

Mr. Gardner. Well, I could hardly tell you that.

The Chairman. Do you know whether they respect him or not? Do you have any evidence of their feeling toward him?

Mr. Gardner. No, nothing more than I was told. I did not see it, but I was in the quarters here sometime ago and they hooted at him.

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TESTIMONY OF HARRY B. LAMASON.

The witness was duly sworn by the Chairman.

The Chairman. What is your occupation here?

Mr. Lamason. Mason.

The Chairman. Brick mason?

Mr. Lamason. Brick, stone, plaster, and cement.

The Chairman. Do you give instructions to students in this work?

Mr. Lamason. I try to.

The Chairman. How many are usually detailed to your department?

Mr. Lamason. Sometimes I have as high as 18 or 20, and sometimes none.

The Chairman. How many could you properly handle?

Mr. Lamason. As many as they could give me.

The Chairman. Within what limit?

Mr. Lamason. Well, I could handle 50, if I had the room, very nicely.

The Chairman. Have you had an opportunity of completing the training of the pupils assigned in this work? Do they take them ^{out} from your detail, as in other cases, and send them some where else?

Mr. Lamason. That is it.

The Chairman. Have you ever suggested to the management here that that was an injustice to you and the pupils, in that it gave you no opportunity of showing what your ability for this training is, nor what the pupils could accomplish under it?

Mr. Lamason. I have had a great deal of trouble in that respect.

The Chairman. To whom have you applied about it?

Mr. Lamason. The quartermaster, from whom I get most of my orders, and also the superintendent.

The Chairman. What information do you get from them?

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Mr. Lamason. It is not very encouraging.

The Chairman. In your judgment, does the management of the school take a sincere interest in developing this work in this institution?

Mr. Lamason. It is not instruction; it is a producer.
Instruction is a secondary matter.

The Chairman. Instead of using it cheaply to train the boys to learn the trade they use it for a source of profit to the institution?

Mr. Lamason. Yes.

The Chairman. Have they ever hired outside masons and plasterers to do the work you and the boys could have done?

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Mr. Lamason. Not in the last two or three years. These cottages was all done by outside labor, and the school building. We could have done it.

The Chairman. Do you know the relationship between the superintendent and the pupils generally?

Mr. Lamason. From my general experience, it has not been very pleasant.

The Chairman. Do the pupils seem to respect him?

Mr. Lamason. Not very much.

Representative Stephens. Do you mean to say the reason why so many boys are sent away from these trades to the country is because of the fact that they want the money for the school?

Mr. Lamason. No, I don't mean that. The outing system, in my line of business, is the finest thing they could get. I have applications that they have refused to have go for \$3 a day. One of them tells me that he is getting \$4 a day.

Representative Stephens. The outing agent interferes with the boys?

Mr. Lamason. He does in that respect.

The Chairman. Why did he want them to take less than they were offered? Do you know?

Mr. Lamason. Well, I cannot tell you, unless it is this. He talked to me afterwards. He says, "I spent \$1,000 and three years in school, and I don't think it is right for these boys to go out and make more than I make." That is the answer he made to me.

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TESTIMONY OF JOHN BOLTZ.

The witness was duly sworn by the Chairman.

The Chairman. You are the shoemaker?

Mr. Boltz. Yes, sir.

The Chairman. How long have you been shoemaker at the Carlisle school?

Mr. Boltz. Since three years last December, about the 15th of the month.

The Chairman. Do you give instruction to pupils in making