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OFFICE CHIEF
Indian Affairs
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DEPARTMENT OF THE INTERIOR
INDIAN DIVISION

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Ward Dept.

Returns papers
in re training
boys at Carlisle
for military
Service.

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See #112

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To Carlisle 6/20/06

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SECRETARY
JUN 13 1906
DEPARTMENT OF THE INTERIOR

To Tracy 10/16/06 *File*

Department of the Interior,

W

JUNE 14 1906

Respectfully referred to
the Commissioner of Indian
Affairs *for his information*

Jesse E. Wilson
Assistant Secretary.

WAR DEPARTMENT,
WASHINGTON,

June 12, 1906.

The Honorable

The Secretary of the Interior.

Sir:

In returning herewith the papers, received by your reference on the 2d instant, relative to a plan proposed by the Superintendent of the Carlisle Indian School for the special training of Indian boys for service in the United States Cavalry, I beg leave to invite your attention to the views set forth, in the 5th indorsement on those papers, by the Acting Judge-Advocate General of the Army, who is of the opinion that the War Department cannot lawfully furnish cavalry horses, equipments and forage to the Carlisle Indian School as the superintendent of that school suggests.

Very respectfully,


Acting Secretary of War.

THE INDIAN AS A CADET

HOW THE GOVERNMENT TRANS- FORMS JAMES FIRE CLOUD

Routine and a Feeling of a Community of
Interest Drilled into the Young Brave—
Cadets Usually Unsound Physically,
Although the Height Average is
Good—A Pupil's View of Things

A glance at the training of the average Indian pupil, as he is found to-day in the Government boarding schools, is of interest in view of the proposed plan for making the Carlisle School a sort of West Point, where Indians may be fitted for army service. As most of these schools are founded somewhat on a military basis, with the boys organized in battalions for military drill and discipline, it is easy to see what are the qualifications which mark the Indian as a cadet.

Not long ago a student named James Fire Cloud came from a Western reservation to enter the Hampton School. Strangely enough, thirteen years before, while yet a pappoose, he had been at Hampton for a short time with his father, who was among the first of the Indians educated at that school. That was in the days when a few Indian men brought their wives and families to school, and occupied small cottages in a portion of the grounds then set apart for them, and called "the reservation." James went home with his parents while still a small boy and returned, years afterward, a full-grown and well-schooled young man. The interval between his departure and his return had wrought great changes in the Indians and in their schools. Indian education had progressed wonderfully, and was a very different matter for the son from what it had been for the father.

During most of his boyhood James had attended the reservation schools during the winter, and had roamed the prairie on horseback in the summer. But all the while he had lived day after day the monotonous life of the reservation—a reservation that was even unusually small and isolated, a mere dot upon the map of one of our Western States, far removed from any railroad. They who live upon it see no one but their own people. Nothing stirs their wonder or their imagination. All the faculties of their minds are sluggish. They are asleep.

Now the boy wakes up. He is at a boarding school in a populous and busy community. There are more things going on around him to see and do than he had ever thought of, but they are all strange. He is lonely, too, among so many strangers, and homesick, but with characteristic Indian stoicism he conceals it. For a day or two he stands around more or less idly, with other Indian boys, all of them sturdy-looking fellows, with bronze-hued faces, alert, and observing, but silent as the Sphinx. For the one conspicuous Indian trait which is the last to change with his acquired edu-

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the proposed school, if severe, will prove a stumbling block," said a school superintendent recently, in discussing the new plan, "for the Indian is apt to be unsound." Yet, as one observes him in the schools, he is usually tall and almost always straight. Statistics show that he averages at twenty-six years of age nearly an inch above his white brother and more than an inch above the negro. This of course contributes to his military bearing. In addition to this, he is usually careful to have his uniform clean and well fitting, and he generally takes pride in the appearance of his company on parade. In some of the schools the boys' rooms are inspected on Sunday morning, and it is interesting to note with what promptness and spirit the Indian responds to this military regulation. He is alert to salute the inspecting officer. His room is almost invariably well swept, dusted, and orderly, and his bed neatly made. Just here, too, his native simplicity comes to his aid, for, his wants being few, he does not accumulate a mass of petty gimcracks for the ornamentation of his room.

"The Indians are lazy" is the verdict of many of his white neighbors. Evidently application to industry is not ingrained in the Indian's nature, they say. The primitive life of his forefathers did not require it. It has only recently been grafted upon the stock and has not yet had time to acquire a vigorous and widespread growth. It is not surprising therefore to learn that the schoolboys are somewhat disposed to shirk continuous work. They may stick manfully to a thing for a time, but sooner or later they will tire of it and will then break away if possible. On the other hand, the pertinacity with which the Indian pursues his object whether upon the hunt or elsewhere often crops out unexpectedly. It is well illustrated in the case of an Oneida boy who is now one of the older pupils in a certain boarding school. Some three years ago he announced his desire to learn steam engineering. As there was no prescribed course for him he elected to go into the machine shop where he worked steadily for two years, not always in the direction of his wishes, but without ever losing sight of his object. During his summer vacation he secured a job as fireman in the boiler room, working hard for small wages. He is now learning pipe-fitting in the engineers' department. Already he has gained a foothold in the engine room, which has all along been his desired goal, and by the end of the year he will be a competent assistant engineer. During all this time the steady growth and improvement in his charac-

caution and knowledge of the world, is his tactfulness when among strangers.

Like most of his companions Fire Cloud has a heavy shock of straight, black hair hanging low over his forehead, a bronze complexion, and a slouching gait. His legs are slightly bowed, for at home he was from earliest youth a cowboy and a rider of racing ponies. His tricks on horseback were those of a thoroughbred Indian. But he rides no more at present, for now he enters upon a new routine of life. His wide Western sombrero has given place to a cadet's relief cap; his moccasins to shoes that must be shined daily. He wears a blue uniform and drills with an Indian company in the school battalion. He is in the schoolroom the greater part of every day, and even for many of the remaining hours he has some prescribed duty. On two or three half-days of each week he works in one of the shops learning a trade.

ROUTINE OF A DAY.

He has an hour or two in the morning after his six o'clock breakfast, and another in the afternoon of the days when he doesn't have to drill or work, when he may, and usually does, play ball. He is an inveterate and very skillful ball player, and on half-holidays will usually be found in front of the "wigwam" practising a curve pitch or catching with a padded glove. In the evening he does his studying in the schoolroom under the eye of one of the teachers. If it is summer he perhaps has time for a swim in the bathhouse before attending rollcall in the wigwam at nine o'clock. Half an hour later, when the bugle sounds "taps," his light must be out and he is in bed. It is a very different day from those others when he roamed the plains on horseback.

Here is a type of the class from which it is proposed to find candidates for admission to Carlisle. The objection has been raised by old army officers that the experiment has been tried before, and that it proved a failure. It is pointed out, however, that the experiments were made with the older Indians, who were like Fire Cloud's father. The promoters of the new plan explain that the recruits are to be taken while they are young, so that they may be trained into military life. They will be taught obedience and respect for others, and they will acquire self-respect and learn how to take care of themselves. It is thought, too, that the discipline of the military school and of the army will give the Indian just the support he needs to help him hold himself up to a required standard.

Those who have long been familiar with Indians are agreed that these people are by nature singularly independent—that in fact they are, individually and as a race, the most independent of men. In their native life it is true they followed general customs of the tribe, but it is also true that each cared little what his neighbor did, or what that neighbor thought of his own doings. In their wars, though they held councils, each warrior fought pretty much in his own way, and there was little of organization or concerted action anywhere. To-day when an Indian enters a boarding school he finds himself a part of a great organization, in which he gets a many sided training. He receives his instruction in a class; he is detailed with others for some kind of work; he is a member of a Sunday school; he drills in a company. And notwithstanding his natural independence he readily adapts himself to all this organization.

"The physical examination of cadets for

ter have kept pace with the attainment of his purpose.

In promoting the plan for a new school of cadets, reference has been made to the need in the army of more men trained in the various trades, such as blacksmithing, harness-making, wheelwrighting, tailoring, and shoemaking. Many of the best boarding schools of to-day, such as Haskell, Hampton, and Carlisle, are of the "industrial" order, in which these trades are regularly taught to the students, and some emphasis is laid upon the fact that the demand for trained mechanics in the army may be in a measure supplied by the Carlisle cadets.

"What do you think of a West Point for the Indians?" I asked one of the pupils in a boarding school recently. He was a member of the senior class, and wore the shoulder-straps of a captain in the school battalion. The phlegmatic nature of the Indian had been in some measure overcome by training, and he talked quite freely.

"One good thing about it," he said, "is that it offers a solution of the most difficult problem facing the Indian graduate."

"What is that?" I asked.

"Something to do for a living after graduating," he replied. "A good many of the boys keep on going to school year after year, often passing on from one school to another, just to have a good boarding place, and to postpone the effort of shifting for themselves. They do not know how to start out alone. The Indian service offers employment to many, and some have their own farms. For the rest there is a hopeless outlook in returning to the reservations. If the new school furnish its graduates with appointments in the army they would have something to look forward to, and would not drift into idleness."

WILLIAM BROW

WASHINGTON'S CONGRESS OF BIRDS.

(Now in session in Capitol Park.)
The House and Senate have adjourned.
The Stars and Stripes are down;
To mend their fences all have turned
Their backs upon the town;
But on the spreading lawns that lie
Around these halls of State,
A sleek black-coated company
Is gathered for debate.

They flutter down from every bough
Of every leafless tree;
Sometimes they seem in angry row,
Sometimes they quite agree;
Sometimes their ruffled plumage shows
That all is not serene;
Then discord reigns, and eyes and maids
Are heard upon the green.

All day we hear them for their ca of the
All day they saw the air; women's
The plodding fellows pass the la towns
The lazy fellows pair.
Of ways and means we hear the
They argue, praise and fight,
And each one seems to claim re w York
Before he plumes for flight. social

No mileage theirs for all the m, shioned
They cleave thro' sunny air;
The heavenly blue upon them s a few
And never asks for fare, and has
And when the wheat is ripe a who live
And fruit the orchards yield, ates of
They'll be so bold that no big, ble for
Shall scare them from the fie

Oh, brave, black-coated brother
The summer sweet and stron, as made
Shall fill your lusty hearts with, lowing:
Your croaking throats with so, ties and
And when the chill December, Denver;
Shall blow you back once mo, Dr.
The session shall be like the, member
And stormier than before.

—[Washingtoners, Dr.

ARMY WAR COLLEGE
Washington

December 19, 1907.

MEMORANDUM FOR GENERAL DUVALL:

Referring to that portion of Mr. Johnston's letter of the 12th instant, which relates to our enlisting Indians in the Army, I submit the following as my experience with Indian soldiers.

First, in case Mr. Johnston may be unaware of the fact that the Government has made experiments along the line suggested by him, I will state that apart from the fact that we have for many years enlisted a few Indians as scouts, and have used them with great advantage in a number of campaigns against their own race and many times against their own tribe, the War Department some years ago made quite an experiment in this direction and in March, 1891, recruited eight (8) troops of cavalry and nineteen (19) companies of infantry from various Indian tribes. The strength of most of these organizations was about 55 men, and the troops and companies were assigned on paper to regiments of white men, at the rate of one troop or company to each regiment. Whilst the experiment had the hearty endorsement of the War Department and strong efforts were made by some to make a success of it, the trial, for one cause or another, failed, and after dragging along for five or six years was abandoned in 1897.

As to my own experiences, I will state that during this period I organized and commanded what I have always believed to have been the largest company composed exclusively of Indians, numbering, if I recollect rightly, ninety-six enlisted

men. The company was organized at Mount Vernon, Alabama, from the Apache prisoners of war, to which were added about 35 Sam Carlos Indians brought from Arizona for that purpose. I was assisted in organizing the company by one second lieutenant and three white sergeants of my own regiment, the 12th Infantry. At the time of enlisting these men, only one of them, a graduate of Carlisle, could speak, write, or understand English, and whilst I could speak and understand a little of their dialect, none of my assistants could do so. The entire instruction was, therefore, given in English, at first with the aid of an interpreter, but a very little later without any assistance. The men learned rapidly, were most respectful and obedient, and I can say with pride that I never saw a better drilled, better disciplined, or better looking lot of soldiers. I believe they would have been invaluable in a fight and I would not want to command a better lot of men. It can be readily understood that the task of training them was not a light one, with the handicap of neither side understanding the language of the other. Notwithstanding this, however, the progress made was rapid and the result in a few months very satisfactory. The men, in addition to their drill, built their own barracks in which they slept, and ate their meals which were cooked by themselves with our utensils. I had a daily school for them in which they learned English, and in two months every man was able to sign the muster rolls; their barracks were models of cleanliness, their dress and appearance so neat and soldierly as to attract attention and to lead to their being frequently selected for orderlies as the cleanest and neatest men of the guard. Their drill compared more than

favorably with that of the white soldiers of the same station, both in precision and style and they received many compliments. In fact, in my opinion, - though I may have been prejudiced in their favor, - they were equal in discipline, soldierly qualities and efficiency to the white troops with which they were stationed, and in some of these respects they were superior. I do not base this statement solely upon service in garrison and in association with white troops, for I took this Indian company on a practice march of about one hundred miles, the route being through the city of Mobile, where we camped for four days, then through a number of villages and through well-settled sections of the State, on purpose to test their behavior when operating by themselves. No troops were ever subjected to more temptation in the way of drink than these men were, yet, I had no trouble whatever. I doubt, however, whether this would have been the case had they had longer association with our white soldiers.

Unfortunately, there was no opportunity to try these men in war; also there was no opportunity to observe what their conduct would have been if separated for any length of time from their women. I have myself no doubt what their conduct in war would have been, but I believe that they would have become restless and unhappy away from their families, for many of them, indeed most of them, were married.

From the above it will be seen that I am a firm believer in the Indian as a soldier. In my opinion the Indians have many valuable qualities, in addition to bravery, which is a common

trait; indeed, when not corrupted by too long association with whites, they are models as to truth and honesty and are the most amenable to discipline of any race I know.

This being my opinion, it would seem to be appropriate to give my views as to why the experiment of 1891-1897 failed. This I can not do at any great length. Generally, I believe there was a lack of sympathy with the experiment amongst our officers and I fear also in the War Department, after Senator Proctor, who started the experiment, ceased to be Secretary of War. Though the troops and companies were assigned to certain regiments on paper, they were never really incorporated with these regiments and their association with the other companies was not close. In the case of my own company, it never saw its own regiment and was never nearer to it than 1500 miles. Thus, the really earnest officers who initiated the experiment, who were the first to organize and command the Indian companies, who served without extra pay or extra privileges of any kind, and indeed often at great personal disadvantage to themselves, were soon discouraged by the lack of appreciation of their efforts, and growing tired of the isolation in which they were placed, quietly withdrew, leaving the fate of the Indian companies to their more indifferent companions.

In the service magazines of the period 1891-1897 there are many able articles on this subject which would explain more clearly than I can, the causes leading to the failure; they are well worth reading.

It may be well to note that no legal obstacle to the enlist-

ment of Indians exists, and that not only can Indians be enlisted, but that quite a number of them are serving now in the ranks. I understand, though I have no personal knowledge, that these enlisted Indians are as satisfactory as the average white men with whom they serve; hence, there is a road open for the enlistment (in white organizations) of all the Indians who may apply and who can pass the requisite examination. I see no reason why the most of the Carlisle graduates should not do so. This, however, is a very different matter from the enlistment of Indians in regiments, battalions, or companies composed wholly of men of that race. In such cases the Indians would have to come largely from reservations, and lacking education in English, certain requirements now prescribed by the recruiting service, such as reading, writing, etc., would have to be modified.

As regards the efforts being made by Mr. Leupp to make the Indians self-supporting, through their own labor, and to thus destroy the reservation system, I am wholly in sympathy with the movement. My experience with the Apache Indians, whilst short and terminated by my assignment to other duty, leads me to believe that this can be done. I do not believe, however, that his easiest route to freedom and absorption lies through agriculture, for the natural evolution from savagery is from the hunting stage to the pastoral, then to the agricultural, but this is apart from the question of the employment of Indians as soldiers.

How much the custom in India of permitting women in or near the cantonments or native regiments has to do with the success of the British system, I do not know, but I imagine it has much

weight; certainly the total separation of our reservation Indians from their women would be liable to militate against the success of the experiment in this country.

W. W. Wotherspoon,
Brigadier General, General Staff.

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from their women would be liable to militate against the success
of the experiment in this country.

W. W. Wetherston,

Brigadier General, General Staff.

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Soldiers

THE WHITE HOUSE
WASHINGTON

Oyster Bay, N.Y.,
September 13, 1906.

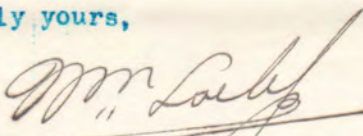
My dear Mr. Leupp:

I have your letter of the 12th instant. It is really too bad, but that Chippewa would be too old for the examination next June, as he will be twenty-two in January. Twenty-two is the maximum age limit.

The President will do as you request about the Mesa Verde National Park. He is already committed to the Cliff Dwellers Association, the one you are favorable to and of which Mrs. McClurg is president.

I have always had a great desire to see these cliff dwellings, and mean to do so some day. I have an interesting mug that was taken from them which I must show you some time. It ought to have been left in the ruins, however.

Sincerely yours,



Secretary to the President.

Hon. F. E. Leupp,
Commissioner of Indian Affairs.

DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SERVICE
INDIAN INDUSTRIAL SCHOOL
CARLISLE, PA

Sept. 1, 1906.

My dear Commissioner:

Referring to our correspondence about appointment to West Point, one of our boys, William J. Gardner, who is attending Dickinson Law School, has just returned from his country outing and I find that he would not only be anxious to go to West Point, but that he meets the additional requirement of being a son of a soldier of the Civil War, his father having served in a New York regiment. He is a Chippewa mixed-blood. He is a graduate of Haskell and has been here nearly two years and is getting along very nicely in the law school. He can meet the requirements as to age, physical condition, and, he thinks, can pass the mental examination. He is a good, big, finely-built fellow, an athlete, both football and baseball, and should make a very fine soldier and I am sure would receive a hearty welcome by the cadets as he would at once take a prominent part in all their athletic sports and that would insure his popularity. He is a young man of pleasing appearance and address and has a taste for military matters, having been the captain of one of the companies. I wish he might have been entirely a product of Carlisle, but we have had him here long enough to put our stamp on him and I am willing to pass him up as a Carlisle boy. If it is not too late or otherwise inconvenient I wish you would arrange for his appointment.

I had thought of him before in this connection but he was absent and I believed he was too old, but he has not yet reached the maximum,

Soldiers

Fort Sam Houston, Texas
April 15th 1905

Hon. Francis E. Leupp,
Washington, D.C.

My dear Sir:

Referring to the question of
the enlistment of young Indians from
Carlisle or other training schools I would
say that we now have eight vacancies
in the Band and would be glad
to take good musicians, clarinet
players preferred. Think it would
be well for two or more to enlist
together for the same organization.

At this time the different companies
as this Post are filled up to the
maximum number allowed, but
could later accept applicants
you feel justified in recommending.

I am, Sir, very respectfully

Yours, etc. -
W. H. Brown

Col-26th Regt

Soldiers

INDIAN TO GO TO WEST POINT.

Choctaw Youth Appointed by Oklahoma Congressman. 1908

SPECIAL DISPATCH TO THE GLOBE-DEMOCRAT.

ARDMORE, OK., January 2.—Congressman Charles D. Carter this afternoon appointed Lamar Jackson of Atoka as cadet to West Point. Jackson is a full-blood Choctaw Indian and is 17 years old. This is the first time a full-blood Indian has been appointed to this position. Jackson will report for examination this month.

DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SERVICE
INDIAN INDUSTRIAL SCHOOL
CARLISLE, PENNA.

August 13, 1906.

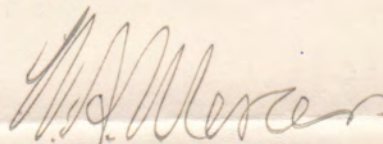
Hon. Francis E. Leupp,
Commissioner of Indian Affairs,
Washington, D. C.

My dear Commissioner:

Your favor dated Chicago, August 8th, received, and I note what you say about it being necessary for a candidate for the West Point cadetship to be the son of a soldier and I shall consider that qualification when necessary in my search for the next candidate. I feel sure that we can give you good material if it is for next year, but it is practically impossible to provide a suitable candidate this year.

I trust you have had a successful trip and are in good health. I shall be glad to learn you are back in Washington again.

Sincerely yours,



Major 11th Cavalry,

Superintendent.

WAM-S

DEPARTMENT OF THE INTERIOR,
INDIAN INDUSTRIAL SCHOOL,

OFFICE OF SUPERINTENDENT.

CARLISLE, PA.

August 7, 1906.

The Commissioner of Indian Affairs,

In the Field.

My dear Commissioner:

Replying to your very kind letter from Tulalip of July 21st, I want to say, first, that it gave me great pleasure to know that you are thinking of Carlisle in connection with West Point, and in the next place that I would like to feel that we could supply a boy who will do credit to the school and to his race, but in this latter hope I have been disappointed. I find that we have but one boy who could take the examination without months of coaching with any prospect of being successful, and he is away at present on leave of absence and I have not been able to reach him, and I am not at all certain that he would accept the position; so that I am under the painful necessity of acknowledging that I cannot take advantage of your kind offer on behalf of our boys. If it is a question of designating a boy for next year I shall be able to give you a good candidate, but I cannot offer one for the present year. We have several mighty fine young military chaps who would be a credit to the school and to their race, but they are beyond the age limit.

The entrance examination at West Point is a pretty severe one and will require special coaching for several months for the best of our boys. As you know, we do not carry the boys beyond arithmetic

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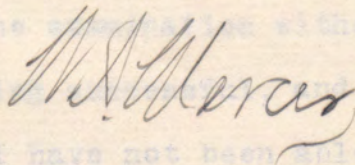
DEPARTMENT OF THE INTERIOR,
INDIAN INDUSTRIAL SCHOOL,

and the entrance examination at West Point requires a knowledge of algebra through quadratic equations, and also plane geometry. These can be easily mastered by some of our brighter pupils but it would require a few months coaching. The boys who have been attending Dickinson College Preparatory school are, with one exception, too old.

I should indeed be proud to have a Carlisle boy at West Point, and shall hope that we may bring it about another year.

Thanking you for your kind remembrance in this matter, and trusting that you are having a successful and pleasant official trip, I am,

Sincerely yours,



latter hope I have been able to find that we have but one boy who could take the examination without months of coaching with any prospect of being successful. He is away at present on leave of absence and I have not been able to reach him, and I am not at all certain that he would accept the position; so that I am under the painful necessity of acknowledging that I cannot take advantage of your kind offer on behalf of our boys. If it is a question of designating a boy for next year I shall be able to give you a good candidate, but I cannot offer one for the present year. We have several mighty fine young military chaps who would be a credit to the school and to their race, but they are beyond the age limit.

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DEPARTMENT OF THE INTERIOR
INDIAN DIVISION
JUN 13 1906

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The first which it is desired the work will take, in addition to the work which has been done, is to have the work done in a more thorough manner than has been done in the past. It is desired that the work be done in a more thorough manner than has been done in the past. It is desired that the work be done in a more thorough manner than has been done in the past.

Very respectfully,
All the papers, including a copy of this report, are herewith enclosed.
The plan and put it into practical operation.
I am in order that proper steps may be taken at Carlisle to perfect the work with favor on his suggestions. I have this office to be approved the approval of this Department; and that it be approved by the General Agent, as outlined by the General Agent, as outlined by the General Agent.

(Signed) C. D. LARSEN.

Enclosures

REFER IN REPLY TO THE FOLLOWING:

Education
39135 - 1906

**DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
WASHINGTON.**

May 31, 1906.

To The Honorable,

The Secretary of the Interior.

Sir :

I have the honor to acknowledge the receipt, by your reference, of a letter from Major William A. Mercer, 7th Cavalry, U. S. A., Acting Superintendent of the Carlisle Indian School, to the Military Secretary, War Department, relative to a plan for the special training of Indian boys for service in the cavalry arm of the United States Army.

In accordance with your instructions, I have the honor to report thereon as follows :

The purpose of Major Mercer's letter is to obtain the co-operation and assistance of the War Department in preparing a suitable number of selected Indian boys for the U. S. Cavalry Service, by a course of instruction at the Carlisle Indian School especially adapted to that end.

The average attendance at the Carlisle Indian School, the Acting Superintendent says, is about one thousand, of which number at least six hundred are boys, collected from the various Indian reservations throughout the United States. This school is conducted in the main as others in the Indian Service, but in addition embraces a military organization of a regiment of cavalry (dismounted), with as much of

army discipline as is necessary for the proper conduct of the school.

The regiment consists of eight troops of about fifty boys each, armed with the Springfield carbine and organized into two squadrons of four troops each, with a full complement of field, staff and troop officers. The drill is that of the United States Cavalry Drill Regulations, and though comparatively little time is devoted to military matters, some of the troops put up fine drills, while the regiment marches finely and executes the ceremonies and Butt's Manual, to music, in a way that shows the interest taken by the boys in this training.

This large Indian school has an academic department in which the usual studies are taught, an industrial department carrying fourteen industries, a department of music including instruction in band music, and an athletic department in which the military organization plays a prominent part.

It is proposed to use these four departments as a foundation on which to build and maintain at the school a cavalry troop, mounted and composed of carefully selected young men from the student body who volunteer for military service, and who are physically, morally, intellectually and industrially well fitted for the United States Cavalry, and to give them a year's training as members of the school's mounted troop. It is further proposed to devote their time during this year almost entirely to military instruction under a first class army drill sergeant, with an ex-first sergeant of cavalry in immediate charge of the administration of the troops, provided the Superin-

tendent can secure the services of such trained officers. Otherwise, it may be necessary to ask the War Department for assistance in securing such material. The troop will be organized after the manner of a troop of regular cavalry, with full complement of non-commissioned officers, trumpeters, artificers, cooks, clerks, etc., with rations and clothing issued by the school quartermaster, and meals prepared by the troop cook, the troop in every way to be drilled and its affairs administered as a troop of cavalry in the regular service.

The Acting Superintendent invites special attention to the fact that Indians are fine rifle shots and the best natural horsemen on earth. Add to these natural qualifications the academic, industrial and military training which can be given at this well equipped Government school and there should be formed a body of young Indian men that will compare favorably with the average of white or colored, either in the army or that can be recruited for it.

An obligation will be exacted from each member of this troop, who can be certified after a proper course of instruction to be well qualified, to enlist in the cavalry, thus affording opportunity for that branch of the service annually to get not only a few fine recruits, but young men who should make splendid enlisted soldiers, artificers, musicians, etc., from whom also may be secured much good material for non-commissioned officers.

It is of course not intended to make Carlisle a military school in the usual sense of that expression; nor is it intended that an Indian troop shall be maintained for the army; but the purpose is to

train individual Indians who, by natural aptitude or acquired traits of character, are fitted, on the application of a troop commander, to take a place in the army as cooks, blacksmiths, clerks, trumpeters, quartermaster sergeants, or simply as good material for soldiers or non-commissioned company officers.

The Superintendent is not unmindful of the fact that the army tried the experiment of enlisting and making soldiers of Indians, and that it was so far a failure that the plan was abandoned. The one now suggested, however, does not go to the extent of the previous effort, but aims simply to provide a body of well trained, disciplined, young men who may from time to time be drawn upon for the purposes of the army.

Under the former system of enlistment of Indians in the army, they were recruited on a plan similar to that adopted for white recruits. The Indian is naturally diffident, restive under restraint, undisciplined, peculiarly averse to ridicule, and therefore to take the average Indian off of a reservation and place him in the army will generally prove a failure; but the plan proposed by the Superintendent is to eliminate all these features from the case, so far as possible, in that the young Indian taken from Carlisle will be well educated mentally, thoroughly trained to discipline, will have a knowledge of military tactics, and be grounded in the necessary work incident to his life, and will enter far in advance of the average white recruit. This will remove the principal handicap to making the Indian a successful soldier.

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The whole plan can be carried out, the Superintendent says, by making Carlisle a recruiting rendezvous for Indian cavalry recruits with himself as the recruiting officer and with no additional expense because of such an arrangement. However, if considered more desirable, he suggests that two or more suitable non-commissioned officers could be detailed as instructors instead of subjecting the Indian school appropriation to the expense of hiring ex-sergeants for that purpose.

The part which it is desired the army will take, in addition to encouraging the work, the Superintendent says, is to issue to him a suitable number of cavalry horses - not to exceed fifty - with forage and equipments, for which as an officer of the army he will be responsible.

Major Mercer has so thoroughly set out and explained his plan that it needs only to be read to be understood. The Commissioner, I am sure, quite approves the general plan, although of course there may be minor details to be worked out.

If you concur, I respectfully recommend that the Secretary of War be informed that the general plan, as outlined by Major Mercer, meets the approval of this Department; and that if his Department looks with favor on his suggestions ~~suggestions~~ this Office be so advised, in order that proper steps may be taken at Carlisle to perfect the plan and put it into practical operation.

All the papers, including a copy of this report, are herewith enclosed.

Very respectfully,

(Signed) C. F. LARRABEE.

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MILITARY SECRETARY'S OFFICE

APR 12

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WAR DEPARTMENT

Carlisle, Pa., Apr. 9, 1906

Maj. Wm. A. Mercer, 10th Cav.
Supt. Indian Industrial School

Submits, for favorable consideration,
a plan for preparing suitable Indian
boys for the U.S. Cavalry service, and for
opening at Carlisle, to the Indian youth
who so desire, service in the army as an
addl. occupation. The training to in-
clude an obligation to enlist in Cavalry.

2 Incls

APR 11 1906
DEPARTMENT OF THE INTERIOR

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WAR DEPARTMENT,
Washington,

April 30, 1906.

Respectfully referred to

The Honorable
The Secretary of the Interior,

for his consideration.

Robert Shaw Olson
Acting Secretary of War.

Department of the Interior,
MAY 3 - 1906

Respectfully referred to
the Commissioner of Indian
Affairs, for consideration
and report.

W. H. Morgan
First Assistant Secretary.

Received back with report.

MAY 31 1906

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~~and the white.~~

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with 2 Incls.

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Indian Office

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WAR DEPARTMENT,

THE MILITARY SECRETARY'S OFFICE,

WASHINGTON, June 8, 1906.

Respectfully referred to the

Judge Advocate General of the Army

with request for his opinion as to
whether cavalry horses, equipments
and forage can be furnished lawfully
to the Carlisle Indian School, as
suggested within, also whether non-
commissioned officers of the Army
can be detailed lawfully for duty
as instructors at that school.

By order of the Secretary of War:

H. A. ...

The Military Secretary.

Recd - JUN 8 -- 1906 J.A.G.O.

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WAR DEPARTMENT,

OFFICE OF THE JUDGE-ADVOCATE GENERAL,

WASHINGTON, D. C.

June 12, 1906.

Respectfully returned to The
Military Secretary.

The Superintendent of the Indian Industrial School at Carlisle, Pennsylvania, proposes to the War Department herein that said school be designated as a recruiting rendezvous for Indian cavalry recruits, with himself as recruiting officer, and that a limited number of Indian students of the school, who will voluntarily obligate themselves to enlist in the cavalry arm of the service, be placed under special instruction with a view to qualifying them for such enlistment; that to aid in carrying out this plan of instruction the United States shall cooperate by issuing to him for the use of students undergoing such special instruction not less than fifty cavalry horses, with the necessary equipments and forage, and further aid him in the work of instruction with the detail of two or more noncommissioned officers of the Army as instructors, in the event their detail is considered more desirable than employing for that purpose ex-

Army sergeants out of the Indian School appropriation. His request is referred to this office for information as to whether -

"cavalry horses, equipments and forage can be furnished lawfully to the Carlisle Indian School as suggested within, also whether noncommissioned officers of the Army can be detailed lawfully for duty as instructors at that school."

I do not think the Secretary of War could without the express authority of statute establish and maintain out of current appropriations for the support of the Army such an agency of recruitment as is here proposed. The obligation to subsequently enlist in the cavalry arm of the service which it is proposed the students undergoing training shall assume is not one with which the Government could enforce compliance, nor could such obligation operate in any way to subject them to the discipline of the Army or to make them in any sense a part thereof. Not being a part of the Army they could not, in the absence of a statute authorizing it, share in appropriations made by Congress for the support of the Army in the way that is here suggested, that is by the issue to them of fifty cavalry horses, with the necessary equipments and forage. The difficulty here pointed out is not obviated by making the issue

to the Army officer detailed as Superintendent of said school rather than to the school itself. The fact remains that the use to which it is proposed to put the property is not that contemplated by Congress in making the appropriation of money necessary for its purchase.

The authority of the Secretary of War to detail noncommissioned officers for duty as instructors at said school rests upon precisely the same basis as his authority to issue property to it, and must be denied for the same reason.

R. H. Crowder
Acting Judge-Advocate General.

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DEPARTMENT OF THE INTERIOR
UNITED STATES INDIAN SERVICE
INDIAN INDUSTRIAL SCHOOL
CARLISLE, PA.

April 9, 1906.

The Military Secretary,
Washington, D. C.

Sir:

So far as the co-operation and assistance of the Army is necessary for preparing suitable Indian boys for the U. S. Cavalry Service and for opening at Carlisle, to the Indian youth who so desire, service in the Army as an additional occupation, I have the honor to invite your attention to and request your favorable consideration of, a plan outlined as follows:

The average attendance at Carlisle for the fiscal year is about 1000 Indian youth, and of these, about 600 are boys from 12 to 24 years of age. The physical training is thorough and the athletic department embraces a military organization of a regiment of cavalry (dismounted) along the lines of the regular service, with so much of the army discipline as is necessary for the proper conduct of the school. There are eight troops of about fifty boys each, armed with the Springfield carbine and organized into two squadrons of four troops each, with full complement of field, staff and troop officers; medical officer, chaplain, signal corps, hospital squad and a military band of 53 members. The drill is that of the U. S. Cavalry Drill Regulations and though there is comparatively but little time devoted to military matters, some of the troops put up fine drills, while the regiment marches finely and executes the ceremonies and Butt's Manual, to music, in a way that shows the interest taken by

the boys in military matters.

In addition to its academic department, the school has an industrial department of fourteen industries, a department of music, including instruction in band music; and an athletic department. It is proposed to use these four well organized and efficient departments as a foundation upon which to build up and maintain at the school a cavalry troop, mounted, composed of carefully selected young men from the student body who volunteer for military service and are physically, morally, intellectually and industrially well fitted for the U. S. Cavalry, and to give them a year's training as members of the school mounted troop; their time to be entirely devoted to military instruction, under a first class ex-army drill sergeant and with an ex- first sergeant of cavalry in immediate charge of the administration of the troop, which will be organized in like manner to a troop of regular cavalry, with a full complement of non-commissioned officers, trumpeters, artificers, cooks, clerks, etc.; rations and clothing to be issued by the school quartermaster, meals prepared by the troop cook, and in every way the troop to be drilled and its affairs administered, as a troop of cavalry in the regular service,--and to this end to be quartered together in a separate dormitory, and, under the general supervision of the Superintendent of the school, be trained in the duties of a cavalry soldier in garrison and field, and with special training in scouting, military sketching and outpost duty. As our Indian boys are fine

rifle shots and the best natural horsemen on earth, and as our industrial training here is good, we can add to the Indian's natural soldierly accomplishments, young men with additional qualifications, as band musicians, cooks, blacksmiths, bakers, tailors, painters, teamsters, farmers, carpenters, printers, draftsmen, telegraph operators, photographers, harnessmakers, steam fitters or plumbers, shoemakers, farriers, wagon makers, tinsmiths, clerks and accountants, and some with a good knowledge of Spanish and French--all athletes, of excellent moral character and intelligence--for the members of the troop will be picked men, and with an education which carries them as far as the first grades of the public high school, with an occasional volunteer from an average of about ten boys who are attending Dickinson College (which practically adjoins our school grounds), its law school, its preparatory schools, or the commercial school of Carlisle;--having finished the regular academic and industrial courses here.

The training will, of course, include an obligation to enlist in the cavalry and the army thus has an opportunity to get yearly a few very fine young men who will not only make splendid soldiers, but will embrace much good material for non-commissioned officers.

Adjoining the school grounds and under lease to the school is an open field of slightly rolling ground, 21 acres in extent, which can be used for mounted drill,--the same drill ground that was used by the U. S. Cavalry when Carlisle was a cavalry post. The school

will have a new hospital building this year and the present one will make a fine barracks for a troop of about 60 men, with range, kitchen, dining room, water and steam complete. There is a school farm adjoining the campus of 270 acres and the adjoining country is topographically diversified and will afford splendid opportunity for minor tactics and small military problems or field exercises, scouting, signaling, marching and camping. We have rivers, plains, woods and mountains within from 5 to 30 minutes march.

Our school ration is assimilated to the army ration, likewise our clothing, and both can be made to conform to the army requirements in every necessary particular with no additional cost to the school. Guard duty, military discipline, punishments and medical attendance can all conform to the customs of the regular service, and as our boys will have already had four years or more of school discipline and training, a year's finishing touches will give the army, not recruits but good soldiers.

I shall now try to answer such questions as, I imagine, have suggested themselves to you by a perusal of the above:

1. It is not intended to make of Carlisle a military school, nor is it intended that an Indian troop shall be maintained in the army, but that the individual Indian be sent to a white troop as needed and, say, upon application of a troop commander who wants a cook, a blacksmith, a clerk, a trumpeter, a quartermaster sergeant, or simply good material for soldiers or non-commissioned officers. That the demand for our Indian boys will far exceed the supply is a

foregone conclusion. Having been a troop commander and regimental adjutant, I know what is needed. I also know what good material we have here, and I believe that every regimental adjutant and every troop commander in the service will be glad to get our boys, selected and trained as indicated above.

2. I am, of course, aware that the army tried the experiment of enlisting and making soldiers of the Indians. I am also aware of the causes of failure, but as my plan of making a limited number of soldiers of the selected Indian youth is so different from the plan tried by the army of maintaining Indian organizations, in advocating the former no consideration is given the latter, as the two systems will not admit of comparison.

3. The reasons we cannot get the same results by having the Indian young men enlist in the various troops directly upon completing the school course here and thus save the organization of a special troop as set forth above, are: 1st, they will not so enlist, because, being of a sensitive nature, particularly adverse to ridicule, they must be relieved of the, to them, most objectionable features of the recruit period, which the proposed preliminary training here among their own people will obviate, and which is found necessary in fitting them for all other occupations. 2d, Ignorance of what a soldier's life is and consequent lack of interest in the army as a means of livelihood; also a pride to hold their own from the start with the white soldier, and to that end it is necessary to remove as much of the existing handicap as possible.

The proposed year's training here will remove all later objections based on misunderstanding and enlighten them as to the advantage for them, of a soldier's life, and open up to them later, if they so desire, avenues for the application of the industrial training received here.

4. The Indian being a natural horseman, will not, to any great extent, enlist in the infantry, but his love for a horse makes the cavalry service attractive to him and is really the only branch of the service he cares for or can be induced to enter.

5. The whole plan could be carried out by making this a recruiting rendezvous for Indian cavalry recruits, with myself as recruiting officer, and with no additional expense because of such an arrangement. This could be all the more consistently done because of the fact that the school grounds belong to the War Department and are simply loaned for Indian education. If considered more desirable, two or more suitable non-commissioned officers could be detailed as instructors instead of the Indian school appropriation being subjected to the expense of hiring ex-sergeants for that purpose.

6. I believe that the plan as outlined would receive the favorable indorsement of the Commissioner of Indian Affairs, and have reason to hope, likewise that of the Secretary of the Interior and the President.

7. If the plan works well as to Carlisle students other suitable Indian youth who so desire can be sent here for this special training

and subsequent enlistment, from the other large non-reservation or reservation Indian schools.

8. There are many other reasons why this plan should be adopted which I shall be glad of an opportunity to explain orally.

9. The part it is desired for the army to take, in addition to the encouragement of the work, is to issue to me a suitable number of cavalry horses--say, not to exceed fifty--with forage and equipments, for which I, as an officer of the army, will be responsible.

Examples of recent successful enlistments of a few Carlisle boys in the army and navy can be given.

One was first sergeant of a company of the 9th Infantry during its China campaign and participated with great credit in its fights. The two boys who went to the navy have received advancement to responsible positions, and last May I sent five of our band boys to the 7th Cavalry Band, and the colonel, adjutant and chief musician all speak and write most favorably of them, while Sergeant White, the regimental drill sergeant, told me that in 28 years experience he had never handled more satisfactory mounted recruits. All are now in the Philippines and enjoy the service. One has been made a non-commissioned officer and all have participated with credit in the mounted athletic contests, and no word of them other than praise has reached me. Believing it desirable to have more of them in the army I would like to see opened up to them a convenient and attractive avenue to the cavalry service.

Having carefully studied the problem for more than a year from

very available standpoint, I believe the plan outlined above can be carried to a most successful conclusion, to the lasting benefit of the Indians and of the army.

I communicate direct with you with the knowledge and consent of the Commissioner of Indian Affairs.

Very respectfully,

W. A. Mercer

Major 11th Cavalry,

Superintendent.

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WAR DEPARTMENT,

OFFICE OF THE JUDGE-ADVOCATE GENERAL,

WASHINGTON, D. C.

June 12, 1906.

Respectfully returned to The Military Secretary.

The Superintendent of the Indian Industrial School at Carlisle, Pennsylvania, proposes to the War Department herein that said school be designated as a recruiting rendezvous for Indian cavalry recruits, with himself as recruiting officer, and that a limited number of Indian students of the school, who will voluntarily obligate themselves to enlist in the cavalry arm of the service, be placed under special instruction with a view to qualifying them for such enlistment; that to aid in carrying out this plan of instruction the United States shall cooperate by issuing to him for the use of students undergoing such special instruction not less than fifty cavalry horses, with the necessary equipments and forage, and further aid him in the work of instruction with the detail of two or more noncommissioned officers of the Army as instructors, in the event their detail is considered more desirable than employing for that purpose ex-