

Katie Helen Adams

Date of Death: August 17, 1904

Documents compiled here recording information about the death and burial of Katie Helen Adams:

1. Card from Student Information Cards Series, NARA, RG 75, Entry 1329, box 4.
2. Card from Student Record Cards Series, NARA, RG 75, Entry 1328, box 5.
3. Page from Death Record, Register of Pupils (1900-1906), NARA, RG 75, Entry 1324, volume 2, page 184.
4. Page from Record of Internments (1891-) of St. Patrick's Roman Catholic Church, Carlisle, PA, page 3.
5. *The Red Man*, volume 19, Indian Industrial School, Carlisle, PA, August 21, 1903, page 2.

Name

File No. En.

Katie Helen Adams

" " G.
" " D.

Indian name

Tribes

Crow

Age

17

Blood

F.

Agency

"

Father

Joseph Rust

Arrived

11-24-00

Departed

8-17-03

Cause

Death

Class entered

Class left

Trade

Outing

1 yr. 7 mo.

Character

Married

Deceased

Aug. 1903

Remarks

CARLISLE INDIAN INDUSTRIAL SCHOOL.
DESCRIPTIVE AND HISTORICAL RECORD OF STUDENT.

Dead

NUMBER <i>1599</i>	ENGLISH NAME <i>Katie Helen Adams</i>	AGENCY <i>Crow</i>	NATION <i>Crow</i>					
BAND	INDIAN NAME	HOME ADDRESS <i>Joseph Knot, St Xavier, Mont. P.C.</i>						
PARENTS LIVING OR DEAD		BLOOD	AGE	HEIGHT	WEIGHT	FORCED INSP.	FORCED EXPR.	SEX.
FATHER: <i>Living</i>	MOTHER: <i>Living</i>	<i>Full</i>	<i>17</i>	<i>5-4</i>	<i>135</i>	<i>30 1/2</i>	<i>34</i>	<i>7</i>
ARRIVED AT SCHOOL <i>Nov. 24, 1900</i>	FOR WHAT PERIOD <i>5 years</i>	DATE DISCHARGED <i>Aug. 17, '03</i>			CAUSE OF DISCHARGE <i>Died.</i>			
TO COUNTRY	PATRONS NAME AND ADDRESS						FROM COUNTRY	
<i>May 1, '01</i>	<i>Mrs. J. N. Reed, Broguesville, York, Pa.</i>						<i>Sept. 13, '01.</i>	
<i>Apr. 3, '02</i>	<i>Abbie Evans, Moorestown, N. J.</i>						<i>Sept. 14, '02</i>	
<i>Sept. 19, '02</i>	<i>Geo. I. Bownes, Mt. Holly, N. J.</i>						<i>Feb. 12, '03</i>	
<i>Feb. 21, '03</i>	<i>St. Katherine's Hall, Carlisle, Pa.</i>						<i>Apr. 4, '03</i>	
<i>April 4, '03</i>	<i>Rev. Thos. F. Shannon, Norristown, Pa.</i>						<i>June 7, '03</i>	

SHAW-WALKER MUSKOGON 5478

Months in school before Carlisle, *30*

Grade entered at Carlisle, *4th.*

Grade at date of Discharge, *6th.*

Trade or Industry, *Housework*

Church,

DEATH RECORD.

NUMBER.	NAME.	FATHER'S NAME.	NATION.	AGE.	DATE.	REMARKS.
166	Louise Juan	Juan	Pima	18	Mar. 20 '00	Consumption
167	Miniclock		Eschima	15	Apr. 8,	"
168	Raleigh James	James Hough	Eschima	20	" 18,	"
169	Fanny Gibson	John Gibson	Shavonee	18	Dec 6 '00	
170	Lella Atkins	Chas McIntosh	Shoshone	17	" 25 "	
171	Robert Scott	King Scott	Seneca	14	" 30 "	
OK 173	Sara Kirk		Hickapoo		Mar. 6 '01	Consumption
174	Amie Vereskie	Ivan Vereskin	Aleuts	11	Sept. 30, '01	Diphtheria
175	Charles Paisano	Martine Paisano	Pueblo	18	July 20, '02	Appendicitis
176	George Bears Arm	Bears Arm	Kroventre	19	Jan. 8, 1903	Appendicitis
177	John S. Shubert	John S. Shubert	Eschima	16	Feb. 1, 1903	Spinal Meningitis
178	Katie Helen Addams	Joseph Knott	Crow	20	Aug. 1, 03	Consumption
179	Helen Pratie	John Pratie	Alaskan	18	Dec. 14 '03	Consumption
180	Mitchell Solomon	Alexander Solomon	St. Regis	16	Dec. 24 '03	Pneumonia
181	Albert Thomas	John Thomas	Ondodago	19	Jan. 6 '04	Pneumonia
182	Wade Ayres	Davis Ayres	Catawba	13	Jan. 18, '04	Vaccine Fever
183	Cookiglook	(Port Clarence, Alaska.)	Eskimo	15	Jan. 4 '04,	Tuberculosis
184	Anatasia Achwah	Alaska	Alaskan	16	June 20 '04	Tuberculosis
185	Jemima Metzen		Oneida	17	May 6 "	Spinal Meningitis
186	James Wolfe		Sac. Fox.	18	Sept. 17 '04	Hemorrhages.
187	Mabel Stack		Alaskan	12	Aug. 16 "	Consumption
188	Larry Spaulding		Alaskan	16	Mar. 25, '05	Tuberculosis
189	Delia Williams		Chippewa	21	May 2, 1905	
190	Ellen Macy		Umpqua	16	April, 3 '05	Tuberculosis
191	Ephraim Alexander		Alaskan	20	Aug 11, 1905	"
192	Edward Angalook		Alaskan	20	Sept. 22 '05	"
193	John Laigin		Chippewa	19	Dec. 18, 1905	Lung Fever
194	Rosa Printup		Seneca	16	Sept 29, 1905	Drowned
195	Lattie Siruch		Ute	16	Jan. 28, 1906	
196						
197						
198						
199						
200						

Record of Interments.

Date of Death & Burial	Name of Person Interred	Place of Birth	Age
Apr. 11 - 19	Mrs. Krause	Carlisle	20
" 25 - 28	Michael Melohy	Ireland	75
	Fitzgerald	"	
	Philp. Schuman	"	34
May 2 - 6	Ellen White	"	
" 8 - 10	William Phillips	"	
Feb. 3 - 1902	Mrs. Standing	England	
Mar 5 - 7	Mrs. Solomon	Georgia	38
May 8 - 17	Mrs. Henry Lattinworth	Chms. b.	
	Mary James Mahony	Carlisle	
Aug 17 - 18	Catherine Adams	Montana	
" 22 - 5	Mr. Andrew Bayle	Ireland	
Oct 11 - 20	Alice Mary Baron	Pine Grove	5 months
Dec 23 -	Michelle Solomon	St. Regis	14
Jan 12 - 14	Annie Divvier	Ireland	67
Jan 23 - 25	Frank Weahly	Carlisle	31
Feb.			
Jan. 31 - Feb 4 1904	Catherine Hayer	Carlisle	83
Apr 21 - 23	John Diffely	Ireland	67
May 21 - 24	Mrs. Thayer	Adams Co Coursvalgo?	7
July 22 - 25	Mrs. Mell	"	79
Sept. 18 - 20	Mary Ann Quinn	Carlisle, Pa	

Record of Interments.

Disease.	Priest.	Cemetery.	Remarks.
	L. St. Buring	S. Patrick's	All Sacs.
	"	"	"
	Michael Mc. Gally	"	"
	"	"	"
Consumption	L. St. Buring	"	"
	"	"	Suddenly.
	"	"	All Sacs.
	"	"	Bay, Conn. Can. St. E. East St.
	"	"	Suddenly.
	"	"	All Sacs
Consumption	J. A. Mahony	Indian School	" "
Dropsy	J. A. Mahony	St. Patrick's	Suddenly.
	J. A. Mahony.	St. Patrick's	Private Baptism
Pneumonia	J. A. Mahony.	Hogansburg, N.Y.	All Sacs. in Sants
"	J. A. Mahony	St. Patrick's	Suddenly.
"	J. A. Mahony.	" "	"
	J. A. Mahony	Town Cemetery	All Sacs.
Cholera	" " "	St. Patrick's	" "
Consumption of Spine	" " "	" "	" "
"	" " "	Town Cemetery	Imm. debility
"	" " "	St. Patrick's	Imm. debility

THE RED MAN AND HELPER.

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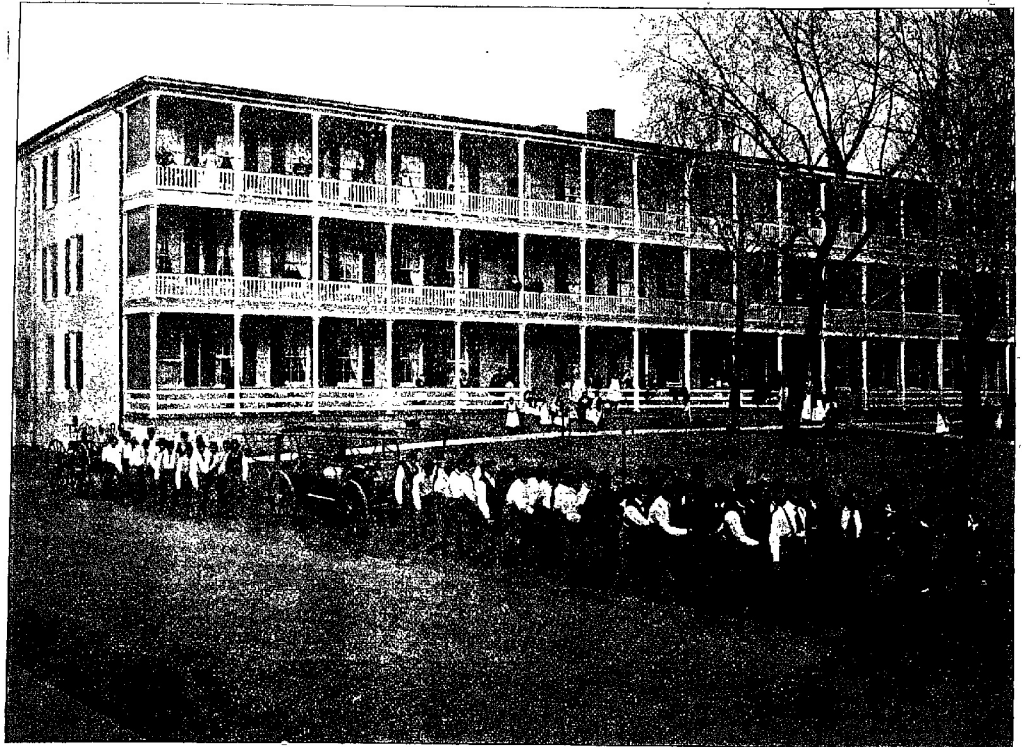
Loyalty, to my mind, is devotion to the cause that claims us. We are surely supposed by our employer, the United States, to be constant to the best interests of the Indian. A proper manifestation of that interest does not lie in the direction of building up imposing edifices as monuments to our self judged greatness. The man who has the courage to refrain from constantly asking for increased appropriations but to use the means already at hand toward bringing a speedy termination to the entire Indian business is the most valuable friend to the race. My friend, if you are seeking glory, leave our fields and go into those more liberally supplied with grand stands. Men and women are wanted in this work who are too keenly alive to the sacredness of the duty before them to lend themselves to any spectacular features demanded by a pleasure seeking public.

Love for the Indian and hatred of all institutions or conditions that encourage race distinction or discrimination for him is the test of loyalty that searches the hearts of all from the Honorable Secretary down through the Indian Office to the humblest employe of the most unpretentious school. You know of the workers in the more remote sections of the field who are ever desirous of transfer to those nearer to the centers of civilization. This desire becomes more pronounced when there is a family of children in the case. No parent worthy of the name will consider for a moment rearing his children to manhood and womanhood on an Indian reservation; nor do most of us believe that we can ourselves long be subjected to the influences that obtain in that environment without impairment. To be equally true to the interests of the Indian we should desire for him the same opportunities that we find are necessary to preserve civilization in our own children fixed as we deem it in ourselves.

Labor to perpetuate the necessity for Indian schools is labor to keep a weak people from becoming strong. The strength of our public school system we all know is not in the superiority of the teacher nearly so much as in the associations. With every lesson learned from the schoolmaster a dozen equally valuable come from the boys and girls whom you meet day after day in the classroom and upon the play ground. We should speedily place the Indian where he will have the benefit of the associations that make for enlightenment; where he will enter by the shortest route into the full enjoyment of complete civilization. Any influence tending to retard this movement has its inception in the most base disloyalty possible. This is not a young nor virile race. It is doubtless in the late evening of its life, and as Indians it is passing quickly to inevitable extinction. All experience in race development and decay tell us that it cannot be preserved. While it is impossible and shall I say undesirable to preserve the INDIAN it is possible and much to be desired that we save the MAN. As you and I are given places where we may help to accomplish this salvation let us labor to do it with fidelity, enthusiasm, faith and hardest and most important quality of all, unselfishness.

BELIEVE IN YOURSELF.

Believe in yourself. That is the way to make other people believe in you and it is the way to become what you want to be. It is the people who have believed thoroughly in themselves and their missions who have made the world believe in them. Napoleon was a great general because it never occurred to him that he could lose. Luther changed the thought of Europe and the history of the world because he believed so thoroughly that he was right that nothing could daunt him. Columbus gained the support of a queen and found a world because his belief in himself inspired confidence in others.



WEST END OF THE GIRLS' QUARTERS AND THE FIRE COMPANY.

The first requisite to success in any calling or in any work is this confidence. "If ye have faith as a grain of mustard seed ye shall say unto this mountain, remove hence to yonder place; and it shall remove; and nothing shall be impossible to you." The old, and seemingly somewhat exaggerated statements of the Bible have always a strong foundation in psychology.

It is interesting in this connection to recall the observations of a certain psychologist who was experimenting with chickens. His story of a timid chick and how it was trained to bravery points a lesson to the diffident. The chick was so timid that he ran from the least intrusion. If another chick picked at him, he ran. If he was jostled by his brothers in a scramble for food, he withdrew from the scramble out of pure fear. But the psychologist set about teaching him to believe in himself. By outwitting the other chickens with food he made them run from the timid chick. Presently the chick began to run after them; and as they ran away when he chased, he believed that they were afraid of him, and courage flamed in his breast. Little by little he got braver and chased harder. He was so set up that he began to attack the others in front as well as in the rear. He was so used to having them run from him that he had forgotten what it was to be afraid. He became a fighter, and in the end the others ran from him in earnest. He was just the same chicken, so far as his physical powers were concerned—that is, the same in relation to the other chicks. Only one thing had changed—now he believed in himself, and the hen-yard was his oyster.

Human beings are not very different from chickens. If you are afraid of the world, the world will misuse you. If you march valiantly forward, it will retreat before you. If you take the word "fail" out of your bright lexicon, you do not fail. It all lies in what you believe you can do. Believe, then, in yourself. Never fear failure, or hesitate to do a thing because you think you would not succeed. Just gird yourself up and go after what you want, and in nine cases out of ten you will get it.—[Woman's Home Companion.]

It is the sad duty of THE RED MAN & HELPER to announce the death, Monday afternoon of one of our students, Katie Adams from Crow Agency, Montana. Along with the sorrow occasioned by this death is the joy of being able to testify to her admirable character. She was one of the most conscientious Christian girls Carlisle has had, and though she left us while her years were few they were rich in the influence of a beautiful life. The funeral services were held in the Catholic church and the remains interred in the school cemetery.

EXTRACTS FROM PAPERS AND ADDRESSES
AT THE INDIAN INSTITUTE AT BOSTON,
MASS. IN JULY.Cultivating the Work Spirit Among Indian
Pupils.

BY SUPT. AXEL JACOBSON.

The work spirit has gradually been developed in the minds of our white citizens through necessity; all that can possibly be done under our present system of schools is being done to cultivate this spirit among the Indian pupils. It is a wise parent who allows his boy to gain some insight into the management of his financial affairs. If the people in charge of pupils would take enough personal interest in them to talk to them about their work, and keep continually before them the fact that constant effort will make them proficient in the different kinds of work, they would be enabled to make such good use of their proficiency as to add greatly to their material advantages in the ownership of farms, houses, shops, etc. The work spirit can be greatly stimulated by the teacher in the school-room. The move which has been made to establish a small bank accounts among pupils is commendable, and will act as a stimulus to spirit of economy among them.

By Superintendent Peairs, Haskell.

As in the schools of France, certain institutions are devoted to the study of and cultivating of grapes, certain others to the fishing industry, still others to dairying; so it was felt that the Indian youth of certain tribes might with advantage be taught dairying or herding, for instance, and the whole work of the school be made to centre about that industry.

In all these schools undenominational religious work is carried on, and opportunity is given to both Protestants and Catholics to influence the life of the young pupils. In some of the schools there is cordial co-operation between Catholic priests and Protestant clergyman, and it is much to be hoped that this will soon be true of all.

Having to consider the system of schools under which our Indian youths are being educated, let us inquire how far the system has qualified them for citizenship. When one goes to the agencies where returned students live in the greatest numbers, he finds that most of the important positions at the agency,—those of interpreters, clerks, farmer and policeman—are filled by returned students, and that nearly every place in the trades shops, except that of foreman, is filled by boys who have learned more or less of a trade at school. In the boarding schools one or more will usually be found in the classrooms as teachers, and several in industrial positions. Among the same

schools—little Oases in the desert of ignorance—very often an educated Indian and his wife are in charge, doing their best teaching by providing a living object lesson to both children and parents. At several agencies societies have sprung up among the returned students, which hold the leaders together, sustaining the weak. They have proved of political as well as ethical value, supplying the places made vacant in civil affairs by the deposition of the chiefs and the absence of any other guiding power.

The Essential Qualifications of Good
Citizenship.

BY DR. JAMES H. CANFIELD.

There are certain qualifications of American citizenship which are generally understood that seem to be permanently necessary. I would put as the first the great underlying characteristic, a sound character. There never was a time in the history of this country when more character was needed than now. In the simpler days, perhaps they might have got on without as much of it; for instance, when a man personally attended to all his business affairs, it was not so necessary that his employees should be men of great character and business intelligence. But now things have reached the point when men can no longer be responsible for the details of their business, and must rely with absolute confidence upon the character of their employees.

The man is out of place who has no true perspective and has no power of adjustment. Intelligence and industry go hand in hand. The idle man has no place in this country. The successful one must be largely and wisely unselfish. He must have such breadth of vision that he regards his relations to the community with the same concern that he regards his own private concerns. He must be willing to share public responsibility. No individual rises in the world without assuming responsibilities. We have no special class that is making civilization for us. Good citizenship demands that we all join in.

Word comes to the RED MAN AND HELPER that the charges preferred against Supt. Chas. E. Burton of the Keam's Canon School, Arizona, by representatives of the Sequoyia League have been demonstrated to be without foundation and Mr. Burton is completely exonerated. It is understood that a retraction will be made through the columns of "Out West."

Joseph Washington and Spencer Williams of the tinning department fixed spouting on the large boys quarters and Mr. Allen's house this week without any assistance from their instructor Mr. Sprow. It is gratifying to note the growing desire among the boys of the various shops to do things unaided by the instructors. We are growing in this respect and much credit is due to the shop superintendents.