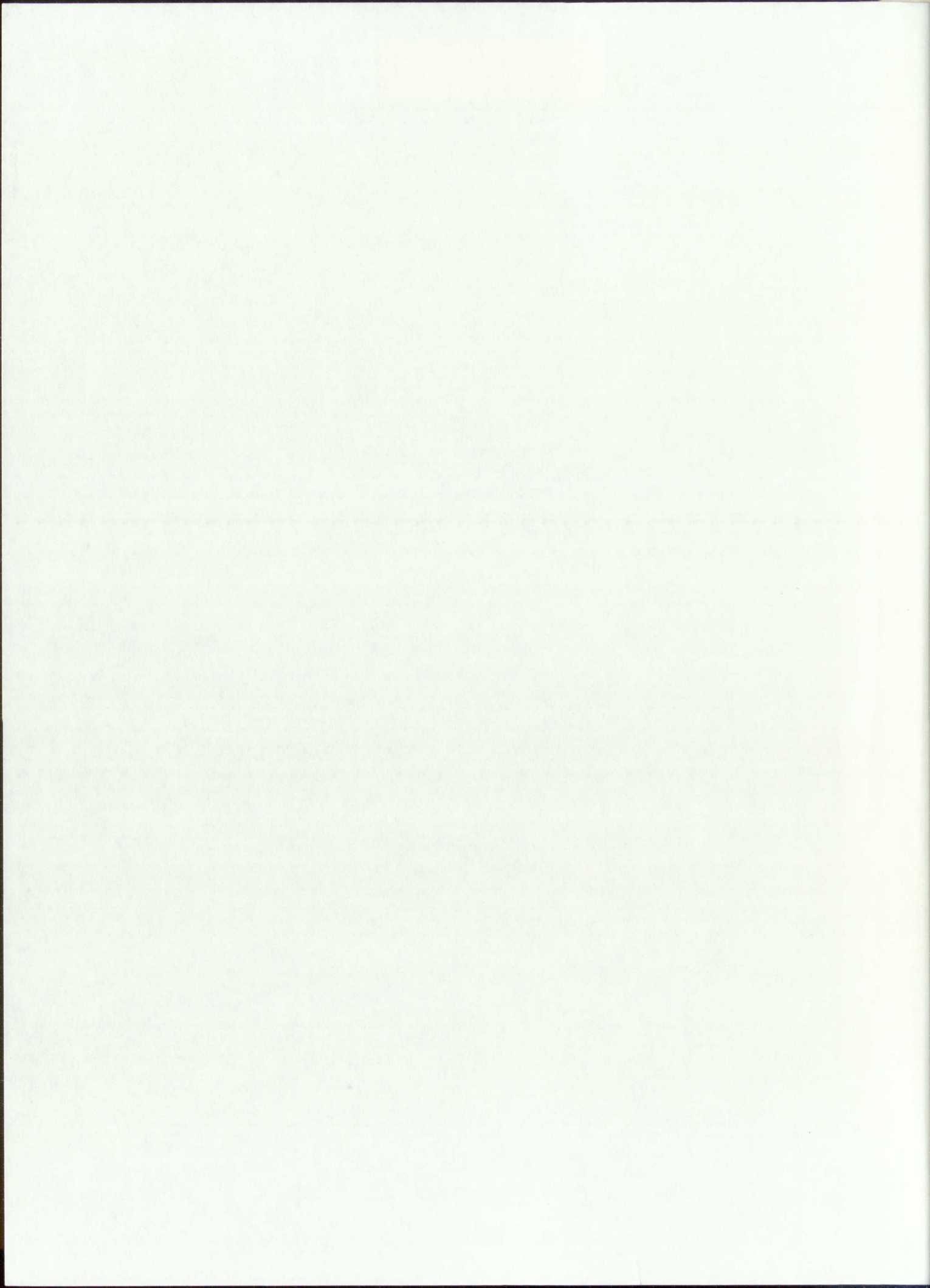
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HISTORY OF THE CARLISLE INDIAN SCHOOL

by

Beulah Fitz

A Thesis Submitted for the Degree

of

Master of Arts in History

University of New Mexico

1935

THE UNIVERSITY OF TEXAS AT AUSTIN

BY

JOHN M. PETERSON

A Thesis Submitted for the Degree

of

Master of Arts in History

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FOREWORD

The writer wishes to express her gratitude to the history department for inspiration and instruction in the writing of her problem. Professor Frank Reeve gave helpful suggestions in the collection and arrangement of material. Professor Lansing B. Bloom's careful criticism and broader view of the subject aided greatly in the compilation of data. Miss Wilma Shelton co-operated most graciously in sending for material and in the bibliographical arrangement.

Former Carlisle employees and students who have contributed much valuable information are: Superintendent Clyde M. Blair, Mrs. Bertha D. Canfield, Mrs. Wallace Denny, and Mr. and Mrs. Fred Canfield.

The writer wishes to express his appreciation

to the persons who have assisted him in this work

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INTRODUCTION

The Indian policy of the government falls into three periods: the treaty period up to 1871, the reservation period from 1871 to 1887, and the allotment and citizenship period from 1887 to the present time.¹

In the first period all relations with Indian tribes were governed by formal treaties ratified by the senate in the same manner as treaties with foreign nations. Educational efforts began in 1819 when a permanent annual appropriation of \$10,000 was paid to missionary societies that undertook the work. In 1860 the first reservation school was opened at Yakima reservation in Washington.

After the civil war, the encroachment of the white settlers greatly reduced the land held by the Indians. Frequent clashes occurred between the two races. Congress on July 20, 1867 provided for a

¹ Schmeckebier, Lawrence F., The Office of Indian Affairs, p.2.

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After the civil war, the emancipation of the white settlers greatly reduced the land held by the Indians. Frequent clashes occurred between the two races. Congress on July 30, 1867 provided for a

committee of seven, headed by N. G. Taylor, commissioner of Indian affairs, to investigate conditions. This committee in 1868 recommended among other things that laws relating to Indians be revised and that reservations and schools be established.² When Ulysses S. Grant became president he put these recommendations into effect. On March 3, 1871 an act was passed ending the treaty system.

The predominant characteristics of the reservation period were the segregation of the Indians on reservations, and the issuance of rations, and the endeavor to exercise complete control by the agents. In 1870 the first general appropriation of \$100,000 for education was made to support industrial and other schools among the Indian tribes not otherwise provided for. Day schools (which the pupils attended from their homes) offered elementary training; reservation boarding schools gave more advanced work in literary subjects and the rudiments of a trade. In 1879 the first non-reservation school was

² Gabriel, Ralph Henry, The Pageant of America, V.2, p.268.

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servation boarding schools gave more advanced work
in literary subjects and the rudiments of a trade.
In 1873 the first non-reservation school was
opened at Hampton, Virginia. This school was
founded by General Oliver O. Howard, who was
then superintendent of the Freedmen's Bureau.

established at Carlisle, Pennsylvania. Children were taken from their home environment and were taught cleanliness and manners as well as English and a trade. Schools modeled after Carlisle were opened at Forest Grove, Oregon in 1880; Chilocco, Indian territory; Lawrence, Kansas; and Genoa, Nebraska in 1884.

February 8, 1887 the Dawes act provided for the allotment of land to the individual Indian and the conferring of citizenship on all Indians to whom land should be allotted. From 1887 to the present time the government has been chiefly concerned with the affairs of the individual Indian. In education, effort is now being made to meet the child's interests and needs by taking the school to him rather than by taking the child out of his environment to the school.³

³ Meriam, Lewis, and associates, The Problem of Indian Administration. p. 346.

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CONTENTS

Chapter I

The Founding of Carlisle..... 1

Origin of Carlisle.--Sheridan's Plan.--Prisoners in Florida.--Desire for Citizenship and Education.--Indians at Hampton.--Reasons for Indians not remaining at Hampton.--Pratt's Suggestion.--French and Indian War.--Pontiac's Conspiracy.--Revolutionary War and Whiskey Rebellion.--Purchase of Site.--Rendezvous of Later Wars.--Congressional Action.--Transfer of Barracks.--Assembling of pupils.--Opening of Carlisle.

Chapter II

The Outing System..... 15

Explanation of Outing.--Beginning of the System.--First Outing at Carlisle.--Growth of System.--Care in Placement.--Regulations.--Checks by School.--Conduct Reports.--Improvements under Leupp.--Extension of Outing.--Patron of Outing.--Outing Experiences.--Comments by Graduates.--Commencement under Friedman.--Reasons for Outing.--Contrast of Outing Today.

Chapter III

Training at Carlisle..... 34

The Purpose and Status of Carlisle.--Boarding School Schedule.--Academic Department

CONTENTS

Chapter I

The Founding of Carlisle..... 1

Origin of Carlisle.--Sheridan's Plan.--Fission-
one in Florida.--Debate for Citizenship and
Education.--Incident at Hampton.--Reserve Cor-
ps.--Incident at Hampton.--Frost's
Suggestion.--French and Indian War.--Lombard's
Conspiracy.--Revolutionary War and Shaker
Rebellion.--Purchase of Site.--Removals of
later years.--Congressional action.--Transfer
of barracks.--Rescinding of pupils.--Opening
of Carlisle.

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The Outing System..... 15

Explanation of Outing.--Beginning of the
System.--First Outing at Carlisle.--Growth of
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Checks by School.--Control reports.--Improve-
ments under Deady.--Extension of Outing.--
System of Outing.--Outing Experiences.--
Comments by Graduates.--Comments under
Friedman.--Reasons for Outing.--Comments of
Outing Today.

Chapter III

Training at Carlisle..... 24

The Purpose and Scope of Carlisle.--Depart-
ment School Subjects.--Academic Department

Under Pratt, 1879-1904.--Additions by Friedman,
1909-1914.--Changes Under Lipps, 1914-1917.--
Early Industrial Training.--Industrial Dept.
under Friedman.--Changes under Lipps.--Extra
Curricular Activities.--Health.--School
Government.

Chapter IV

Education Through Sports..... 48

Non-competitive Athletics.--Baseball and
Lacrosse.--Football.--James Thorpe.--Track.--
Basketball.--Wrestling.--Privileges of Ath-
letes.--Financial Status of Athletics.--
Difference between Races in Athletics.--
Benefits from Sports.

Chapter V

Carlisle's Contribution..... 61

Reasons for Closing Carlisle.--Status of
the School in 1918.--Closing of Carlisle.--
Carlisle Students.

Under 1911, 1912-1914.--Additions by Friedman
 1909-1911.--Changes Under 1911, 1914-1917.--
 Early Industrial Training.--Industrial Dept.
 Under Friedman.--Changes Under 1911.--Extra
 Industrial Activities.--Health.--School
 Government.

Chapter IV

Education Through Sports.....43

Non-competitive Athletics.--Baseball and
 Lacrosse.--Football.--James Thompson.--Tennis.
 Basketball.--Swimming.--Privileges of Ath-
 letes.--Physical Status of Athletics.--
 Difference between Games in Athletics.--
 Benefits from Sports.

Chapter V

Carlisle's Contribution.....61

Reasons for Closing Carlisle.--Status of
 the School in 1918.--Closing of Carlisle.--
 Carlisle Students.

Chapter I

The Founding of Carlisle

The Carlisle school had its origin in convictions that grew out of eight years (1867 to 1875) cavalry service against the

Indians in the Indian territory. Origin of My regiment, the Tenth, (continued)
Carlisle Captain R. H. Pratt¹, is one of the two regiments of colored cavalry. I found many of the men of the command most capable. I often commanded Indian

¹ Heitman, Francis B., Historical Register and Dictionary of the U.S. Army, 1789-1906, V.1, p. 805. Cf., Who's Who in America, V.13, p. 3807., Personal Interview Mr. and Mrs. Fred Canfield, Sept. 2, 1934.

Richard Henry Pratt, (1840-1933), was born at Rushford, New York. He was educated at Logansport, Indiana, and received an LL.D. degree from Dickinson college, Carlisle, Pennsylvania in 1898. He married Anna L. Mason at Delphi, Indiana, April 12, 1864. Pratt served with the Indiana volunteers (corporal to captain) from 1861-1865. He was appointed second lieutenant of the 10th cavalry in the regular army March 7, 1867; first lieutenant July 31, 1867; captain February 17 1868; Major 1st cavalry July 1, 1898; transferred to the 10th cavalry August 2, 1899; lieutenant colonel 14th cavalry February 2, 1901; transferred to the 15th cavalry March 17, 1901; colonel 13th cavalry January 24, 1903; Pratt was retired with the rank of brigadier-general July 1, 1904. He suggested and organized the industrial school for Indians in 1879 and was its only superintendent until July 1, 1904. He was a frequent speaker and writer in favor of citizenship for Indians. He was buried at Arlington cemetery, Washington, D.C. Ex-students of Carlisle erected a tombstone for him.

scouts, took charge of Indian prisoners, and performed other Indian duty, which led me to consider the relative conditions of the two races. The negro, I argued, is from as low a state of savagery as the Indian, and in two hundred years' association with Anglo-Saxons he has lost his languages and gained theirs; has laid aside characteristics of his former savage life, and, to a great extent adopted those of the most advanced and highest civilized nation in the world and has thus become fitted and accepted as a fellow citizen among them. This miracle of change came from association with the higher civilization. Then, I argued, it is not fair to denounce the Indian as an incorrigible savage until he has had at least equal privilege of association. If millions of black savages can become as transformed and assimilated, and if annually hundreds of thousands of foreign emigrants from all lands can also become Anglicized, Americanized, assimilated, and absorbed through association, there is but one plain duty resting upon us with regard to the Indians and that is to relieve them of their savagery and other alien qualities by the same methods used to relieve the others. Help them, too, to die as helpless tribes, and to rise among us as strong and capable individual men and American citizens.²

President Grant instituted the reservation policy of which the segregation of Indians on reservations and the issuance of rations was a part. Agency conditions were oppressive to the Cheyennes, Kiowas, and Comanches and they renewed their rapine. In the summer of 1874 their plundering grew so violent that

²31 Cong., Sess., H. Ex. Doc. 1, pt. 5, II, 308, (1891).

General Philip H. Sheridan³ submitted a scheme to President Grant which would compel the Indians to remain on their reservations. His plan was to hunt down those who were constantly invading the
 Sheridan's plan settlements, to select the ringleaders, and send them to some remote eastern military fort. The men were to be kept under such restraint that they would learn the hopelessness of further hostilities. The president agreed to the plan.⁴

Lieutenant R. H. Pratt was detailed by the war department to take seventy-two Indian prisoners (Cheyennes, Kiowas, Comanches, and Arapahoes) from the Fort Sill and Cheyenne agencies to St. Augustine, Florida. The men in chains were taken to the railroad in army wagons. Two companies of infantry and two of

³ Encyclopedia Britannica, V.20, p.495-496.

Philip H. Sheridan was born at Albany, New York on March 6, 1831. He was graduated from West Point in 1853. He gained some experience in fighting Indians on the frontier when the civil war began. By the end of the war he had held the rank of major general in the regular army. In the winter of 1868-1869 he conducted a successful campaign against the Indians. March 4, 1869 he was made lieutenant general by President Grant. In 1883 he was given chief command of the U.S. army and five years later he was raised to rank of general. He died at Nonquett, Massachusetts, on August 5, 1888.

⁴ Pratt, R.H., "American Indians, Chained and Unchained". Red Man, VI, 396, (June, 1914).

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⁴ Philip H. Sheridan, "Unconquered and Unsubdued".
Red Ink, VI, 306, (June, 1914).

cavalry protected the train. Fort Marion at St. Augustine where the prisoners were taken, was originally the Spanish castle of San Marcos which was built of coquina about 1638. The men were given no freedom. Their sole outing place Prisoners in Florida was in the court.⁵ Lieutenant Pratt suggested to General Sheridan that the men during their banishment "be industrially trained, educated, and civilized as far as possible, so that if returned to their people they would go back as influences for good".⁶ Pratt removed the chains from the prisoners, reduced and finally dismissed the guard. The young Indians were organized as a company and placed on guard duty. The officer had that portion of the fort taken down which had been constructed to keep the men in the court. A house was built on the terreplein where they could live, get the fresh sea air, and look out on the town, country, and ocean. The casements of the old fort were crudely fitted up as school rooms. Lieutenant Pratt with the help of Mrs. Pratt, and some ladies of St. Augustine, gave an hour and half academic

⁵ 52 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, II, 594, (1892).

⁶ Pratt, loc. cit.

instruction daily. The younger men and some of the older ones learned to speak English and write letters creditably. The Indians were appointed to do the cooking, to bake bread, chop wood and carry water. Each had a certain amount of work to do every day. A curio dealer gave the men the job of polishing six thousand sea beans at ten cents a piece. The prisoners were taught to build and sail boats. Later they were given work in private homes. Gradually they found jobs picking oranges, handling baggage on the railroads, working in saw mills and grubbing land. In every way possible, Lieutenant Pratt encouraged the red men in American life and civilization.⁷

The three years in Florida made a wonderful change in the captives. They asked permission to leave their tribes and have their women and children sent to them. They agreed to sacrifice their tribal claims, to care for themselves and families, and to be good American citizens. Their petition was refused.⁸ In the spring of 1878, when the prisoners

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⁸ Pratt, op. cit., p. 398.

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General Armstrong at Hampton decided to have fifty more Indian boys and girls enrolled. Lieutenant Pratt in the fall of 1878 was sent to Dakota. He returned with forty-nine children from Fort Berthold,

⁹ 51 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, 308, (1891).

¹⁰ Johnson, Allen, Dictionary of American Biography, V. 1, p. 359-360.

Samuel Chapman Armstrong, (1839-1893), was born on the island of Maui in the Hawaiian Islands. He attended the Royal school at Lunahou. He came to the United States to finish his college work but the Civil War had started. He was made captain of the 125th New York Regiment. At the end of the war he received the brevet rank of brigadier-general. In March, 1866, he became agent of the Freedman Bureau with headquarters at Hampton, Virginia. In his youth he had seen the development of the Hilo manual labor school for native Hawaiians. Armstrong believed that the plan of combining mental and manual work fitted the needs of the negro. In 1868, the Hampton Normal and Industrial Institute was opened.

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 Hampton until the new pupils were
 accustomed to their new way of living.¹¹

After remaining at Hampton nearly a year Pratt
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 Experience had shown that the few Indians if
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¹¹ 51 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, 309, (1891).
 A clause was placed in the army appropriation bill
 for 1879 as follows: "Section 7. That the Secretary
 of War shall be authorized to detail an officer of
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¹² Ibid.

¹³ Pratt, op. cit., p. 401. Personal Interview, Mr. C. M. Blair.
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These views led to heated discussions between General Armstrong and Lieutenant Pratt. The latter decided that he could not conscientiously remain on duty at Hampton. He suggested to the interior Pratt's suggestion department that he undertake an industrial school of two hundred and fifty to three hundred Indian youth in the old military barracks at Carlisle, Pennsylvania. The barracks were "in the midst of an industrious and intelligent community" which "would afford the best examples and be an excellent point from which to forward pupils into public schools and labor lines of the country".¹⁴

The site chosen for the first Indian boarding school had been made historic by many events in connection with the development of the United States. The first great Indian council at Carlisle in the fall of 1753 was caused by the building of the French forts, at Pres qu'Ille, Le Boeuf, and Venango, and the threatened completion of the chain of forts to the French possessions on the Mississippi. The commission, appointed by Governor James Hamilton, French and Indian war consisted of Richard Peters, Isaac Norris and Benjamin Franklin. The interpreters were Andrew

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Montour, George Croghan, and Conrad Weiser. The tribes represented were the Six Nations, Delaware, Shawnee, Twightwee, and Wyandote. There were many prominent chiefs present. The commission from Pennsylvania was instructed to "renew, ratify, and confirm the League of Amity subsisting between our said Province of Pennsylvania and the said Nations of Indians"¹⁵. At a second council held January 13, 1756, Governor R. E. Morris told of the ancient friendship of the two races and lamented the hostility now existing.¹⁶

In the days of Pontiac's conspiracy, Carlisle was a place of refuge for settlers who fled Pontiac's conspiracy from their frontier homes. After Bouquet had subdued the Senecas, Shawnees, and other tribes, white captives were brought to Carlisle to be returned to their families.¹⁷

During the revolutionary war, the barracks were used by the colonial authorities as a recruiting station and a place for the detention of prisoners of war.

¹⁵ Donehoo, George P., "Carlisle and the Red Men of other days". Red Man, III, 10, 433-434, (June, 1911).

¹⁶ Ibid., p. 436.

¹⁷ Ibid., p. 443.

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1. Boucher, George P., "Carleton and the Red Men of
the Great Lakes", Red Men, III, 10, 433-434, (June, 1911).
2. Ibid., p. 433.
3. Ibid., p. 432.

Substantial buildings were erected by Hessian

Revolutionary prisoners captured at Trenton.

war and whiskey The guard-house, a large stone
rebellion

structure, is the only building
standing at the present time.¹⁸ Carlisle was the home
of Molly Pitcher, heroine of the battle of Monmouth.

Major André was kept prisoner there.¹⁹ In 1794 Washing-
ton made Carlisle his headquarters during the "whiskey
rebellion" in western Pennsylvania.²⁰

The site for Carlisle barracks as a military
station was given free of rental to the province and
the commonwealth of Pennsylvania by the Penn proprietors
from 1775 to 1801.

January 31, 1801, the reservation, comprising
29 acres, 134 perches of land, was conveyed to the
United States by John Penn of Stoke
Purchase Pogis, in the county of Bucks and the
of site kingdom of Great Britain, and Richard
Penn of Queen Ann Street West, in the
Parish of St. Marylbone, in the County Middlesex,
of the kingdom of Great Britain by Edward Physick,
of Philadelphia, their attorney in fact.²¹

The barracks became an important rendezvous and
place of departure for troops sent from that section

¹⁸ 51 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, 309, (1891).

¹⁹ Encyclopedia Britannica, V. 4, p. 877. Personal inter-
view. Mr. C. M. Blair. Oct. 11, 1934.

²⁰ Ibid.

²¹ 52 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, 894, (1892).

Substantial buildings were erected by the British.

Prisoners captured at the battle of...

Revolutionary

war and whiskey

rebellion

The guerrilla warfare, a feature of the...

18

standing at the present time. The British were...

19

of Melly Fisher, hero of the battle of...

19

Major André was kept prisoner there. In 1794...

you made Garfield his headquarters during the...

20

rebellion" in western Pennsylvania.

The site for Garfield barracks as a military...

station was given free of rental to the...

the commonwealth of Pennsylvania by the laws...

from 1775 to 1801.

January 21, 1801, the registration...

29 acres, 134 perches of land, was conveyed...

United States by John...

Logia, in the county of...

Kingdom of Great Britain...

Penn of Queen Ann...

Parish of St. Marybone, in the County...

of the Kingdom of Great Britain...

of Philadelphia, their attorney in...

The barracks became an important...

place of departure for troops sent...

18 21 Cong., 2 sess., H. Ex. Doc. 1, pt. 2, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

20 Ibid.

21 22 Cong., 2 sess., H. Ex. Doc. 1, pt. 2, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

during wars with England in 1812, with the Seminoles
in Florida, 1836-1842, and with
Rendezvous
of later wars Mexico, 1846-1847. The buildings,
erected during the Revolution and
having become delapidated, were repaired and rebuilt
in 1836. These buildings remained until 1863, when
the confederates led by Fitz Hugh Lee burned them on
the night of July 1, just before the battle of Gettys-
burg. The barracks were rebuilt in 1865-1866 and used
as a cavalry school and depot until 1872. At that
time the depot was transferred to St.Louis and the
barracks were practically unoccupied until they were
turned over to the interior department.²²

Secretary Schurz of the department of the interior
²³
agreed to Pratt's plan if permission could be gained
from Secretary of War McCary. That department was
willing but it was found that public property can not
be passed to other departments without congressional
action, so Secretary McCary had a bill
Congressional-
al action drawn to transfer the Carlisle Barracks
to the interior department for an Indian school.

²² 51 Cong., 2 sess., H.Ex.Doc.1, pt.5, II, 309, (1891).

²³ See page 8.

during wars with England in 1812 and 1854.
in 1854, the British, and the
of later years.
having become deluged with
in 1854. These buildings were
the confederates and the
the night of July 1, 1861,
burg. The barracks were
as a cavalry school and depot
time the depot was
barracks were
turned over to the
Secretary of War
agreed to Pratt's plan
from Secretary of War
willing but it was
be passed to other
Congressional
at section
to the interior
to the interior

Representative Pound, a member of the house from Wisconsin, and Senator Pendleton from Ohio, introduced the bill in the house and senate, and it was referred to the Indian committee of the two branches of congress. Representative Pound was appointed by the house committee to report on the feasibility of the measure. The bill with favorable recommendations was returned to the house and placed on the calendar. Lieutenant Pratt spent several months in Washington lobbying but the bill was so far down on the calendar²⁴ that no action could be taken that session.

Because of the favorable attitude of congress, Secretary McCary suggested that if the approval of General Sherman and General Hancock could be gained the

Transfer of barracks might be given tentatively to the interior department. General

Hancock endorsed the plan saying, "Carlisle Barracks will never again be required for military purposes and I know of no better place for such an experiment". General Sherman "approved providing both Indian boys and girls are educated at said

²⁴ Pratt, op.cit., p.401.

Representative ...
Wisconsin, and ...
passed the bill ...
referred to ...
of Congress ...
the house committee ...
the measure ...
was returned to ...
Independent ...
lobbying but the ...
that no action ...
because of ...
Secretary ...
General Sherman ...
Transfer of ...
Barthol ...
Hart ...
"Capital ...
military ...
such an ...
visiting ...
Ed ...

school". On September 6, 1879, an order was issued turning over the barracks to the department of the interior for an Indian school pending the action of congress on the bill.²⁵

On September 6, 1879, Captain Pratt was instructed by the interior department to go to Rosebud and Pine Ridge, Sioux agencies in Dakota, and gather seventy-two boys and girls, and to bring from tribes in the Indian Territory enough more to make one hundred and twenty

Assembling
of pupils pupils. Hampton loaned most of the
former Florida prisoners to help

Captain Pratt. Repairing the barracks was started immediately. Captain Pratt, assisted by Miss F. A. Mather of Massachusetts who was one of the first girls' matrons, brought back eighty-four boys and girls, twelve more than they were authorized to from Dakota. Among them were five children of Spotted Tail and many others were children of the most noted chiefs of those agencies. The party reached Carlisle, October 6, 1879. Etahdleuh and Making Medicine, former

²⁵ Ibid., p. 402.

The bill did not become a law until July 31, 1882.
51 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, 309, (1891).

prisoners, were sent to the Kiowa, Comanche, Cheyenne, and Arapahoe agencies for pupils. With the help of agents Miles and Haworth they collected good parties. Mr. A. J. Standing, a successful teacher among the Indians at the Wichita and Fort Sill agencies, was engaged to assist at Carlisle. He secured a party from the Pawnees.²⁶

On November 1, 1879, the first Indian boarding school was opened.²⁷ Here in the heart of the great

Opening of
Carlisle Pennsylvania agricultural belt, on the
edge of the town of Carlisle, about
nineteen miles from Harrisburg, and a
hundred and twenty miles from Philadelphia, Captain
Pratt began to work out his theory of educating the
Red Man: "To civilize the Indian, get him into
civilization; to keep him civilized, let him stay".²⁸

²⁶ Pratt, op.cit., p.403.

²⁷ Ibid.

²⁸ Ibid.

prisoners, were sent to the House, Governor, Cheyenne,
and a response a number of people. With the help of
agents Miles and Harnett they collected good people.

Mr. A. J. Stearns, a successful teacher among the
Indians of the North and Fort Hill agencies, was
engaged to assist at Carlisle. He secured a party
from the Pawnees.

On November 1, 1879, the first Indian boarding
school was opened. Here in the heart of the great

Pennsylvania agricultural belt, on the
edge of the town of Carlisle, about

thirteen miles from Harrisburg, and a
hundred and twenty miles from Philadelphia, Captain
Brist began to work out his theory of educating the
Red Indians: "To civilize the Indian, get him into
civilization; to keep him civilized, let him stay."

Chapter II

The Outing System

Throughout the history of the Carlisle school, the Outing System was regarded as the principal feature for educating and civilizing the Indian

Explanation of Outing ¹ youth. The pupils were placed among farmers and tradesmen during vacation and sometimes for a longer period. If the pupil stayed during the winter, he attended public school. The patron and his helper agreed to certain rules governing their relations to each other and to the school. The children were under the jurisdiction of the school and were visited at intervals by the Outing agents.²

When Lieutenant Pratt was at Hampton, he suggested to General Armstrong that the young Indians be

¹ 56 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, p. 31, (1900).

² Friedman, M., "The Record of Four Years", Indian Craftsman, I, 12, (April, 1909).

Chapter II The Cutting System

Throughout the history of the Carlisle school,

the Cutting system was regarded as the principal

feature for educating and civilizing the Indian

youth. The pupils were placed

among farmers and craftsmen during

vacation and sometimes for a long

er period. If the pupil stayed during the winter,

he attended public school. The patron and his

Helper agreed to certain rules governing their re-

lations to each other and to the school. The

children were under the jurisdiction of the school

and were visited at intervals by the Cutting agents.

When Lieutenant Pratt was at Hampton, he suggested

ed to General Armstrong that the young Indians be

56 Cong. 2 sess. H. Ex. Doc. 1, pt. 2, p. 51, (1899).

S. Friedman, M., "The Record of Four Years", Indian

Grassman, I. B. (April, 1902).

placed in good families to work during the summer.

Agriculture would be learned first hand. Their

Beginning of
the system

English would be improved and they
would acquire habits of civilization
by coming into contact with the best

type of people. General Armstrong agreed to the plan. Mr. Hyde, a trustee of Hampton, was asked to find places for the former Florida prisoners at his home at Lee, Massachusetts. Mr. Hyde was unsuccessful. He reported that the people were afraid of the Indians. Only one prospective home was found. Pratt gained permission to take an Indian to Lee. After an address by Etahdleuh, a Kiowa, and a talk by Lieutenant Pratt, homes for the seventeen Indians were secured for the summer of 1878.³

In 1880, the spring after Carlisle had opened,⁴ Captain Pratt and Miss Anne S. Ely took a number of boys to the old Wright-town meeting house in Bucks County. Pratt talked with the farmers who had assembled about taking the Indian boys into their

³ Pratt, R.H., "American Indians Chained and Unchained", Red Man, VI, 404, (June, 1914).

⁴ She ranks next to Pratt in contributing toward the success of the system. "The Outing: It's Work", The Carlisle Arrow and Red Man, XIV, 3, (June, 1918).

placed in the ...
Agriculture ...
Beginning of ...
the system ...
type of people ...
plan. Mr. ...
that placed ...
home as Lee ...
He reported ...
Only one ...
permission to ...
by ...
names for ...
winner of ...
in 1900, ...
Captain ...
boys to ...
County. ...
assembled ...
3 ...
4 ...
The ...

homes to teach and help them, and in return the boys
would give their services.⁵ Sixteen children were

placed that spring. However, there
First Outing
at Carlisle was a lack of confidence between
the patrons and pupils. Some of
the Indians returned to the school after a few days,
others in two or three weeks, only a few remained but⁶
Pratt persisted in his efforts and the next spring
eighty-four boys and girls were placed in white
homes.

There was a disadvantage in having the pupils
close to Carlisle. It was very easy to make frequent
visits, or to run away and return to the school. So
in the third year, homes farther away were selected.
The boys were placed in Pennsylvania and New Jersey,
in the region north of a line passing through
Philadelphia, and the girls in Pennsylvania, New Jersey
and Maryland, south of that line.⁷

⁵ Ibid.

⁶ 52 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, II, 596, (1892).

⁷ "Watchword", The Indian Craftsman, I, 36, (March;
1909).

6 1916.
6 52 Cong., 1 sess.
7 "Athens", 1916.
1909.

The growth of the system from then on was rapid.

Growth of System	year	-	total outings	-	number out for winter
	1885	-	120	-	90
	1890	-	432	-	188
	1895	-	557	-	134
	1900	-	807	-	316 ⁸
	1905	-	779	-	304 ⁹
	1910	-	760 ¹⁰	-	
	1914	-	327 ¹¹	-	

Captain Pratt investigated applicants for Indian helpers very carefully. They were required to give references, to tell who composed their family, what other employees they had, whether they used tobacco or liquor and if the pupil would have the privilege of religious services.¹² The homes of patrons desiring girls were visited before placing the girls. The rules were carefully explained to the applicant. No girls were placed in hotels and boarding houses or in homes where there was other hired help, except

⁸ 56 Cong., 2 sess., H.Ex. Doc. 1, pt. 5, 31, (1905).

⁹ 59 Cong., 1 sess., H.Ex. Doc. 1, pt. 5, 432, (1906).

¹⁰ "Annual Report", Red Man, III, 20, (Oct., 1910).

¹¹ Report of Mrs. Nellie Denny, Manager of outing to Mr. J.H. Dortch, Assistant Commissioner. "We have this last year worked to disregard numbers in preference to Quality", (April 24, 1915).

¹² 52 Cong., 1 sess., H.Ex. Doc. 1, pt. 5, II, 592, (1892).

The growth of the system

Year	Growth of System
1885	
1890	
1895	
1900	
1905	
1910	
1915	

Capital First Investment
helpers very carefully.
references, to tell who
other employees they had
or liquor and at the
of religious services.
girls were visited before
girls were carefully
girls were placed in
in homes where there was

8 35 Cong. 1 sess. H. Ex. 100
9 35 Cong. 1 sess. H. Ex. 100
10 "Annual Report" H. Ex. 100
11 Report of Mr. Bell
12 35 Cong. 1 sess. H. Ex. 100

perhaps a wash woman¹³. Boys and girls were not sent to the same neighborhood. Nor as a rule were two children of the same tribe placed in care in placement¹⁴ one family. The Indian students were to be treated as equals. The Outing was not to train the boys and girls as domestic help or servants. They were to associate with the farmers' children, eat at the same table, attend the same church and if they remained during the winter, attend school at least four months continuously out of the year.¹⁵ Their wages were to be determined after a two weeks' trial and advanced as they deserved.¹⁶

A copy of the following regulations was given each patron and pupil:

Regulations	1. Do not allow pupils the free use of money. Advise and assist in all purchases of clothing and other necessities, which charge at the time. Give pupil spending money occasionally if asked for it, but if bad use is made of it, withhold it and notify me. After two weeks trial, talk with
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¹³ See reference 11.

¹⁴ Jenkins, H.M., "American Citizen", 51 Cong., 1 sess., H.Ex.Doc.1, pt.5, II, 7, (1889).

¹⁵ Ibid.

¹⁶ See reference 14.

care in
placement

is
served.

Regina-
tions

15. 1915.

16 See reference

13 See reference

14 See reference

15 See reference

pupil and correspond with me about wages; but what is customary for like service in your vicinity should determine the matter. When returning to the school give enough money for transportation and send balance to me in check, in favor of pupil.

2. Pupils must attend Sabbath School and church regularly when such privileges are accessible.

3. Absence without your permission, or loafing evenings and Sundays, must not be allowed.

4. Pupils visiting their companions must not be encouraged to make a practice of staying for meals.

5. Patrons or others are not to hire pupils who have been sent to their neighbors without my consent, nor should students be encouraged to exchange places.

6. Except authorized by me, students are not to return nor be returned to the school before the period for which they were engaged expires.

7. Pupils are not to use tobacco or spirituous liquors in any form. This or any other offense against good order must be reported to me at the time.

8. When out for the winter, pupils are to attend school continuously at least four months, working out of school hours for board and washing.

9. Pupils must bathe at least twice a week.

10. Encourage pupils to read and study during the off hours, even at busy seasons, and give some assistance.

11. Reports must be sent in promptly the last day of each calendar month even if pupil has been with patron only a few days.¹⁷

The patron was required to send in the following report every month:

The following is the report of _____ student from your school in my employ,

during the month of _____:
 Pupil was received _____, 189_
 Conduct, _____
 Does pupil use tobacco or spirituous
 liquors in any form? _____
 Habits, _____
 Does pupil bathe as often as our rules
 require? _____
 Health, _____
 Kind of work _____
 Ability and industry _____
 Number of days at school during month, _____
 Balance due pupil from last month, \$ _____
 Wages for this month, \$ _____
 Amount of money given to or expended
 for pupils during \$ _____
 Whole amount of pupil's money in
 my hands now, \$ _____
 What was bought with money given
 pupil and spent for him during month? _____

The above account agrees with the one kept
 by me.

_____ pupil.

Remarks

Respectfully,

_____ In charge of pupil.¹⁸

The pupil was requested to write a letter to his home
 every month. This was sent first to the office at
 Carlisle.¹⁹ The health of the pupil was protected by a

¹⁸ Ibid., p. 593.

¹⁹ Ibid.

careful physical examination before and after outing.

Checks by school The "country parents" were given blanks to fill out and return every two months.

The questions related to the condition of eyes, eyelids, cough and weight. In cases of illness, a doctor's certificate was required and in serious cases, an immediate report to the school was requested.²⁰ Field agents visited each home and filed a report as to the health, conduct, cleanliness, ability of the pupil, time in school, church attendance, and whether a careful record was being kept of wages.²¹

The majority of the pupils took pride in having a good record. There were some failures but the number was small. The following report of 500 pupils who were outing in 1897, is typical.²²

Conduct
reports

	Girls 237			Boys 263		
	Ability	Industry	Conduct	Ability	Industry	Conduct
Excellent	39	38	71	26	28	28
Good	137	148	148	177	178	213
Fair	61	51	18	60	57	19
Bad						3
Total	237	237	237	263	263	263

²⁰ "Health", Red Man, IV, 58, (Oct., 1911).

²¹ 52 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, II, 593, (1892).

²² 55 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, V, 371, (1897).

careful physical examination
The school doctor
checked by
school

of eyes, ears, nose, throat, and
illness, a doctor's report
serious cases, and a list of
50
requested. This information was
report as to the health
of the pupil, and whether
whether a doctor's report
The majority of the pupils
a good record. The
number was small.

Conduct
reports

Excellent
33

Good
107

Fair
61

Bad
Total

30 "Excellent", 107 "Good",
61 "Fair", 33 "Bad",
Total 231

Commissioner Francis Leupp desired the Indian youth to be placed among white people no longer on a "benevolent basis" but on a "dollar and cents basis".²³

Boys, who had learned trades in the Industrial departments, were to be placed in competition with white men who earned their living by making goods of a superior quality. Girls were to serve not only in

those households which were good, Improve-
ments under sympathetic, and benevolent, but those
Leupp

where the domestic work was done in a thoroughly systematic and orderly manner.²⁴ Superintendent M. Friedman in 1909-1910, carried into effect the suggestion of the commissioner. Boys were placed in shops according to the trade they had learned at
²⁵
Carlisle.

In 1915, Superintendent O. H. Lipps sent boys who desired more industrial training than the Indian

Extension School offered to the Ford factory in
of Outing Detroit. Sixty-eight boys went between
January 1, 1915 and June 26, 1918.

They first took the student's course provided in the factory and after about a year's training were given

²³ Leupp, Francis, "Training and Education of the Indian", Indian Craftsman, I, 49, (May, 1909).

²⁴ Ibid.

²⁵ Ibid.

...to be given...
...Boys, who have...
...parliamentary...
...men who...
...superior...
...In...
...Lamp...
...thoroughly...
...President...
...the...
...in...
...Confidential...
...In 1915...
...who...
...Extension...
...of...
...They...
...factory...
...23...
...24...
...25...

permanent places. The boys were under the regulations of the outing system until they completed their course.²⁶ By means of a similar arrangement, girls were permitted to take advance work at Normal schools. By 1918 eight girls had graduated from the West Chester State Normal and seven from Bloomsburg Normal. A number had worked their way through high school in Pennsylvania and New Jersey.²⁷ Several had taken training at the Episcopal Hospital in Philadelphia and the Brooklyn Hospital in New York.²⁸

The patrons of the Outing System seemed for the most part to have been very well pleased with Indian children for helpers. In 1910, Superintendent Friedman reported that applications were sent in for 1,174 children. The school could supply but 760.²⁹ Testimonials by the hundreds from their employers as to their good

character and ability form part of the Patron of Outing permanent records of Carlisle.³⁰ Many

"country parents" wanted the same helper year after year. There were a number of students who

26 Ibid.

27 "Normal and High School Girls", Carlisle Arrow and Red Man, XIV, 5-6, (June, 1918).

28 "Indian Girls as Trained Nurses", Carlisle Arrow and Red Man, XIV, 6, (June, 1918).

29 Annual Report, p.20, (1910).

30 52 Cong., 1 sess., H.Ex. Doc.1, pt.5, II, 596, (1892).

permanent... of the... By means of a... mitted... 1918... Great... number... Pennsylvania... ing at the... the... the... most... children for... was reported... children... by the... of... of... year after year...

85	1911
86	1912
87	1913
88	1914
89	1915
90	1916

married in their patron's family.³¹

Carlisle students appreciated the change to learn the white man's ways. Agnes Owl, in writing of her summer outing, rejoiced at having had Outing experiences her home with a Methodist minister and his wife. There she learned the meaning of real Christianity as well as how to be a good house-

keeper.³² Mary Rorke's three country mothers taught her punctuality, "cleanliness, both in words and actions, and to tell the truth, no matter how little the matter might be".³³ The friendship started between the country mother and her daughter, in many cases, continued after the Indian girl returned to school or her own home.

Much help and inspiration were gained by letters from those good, conscientious women.³⁴

That the effect of the Outing System was not transitory is shown by the enthusiastic praise of the Carlisle ex-students and graduates and the lives which they are living. Mr. Mark Penoi, a Pueblo who

31 Personal interview. Mr. Fred Canfield. Sept., 2, 1934.

32 Owl, Agnes, "My Summer Outing", Carlisle Annual, V.1, p.67, (1917).

33 Rorke, Mary, "What the Country Meant to Me", Carlisle Arrow and Red Man, XIV, 4, 5, (June, 1918).

34 "Some Results Accomplished by the Outing System", The Carlisle Arrow and Red Man, XIV, 8-9, (June, 1918).

married in their person's family.
Carlisle students appreciated the change to
learn the white man's ways. James Owl, in writing of
his father's school, reported that he had
Outing ex-
periences. He had come with a white minister and
his wife. There she learned the meaning
of real Christianity as well as how to be a good house-
keeper. Mary Roberts, whose country mother taught her
personality, "cleanness, both in words and actions,
and to tell the truth, no matter how little the matter
might be". The friendship existed between the country
mother and her daughter, in many cases, continued after
the Indian girl returned to school or her own home.
Much help and inspiration were gained by letters from
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That the effect of the Outing System was not
transitory is shown by the enthusiastic praise of the
Carlisle ex-students and graduates and the lives which
they are living. Mr. Frank Bennett, a Pueblo who

- 31 Personal interview. Mr. Frank Bennett. Nov. 1, 1934.
- 32 Owl, James, "My Outing Outing", Carlisle Annual, V. 1, p. 67, 1917.
- 33 Roberts, Mary, "What the Outing System has done for me", Carlisle Annual, V. 1, p. 67, 1917.
- 34 "Some Native Americans by the Outing System", The Carlisle Year and Nov. 1917, p. 67, 1917.

graduated in 1896 and was working as a clerk at the

Comments by
graduates Kiowa Agency, Anadarko, Oklahoma in
1918, wrote:

The outing system under Carlisle has taught me to think of broader things; it has taught me that one can make a home anywhere in the United States; it has taught me that an Indian can go anywhere in the world without permission from anyone; it has taught me to work and earn a livelihood for myself and for my family; it has taught me as far as possible to let my children have the advantages of the public school system; it has taught me that there is no such thing as the "Indian question" except that one which is made by the Indian himself; that there is no exception to the Indian race; that nothing is impossible; that all useful things or arts are wide open to each individual Indian man or woman; that in order to master the useful arts one must work hard for it until the end is accomplished.³⁵

Mrs. Anna G. Canfield, who graduated from Carlisle in 1901 and who was retired in 1933 on a pension after twenty-nine years as a civil service employee, has had ample opportunity to put into practice her outing training while caring for her four children, her home and teaching. Mrs. Canfield worked her way through the Bloomsburg Normal school under the Outing System.³⁶

Mrs. Mary L. Lassa wrote,

³⁵ Expressions from Graduates & Ex-Students, "Carlisle Arrow and Red Man, XIV, 17, (June 1918). .

³⁶ Ibid., p.18. Also Personal Interview, May 24, 1934.

I stay at home and take care of my children and do my housework as I was taught at Carlisle, and at the summer homes where I stayed under the Outing. The lady I lived with (near Strasburg, Pa.) taught me a great many useful things which I still remember, and I teach my children the same.³⁷

Since the beginning of the school, commencement had been held the last of March. The patrons desired their helpers in the early spring. Carlisle, always

Commence-
ment under
Friedman

more interested in the practical than the theoretical training of their pupils,
³⁸
complied with their wishes. While Moses

Friedman was superintendent, commencement activities were closely linked with Outing. At Commissioner

Leupp's suggestion, practical demonstrations rather than the reading of "polite essays" constituted the

³⁹
bulk of the program. In 1909, as one girl gave a talk on, "The Benefits of the Outing System", others demonstrated in a little model home on the stage

pastry making, dusting furniture, bed making, and

cutting and fitting a waist.⁴⁰ That same year, Alexander Areaas, a Colville Indian, gave an illustrated talk

³⁷ "Outing", Indian Craftsman, II, 43, (Jan., 1910).

³⁸ Friedman, M., "Carlisle Indian School's Commencement Exercises", Red Man, II, 3, (May, 1910).

³⁹ Leupp, Francis, "Commencement", Indian Craftsman, I, 4, (May, 1909).

⁴⁰ Friedman, M., "Graduating Exercises", Indian Craftsman, I, 50, (May, 1909).

I stay at home and take care of my children and do my housework as I was taught at Carlisle and at the summer houses where I stayed while the winter. The lady I lived with (near Okauching, Ia.) taught me a great many useful things while I still remember, and I teach my children the same.

Since the beginning of the school commencement had been held the first of March. The patrons desired their helpers in the early spring. Carlisle, always more interested in the practical than

the theoretical training of their pupils, complied with their wishes. Willie Moses

Trudeau was superintendent, commencement activities were closely linked with doing. At Commissioner

Lepp's suggestion, practical demonstrations rather than the reading of "polite essays" constituted the bulk of the program. In 1903, as one girl gave a talk on, "The benefits of the Okauching System", others

demonstrated in a little model home on the stage, heavy making, dressing furniture, bed making, and cutting and fitting a waist. That same year, Alexander

Trudeau, a Carlisle Indian, gave an illustrated talk on "Okauching", Indian Okauching, Ia. 45. (May, 1901).
38 Friedman, K., "Carlisle Indian School's Commencement Exercises", Ind. 11, 2. (May, 1901).
39 Lepp, Francis, "Commencement", Ind. 11, 4. (May, 1901).
40 Friedman, K., "Okauching Exercises", Ind. 11, 2. (May, 1901).

on "Farming my Allotment" which showed the co-ordination between training at Carlisle and the Outing System. A large chart portrayed the work the pupil had done on the farm where he has been Outing. Other charts illustrated the present condition of his allotment and his plans for its improvement.⁴¹ Many patrons visited their former Outing boys and girls at Commencement week.⁴²

To Major Pratt, the Outing System was a "way out" into civilization for the Indian.⁴³ The reservation system and the reservation schools set the Indian apart. The Red Man could not be expected to adopt the white man's ways if he were not given a change to learn

them first hand.⁴⁴ Major Pratt and his followers formulated the following reasons as to the importance of the Outing System in the development of the Indian:

Reasons
for Out-
ing

1. Race prejudices were broken down. Each learned the good characteristics of the other.⁴⁵ The home letters

⁴¹ Friedman, M. "Carlisle Indian Commencement Exercises", Red Man, II, 12-15, (May, 1910).

⁴² Friedman, M., "Commencement", Indian Craftsman, I, 38, (May, 1909).

⁴³ 52 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, II, 593, (1892).

⁴⁴ Ibid.

⁴⁵ 55 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 370, (1897).

on "learning" or "teaching" the child to read
between learning to read and learning to write
large chart paper, and the child is asked to
the form where he reads the words and writes
illustrated by a picture of a child writing
and his friend for a "writing" paper
visited their "writing" paper and the child
42
ment work, and the child is asked to write
the child is asked to write the words and
To learn to read, the child is asked to
into syllables, and the child is asked to
system and the child is asked to write
part. The child is asked to write the words
white man's words, and the child is asked to
43
them first hand, and the child is asked to
the child is asked to write the words and
44

Reasons
for Out-
ing

1. Race prejudice was the main reason for the
good character of the child.
41 Tolson, W. E. (1940). The Negro in America.
Red, W. E. (1940). The Negro in America.
42 Tolson, W. E. (1940). The Negro in America.
(May, 1940).
43 52 Cong. J. (1940). The Negro in America.
44 1940.
45 52 Cong. J. (1940). The Negro in America.

- which the children wrote while Outing helped to change the parents' attitude toward the white people.⁴⁶
2. The English language was learned more quickly and more perfectly while Outing than in school.⁴⁷
3. The pupils were sent only to the best type of white homes. They learned not only the English language but countless other things which helped to break down Indian superstitions and customs.⁴⁸
4. Work at the boarding school was done in such a "wholesale" manner in the various departments that it was impossible to train the girls to become practical housekeepers. A month in sole charge of a small house and family would teach more housekeeping than a year of institutional life.⁴⁹ They were taken from the "herding" system of a large school and became an individual for a time.⁵⁰
5. The Outing System gave practical experience to the boys on the farms and in their trades. Those who wished to acquire more training were permitted to.⁵¹
6. Winter Outing gave the Indian boy and girl an oppor-

⁴⁶ 52 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, II, 596, (1892).

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ 49 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, I, 232, (1886).

⁵⁰ See reference 11.

⁵¹ See reference 26.

which the children were being helped to change

the parents' attitude toward the white people.

2. The English language was learned more easily and

more perfectly while living than in school.

3. The pupils were sent only to the best type of white

homes. They learned not only the English language but

countless other things which helped to break down

Indian superstitions and customs.

4. Work at the boarding school was done in such a

"holistic" manner in the various departments that it

was impossible to train the girls to become practical

housekeepers. A month in sole charge of a small house

and family would teach more housekeeping than a year

of institutional life. They were taken from the "hard-

ly" system of a large school and became an individual

for a time.

5. The entire system gave practical experience to the

girls on the farm and in their trades. Those who wished

to acquire more training were permitted to.

6. Winter outings gave the Indian boys and girls an oppor-

ty to see the country and the people.

7. The system was successful in that it

gave the Indian boys and girls an oppor-

ty to see the country and the people.

8. The system was successful in that it

gave the Indian boys and girls an oppor-

ty to see the country and the people.

tunity to attend public school where they had the com-
petition and association of white children.⁵² Those who
desired advanced work were permitted to work their way
through high schools, normal schools, colleges and
hospitals.⁵³

7. The Outing System cut the expenses of the school.
Appropriations, for the various boarding schools, were
made at \$167.00 per capita, but due to the Outing
System the cost at Carlisle was about \$120.00 per
capita.⁵⁴ As a result that school was able to care for
a larger number of children.⁵⁵

8. The Outing System taught thrift. The children
learned the value of spending and saving money.
Major Pratt insisted that the children be treated like
white people and paid according to their ability.⁵⁶
The students were required to save two-thirds of their
earnings until twenty dollars had been accumulated.

This amount was placed on interest until they quit the
school.⁵⁷ Each pupil was furnished a bank book to keep

52 In 1898 an average of 250 attended public school.

55 Cong., 3 sess., H.Ex.Doc.1, pt.5, V, 388, (1898).

53 See references 28 and 29.

54 51 Cong., 2 sess., H.Ex.Doc.1, pt.5, II, 314, (1890).

55 In 1898, the capacity was 800 and the enrollment
1,080. 55 Cong., 3 sess., H.Ex.Doc.1, pt.5, 388, (1898).

56 In 1909, the earnings were \$26,409.99. Friedman, M.,
"Annual Report", Red Man, III, 63, (Oct., 1910).

57 52 Cong., 1 sess., H.Ex.Doc.1, pt.5, II, 596, (1892).

...to attend public school where they had the opportunity to associate with white children. These children were advanced with the purpose of making their way through high schools, normal schools, colleges and hospitals.

7. The Oving System cut the expenses of the school. Appropriations for the various boarding schools were made at \$15.00 per capita, but due to the Oving System the cost at Oving was about \$12.00 per capita. As a result that school was able to care for a larger number of children.

8. The Oving System taught civility. The children learned the value of spending and saving money. Major Pratt insisted that the children be treated like white people and paid according to their ability.

The students were required to save two-thirds of their earnings until twenty dollars had been accumulated. This amount was placed on interest until they quit the school. Each pupil was furnished a bank book to keep

32 In 1898 an average of 100 attended public school.
33 Cong. 3 sess. H. Rept. 1, pt. 1, 388. (1898).
34 See references 32 and 33.
35 31 Cong. 2 sess. H. Rept. 1, pt. 1, 314. (1890).
36 In 1898, the capacity was 500 and the enrollment 1,080. 36 Cong. 2 sess. H. Rept. 1, pt. 1, 388. (1898).
37 In 1909, the enrollment was 300. 39. Friedman H. "Annual Report" H. Rept. 1, pt. 1, 388. (1910).
38 32 Cong. 1 sess. H. Rept. 1, pt. 1, 399. (1892).

an account of his balance. One Saturday each month was appointed for drawing money, previous to which blanks for this purpose were filled by the student. They stated their balance and what they wished to buy; this was submitted for approval. If the expenditure was reasonable it was granted and the money given them to go independently and make their purchase.⁵⁸ When the pupil returned to the reservation, or went among white people, he had his savings with which to start his life work.⁵⁹

9. The Indian developed individuality. He was proud that he could support himself. He looked on himself as an American.⁶⁰ In 1910, more than half of the Carlisle graduates were making a successful living away from the reservation.⁶¹

10. The Outing System is still being used in the boarding schools which were modeled after Carlisle. The system has grown more slowly in the west because the white people there were more reluctant to take the Indians into their homes.⁶²

⁵⁸ 56 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 507, (1900).

⁵⁹ 53 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, 451, (1893).

⁶⁰ 52 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, II, 589, (1891).

⁶¹ Friedman, M., "Annual Report", Red Man, III, 63, (Oct., 1910).

⁶² 58 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, I, 314, (1890).

an account of his balance. The Saturday week month
 was appointed for drawing money, previous to which
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 They stated their balance and what they wished to pay;
 this was submitted for approval. If the expenditure
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 to go independently and make such purchases. When the
 pupil returned to the reservation, or went among other
 people, he had his savings also which he spent in his
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 Indians into their homes.

58 58 Cong., 2 sess., H. Rept. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

Although the Outing System is still being used in the large boarding schools the fundamental purpose has been changed. Now it consists mainly in hiring out boys for odd jobs and girls for domestic service. There is seldom a plan for providing real vocational training. In many families the pupils get better food and quarters than at the boarding schools and can build up physically. They have a chance to observe home life and some are permitted to attend public school. However the pupils are rarely treated, as they were in Carlisle, as members of the family. The girls take the place of regular maids and the work often leads to a permanent job on leaving school. Meriam believes that some modification of the Outing System which could be administered as part of a co-ordinated program of education and placement by trained vocational people would be of value. It might help greatly to bridge the gap between school and life, aiding the Indian to overcome the personality handicap that interferes seriously with his employment possibilities. The old

63 Meriam, Lewis, and associates, The Problem of Indian Administration, p. 627. Personal interview, Mr. C.M. Blair. Oct., 11, 1934. Mr. Blair believes that much benefit is still gained by the Indian pupil due to contact with the white families.

Altogether

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base of the

Contract of
Oiling Agency

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Carlisle plan was especially strong in this, that it brought Indian boys and girls into touch with better types of whites and gave them confidence in their ability to get along with other people out in everyday life. "It is certainly true that some of the most successful Indians met with are those who were on the Outing System at Carlisle or had similar training at Hampton institute".⁶⁴

⁶⁴ Ibid., 389.

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Hampton Institute."

Chapter III

Training at Carlisle

General Pratt received pupils at the Carlisle Indian school from many reservations. At first the majority of the Indians could not speak English, they wore their native dress, and knew very little of the

The purpose
and status of
Carlisle

white man's ways. The function of the school was to teach the pupils the English language and to help adjust the young Indians to a new way of living.¹

Carlisle was not standardized as public schools are today. It was a vocational school.² From time to time Pratt was urged to make Carlisle into an Indian college. He opposed this, believing that it was against the best interests of the Indian and the government.

What the Indians need is not Indian schools but an entrance into the affairs of the nation and the opportunity to utilize

¹ 51 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 589, (1891).

² Personal interview, Mr. C. M. Blair, Oct., 11, 1934. Carlisle might be compared to Hampton.

CHAPTER II
TRAINING AT CARLSBAD

General Smith received people at the Carlsbad Indian school from many reservations. At that time majority of the Indians could not speak English. They were their native language, and some very little of the white man's tongue. The function of the purpose of the school was to teach the pupils Carlsbad the Indian language and to help against the young Indians to a new way of life. Carlsbad was not established as a public school, but today it was a vocational school. From time to time it was aimed to take Carlsbad into an Indian college. It opposed this, believing that it was against the best interests of the Indian and the Government. When the Indians were not Indian schools but no entrance into the white of the nation and the opportunity to continue

1. Cf. George, E. 1937, (1937).
2. For more information, see the report of 1934.
Carlsbad was the first of its kind.

the public and other schools already es-³
 tablished where race is not a qualification.

Pratt declared that Indian schools fostered "tribalism" and "Indianism".⁴ The Carlisle student was equipped for the ordinary vocations of life and a good foundation was laid for those who desired higher education.⁵

The pupils were divided into groups and were given academic instruction half of the day and industrial training the other half. The following schedule⁶ gives in general the daily routine:

Boarding school schedule	Rise at 6:00 A.M.	
	Breakfast 6:30 - 7:00	
	Put rooms in order 7:00 - 7:30	
	Those on the work details to work 7:30 -	
	Others to school 8:30 - 11:30	11:30
	Get ready for dinner 11:30 - 12:00	
	Dinner 12:00 - 12:30	
	Afternoon detail work 1:00 - 5:00 P.M.	
	Others to school 1:15 - 4:00	
	Get ready for supper 5:00 - 5:30	
	Supper 5:30 - 6:00	
	Attend religious or other meetings 6:15 -	
	Study hour 7:00 - 8:00	7:00
Gym 8:00 - 9:00		
Bed 9:30		

By 1880, the academic work was organized into six graded departments. The instruction was objective and the chief aim was the mastery of the English language.⁷

³ 55 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 310, (1897).

⁴ Ibid.

⁵ Ibid.

⁶ Boarding School Routine, Red Man, V, 343, (May, 1914).

⁷ 46 Cong., 3 sess., H. Ex. Doc. 1, pt. 5, 301, (1880).

Academic, a term used in the Indian service, is equivalent to literary.

In 1889 fourteen pupils comprised the first graduating

Academic
Dept. under
Pratt, 1879-
1904

class. In order to better the training, Superintendent Pratt succeeded in having the term of enrollment increased from three to five years. He

also asked that the reservation agents and superintendents send only the most promising pupils to

⁸ Carlisle. In 1890 a post graduate course and normal

training department were added. Art and music were ⁹ given to pupils who showed special talent. ¹⁰ By 1895

the course of study and grading had been made to

conform as nearly as possible to that of the public

¹¹ schools. The Sloyd department which was started in 1895 developed co-operation between the literary and

industrial departments. ¹² The two departments were

linked also by having practical shop problems form

the basis of work in mathematics. Mechanical drawing

and language were based on industrial work. ¹³

When Major William A. Mercer became superintendent in 1904, he continued the work of General Pratt.

⁸ 51 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, 366, (1889).

⁹ 51 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 310, (1890).

¹⁰ Ibid.

¹¹ 54 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, II, 399, (1896).

¹² 54 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, 372, (1897).

¹³ 58 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, II, (1904).

In 1889 fourteen pupils completed the first graduating

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1895 developed co-operation between the literary and

industrial departments. The two departments were

linked also by having practical shop problems form

the basis of work in mathematics. Mechanical drawing

and language were based on industrial work.

When Major William A. Miller became superintendent

in 1904, he continued the work of General Pratt.

8 51 Cong., 1 sess., H. Rept. 1, pt. 2, 335 (1889).	10 Total.
9 51 Cong., 2 sess., H. Rept. 1, pt. 2, 335 (1889).	
11 52 Cong., 1 sess., H. Rept. 1, pt. 2, 335 (1889).	
12 52 Cong., 2 sess., H. Rept. 1, pt. 2, 335 (1889).	
13 53 Cong., 1 sess., H. Rept. 1, pt. 2, 335 (1890).	
14 53 Cong., 2 sess., H. Rept. 1, pt. 2, 335 (1890).	

Moses Friedman who succeeded Mercer emphasized the im-
 portance of mastering fundamentals.¹⁴ During his admini-
 stration native Indian art was intro-
 duced. The development of Indian
 legends, customs, and history offered
 splendid field for effective instruction in English
 and history. It also brought into existence certain
 valuable historical, mythological, and sociological
 information which it was important to have preserved.¹⁵
 A commercial course was given to those who showed
 aptitude and agriculture to those interested in farm-
 ing.¹⁶ In 1910 a course in telegraphy was added to meet
 the demands for telegraph operators and railroad agents
 in the west.¹⁷ In 1910 a new course of study was com-
 pleted by Superintendent Friedman who stated that the
 best from several hundred courses of study had been used
 to give the Indian child a thorough common sense edu-
 cation.¹⁸

This course of study was used until it was revised

Annual Report of Carlisle Indian School, p.7-8, (1910).
 Friedman, M., "Improvements at Carlisle", Indian Craftsman,
 I, 1, p.3, (Feb., 1909).

Ibid.

Annual Report of Carlisle Indian School, p.7-8; (1910).

Ibid.

over the Indian who succeeded in securing the land.

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by Superintendent Oscar H. Lipps in 1915. Lipps stressed the fact that Carlisle was a vocational school. In outlining the new course of study an

Changes under
Lipps, 1914-1917 effort was made to eliminate
non-essentials. The dominant
aim was to make the subjects

taught function in the lives of the Indian
students.¹⁹ The telegraphy, Photography, and commercial courses were discontinued. Only those who had completed the third grade were permitted to enroll. The three-year vocational courses in agriculture, mechanic arts, and home economics, and a one-year preparatory course in hospital nursing were approved by the commissioner of Indian affairs and went into usage in 1916. The industrial work in each course was the nucleus about which the academic work
20
was arranged. In the short time (April 1, 1917 - July 2, 1918) during which John Francis, Jr. served, no change was made in the course of study.

Pratt believed that industrial training was vital

¹⁹ Catalogue and Synopsis of Courses, p.29, (1915)
The first year book in the Indian service was published by Carlisle in 1917. Personal interview, C.M.Blair, Oct., 11, 1934.

²⁰ Ibid., p.41.

by Superintendent James H. Miller in 1913. 1913

expressed the fact that Garfield was a vocational

school. In developing a new course of study an

effort was made to eliminate

Changes under 1914-1915 non-academic. The dominant

idea was to make the subjects

taught function in the lives of the Indian

students. The following subjects, and some

vocational courses were discontinued. Only those who

had completed the third grade were permitted to en-

roll. The three-year vocational courses in agri-

culture, mechanical arts, and home economics, and a

one-year preparatory course in hospital nursing were

approved by the Commissioner of Indian Affairs and

went into effect in 1916. The industrial work in each

course was the nucleus about which the academic work

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was arranged. In the short time (April 1, 1917 -

July 3, 1918) during which John Hancock, Jr. served,

no change was made in the course of study.

It is believed that industrial training was vital

to Garfield and Synopses of Courses, p. 22, (1913)

The first year book in the Indian service was

published by Garfield in 1917. Personal interview

C.M. Blair, Oct. 11, 1936.

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to the transition of the Indian.

If we ever get the Indians to break up their tribal relations and venture out into the world as successful individuals, it must be done through training them to various industries, so that they may individually feel able to cope with the whites.²¹

Pratt turned the old cavalry stables into work shops and started industrial work under the apprentice

Early in-
dustrial
training

system. His own apprenticeship and observation at Hampton made him realize that production under instruction was

feasible. By 1880 competent workmen were put in

charge of the following trades; Blacksmithing, carpentry, harness-making, tinsmithing, shoemaking, tailoring, printing,²² baking, painting, and farming.

The girls were taught to make and mend garments, to do cooking, housework and laundry work. The articles (harness, wagons, buggies, clothing, shoes, and tin-ware) which were not needed at Carlisle were purchased²³ by the Indian department for the various agencies.

As the students advanced in their trades, a small sum

²¹ 51 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 312, (1890).

²² 56 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 505, (1900).

A Babcock printing press was installed in 1900.

The students published The Red Man and The Indian Helper.

²³ 47 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 28, (1882).

per diem was paid them. The wages increased the desire of the student to learn a trade, gave a chance to teach the value of money, and constituted an important element of control.²⁴ Pratt believed the pupil should generally be held to one trade so that the greatest possible skill could be attained. In 1897 the grades of helper, apprentice, efficient apprentice and journeyman were made to designate the progress of the apprentices.²⁵ Care was taken not to conduct the shops as factories. Expensive machinery was avoided and pains were taken to develop workmen, not machines. Bricklaying, plastering and engineering were added from 1898-1900. An effort was made to have all the work done by the pupils. The most advanced and capable were put in charge of classes. This gave them training for positions in the Indian service.²⁶ In 1900 the Indian office advised home economics as a necessary part of the school work for girls. Miss Minnie L. Faree was sent to organize classes in cooking and Mrs. Bertha D. Canfield had charge of the

²⁴ 51 Cong., 2 sess., H.Ex.Doc.1, pt.5, 310, (1890).

This was discontinued after 1894.

²⁵ 54 Cong., 2 sess., H.Ex.Doc.1, pt.5, 372, (1897).

²⁶ 59 Cong., 1 sess., H.Ex.Doc.1, pt.5, 339, (1906).

...them was paid them. The wages increased and
...of the student to learn a trade, gave a
...to teach the value of money, and...
...an important element of...
...should generally be held to one trade as that
...the greatest possible skill could be attained. In
...the trades of helper, apprentice, efficient
...and journeyman were made to designate
...the progress of the apprentice. Care was taken not
...to conduct the shop as business. Expensive
...machinery was avoided and pains were taken to de-
...velop workmen, not machines. Blacksmithing, plaster-
...ing and engineering were added from 1898-1900. An
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...pupils. The most advanced and capable were put in
...charge of classes. This gave them training for
...positions in the Indian service. In 1900 the
...Indian office advised home economics as a necessary
...part of the school work for girls. Miss Minnie L.
...three was sent to organize classes in cooking
...and Mrs. Martha J. Gantfield had charge of the

24 of Cong., 2 sess., H. Rept. 1, p. 2, 210. (1890).
This was discontinued after 1894.
25 of Cong., 2 sess., H. Rept. 1, p. 2, 212. (1897).
26 of Cong., 1 sess., H. Rept. 1, p. 2, 232. (1904).

²⁷ sewing. Instructors were urged to give thorough training to farming and things pertaining to it, since this was likely to be the occupation of most of the boys who returned to the reservation.

Superintendent Friedman worked out definite courses in the industrial work so that there would be no danger of duplication. He emphasized the importance of turning out
Industrial Dept.
under Friedman trained mechanics and not production of goods. Two hours of

systematic instruction were to be given daily to each division.²⁸ In carrying out Commissioner Leupp's plan of introducing Indian art, eight Navahos who were skilled in silver smithing and weaving were sent to Carlisle to teach their crafts. Angel Decora²⁹ Dietz and her husband, William Dietz, instructors in the art department, worked with the native crafts.

²⁷ Personal letter from Mrs. Bertha D. Canfield, Los Angeles, California, July 9, 1934. Mrs. Canfield taught dressmaking, coats, drafting patterns, use of commercial patterns, millinery, and children's clothing. Embroidery and fine needle work were featured.

²⁸ Friedman, M., "Instruction versus Production", Indian Craftsman, II, 19, (October, 1909).

²⁹ Angel Decora Dietz, Winnebago, educated at Hampton and later at Smith College, Northampton, Mass. William Dietz, Sioux. Both studied under Joseph DeCamp, Howard Pyle, Edmund Tarbell and Frank Benson, Red Man, V, p. 233-241, (February, 1913).

27 sewing. Instructions were given to give thorough training to sewing and things pertaining to it, since this was likely to be the occupation of most of the boys who returned to the reservation. Superintendent Williams worked out definite courses in the industrial arts so that there would be no danger of duplication. He emphasized the industrial arts, and in the process of learning how to make things, the boys learned mechanical and not professional. Two hours of

systematic instruction were to be given daily to each division. In carrying out Commissioner Kemp's plan of introducing Indian art, eight Navajos who were skilled in silver working and weaving were sent to Carlisle to teach Ojibwa crafts. Angel Decker and her husband, William Decker, instructors in the art department, worked with the native crafts.

28 Personal letter from Mrs. Sarah D. Carlisle, Los Angeles, California, July 9, 1935. Mrs. Carlisle taught dressmaking, sewing, and pattern making at the Carlisle Indian School, and children's commercial patterns, millinery, and children's clothing. She also made the needle work were featured.

29 Fredman, H., "Instruction versus indoctrination," Indian Observer, 11, 12, (October, 1935). Angel Decker, 11, 12, (October, 1935). and later at Santa College, Washington, D.C. William Decker, 11, 12, (October, 1935). Decker, Howard, 11, 12, (October, 1935). Red Man, V., 11, 12, (October, 1935).

Bead work as well as work in leather was encouraged. Photography was introduced as a medium of selling the handwork of the students and older Indians on the reservations. Friedman also gave practical instruction in horticulture³⁰ and farming³¹. The laundry was enlarged and made the best equipped in the service. Many competent laundresses were sent to schools in the west.³² In 1909 a new printing office was erected. The press did a large amount of job work for the Indian office formerly done by the government printing office. In 1910 the hospital department was reorganized. A thorough course in nursing was formulated and arrangements were made with hospitals in Philadelphia to admit Carlisle nurses for advance³³ study after completing the course at Carlisle.

In 1914 carriage making was discontinued. In addition to the usual grade and prevocational courses

30 Hoffman, R.H. "Teaching of Horticulture", Indian Craftsman, I, p.31, (April, 1909).

31 A survey by Friedman in 1913 showed a great increase in the amount of acres farmed by Indians. Instruction in agriculture in the Indian schools is credited as being mainly responsible for this increase, Red Man, V, p.206, (January, 1913).

32 Ibid., p.46.

33 Friedman, M., "Carlisle's Training for Nurses", Red Man, III, p.87, (Oct., 1910).

advanced work was offered. Vocational guidance was given during the first year of the vocational course.

Changes
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Special emphasis was placed on getting the Indian on the soil and teaching him how to raise food products. The boys

were allowed to select the three-year course either in agriculture or mechanic arts. The girls could choose either the three-year home economics course or the one-year preparatory course in nursing.

Home economics was made practical by a model but modest home cottage where different groups of girls had instruction in home management, household accounts, home cooking and other phases of home life. Summer school work was offered for pupils who wished to do extra work or make up work they had failed.³⁴

Although church attendance was required, the students were allowed their choice of denomination. There was also an hour of religious instruction given during the week. The Young Men's Christian Association, the Young Women's Christian Association, and the Holy Name Society had branches at the school. Four literary societies held weekly meetings in their elaborately furnished halls. Programs consisting of

³⁴ Catalogue and Synopsis of Courses, U.S. Indian School,
p.21-47, (1915).

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debates and speeches were enthusiastically participated in by the students. The Standard Debating Society for boys was the oldest organization. In 1887 the

Extra-curricular activities Invincible Society for boys was organized. In 1885 the first society for girls was formed. It was later

renamed for Miss Susan Longstreth, a friend of General Pratt. The Mercer Literary Society was
35
begun in 1907 for girls. Increased interest in

agriculture prompted the organization of an agricultural club in 1917. Music always had a prominent place at Carlisle. General Pratt looked on the band as a means of interesting people in the school. In 1880 a benevolent lady in Boston presented Carlisle with a set of band instruments.
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Later the school furnished instruments and music for the band and orchestra. No charge was made except a twenty-five cent fee for piano lessons. Quartettes, choruses, and operettas were promoted by the vocal
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department. The mandolin club was a very popular

³⁵ Ibid., p.15. Personal interview, Mr. C.M. Blair, Oct. 11, 1934.

³⁶ Cong., sess., H. Ex. Doc. 1, pt. 5, 453, (1893).

³⁷ Catalogue and Synopsis of Courses, p.19, (1915).
"The Captain of Plymouth" was the first operetta given. "Commencement", Indian Craftsman, I, p.47, (May, 1909).

debates and speeches were enthusiastically participated

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department. The mandolin club was a very popular

53 Ibid, p. 13. Personal interview, Mr. M. H. Blair, Oct. 11,

1931.

54 Ibid, p. 13. Personal interview, Mr. M. H. Blair, Oct. 11,

1931.

organization. All pupils were to appear on the assembly program during the year.³⁸ The pupils were entertained by socials and lyceum numbers monthly. The Conedogwinet Creek, within a short distance of the school, was a favorite place the year around. In the winter it was a famous skating resort and in the summer it was equally popular for fishing and bathing. Compulsory physical training helped to promote good health. Tennis and croquet were enjoyed by both boys and girls. A special athletic field was constructed for the boys who were not members of the regular teams.³⁹

Pupils entering Carlisle were given a complete physical examination. The results were kept on a card index in the physician's office. Those who came disabled were returned to their homes. Those who did not have serious defects were treated. Physical examinations were made at least twice a year, when reporting for and returning from outing. Beginning in February, 1911, pupils were weighed monthly. This showed the general physical condition.⁴⁰ In-

38 "Learning to Speak in Public", Red Man, III, p.25, (Feb., 1911).

39 Catalogue and Synopsis of Courses, p.18-19-, (1915).

40 Allen, A.R. (M.D.), "Hospital Management", Red Man, IV, p.58, (October, 1911).

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spectations weekly and monthly helped to keep the buildings and food up to standard. Indisposed pupils reported two hours daily at the hospital

Health dispensary. Minor cases were treated and serious ones were held for examination. Special treatment was given tuberculosis suspects. A special crusade with stereoptical and moving pictures was made against this disease in ⁴¹1908. Trachoma patients were taught sanitation and given treatment. The teeth were cared for by a dentist from Carlisle who visited the school twice ⁴²a week. Physical training helped to keep the pupils in good condition.

The government of the school was military only so far as it was beneficial for discipline and character-building. The boys were organized in

School seven troops of dismounted cavalry and government a band of forty pieces. The troops were officered by cadets, who were usually promoted through the grade of non-commissioned officers to second or first lieutenant and later to captain. Promotion from ranks was an incentive to

⁴¹ "Health", Red Man, II, p.36, (March, 1910).

⁴² "Health", Red Man, IV, p.64-67, (October, 1911).

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buildings and food up to standard. Indigeneous
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Allegany. Minor cases were treated
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moving pictures was made against this disease in
1903. Tubercular patients were taught sanitation and
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a week. Physical training helped to keep the pupils
in good condition.

The Government of the school was military only
so far as it was beneficial for discipline and
character-building. The boys were organized in
seven troops of dismounted cavalry and

School Govern-ment
a band of forty players. The troops
were officered by cadets, who were
usually promoted through the grade of non-commissioned
officers to second or first lieutenant and later to
captain. Promotion from train was an incentive to

11 "Herald", Feb. 22, 1903, (March, 1903).
12 "Herald", Feb. 22, 1903, (October, 1903).

ambitious cadets. The regiments created a favorable impression when they appeared at presidential inaugurations and military parades in the east. The girls were organized into similar companies. The commandants and matrons endeavored to teach by kindness, example, and firmness that right conduct and right living were the only ways of growing into useful men and women.

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- 43 Catalogue and Synopsis of Courses, p.16, (1915).
In 1905 the red trimming on the national blue uniform was changed to cavalry yellow.
58 Cong., 3 sess., H.Ex.Doc.1, pt.5, 430-433, (1905).
- 44 Carlisle Yearbook, I, p.64, (1917).
The girls wore white blouses and dark skirts for their uniforms.
- 45 Catalogue and Synopsis of Courses, p.17, (1915).

ambitious leaders. The movement created a revolutionary
impression when they appeared at presidential in-
augurations and military parades in the capital. The
girls were organized into similar companies. The
commentaries and articles published in regard to
Korean, Chinese, and Japanese that they conducted
and their living were the only ways of growing into
mature men and women.

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- 43 Catalogue and Synopsis of German, p. 12. (1913).
In 1903 the red framing on the national flag
which was changed to cassey yellow.
44 Catalogue and Synopsis of German, p. 12. (1913).
The girls were also dressed and their names
for their uniforms.
45 Catalogue and Synopsis of German, p. 12. (1913).

Chapter IV

Education through Sports

The Indian is physically adapted to sports. He is quick and crafty. He has an unerring eye and a calculating judgment which is never shaken by nervousness under the most trying conditions. The Indian plays for the love of playing. Superintendent Pratt encouraged physical training as an incentive to better posture and health. In the early years of the institution, Carlisle did not compete with other schools. Games were scheduled between the various departments. In 1894 the first trained instructor was hired.¹

Baseball was always a favorite sport. Some outstanding teams and players were developed. One of the best known players was Charles Albert Bender.

Baseball and lacrosse Bender, a Chippewa, was born at Brainard, Minnesota in 1883. He joined the Philadelphia Athletics League in the

¹ 53 Cong., 2 sess., H. Ex. Doc. 1, pt. 5, 454, (1893).

spring of 1903, after serving on the baseball team of Carlisle Indian school and Dickinson college. Bender was the potent factor in the winning of three pennants and two world series for the Athletics. He also excelled at trap and field shot as well as being an expert billiard player and swimmer.² Other outstanding players were John Myers, Mission, with the New York Giants, Mike Balenti with the St. Louis Browns,³ and Tom Longboat. Carlisle students retained their love for the game after returning home. The graduates at Laguna, New Mexico organized a baseball team with Benjamin Harvey as manager and Solomon Day as pitcher.⁴ Day was an expert pitcher when he was at Carlisle. In 1910 competitive baseball was discontinued at Carlisle because a number of the best players had taken up professional baseball.⁵ However games were scheduled again with other schools from 1914-1918. Lacrosse which was substituted for baseball continued

² Nasium, Jim, "American Indian's Warpath on Diamond and Gridiron", The Literary Digest, p.54, (May 27, 1912). Bender, '92, went into sport goods business in Philadelphia. Eighteen leagues have already adopted the Bender ball. Red Man, VII, p.37.

³ "Alumni News", Red Man, VI, p.40, (Sept., 1913).

⁴ Albuquerque Morning Journal, p.3, (May 14; 1908).

⁵ Friedman, M., "Athletic Schedules", Red Man, II, p.57, (May 1910).

to be popular until the school closed. In spite of a large number of boys leaving Carlisle to enlist in the army in 1917, both the baseball and lacrosse teams had successful seasons the last year. Clyde M. Blair, Principal,⁶ was their manager.

Carlisle was probably best known for her football teams. There was one season when the Indians had the unique record of playing all the big college teams in the east. The game was first played at

Football

Carlisle in the early '90's between classes. In 1893 a game was scheduled with Dickinson college. During the

game, a player broke his leg and Superintendent Pratt immediately cancelled all of the remaining games for the season. Football was resumed among departments in 1894 and with other schools in 1895. Vance McCormick was assisted by Billy Bull, Yale's most famous drop-kicker. Metoxen developed into one of the most famous and expert drop-kickers the game has ever produced. He practiced kicking field goals during the winter in the gym and at every opportunity out

⁶ Miller, Edwin, "Lacrosse", Carlisle Yearbook, I, p.91, (1917).

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a large number of boys leaving Carlisle to enlist
in the army in 1917, both the baseball and basketball
teams had successful seasons the last year. Clyde K.
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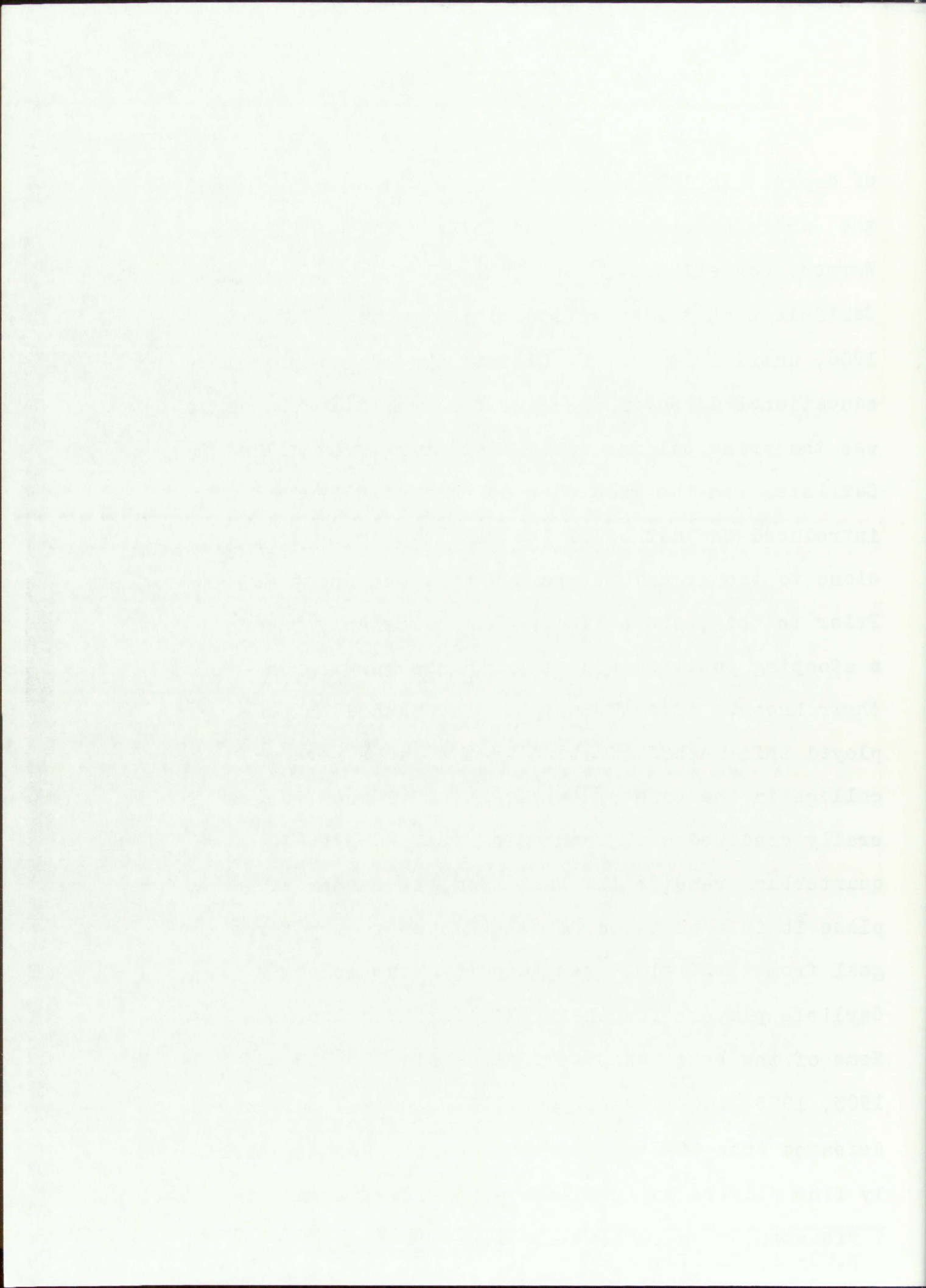
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drop-kicker. McCornick developed into one of the most

famous and expert drop-kickers the game has ever
produced. He practiced kicking field goals during
the winter in the gym and as every person who

3 Miller, Edwin, "Carlisle Yearbook," p. 41.
(1917)

of doors. In 1898 Hall, the former Yale end, coached the Carlisle team and in the following year Glenn S. Warner, Cornell 1894, took charge. He continued at Carlisle with the exception of two years, 1905 and 1906, until 1914. M. L. Clevett acted as physical educational director the last few years.⁷ Coach Warner was the principal factor in developing football at Carlisle. In the game with Columbia in 1899 he introduced the method of the half back's crouching close to the ground before the ball was snapped. Prior to this, the halfbacks had invariably taken a stooping position with their hands resting on their knees. After Warner had introduced and employed this method of starting the backs, every college in the country imitated it. Warner is generally credited with being the first to have the quarterback receive the ball from the center and place it in a position for the kicker to try for a goal from the field. Many experts have selected Carlisle players for their all-American elevens. Some of the best teams were those of 1899, 1902, 1903, 1906, 1907, 1911, and 1912. In 1907 Carlisle defeated Penn 26-6 and Harvard 23-15. Two especially fine players on this team were Albert Exendine

⁷ Tibbetts, George, "Football", Carlisle Yearbook, I, p.90-91, (1917).



who played end and Frank Mount Pleasant, who was quarter-back. Other prominent football players were the two Pierces, Hawley and Bemus, Hudson, Libby, Johnson, Rogers, Dillon, Lone Wolf, Little Boy, Wheelock, Wauseka, Charles, Beardsley, Gus Welch, Seneca Miller, Hendricks, Williams, and Hauser. Two of these, Isaac Seneca and James Johnson, were selected by Walter Camp as members of an all-American team. Johnson was one of the greatest quarterbacks who ever played on an Indian eleven. The teams of 1911 and 1912 both scored more points than any other eleven in the country. Thirty thousand people saw Carlisle defeat Harvard 18-15 in November, 1911. James Thorpe was captain of the 1911 and 1912 teams.

Warner said that Thorpe was one of the greatest football players he had ever seen. Thorpe, Sac and Fox, won the pentathlon and decathlon, two all-round championship events at the Olympic games at Stockholm in 1912. King Gustav of Sweden when crowning Thorpe with the laurel wreath of victory and presenting him

- ⁸ Philadelphia Public Ledger, "Carlisle's Great Football Record", Indian Craftsman, I, p. 15, (December 1909).
- ⁹ "The Indian is coming to his own", Spectator, Pittsburg, Pa., (Nov. 17, 1911). Red Man, IV, p. 170, (Dec., 1911). Also "A Successful Athletic Season", Red Man, V, p. 165, (Dec., 1912).

with a beautiful bust of himself, said, "You, sir,
are the greatest athlete in the world"¹⁰. In addition

James Thorpe to the eleven representative sports included in his winning of the pentathlon and decathlon, Thorpe excelled in football, was a splendid basketball player and good track athlete. He was equally proficient in throwing the hammer, swimming, skating, rowing, lacrosse, tennis, and handball. He was enthusiastic over horseback riding and hunting. Croquet, cricket and golf were about the only recreations in which Thorpe was not interested.¹¹

In 1900 Carlisle had their first track team. The most famous man in track was Lewis Tewanima. Tewanima with ten other Hopis came to Carlisle about 1907. Prior to this time these men with several others were held prisoners of war at Fort Wingate, New Mexico because they resisted the efforts of the government to have their children sent to school.

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- 10 "Carlisle Olympic Heroes", Red Man, II, p.27, (Sept., 1912). In 1911 Thorpe weighed 185 lbs and was 6ft. 1½in. tall.
- 11 "Carlisle Indian is premier athlete of the World", Albuquerque Morning Journal, p.3, (July 25, 1912). Harold (Red) Grange placed Jim Thorpe as half-back on his "all-time all-American backfield", Albuquerque Tribune, p.2, (Feb., 20, 1934).

Although training as a long distance runner less than a year, Tewanima was able to compete with the world's best runners in the Olympic games in London in 1908.¹² In 1909 at the New Orleans marathon he ran twenty miles in two hours and ten seconds. He came in first, defeating Mellor who held the twenty mile record and Sidney Hatch, the most noted marathon runner of Chicago. Tewanima was the only American to gain points in the Olympic meet at Stockholm in 1912. He won second place in the 10,000 meter race.¹³ Of the five men on the Carlisle cross country team in 1912 four were Hopis. Washington Talyumtewa was another Hopi who achieved national reputation as a long distance runner.¹⁴ Other outstanding men in track were Tom Longboat, Benjamin Caswell, Frank Mount Pleasant, Gus Welch, and Earl Wilber.¹⁵

Basket ball was a popular sport from about 1900. Although there were no players who equalled Thorpe

12 "Tewanima, The Great Hopi Runner and Marathon Winner", Indian Craftsman, I, p.37, (April 1909).

13 "Carlisle's Olympic Heroes", Red Man, V, p.27, (Sept., 1912).

14 "Hopi Students to preach culture to Sun Worshipers", from New York American, Red Man, VI, p.246, (Feb. 1913).

15. Ojibway, Francis, "Wilber", Carlisle Yearbook, I, p.90-99, (1917).

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in football and Tewanima in track, the teams compared favorably with those of the colleges and universities.

Basketball

The men who made the highest individual points in 1917 were Emerson Metoxen and Andrew Condon.¹⁶

In 1917 wrestling was introduced by the physical director, M. L. Clevett. Twenty-five entered a

Wrestling tournament held in March. The boys were divided into four classes according to weight.¹⁷

Because of the consistently strong teams which the Indian school turned out, the authorities were accused of using unfair methods in getting material and of giving their players special privileges.¹⁸

Privileges of athletes Coach Warner stated that Carlisle's success was due not to any mysterious system but to the rough, hardy outdoor life that the players had been inured to from childhood and to the players' determination to show the white man that the Indian was not an inferior race.¹⁹

¹⁶ Ibid., p. 93.

¹⁷ Ibid., p. 95.

¹⁸ See reference 9.

¹⁹ Ibid.

in football and tennis in fact, the same comparison favorably with those of the colleges and universities.

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Basketball

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hood and to the players' determination to show the

white man that the Indian was not an inferior race.

18 Ibid. p. 93.

19 Ibid. p. 93.

20 See reference 2.

21 Ibid.

Players were selected from two hundred candidates. Members of the squad were given no special privileges. They were required to keep their academic and industrial grades up to passing. The time devoted to training came out of the student's recreation period, from 4:30 p.m. until dark. Before 1907 a player was allowed to play on the teams as long as he was a student. After that season the term was limited to four years. The only concession granted was that the teams were allowed to leave the school to play games. The authorities believed that traveling and associating with different college men would educate the Indian as much as the regular school work.²⁰ Even this was curtailed in 1910. No games were permitted to be scheduled in the west. All games were played either on the Indian field or within a short distance from the school.²¹

Athletics were put on a paying basis from the first. The earnings of the football games were used to make an athletic field, to build training cages, buy equipment and to pay for special instructors in the

Financial
status of
athletics

²⁰ Warner, Glen S., "Athletics at the Carlisle Indian School", Indian Craftsman, I, p. 9-11, (March 1909).

²¹ Friedman, M., "Athletic Schedule for Year 1910", Red Man, II, p. 57, (May 1910).

Players were selected from two hundred candidates.
Members of the squad were given no special privileges.
They were expected to keep their standards and in-

struction focused up to training. The time devoted to

training came out of the student's recreation

period, from 4:30 p.m. until dark. Before 1907

a player was allowed to play on the team as long

as he was a student. After that season the team

was limited to four years. The only concession

granted was that the team was allowed to leave

the school to play games. The authorities believed

that traveling and associating with different colleges

was worse than the Indian as much as the regular

school work. Even this was curtailed in 1910. No

games were permitted to be scheduled in the winter.

All games were played either on the Indian field or

within a short distance from the school.

Athletes were not on a paying basis from the

school. The earnings of the football games were used

to make an athletic field, to build

athletic equipment, buy equipment and to

pay for special instructors in the

school. The first athletic team was the football

team in 1907. The first basketball team was in 1910.

22
 summer. Also several thousand dollars worth of other improvements were made at the school as well as large sums being spent for moral and religious welfare and entertainment of the students. This was done without charging the students and employees admission to games. The financial success was not due primarily to the gate receipts but to the economic business management. At Carlisle the managing, coaching, and training were done by the athletic director with the help of a bookkeeper and assistant during the football season. In other colleges numerous employees were used to take care of the same amount of work which was done by the one athletic director at Carlisle.²³

Coach Glenn S. Warner, who is probably best able to judge the two races in athletics, states that they have many differences.

Difference between races in athletics	The Indian players had to be handled more diplomatically to get the best results. When Coach Warner had been at Carlisle about a week he noticed that his best players began to drop out. Upon inquiry he found that they resented his method of correcting players.
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22 58 Cong., 3 sess., H. Ex. Doc. 1, pt. 5, 431, [1905].
 23 See reference 19.

The Carlisle men lacked the intense college spirit of white boys. The Indians did not show this spirit except when they met another team of their race. When they were playing against college teams they manifested a racial spirit rather than a school spirit. They seemed to recognize that it was on the athletic field that they had an even chance against their white brothers.

It was that spirit that urged them to supreme efforts, and to defeat some of the very best university teams, although always greatly outweighed and pitted against men whose minds were much more highly developed than their own.²⁴

The Indians excelled the college boys in natural cunning and a liking for games of all kinds. This made them clever in working strategic plays and tricks. They greatly delighted in fooling their opponents by clever ruses. The Indians had one weakness which their coach could not overcome. They played the game for fun and when it rained they never would play up to form. Warner stated

I had some great teams at Carlisle, some of which should have won every game on their schedule, but never did a Carlisle team go through a season without a defeat.

²⁴ Warner, Glenn S., "The Difference between Red and White Football Material", Literary Digest, p.78-79, (Dec., 11, 1920).

In three different years, when only one defeat was suffered, the single defeat in each case was administered by a rather mediocre team playing on a rainy day and on a muddy field.²⁵

The Indians had one decided advantage over white players. They were free from worry and nervousness no matter how big or important the game. When they were defeated they seldom appeared down-hearted. They were good sportsmen and always ready to give their opponents all the credit when they were outplayed. On their trips they were quiet and well behaved. They did not have hilarious celebrations after they had won a big game or when they had stopped training at the end of a season. Indians have been trained for generations to use their powers of observation. This made them quick to catch the proper way of doing things. The green recruits watch closely how the older players tackled, blocked, and fell on the ball. They were not handicapped so much as college boys by making long trips and playing on different fields. They were free from nervous excitement and they adapted themselves to new conditions.²⁶

²⁵ Ibid.

²⁶ Ibid.

Athletics played a vital part in the education of the Indian youth. It not only helped him to develop a fine physique but gave him faith in himself and a broader outlook on life. On the athletic field the Indian met the white player as an equal. Traveling and seeing how other people lived were very beneficial. Both races acquired respect and a better understanding of the other. Thus sports helped to fit the Indian for his life work.

Chapter V

Carlisle's Contribution

Carlisle barracks were loaned to the interior department in 1879. In 1918 the war department needed the plant to take care of the sick and wounded soldiers who had served in the world war.

Reasons for
Closing Carlisle

Carlisle students, graduates, and employees were very unhappy about their school.¹ However for some time there had been people who opposed the location of Carlisle. They believed that the children should be educated in their home environment. When boarding schools modeled after Carlisle appeared in the west, the protest against Carlisle became louder.² With ninety percent of the children living west of the Mississippi much money could be saved in trans-

¹ 56 Cong. 2 sess., H. Ex. Doc. 1, pt. 5, 27, (1900).
Personal interview, Mr. C. M. Blair, Oct., 11, 1934.
Thirty-four boys listed in the army and 7 in the navy in Spanish-American War. Many boys enlisted in 1917-1918.

² "Arguments against large non-reservation school", Red Man, II, p. 28, (May 1910).

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1. See Carlisle, H. K. Doe, 1, p. 6, 27, (1900).
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2. "Arguments against large non-reservation school," Red Land, 1, p. 28, (May 1910).

portation by sending the pupils to schools nearer their homes.³

By 1918 the Carlisle Indian school had grown into a highly organized system of training. There were fifty buildings on the campus of 265 acres. Two large farms were used to teach scientific agriculture. Instruction was given in carpentry, engineering, blacksmithing, painting, masonry, and printing. Practical courses were taught in home economics, domestic art, and nursing. The academic building contained, in addition to well equipped class rooms, an auditorium which seated a thousand people, and a library of 3500 volumes. The gymnasium, one of the best in the state, had all kinds of apparatus for teaching physical education. The school had a magnificent athletic field known as Indian Field. At one end was a large building called the Cage which afforded sufficient space for indoor football, baseball, lacrosse, and track. Quarters for the boys and girls were provided in three large buildings. The buildings were equipped with ample

Status of the
school in 1918

³ "Carlisle Indian School taken over by the War Dept.", Carlisle Yearbook, II, p.26, (1918).

joined the army and navy. Some of the pupils obtained industrial positions in the east. The employees found other positions without difficulty. The war took a number, others helped fill vacancies in the west and some were transferred to the Indian office in Washington, D. C.⁷

The achievements of Carlisle can never be fully estimated. Indians had come to this first boarding school from nearly every tribe in the United States.⁸ There were also pupils from Alaska⁹ and Porto Rico.¹⁰ In a survey taken in 1910, it was found that of the 514 living graduates, 300 were successfully engaged in vocational activities away from the reservation and the 209 engaged at work on the reservation were leaders among their people. There were five total failures.¹¹ Many of the students took advanced training after finishing Carlisle. James Johnson,

⁷ See reference 3.

⁸ Friedman, M., Annual Report, p. 25-28, (1910). In 1910 there were 1083 pupils from 90 tribes enrolled.

⁹ Friedman, M., "Education of Alaskan Indian Pays", Red Man, IV, p. 75, (Dec., 1911).

¹⁰ 57 Cong., 1 sess., H. Ex. Doc. 1, pt. 5, 562, (1902).

¹¹ Friedman, M., Annual Report, p. 25-28, (1910).

Stockbridge, famous football player, graduated from the dental school at Northwestern in Chicago and

started practicing at San Juan, Porto Rico.¹² O. M. Sickles was a dentist at

Tifton, Ohio.¹³ Oscar DeForest Davis,

Chippewa, graduated from the dental school at the University of Minnesota and had his office in

Minneapolis.¹⁴ Edward Rogers, Chippewa, graduated from the law school at University of Minnesota and practiced law at Walker, Minn. He was elected head of the

Chippewas in 1913.¹⁵ Many became coaches. Albert Ex-
endine is at present athletic director at A. and M.

college, Stillwater, Oklahoma.¹⁶ Mike Balenti¹⁷ was assistant coach of St. Louis University, Frank Mount

Fleasant¹⁸ was head coach of Franklin and Marshall

University at Lancaster, Pennsylvania, and Francis Cayou

was director of athletics at Washington University at

St. Louis.¹⁹

12 "Alumni News", Red Man, I, p. 37, (Feb., 1909). He is still practicing in 1934. Personal interview Mr. Canfield, Sept. 2, 1934.

13 "Friedman, M., "Jarvisle Indian Athlete as a Citizen", Red Man, II, p. 145, (Dec., 1910). Mr. Sickles is still practicing. Personal interview, Mr. Canfield, Sept. 2, 1934.

14 "Alumni News", Red Man, VI, p. 404, (Nov., 1914).

15 Friedman, M., op. cit., p. 143. Rogers is still a lawyer in Minn. Personal interview, Mr. Canfield, Sept. 2, 1934.

16 Ibid.

17 Ibid.

18 Ibid.

19 Ibid.



Wallace Denny, Oneida, coached track at Carlisle until the school closed. At present he is with Coach Warner²⁰ at Temple University, Pennsylvania. Howard Gainsworth who graduated from Princeton in 1904 was elected secretary and treasurer of the Princeton Club in northern New York.²¹ Earney Wilber Philips, Menominee, is a district judge in Washington state. Gus Welch, Chippewa, well known quarter-back is coach at Haskell Institute, Lawrence, Kansas. Charles A. Eastman in discussing the Indian contribution to the art of America stated that the native melodies had been adopted and popularized for band and orchestra by Dennison Wheelock and his brother James, Oneidas and graduates of Carlisle.²² Luther Standing Bear, Sioux, one of the first group to attend Carlisle from the Rosebud reservation has recently published a book about his people.²³ One graduate who helped his race was Charles E. Dagenett, Peoria. He had further training at Dickinson college and at a business college in New York. In 1901 he was employed as Outing agent at Carlisle. After working in the

²⁰ Ibid.; also personal interview with Mrs. Anna Canfield, September 1, 1934.

²¹ Taylor, Harvey E., "Indian Progress", Red Man, V, p. 127, (Nov., 1913). Gainsworth is an advertising agent in New York. Personal interview, Mr. Canfield, Sept. 2, 1934.

²² Eastman, Charles A., "My People: The Indian's Contribution to the Art of America", Red Man, VI, p. 138, (Dec. 1914).

²³ Seymour, Flora Warren, The Story of the Red Man, p. 362.

government field service for a time, he was appointed supervisor of Indian employment by Commissioner Leupp. Dagenett found work for hundreds of men who would otherwise have been idle.²⁴ A large group of Carlisle students entered the government service as teachers, matrons, cooks, nurses, laundresses, shop instructors, disciplinarians, and band instructors. These people with their thorough vocational training and genuine interest in the welfare of their race have done much for the younger members. Benjamin Coswell, Chippewa, who graduated in 1892 and attended Dickinson college was made superintendent and special disbursing agent at Cass Lake, Minnesota.²⁵ Clement Vigil, Pueblo, is boys' adviser and coach at Phoenix, Arizona.²⁶ There is no way of measuring the improvements in the race due to the return of many to the reservation but there is no doubt that there has been a leavening effect. Carlisle students make good citizens. They want their children educated.²⁷ They are leaders in their communities. Haskell Institute

²⁴ "Graduates", Red Man, III, p.409, (May 1911).

²⁵ See reference 15.

²⁶ Personal interview, Mr.C.M.Blair, Oct.,11, 1934.

²⁷ Laguna is known as the most enlightened pueblo village in the southwest, due largely to the influence of Carlisle graduates. Some of whom are: Ulysses Paisano, Frank Paisano, Will Paisano, Eli Beardsley, Mrs.Susie Mormon, and Mrs.Anna Canfield. Personal interview, Mr.C.M.Blair, Oct.,11, 1934.

at Lawrence, Kansas, Sherman Institute at Riverside, California, Chilocco Indian school at Chilocco, Oklahoma, Albuquerque Indian School at Albuquerque, New Mexico, and other non-reservation schools have carried on the type of training first offered at Carlisle. Carlisle was their model. The Indians looked on that school as their "Harvard"²⁸. No other Indian school has had such a great influence.

Carlisle gave its pupils far more than formal education--training in industry, habituation to the ways that made for useful and worthy living. Today one may trace in the adult Indians of many scattered tribes the good results of the impetus General Pratt's ideas gave to Indian education.²⁹

²⁸ See reference 3.

²⁹ Seymour, Flora Warren, The Story of the Red Man, p.356.

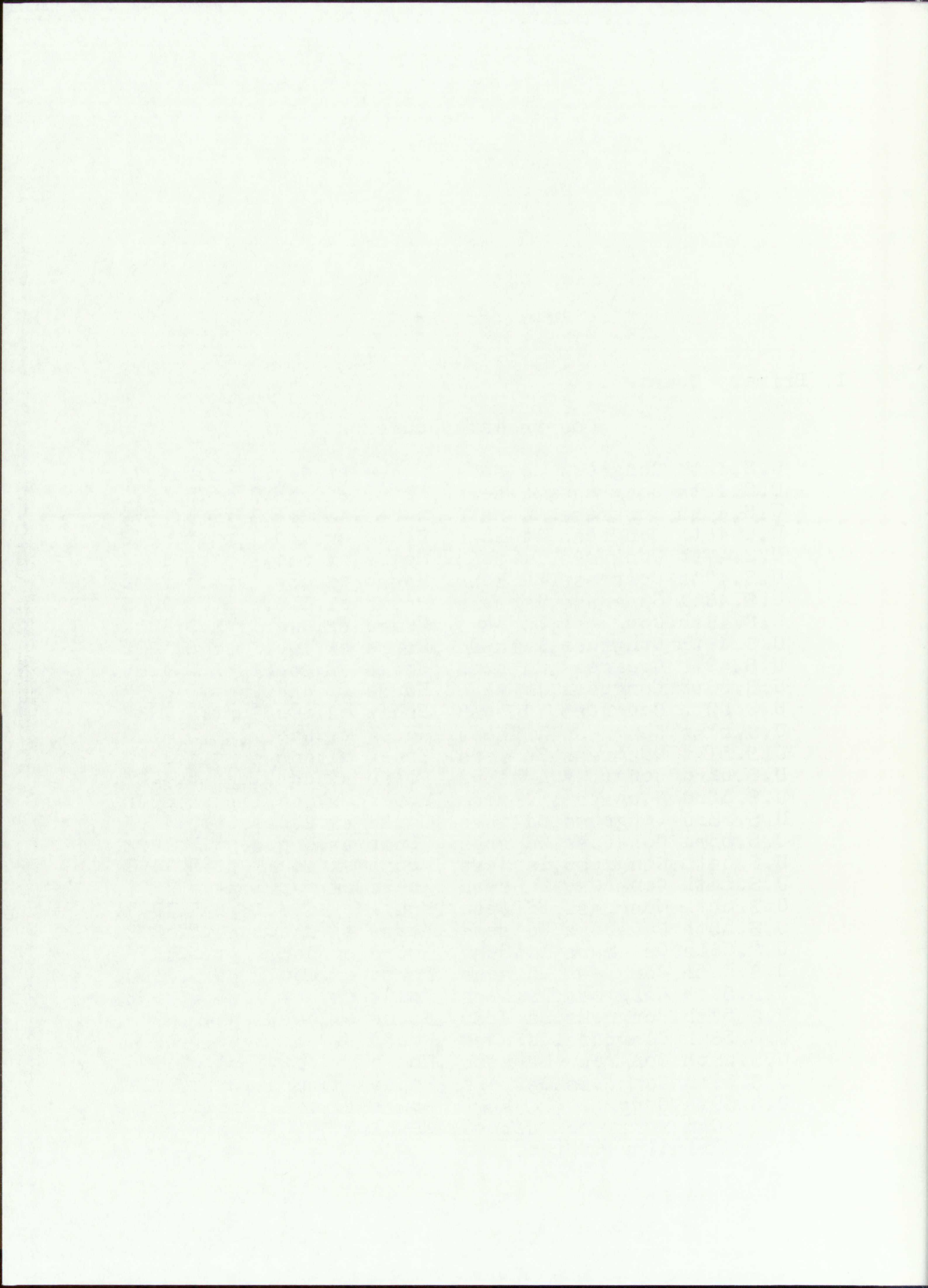
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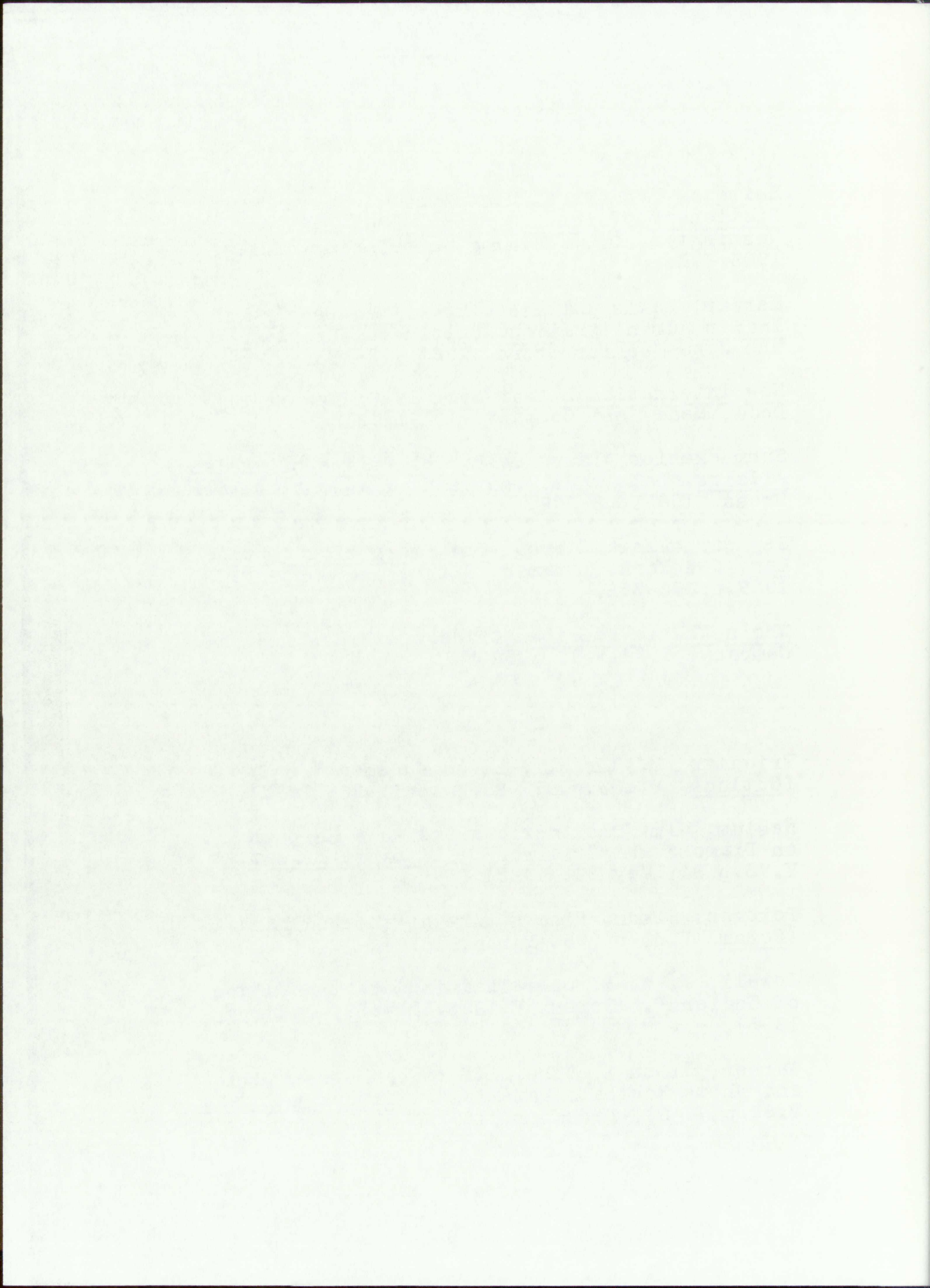
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