

Education-Schools.  
120128-1914.  
P C

Elimination of pupils  
from Indian Schools.

DEC 24 1914

Mr. Oscar H. Lipps,  
Supervisor in Charge,  
Carlisle School.

FILED BY C. P. F.

My dear Mr. Lipps:

I have noted the contents of your letter of November 6 wherein you discuss at length the matter of eliminating from our Indian Schools those pupils who for various reasons should not be enrolled therein. There is a large number of this class who, either because they have access to public schools where they can receive adequate training, or are financially able to provide their own educational facilities without depending upon the Government, or who have so small a degree of Indian blood that they are not entitled to government aid, that should not be enrolled.

The Office has had this very important matter under consideration for sometime, and I am directing that active steps be taken which will result in the elimination at least of a large number of pupils who belong to one or the other of the classes to which I have referred.

very truly yours,

(Signed) C. S. Sells

120128/1914

CARLISLE

820

Enrollment of  
pupils in  
Indian Schools, UNITED STATES INDIAN SCHOOL

DEPARTMENT OF THE INTERIOR

CARLISLE, PA.

November 6, 1914.



The Honorable  
Commissioner of Indian Affairs,  
Washington, D. C.

FILED BY C. P. F.

Sir:

I am enclosing herewith newspaper clipping from the San Francisco Chronicle of October 25, 1914, which states that the organization known as the Indian Board of Cooperation has sent a petition to the Honorable Secretary of the Interior, making an appeal for Government aid in behalf of 4000 Indian boys and girls of the State of California, who, it is said, are in urgent need of education and assistance. Another newspaper report states that of this 4000, educational facilities are provided for only 1000. This would leave 3000 Indian children in the State of California without any school facilities.

My experience as Supervisor in Charge of the Carlisle Indian School during the past several months has led me to believe that in spite of our efforts to limit our enrollment to Indian boys and girls who are without school advantages near their homes, we are continually enrolling students who live within convenient distances of public schools. While this year I have insisted on applications for students being forwarded to the school for approval before transportation is placed for them, still in a number of cases students have come

*Earle*



to Carlisle of their own accord or at the suggestion of friends, without first having submitted an application. Frequently in talking with students here, I find that they have been living in towns where there are adequate public school facilities. A number of them have completed the eighth grade and have spent one or two years in high schools. When I asked them their reason for coming to Carlisle, some will say they came here for special education in music; others will say that they came to Carlisle thinking it was a university or college and they could get a college education. Seldom have I found that such students came to Carlisle for the purpose of learning a trade or other vocation.

This year we have made a special effort to enroll the poorer class of students from the Five Civilized Tribes. As a result we now have at Carlisle twenty-five or thirty Indian boys and girls from the back woods districts in the Cherokee, Creek and Choctaw nations, and one boy from the Seminole nation. He is the only Seminole we have at Carlisle. Practically all of these students come from the poor class who live back in the hills, where there are practically no public schools available for them. While it is yet too early to predict what Carlisle will be able to do for this class of students, still the indications are that they appreciate their opportunities and that they are going to make desirable pupils. I should like very much to extend this plan to other sections of the Indian country



where there are Indians without school advantages. Most of the Five Civilized Tribes' pupils we have enrolled are full bloods, and the majority of them paid their own transportation expenses to the school. We have insisted on this wherever the pupils or their parents are able to defray the expenses. I believe this same requirement should be extended to other tribes.

If the Government is willing to furnish board, clothing, tuition, medical attendance, and all expenses while the students are in school, it is certainly not asking too much to require Indians to contribute toward the education of their children the amount necessary to pay their traveling expenses from their home to the school, wherever they are able to do so. In many instances, Indian children have bank accounts at their agencies at home. Of course, wherever Indians are poor and are unable to furnish the money for the cost of their railway fare and incidental expenses in getting to the school, it is very just and proper that the Government should bear this expense.

If there are 3000 Indian boys and girls in the State of California who are entirely without school advantages, it would seem the part of wisdom, justice and good administration to give them preference in enrolling pupils in our Government Indian boarding schools. As a matter of fact, we intend to do this. We say we do it. But the more advanced Indians are keen to realize the advantages of our Government schools and as a rule they are the first to apply for admittance. Not



wishing to delay the filling of the schools, the natural tendency is to accept all applications that appear on their face as reliable, and proceed after the policy of first come, first served. It has nearly always been true that the less progressive full blood Indians have been slow to avail themselves of the privileges of the schools, but it does seem to me that it is with this class that our job really lies.

We start out with the proposition that Indians are neglected on reservations, where public schools do not exist and cannot exist without taxable property, that the Indians are wards of the Government and without power, capacity or desire to initiate movements leading to the establishment of a school system of their own. The Government, therefore, is in duty bound to provide school facilities for such Indians and to educate them up to the point where they will become more or less merged into the body politic of the community in which they live, and that when this has been done and when Indians have adopted the manners and methods of civilization and have severed their tribal relations, taken up their residences among white people and are given the opportunities afforded other children in the community in which they live for attendance at school,- when this has been accomplished, we have reached the end which we started out to attain. When this has been accomplished, we should be through with that particular class of Indians and we should concentrate our efforts and the



appropriations made by Congress on those Indians who have not reached the stages just mentioned and have not advanced to the point where they can avail themselves of the advantages of public schools, and eliminate from our problem those who have solved the problem for themselves with the assistance of the civilizing agencies of the country. Only in this way can I see any final solution of the Indian problem.

We, ourselves,- those in charge of and responsible for the policies and management of the civilizing agencies provided by the Government,- are directly responsible for perpetuating the tendency <sup>of Indians</sup> to lean upon the Government and to evade the responsibility, expense and trouble of caring for and properly rearing their own offspring. To my mind, no greater injury can be done any people than that of relieving them from the expense and responsibility of rearing and educating their children. A perfectly competent, industrious and fairly well to do white man marries an Indian girl, who is herself in many cases educated and as competent as the average white man in her community; they rear a family of children, and as soon as they are old enough to send away to school, the Government places transportation at their disposal, takes the children, feeds them, clothes them, nurtures them, all without any effort, whatever, on the part of the parents. Moreover these parents feel that the Government actually owes them this consideration. Why should the National Government thus assume the functions of the state in which such pupils reside? Why should the National



Government educate the children of any white man, simply because the mother of such children may have a strain of Indian blood flowing in her veins?

But we are doing this very thing, and to an extent, perhaps, that would startle us were a careful survey made of this feature of our Indian educational system. While we are spending thousands of dollars in the education of this class of Indians, we are constantly being reminded of the fact that there are more than 10,000 healthy, able-bodied, Indian boys and girls of school age in our country, who are entirely without school facilities. If the National Government has not fulfilled its obligation when it advances the Indian to the point where he takes up his residence among white people, places his children in the public schools with white children, is himself absorbed in the body politic of the community in which he lives, and when he has lost practically all of the characteristics that mark him as of a peculiar race, save perhaps, the color of his skin, when, pray, will the Government get through with this business? Shall we wait until the time when the last Indian who is now in the barbarous stage shall have advanced and developed into a full fledged, civilized, citizen and equal in every way to the most progressive mixed blood, now so frequently referred to as examples of the civilized members of the race?

I fully realize the exceedingly difficult task in restricting the enrollment in our Indian Schools to those Indians only who are most in need of the benefits to be derived from them.

Just a summary  
made in 1911 also



I realize that any superintendent who takes a firm stand against the enrollment of that class of Indians, mostly mixed bloods, who are living in little villages and towns throughout the country, will be regarded to a greater or less extent as unfriendly toward that class of Indians who pride themselves as exponents of a higher and broader civilization for the Indian race. It will frequently happen, no doubt, that the Indian Office would be appealed to through Congressmen by such Indian parents as may happen to have advanced to the stage where they have some political influence in their community. To say the least, it is an unpopular position in some communities for one to take and one to be fraught with more or less trouble and unfriendly comment from various persons, societies, and organizations that are more and more taking up the cause of anyone who makes a plea for consideration on the grounds that he is an Indian.

My only object in discussing this matter and calling it to the attention of the Office is to offer my cooperation in any plan that the Office may see fit to adopt for making our Indian schools greater and more effective agencies for reaching that class of Indians who are most in need of assistance, and for which the schools are primarily established and maintained, even though it would be to the exclusion, which it necessarily must be, of those Indians who are already advanced in the ways of civilization and who have the same advantages in the ways of schools as other children have in the communities in which they



reside.

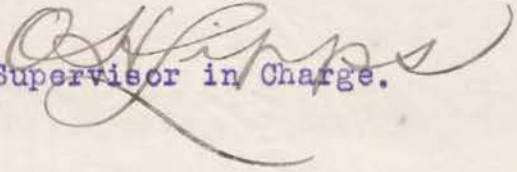
We have made a beginning along this line at Carlisle this year, but conditions in this respect are not at all satisfactory. It will require time, patience and vigilance, as well as firmness, to confine the enrollment to those only who are most in need of school advantages, and who by reason of their condition are slow to realize and appreciate the advantages that come through proper education and training. It will require the earnest cooperation of all superintendents in the field to bring about the desired results. More definite regulations will have to be enforced regarding the transfer to nonreservation schools of pupils living in towns bordering Indian reservations. Only yesterday there arrived at Carlisle two boys from a town in South Dakota, bordering an Indian reservation, where they had not only common school advantages, but high school privileges; in fact, one of the boys has had three years of high school work. In appearance he is practically white. We relied on the judgment of the superintendent in charge of the reservation and placed transportation at his disposal. Such a boy should not be enrolled at Carlisle or in any other Indian school. This is only one case out of dozens. I cite it only to show the need of close cooperation between the superintendents of nonreservation schools and the superintendents of reservations.

It shall be my plan while in charge of the Carlisle school to carry out the spirit of the regulations of the Office, and to give preference always to Indians who stand most in need

of the opportunities this school has to offer.

Very respectfully,

OHL:SR

  
Supervisor in Charge.



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OCT. 25, 1914

OFFICE OF INDIAN AFFAIRS  
RECEIVED

NOV - 9 - 1914

## LITTLE INDIANS TO BE EDUCATED

### Co-operation Board Seeks to Interest Californians in Aborigines.

An earnest appeal for aid in behalf of the 4000 Indian boys and girls of this State, who it is said are in urgent need of educational assistance, is being made by the Indian Board of Co-operation. The president of the board is Dr. H. G. Dewitt, pastor of the First Baptist Church, Berkeley, and the field secretaries and originators of the institution are Rev. F. G. Collett and Rev. (Mrs.) Beryl Bishop Collett, with summer headquarters at Mt. Hermon, Cal. A petition for Government aid sent to Secretary Franklin K. Lane shows that there is a grand total of 20,000 Indians in California. In Humboldt county there are 1597; Mendocino, 1555; Inyo, 1062; Shasta, 981; Siskiyou, 877; Modoc, 753; and in lesser number in thirty-odd other counties down to Alameda, which has seven Indians.

# The Carlisle Arrow

A WEEKLY NEWSPAPER PRINTED DURING THE SCHOOL YEAR BY STUDENTS OF THE CARLISLE INDIAN SCHOOL

VOLUME XI

CARLISLE, PA., NOVEMBER 6, 1914.

NUMBER 10

## ANNOUNCEMENT.

Our school is now about filled to its capacity. We have room for a very few more students, and there are now more applications on file than can at present be accepted.

Owing to lack of funds, transportation can be paid only for those whose applications have already been approved, or promise made.

Applications will continue to be received for enrollment at Carlisle and will be placed on file. When vacancies occur preference will be given to those who have on file with their applications evidence of good character and worthiness, and who are otherwise eligible.

No student who has not completed the third grade and whose application has not been approved by the officer in charge of the school should be sent to Carlisle. Nor should students who have adequate school facilities near their homes be sent to Carlisle. We need the room for those who are less fortunate.

The Indian school "tramp" who is looking for a winter home and a place to stay until the next base ball season opens need not apply. We have no room for him.

### GENERAL SCHOOL NEWS

BY STUDENT REPORTERS.

Halloween was enjoyed in various ways by every one.

Miss Reichel spent the week end in Washington, D. C.

Twenty-four girls received holy communion at the Catholic Church last Sunday.

The football team are proud of their quartet which they call the "Clutch." After the different games when leaving for home and when all are feeling tired, the songs that are

sung by the quartet put life into the defeated team.

The pupils of the Primary Department are taking up a special study of the Pilgrims for their November work.

The carpenters have just finished the new grand stand. It is now ready for the painters to put on the finishing touches.

Jonathan and Chester Printup, two of our ex-students who are now sailor boys, are expecting to come for a visit to Carlisle during their vacation this month.

### WAR BOW AT THE STATE FAIR.

By War Bow, Blanket Indian.

War Bow go to see big show,

Chief gone to view State Fair;

Dressed up in style, on face wide smile,

Long feather tied on hair.

Heap walk, War Bow, all around,

Went seen 'im, biggest hog,

Fancy chicken, horse, and cow,

And funny little dog.

Watched 'em white folks along time look

At Indian products section,

Where Indian show what Indian grow

For white man's close inspection.

Many handsome samples show

Of nimble thimble art,

Nice dress display, much gay crocket,

Prove Indian girl heap smart.

Sure can cook, some Indian girls;

Can't beat 'em makin' bread;

Heap fine cake, it high prize take;

Canned fruit, it way ahead.

War Bow, Indian Chief, heap proud—

Indian joy-cup full to brim—

Good farmin' ways win pale face praise

An' silver cup for him.

—Courier, Colony, Okla.

### GENERAL SCHOOL NEWS

BY STUDENT REPORTERS.

The boys are rejoicing over having finished husking corn at the second farm.

The band boys celebrated Halloween evening by wearing very high stand-up collars to the social.

In the Catholic meeting Sunday evening prayers were offered for the deceased students of Carlisle.

Among the many spectators who attended the Syracuse-Indian game last Saturday were Dora, Emily, Hattie, and Harrison Poodry.

Eli Swallow missed Sunday afternoon's glorious weather by sleeping away the beautiful golden hours. Eli, you will sleep a long, long time by and by.

The sermon at the First Presbyterian Church was very much enjoyed last Sunday. It referred to the upbuilding of the church, thereby helping our country by being honest and true followers of Christ.



NOV 12 1912

Pupils ineligible  
for enrollment.

Carbon for Mr. Peairs.

FILED BY G. P. F.

To Superintendents of Boarding Schools:

There is sent you herewith a list of pupils who have been found to be ineligible for enrollment in Indian Schools. This list should be carefully preserved, and no pupil whose name appears thereon should be enrolled in any school without authority from this Office. A number of these pupils are ineligible because of illness or physical defects of some sort. Those superintendents who have such pupils on this list should have their physician make a thorough physical examination and report the physical condition and diagnosis in each case to the Office. In the case of pupils having tuberculosis the physician should state whether or not they should be admitted to a tuberculosis sanatorium.

(Signed) C. F. Hauke.  
Acting Commissioner.

Pupils to  
be eliminated.

October 8, 1912.

The Commissioner of Indian Affairs,  
Washington, D. C.

Sir:

I respectfully transmit herewith names of Indian children who, according to their superintendents' recommendations, should not be given further educational facilities by the United States Government. It will be remembered that during the year 1910 a long list of pupils was submitted to the Office with the recommendation that the pupils be eliminated from Indian Schools. During the fiscal year 1912, I asked the superintendents to study very carefully the enrollment of their schools, and to submit at the end of the fiscal year the names of pupils who, in their judgment, should be eliminated from Indian Schools. The list transmitted herewith is the result.

I am doubtful about the advisability of recommending the permanent elimination of those who are reported as being ineligible at the present time on account of ill health. It is quite possible that some of these



Commissioner.

children should be sent to the sanatoria schools which are being maintained by the Government; And I would therefore suggest that the list of pupils marked as tubercular, or in any way ineligible on account of ill health, be submitted to Dr. Murphy, in order that he may have special investigation made with reference to them.

I recommend that those listed for elimination on account of living near public schools, deserters, incorrigibles, etc., be permanently eliminated from Indian schools. I also recommend that a list of those who are permanently eliminated be sent to each superintendent throughout the service, in order that they may be informed and therefore avoid the enrollment of children who are undesirable.

A few schools failed to report any pupils for elimination. Any other reports that may be submitted will be included with my report for the fiscal year 1913.

Very respectfully,

Supervisor inCharge,  
Indian Schools.

HBP-FWS  
Enc.

NAMES OF CHILDREN WHO, ACCORDING TO THEIR SUPERINTENDENTS'  
RECOMMENDATIONS, SHOULD NOT BE GIVEN FURTHER EDUCATIONAL  
FACILITIES BY THE UNITED STATES GOVERNMENT

NAME.	SCHOOL.	REASON.
Chapman, Irvin	:Cantonment	:Lives near public school.
Chapman, Samuel	: "	: " " "
Curley, Mary	: "	:Tubercular
Nicholson, Harvey	: "	:Public school
Nicholson, Ulysis	: "	: " "
Scabby Horse, George	: "	:Blind
Todd, Ida	: "	:Epileptic
Allison, Wendell	:Carlisle	:Deserter
Ankle, Henry	: "	: "
Bennett, Nicholas	: "	: "
Bero, David	: "	: "
Bigfire, John	: "	: "
Bishop, William	: "	: "
Blackwood, Edward	: "	: "
Blythe, Fred	: "	: "
Bouley, Thomas	: "	: "
Bristol, Charles	: "	: "
Carpenter, Fred	: "	: "
Clark, John	: "	: "
Cox, David	: "	: "
Deon, Ward	: "	: "
Doctor, Henry	: "	: "
Fish, John	: "	: "
Fritts, John	: "	: "
Gilham, William	: "	: "
Halftown, Ora	: "	: "
Herman, Bernard	: "	: "
Holy Elk, Herbert	: "	: "
Huff, Morris	: "	: "
Jackson, Lindsay	: "	: "
Jackson, Peter	: "	: "
Jimerson, Hamilton	: "	: "
John, Lyford	: "	: "
Johnnyjohn, Mitchell	: "	: "
Kern, Amos	: "	: "
King, Charles	: "	: "



NAME.	SCHOOL.	REASON.
LaDuke, Fred	: Carlisle	: Deserter
LaFernier, Michael	: "	: "
Lang, Joseph	: "	: "
Lewis, Wallace	: "	: "
Locklear, Charles	: "	: "
Locklear, George	: "	: "
Loran, Abram	: "	: "
Lowrie, Garfield	: "	: "
Marshall, Frank	: "	: "
Martin, Michael	: "	: "
McCauley, Eugene	: "	: "
Morris, Herbert	: "	: "
Moses, Ira	: "	: "
Ostrigain, John	: "	: "
Oxendine, James	: "	: "
Paul, Everest	: "	: "
Pecore, Leonard	: "	: "
Perrine, William	: "	: "
Pierce, Sherman	: "	: "
Porter, Harvey	: "	: "
Porter, Jesse	: "	: "
Powlas, Jesse	: "	: "
Priest, Henry	: "	: "
Printup, Chester	: "	: "
Roeder, Frank	: "	: "
Rouillier, John	: "	: "
Santineau, Clifford	: "	: "
Smith, Frank	: "	: "
Spotted Eagle, Gallus	: "	: "
Standing Elk, Walt	: "	: "
Strikeaxe, James	: "	: "
Summers, Jacob	: "	: "
Tingley, Samuel	: "	: "
Vilnave, Alex	: "	: "
Vilnave, Louis	: "	: "
Vilcan, Henry	: "	: "
Wolf Chum, Paul	: "	: "
Shashawabash, Barney	: "	: "
Calvin, Lizzie	: Carson	: Tubercular
Dick, Mabel	: "	: "
Earl, Lucy	: "	: "
Frank, Quella	: "	: "
Kawich, Alice	: "	: "
Knob, Nellie	: "	: "
Mike, Bessie	: "	: "
Rose, Alice	: "	: "
Sawaber, Mammie	: "	: "

NAME.	SCHOOL.	REASON.
Bobb, John	:Carson	:Tubercular
Cracker, Harvey	: "	: "
Jayles, Cleveland	: "	: "
McInnis, Hector	: "	:Bladder trouble
Nye, Eddie	: "	:Tubercular
West, William	: "	: "
Hart, Lizzie	: "	:Incorrigible
Hart, Ruby	: "	: "
Duffner, Lillie	:Cass Lake	:Not Indian
Chekelelee, Luella	:Cherokee	:A negro
Coleman, Birdie Arolee	: "	: "
Coleman, Henry J.	: "	: "
Coleman, Jesse James	: "	: "
Coleman, Julia M.	: "	: "
Coleman, Julius Roosevelt	: "	: "
Coleman, Lillian M.	: "	: "
Coleman, Lucius Calvin	: "	: "
Coleman, Sarah Eliz	: "	: "
Sanders, Moses	: "	: "
Martin, Annette	:Chey. & Arap.	:Public school
Martin, Edith	: " "	: " "
Martin, Thelma	: " "	: " "
Ashley, Alvin	:Crow Creek	: " "
Tuttle, Ada	: " "	: " "
Bob, Ed	:Fallon	:Ill health
Adams, Louis	:Flathead	: "Some
Antoine, Catherine	: "	:are
Beauvais, Clarice	: "	:diseased,
Bergevin, Carrie	: "	:some
Bergevin, Victor	: "	:have
Barnaby, Mary L.	: "	:have
Chalwain, Lomah	: "	:run away
Clooloolo, Peter	: "	:from
Couture, Charles	: "	:school,
Cullooyay, Alex	: "	:and
Cullooyay, Elizabeth	: "	:others
Curley, Alexander	: "	:have
Ducharme, Peter	: "	:been
Fiddler, Alice	: "	:taken
Fiddler, Edward	: "	:away
Finley, Pierre	: "	:from
Gabe, Panama	: "	:school
Glover, Peter A.	: "	:by
Gingras, Elizabeth	: "	:their



NAME.	SCHOOL.	REASON.
Gingras, Martin	: Flathead	: parents
He Wolfe, Mary L.	: "	: for
Houle, William M.	: "	: trivial
Kizer, Louis	: "	: causes.
Kaltome, Louise	: "	: "
Larose, Nancy	: "	: "
Leithand, Basile	: "	: "
Luddington, Minnie	: "	: "
Luddington, Oscar	: "	: "
Manybear, John P.	: "	: "
Matt, Peter	: "	: "
McDonald, Duncan	: "	: "
McDonald, Florence	: "	: "
McDonald, Mary	: "	: "
Michel, Charles	: "	: "
Michel, George	: "	: "
Michel, Lucy	: "	: "
Michel, Mollie	: "	: "
Michel, Rosa	: "	: "
Moss, Joseph	: "	: "
Moss, Mary	: "	: "
Normandin, Caroline	: "	: "
Parazeau, Frederick	: "	: "
Parker, Michel	: "	: "
Parrish, Josephine	: "	: "
Peonem Alvin	: "	: "
Peone, Clara	: "	: "
Peone, Leonard	: "	: "
Pierre, Alex	: "	: "
Pierre, Baptiste	: "	: "
Pierre, Therese	: "	: "
Pluff, Mary	: "	: "
Sanford, Ethel	: "	: "
Sandford, Richard	: "	: "
Swahsah, Louise	: "	: "
Valley, Louis	: "	: "
Vanderburg, John	: "	: "
Woodcock, Isabel	: "	: "
Woodcock, Pierre	: "	: "
Beauchaine, Adaline	: "	: "
Eskee, n, Roy	: Fort Apache	: Physically unfit
Eskeonay, Lottie	: " "	: Should go to work
Goclenay, Bert	: " "	: " " "
Konoklegy, Jasper	: " "	: Physically unfit

NAME.	SCHOOL.	REASON.
Lupe, Nellie	:Fort Apache	:Physically unfit
Nachnolka, Bernice	: " "	: " "
Tsacclaha, Leonard	: " "	: " "
Walnohea, Emma	: " "	:Lack of ability
Yune, Glenso	: " "	:Confirmed deserter
Zagata, Cushman	: " "	:Lack of ability
Inkster, Addie	:Fort Berthold	:Public school
Inkster, Alice	: " "	: " "
Inkster, Edith	: " "	: " "
Curtis, Wilbur	:Fort Yuma	:Is going to farm
Kemery, Charlie	:Genoa	:Not Indian
Miller, Silas	: " "	: " "
Ross, Mabel	: " "	:Ill health
Sockbison, Peter	: " "	: " "
Bear, Gilbert	:Haskell	:Degenerate charac-
	:	: ter; very little
	:	: mental ability
Bebout, Marie	: "	:Not enough Indian
Chaino, William	: "	:Vicious and lazy
Darling, Ernest	: "	:Chronic deserter
Degraffe, Jerome	: "	:Public school
Ehos, Louis	: "	:Depraved character
Goodeagle, Merton	: "	:Should go to work
Gordon, Leslie	: "	: " " " "
Ironmoccasin, Leon	: "	:Chronic deserter
Johnson, Harold	: "	:Public school
Jones, Edward	: "	:Depraved character
	:	: and diseased
Jones, Jacob	: "	:Should go to work
Lamonte, John	: "	:Chronic deserter
Le Beau, Nelson	: "	:Ungrateful. Deser-
	:	: ter
Levermont, Hazel	: "	:A deserter
Madden, Thomas	: "	:Doubtful eligibili-
	:	: ty. Undesirable.
Morrison, Otto J.	: "	:A criminal. Deser-
	:	: ter.
Munnell, Jacob	: "	:Perverted and immor-
	:	: al character
Mzhickteno, Thomas	: "	:Chronic deserter
Neff, Jesse	: "	:Public school
Roberts, Sherman	: "	:Should go to work
*Pecore, Leonard	:Keshena	:Incorrigible

\*Included in Carlisle list, too.



NAME.	SCHOOL.	REASON.
Tepiew, Mose	:Keshena	:Deserter
Dion, Rena	:Pierre	:Not Indian
Dion, Willmar	: "	: " "
Allen, Joseph	:Pine Ridge	:Public school near
Allen, Vila R.	: " "	: " " "
Allen, Arthur	: " "	: " " "
Allen, Edgar	: " "	: " " "
Hall, Alfred L.	: " "	: " " "
Hall, Stephen A.	: " "	: " " "
Hall, Walter F.	: " "	: " " "
Hall, William A.	: " "	: " " "
Henderson, Estell L.	: " "	:Attends pub.school
Henderson, Lucy May	: " "	: " " "
Lamb, Adolph	: " "	: " " "
Lamb, Edith	: " "	: " " "
Lamb, Jule	: " "	: " " "
Lamb, Mary	: " "	: " " "
Lessert, Emily	: " "	: " " "
Lessert, Olive	: " "	: " " "
Lessert, Samuel	: " "	: " " "
Livermont, Frank W.	: " "	: " " "
Livermont, Joseph E.	: " "	: " " "
Livermont, Leonard	: " "	: " " "
Livermont, Oliver	: " "	: " " "
Livermont, Paul	: " "	: " " "
Livermont, Peter C.	: " "	: " " "
Means, Hobart	: " "	: " " "
Means, John	: " "	: " " "
Means, Laurine	: " "	: " " "
Means, William	: " "	: " " "
Moore, Evaline	: " "	: " " "
Moore, Norval	: " "	: " " "
Moore, William	: " "	: " " "
Shangreau, Eldine	: " "	: " " "
Shangreau, Florence	: " "	: " " "
Shangreau, Vera	: " "	: " " "
Stover, Gertrude	: " "	: " " "
Stover, Grace	: " "	: " " "
Stover, Hattie	: " "	: " " "
Stover, John	: " "	: " " "
Valandry, Maud	: " "	: " " "
Valandry, Owen	: " "	: " " "
Weber, Fred	: " "	: " " "
Weber, Ida	: " "	: " " "

NAME.	SCHOOL.	REASON.
Weber, John	:Pine Ridge	:Attends pub. school
Weber, Joseph	: " "	: " " "
Weber, Julia	: " "	: " " "
Weber, William	: " "	: " " "
Boutang, Clara	:Pipestone	:Ineligibility de-
Carpenter, Bertha	: " "	: clared by Indian
Carpenter, Clara	: " "	: Office, "E-Schools
Carpenter, Ella	: " "	: 27826-3, 42282-'12
Carpenter, Linda	: " "	: C H S, May 24, '12
Clucky, Paul	: " "	: " " "
DeChean, Josephine	: " "	: " " "
DeChean, Marie	: " "	: " " "
DeChean, May	: " "	: " " "
Erdman, Lillian	: " "	: " " "
Lazotte, Emil	: " "	: " " "
Lazotte, Emma	: " "	: " " "
Lazotte, Virginia	: " "	: " " "
McClatchie, Chrissie	: " "	: " " "
Schusher, Edward	: " "	: " " "
Schusher, Mary	: " "	: " " "
Stieglebaur, Joseph	: " "	: " " "
Vennes, Albert	: " "	: " " "
Vennes, David	: " "	: " " "
Vennes, George	: " "	: " " "
Arrow Side, Louis	:Rosebud	:Physically unfit
Bad Milk, Maggie	: " "	: " "
Bear Old Woman, Lizzie	: " "	: " "
Big Face, Lucy	: " "	: " "
Crow Eagle, George	: " "	: " "
Elk, Charley	: " "	: " "
Ghost, Lucy	: " "	: " "
Good Kill, Joseph	: " "	: " "
Good Shield, Alice	: " "	: " "
Iron Shell, Gilbert	: " "	: " "
Jaw, Eva	: " "	: " "
Leading Fighter, Edward	: " "	: " "
Leading Fighter, Mary	: " "	: " "
Little Eagle, Aaron	: " "	: " "
Little Eagle, James	: " "	: " "
Little Soldier, Minnie	: " "	:Should go to work
May, August	: " "	:Physically unfit
No Leaf, Barbara	: " "	: " "
Not Afraid, Martha	: " "	: " "
Poor Bear, Katie	: " "	: " "



NAME.	SCHOOL.	REASON.
Poor Man, Peter	:Rosebud	:Should go to work
Red Hawk, Emma	: "	:Physically unfit
Red Hawk, Mary	: "	: " "
Runsreckless, Jessie	: "	:Mentally unfit
Scatters Them, Job	: "	:Physically unfit
Stranger Horse, Joseph	: "	: " "
Walking Eagle, Charles	: "	:Should go to work
Walking Eagle, Noah	: "	:Physically unfit
White Hawk, Mary	: "	: " "
White Prairie Dog, Thomas	: "	: " "
Yellow Fox, Sarah	: "	: " "
Martin, Charles	:Salem	:Feeble minded
Martin, Ralph	: "	: " "
Sortor, Levi	: "	:Should go to work
Breeden, Howell	: "	:Lack of Indian bl'd
Powers, Thomas	: "	: " " " "
Archuleta, Jose S.	:Santa Fe	:Mexican
Archuleta, Bernival	: " "	: "
Archuleta, Bernardino	: " "	: "
Byanueba, Antonio	: " "	: "
Duran, Filiberto	: " "	: "
Gallegos, Remiji	: " "	: "
Garcia, Enrique	: " "	: "
Garcia, Isaias	: " "	: "
Giron, Andalesme	: " "	: "
Jaramillo, Manuel	: " "	: "
Jaramillo, Milomino	: " "	: "
Lopez, Nicolas	: " "	: "
Lopez, Rafael	: " "	: "
Maestas, Clodoveo	: " "	: "
Manzanares, Rumaldo	: " "	: "
Martine, Abram	: " "	: "
Martinez, Julian	: " "	: "
Martinez, Manuel	: " "	: "
Martinez, Veneslado	: " "	: "
Moyo, Benjamin	: " "	: "
Quintana, Francisco	: " "	: "
Roybal, Santiago	: " "	: "
Byanueba, Ramona	: " "	: "
Gallegos, Candelaria	: " "	: "
Gallegos, Delia	: " "	: "
Gallegos, Isadora	: " "	: "
Giron, Pelegrina	: " "	: "
Hurtado, Luciana	: " "	: "
Jaramillo, Felice	: " "	: "
Jaramillo, Lupe	: " "	: "

NAME.	SCHOOL.	REASON.
Jaramillo, Maria C.	: Santa Fe	: Mexican
Jaramillo, Beatrice	: " "	: "
Leybe, Agapita	: " "	: "
Lopez, Adulia	: " "	: "
Martinez, Eloise	: " "	: "
Martinez, Sara	: " "	: "
Martinez, Maclovia	: " "	: "
Martinez, Rosarita	: " "	: "
Martinez, Virginia	: " "	: "
Martine, Marian	: " "	: "
Quintana, Paulita	: " "	: "
Quintana, Refugia	: " "	: "
Velarde, Josefita	: " "	: "
Aloysius, Pancho	: " "	: Tubercular ankle
Clardy, Bernard	: Shawnee	: Lacks Indian blood
Clardy, Lee	: " "	: " " "
Clardy, Rose	: " "	: " " "
Crumbo, Jessie	: " "	: " " "
Crumbo, Mina	: " "	: " " "
Crumbo, Phoebe	: " "	: " " "
Kennedy, Charlie	: " "	: " " "
Kennedy, Eva May	: " "	: " " "
Kennedy, Frank	: " "	: " " "
Riordan, Eliza	: " "	: " " "
Shawnee, Ollie	: " "	: " " "
Willmettt, Emeline	: " "	: " " "
Willmettt, Florence	: " "	: " " "
Clark, Nathan	: Tomah	: Mentally unfit
Jacko, James	: " "	: Should go to work
LaRonge, George	: " "	: " " " "
Metoxen, Shelton	: " "	: Physically unfit
Worden, Simon	: " "	: Should go to work
Paul, Francis	: Tulalip	: Mentally unfit
<i>Stead, Benjamin</i>	<i>Flandreau</i>	<i>Incurable</i>
<i>Janis, Agnes</i>	"	

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