

TESTIMONY OF MR. FISKE GOODYEAR.

The witness was duly sworn by the Chairman.

The Chairman. Mr. Goodyear, Congress has created a joint commission composed of members of the Senate and House to investigate into Indian affairs generally. In the course of our duties we have come to Carlisle to look into the conditions of the Carlisle Indian School. We are informed that you are a prominent citizen of the community, and if you have any information concerning it we would be glad to have such information as you can furnish.

Mr. Goodyear. I shall certainly be very glad.

The Chairman. By way of explanation you may tell us what your business is and how long you have lived in Carlisle.

Mr. Goodyear. I have lived all my life in Carlisle, and for the past twenty-five years have been engaged in the retail coal ^m ~~line~~ and sand business.

The Chairman. Are you in any way connected with the Indian school?

Mr. Goodyear. At one time, after my graduation from the high school ~~at~~ Carlisle, for a period of five years I was employed at Carlisle here.

The Chairman. Have you had an opportunity of observing the work done in the school and the conditions in the school recently?

Mr. Goodyear. I have been very familiar with the school ever ~~y~~ since it was organized.

The Chairman. How often have you visited it within the last year or two, and what were the occasions of your

visits?

Mr. Goodyear. Perhaps two or three times a year I have served as judge in the debates of the students, attended their athletic functions, their social functions in the gymnasium, and been generally intimate with the whole school all my life.

The Chairman. We will be very glad to have you give us your observations and conclusions as to the conditions prevailing at the school.

Mr. Goodyear. Part of the time, or during the whole time?

The Chairman. You may take your own choice about that.

Mr. Goodyear. Briefly, under General ^{Ratt} Clapp, at the time of my connection with the school, there was a different atmosphere than there is today, caused by Federal conditions. The first condition is that the class of students at the institution now is entirely different than that attending the school at that time. When the school was originated and during a large part of General ^{Ratt} Clapp's administration, the Indians came in their blankets, not speaking a word of English, or familiar with civilized ways to any extent. Now, and for a number of years past, every boy and girl comes in civilized dress, speaking English, having attended school somewhere else and familiar with civilized customs. So there has been a very radical change. I could make no comparison that would be fair because the conditions of the three administrations have been so changed. Major Mercer's administration came between General ^{Ratt} Clapp's and Mr. Friedman's, so there are three distinct phases I would be familiar with. If there is anything along other lines -

The Chairman. How does the discipline in the school

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at present compare with that of former administrations?

Mr. Goodyear. General ^{Bratt} Clapp's?

The Chairman. Yes, or Mr. Mercer's; either.

Mr. Goodyear. Well, there are three stages in the discipline of the school, caused by the three reasons that I told you of. In the first place, the Indians arriving in General ^{Bratt} Clapp's time were usually not familiar with English and with the customs of civilized whites. Therefore they had no trouble in keeping them on the school grounds, and they were very obedient. I know that from my own personal experience at that time. At the time of Major Mercer's arrival, they had progressed beyond that stage considerably, and athletics had advanced correspondingly. Under General ^{Bratt} Clapp athletics had never attained their present prominence, due to the students' ignorance of athletics. Under Major Mercer they progressed very rapidly. That brought several influences into the school which tended to demoralize a certain amount of discipline, and more or less professionalism crept in at that time. This institution suffered along with the rest. The discipline commenced to break down about that time to a certain extent. Then Mr. Friedman came on the scene. He recognized the serious injury that was done to the school by the introduction of professionalism into ~~the~~ school athletics and started to eradicate it. It was a most difficult problem to handle and just how successful he has been in remedying it I do not know.

But the discipline, so far as the conduct of the boys and girls, their deportment in their social functions and here in the gymnasium, their conduct in the school room,

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their conduct and behavior before the public, in chapel, in the dining room and around the grounds, at athletic events, and in their attendance at public events in Carlisle, has been beyond criticism every time. I never knew of a disturbance of any kind to be created.

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The Chairman. Do you know the state of feeling ^{existing} between the pupils generally and the superintendent.

Mr. Goodyear. I do not.

The Chairman. You have no information as to any open and outrageous acts of discourtesy on their part toward him.

Mr. Goodyear. I know of none of my own personal knowledge. I have heard that there has been some feeling; just to what extent I do not know. I understood there was feeling, and I could readily see any instances; there is no use of my pleading ignorance. You know as well as I do, I have been familiar with these gentlemen all my life, or ever since they have been connected with Carlisle. I know Mr. Whitwell and Mr. Stauffer and all the employees. Just what the condition is between these gentlemen and Mr. Friedman I do not know.

The Chairman. I asked if you knew the state of feeling existing between the pupils and the superintendent generally; whether it is cordial or not?

Mr. Goodyear. No, it is not cordial as a whole; certainly not.

The Chairman. What do you think that is due to?

Mr. Goodyear. If I could answer that problem we would solve the problem. I think part of the feeling is certainly due to disloyal employees.

The Chairman. Is it a fact, then, that there is a

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feeling between the superintendent and many of the employees?

Mr. Goodyear. I would not say many, but I do know of my own personal knowledge that there is feeling among some of them. To what extent I do not know.

The Chairman. Do you know whether or not there is much drunkenness among the boys?

Mr. Goodyear. I know there is some drunkenness.

The Chairman. And has there always been?

Mr. Goodyear. There has been ever since the school has been instituted.

The Chairman. Did you ever give attention to the matter, as a friend of the school, as to how was the best way to remedy that?

Mr. Goodyear. I do not believe they could improve on the methods already followed out here to prevent the sale of liquor.

The Chairman. Well, that is not done. They appear on the grounds here drunk and in the buildings, and of course it is very demoralizing, and of course it is in violation of the rules and in violation of authority. One witness whom we examined thinks that a great many of the pupils who come here and afterwards engage in drinking had acquired the habit before coming, and that there ought to be more careful supervision exercised as to the admission of pupils who have the habit. That would seem very reasonable if it is true.

Mr. Goodyear. Yes, I think so.

The Chairman. Of course, it must be apparent to any one ~~at~~ a school where young ladies and young men study together must be greatly demoralized by having even occasional drunkenness among them.

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Mr. Goodyear. Certainly. I think that idea is a very good one. There is no doubt that a great many of and girls these boys/have been attending school under conditions where they have had a large amount of liberty, and they indulge in liberties that are not permitted here.

The Chairman. Are you in sympathy with the vocational educational feature of the institution?

Mr. Goodyear. It seems to me that if you wipe that out you might as well throw up the school.

The Chairman. Have you familiarized yourself with what is actually being done here in those regards?

Mr. Goodyear. I have to a limited extent.

The Chairman. Did you know that there is actually nothing being done towards teaching the students farming or kindred occupations, and that there are practically no efforts being done.

Mr. Goodyear. Why, I think the outing system is the greatest educational factor any institution can have.

The Chairman. You think the outing system takes the place of vocational training.

Mr. Goodyear. I certainly do.

The Chairman. I referred when I asked that question to the work at the school. Did you know that there was actually no work of that character being done on the farms?

Mr. Goodyear. I knew the farms were being run, and I knew they had a truck patch out here of several acres where they raised the vegetables for the institution.

The Chairman. Do you think it would be practicable to take these farms and give instruction to quite a large number of these boys, who may have to make a living by

14 farming, in the best method of producing crops and the best kind of crops to be produced?

Mr. Goodyear. I think it would be a very wise idea. I do not think that idea has been developed as far as it should be.

The Chairman. It would seem that the farms ought to be made to produce enough ordinary food products to supply this school. Practically nothing is being produced. Now, in other vocational branches -- take brick-laying and things of that sort that are supposed to be taught -- it would seem that by this time there ought to be a ~~series~~ corps of boys here who could construct buildings -- that is, do the actual work --

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Mr. Goodyear. I understand they do. The cement work has largely been done by the boys. Their repair work -

The Chairman. My information is that most of that work is paid for.

Mr. Goodyear. Not to my knowledge. They have a man here -- Mr. Lamason --

The Chairman. They have two farmers here and a dairyman, all teaching farming and dairying, and yet it appears that the boys are sent to the farm as a kind of penalty; that is, when they get bad they make them go to work on the farm.

Mr. Goodyear. Really, I do not think that is always correct. You know this, that any boy will look upon being sent to the farm as punishment. I was born on the farm, and when my father wanted to punish me he would send me to the garden to hoe weeds -- that is, not always as a punishment.

The Chairman. Do you know whether or not that is

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the system?

Mr. Goodyear. I do not; I know that under General ^{Ratt} Clapp that was not the system. A certain number of boys had to be detailed for that work. They made out a schedule so that a certain number of boys would get there at one time, and they were relieved.

The Chairman. As a matter of fact, the detail for the farm work ought to include quite a number of boys. If it appeared that quite a number of boys were apparently detailed all the time, but that the detail was limited to a very small number of different boys, that system would not be calculated to accomplish anything so far as training in agriculture was concerned?

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Mr. Goodyear. No, sir.

The Chairman. The athletic work of the school seems to be up to a high standard?

Mr. Goodyear. It was not for several years.

The Chairman. It has rather over-^{shadowed} ~~shadowed~~ the academic work, has it not?

Mr. Goodyear. I might say there, gentlemen -- and I am really and truly actuated by the best interests of this institution; we like Carlisle; we admire the institution; we do not want any harmful thing to be done against the school that is not fair. We want everything to come out that is true, and every ~~thing~~ criticism the school deserves we want made, but we do not want any criticisms made that it does not deserve.

The Chairman. That follows as a matter of course. That is all outside the record, because nobody would want to make any unjust criticism of any public institution.

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Mr. Goodyear. No, but some people will. What was your question?

The Chairman. I asked if the athletic feature of the school had not overshadowed the academic.

Mr. Goodyear. No; and I want to say in justice to Mr. Friedman that Major Mercer made greater efforts to round up athletes than any superintendent ever at Carlisle.

Representative Carter. Did he have an athletic association?

Mr. Goodyear. No, he had not. He had no athletic association, but he made a great effort to round up competent athletes, just like the other colleges were doing at that time. He went after them and got them here, and thus the new and undesirable element that I referred to a while ago entered Carlisle.

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Mr. Friedman, when he came to Carlisle, saw that situation and knew that he had to do something with that element. Under Major Mercer's administration he made special rules for those boys as to living in the athletic quarters. They did not have to observe the ordinary laws of the school, they went to town when they pleased and did what they pleased. Mr. Friedman saw that that was demoralizing the entire outfit of boys, because the large boys said, "If those boys in the athletic quarters do those things, we can do them." And he started to weed that element out. In addition to that he realized it was not a fair way to handle the athletic fund, and he organized an athletic association. He also established eligibility rules, so that a boy when he plays four years on the first team is not eligible to play any longer. Under the other administrations there were no eligibility rules, and the

17 boys played just as long as they wanted to.

Representative Stephens. Are you aware of the fact that they used to have a farming department here where they had a regular teacher of agriculture, and that that has been dropped within the last three or four years?

Mr. Goodyear. To the best of my recollection that has been dropped.

Representative Stephens. Are you aware also that the harness shop that they used to run here in General ^{Ratto} Clapp's time has also been dropped?

Mr. Goodyear. Yes, for the reason they had no place to dispose of the harness.

Representative Stephens. Have you also been informed that the Indian art department has been abolished -- basket making and blending the Indians' art with the art we have at the present time?

Mr. Goodyear. I understand that certain features of it have been dropped. ^Tainting and certain features of it have been retained, I believe, under Mrs. DeCorah and Mr. Dietz.

Representative Stephens. Are you aware that telegraphy is no longer taught here, or photography?

Mr. Good year. No.

Representative Stephens. And horticulture is not taught here at all.

Mr. Goodyear. No, I did not know that.

Representative Stephens. Do you know of any reason why they should not teach horticulture?

Mr. Goodyear. No, I think it ought to be taught.

Representative Stephens. And do you know of any

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reason why they should not raise potatoes enough here to supply the school, and garden vegetables of all kinds?

Mr. Goodyear. I know of no reason at all why they should not be.

Representative Stephens. Have you ever been present in the dining room at any time when meals were being served?

Mr. Goodyear. I have been, yes.

Representative Stephens. Do you know whether there is any complaint of not getting enough to eat?

Mr. Goodyear. No.

Representative Stephens. And especially bread?

Mr. Goodyear. I have not heard a complaint.

Representative Stephens. There is a bakery shop here?

Mr. Goodyear. Yes, sir.

Representative Stephens. Is there any reason why there should not be sufficient bread?

Mr. Goodyear. Only lack of efficient management.

TESTIMONY OF REV. GEORGE M. DIFFENDERFER.

The witness was duly sworn by the Chairman.

The Chairman. You are a minister, are you?

Mr. Diffenderfer. Yes, sir; a clergyman of the Lutheran church.

THE Chairman. How long have you been stationed at Carlisle?

Mr. Diffenderfer. Fourteen years.

The Chairman. Are you interested in the Carlisle Indian school?

Mr. Diffenderfer. Yes, sir; I have been ever since I came here.