

INDIAN OFFICE.

FILES.

**CAUTION!**

Positively no papers to be added to or taken from this file, except by an employee of the Mails and Files Division.

By order of

**E. B. MERITT,**

*Asst. Commissioner.*

6-4245

28884

1915

CARLISLE

File No.

821

DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

ED. SCHOOLS

Rand

JUL 28 1915

Ed. Schools  
28884-1915  
E.M.S.

Incorrigible  
children.

RICE STATION SCHOOL

Rice, Ariz.

July 22, 1915



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

Carlesle  
821

File  
8700

FILED BY C. P. F.

Sir:

Referring to the above noted letter from the Office, I have the honor to report that the matter of controlling these wayward boys is under discussion now by the San Carlos Superintendent and myself and I will report later to the Office about the matter, perhaps after school opens in September.

Very respectfully,

*J. Perkins*  
Superintendent.

*Esch*

71

Education-  
Schools.  
28884-1915.  
E M S

Incorrigible Children.

821  
Carbon

MAY 22 1915

Dr. J.S. Perkins,  
Supt. Rice Station School.

My dear Dr. Perkins:

FILED BY C. P. F.

Relative to your letter of May 5, giving the names of fifteen incorrigible children, with the opinion that they are aided and abetted in their waywardness by their parents, you are advised that this is a matter for serious consideration. It appears that proper remedial measures should be considered jointly by yourself and the Superintendent at San Carlos. Please confer with the Superintendent as to plans for improving these unhappy and unsatisfactory home conditions and advise the Office as to whether some definite program as to improving these conditions can be agreed upon.

Very truly yours,

(Signed) E. B. Meritt

Assistant Commissioner.

5-S-20.

Carbon copy to San Carlos School

INITIALING COPY - FOR FILE



DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

Ed-Schools.  
28884-1915.  
A.V.S.

Cir.966.

RICE STATION SCHOOL

Incorrigible  
children.

Rice, Ariz.

May 5, 1915.

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

FILED BY C. P. F.

Sir:

In reply to the circular as noted above, I have the honor to submit the following list of pupils, all boys, who make a practice of running away from school. They are obedient while at school but run away whenever they feel like it and stay until returned by the police. Their home surroundings are not calculated to be elevating, as they live in dirt and squalor, under the influence of the medicine men and idle members of the tribe. A few will work awhile and when they get tired of work they quit.

*Esch*

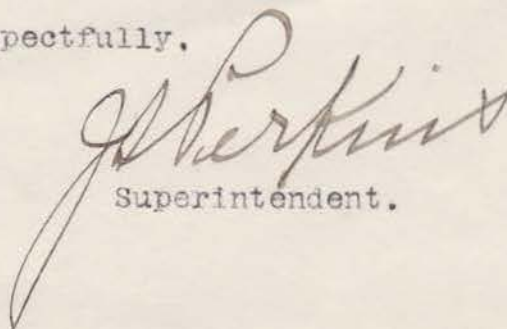
1. Ray Thompson.
2. Hugh Bond.
3. Dennis Kent.
4. Andrew Redwood.
5. Robert Hudson.
6. George Wilson.
7. Wido Ross.
8. Stephen Henderson.
9. Eugene Cassa.
10. Albert Burleson.
11. Afton Morton.
12. Don Miller.
13. Willis Lockwood.
14. Tapadero Grant.
15. Myron Dan.

I am confident that in nearly all instances they are aided and abetted in running away by their parents. We have given them jail

sentences here at the school over and over again, but it does no good. Walter Shute, Judge of the Superior Court of Gila County, and Sheriff Haynes have been of considerable benefit to me in curbing these young fellows. They have landed some of them in the County Jail with most beneficial effects and Judge Shute still offers to help me. The present Superintendent of the San Carlos Agency, Lieut. Stecker, also assures me of his help and cooperation.

I would be glad to hear from the Office at an early date with such advice and instructions as appear to be necessary in the premises.

Very respectfully,

A handwritten signature in cursive script, appearing to read "J. Perkins". The signature is written in dark ink and is positioned above the typed name "Superintendent.".

Superintendent.

Ed-Schools  
28884-1915  
A V S  
R H H

K

7  
A

Incorrigible  
children.

APR -5 1915

Circular No. 966

To All Reservation Superintendents: FILED BY C. P. F.

You are requested to make a survey of your reservation for the purpose of ascertaining definitely the number of incorrigible boys and girls of school age who are now out of school because of bad conduct and submit to the Office a list of such boys and girls, giving a brief statement as to their habits, home surroundings, employment, etc. This information is desired in order that the Office have necessary information in connection with any plans for their reformation.

Please file your report by May 15.

Very truly yours, (Signed) E. B. Meritt

Assistant Commissioner.

3-LP-30.

K

Ed-Schools  
28884-1915  
A V S  
R H H  
Incorrigible  
children.

Circular No. 966

To All Reservation Superintendents FILED BY G. P. F. APR -5 1915

You are requested to make a survey of your reservation for the purpose of ascertaining definitely the number of incorrigible boys and girls of school age who are now out of school because of bad conduct and submit to the Office a list of such boys and girls, giving a brief statement as to their habits, home surroundings, employment, etc. This information is desired in order that the Office have necessary information in connection with any plans for their reformation.

Please file your report by May 15.

Very truly yours, (Signed) ~~W. P. ...~~

Assistant Commissioner. (Signed) E. B. Meritt

3-LP-30.

Ed-Schools  
28884-1915  
A V S

Transfer of  
pupils.

Circular No. 967

APR -5 1915

FILED BY C. P. F.

To All Superintendents:

When recommending transfers for pupils from your reservation to non-reservation schools for the next school year you are instructed to observe the following:

No students should be sent to distant non-reservation schools until they have completed the course in the school they last attended, except in very special cases and for good reasons, in which special case you should set forth clearly the reason for making your recommendations.

Also furnish a statement regarding each pupil to be transferred, telling something of the disposition, habits, temperament, home conditions, etc., and if possible suggest the kind of industrial training that would be of most value to such students when they return to their home.

With this information the non-reservation Superintendents will be in position to deal with each student a great deal more intelligently and at a great saving of time and trouble. It is the duty of Superintendents to exercise care that Indian children shall not be sent a distance to non-reservation schools who are not fitted to pursue the work and receive benefit from the courses to be taken at such school.

Very truly yours,

(Signed) E. B. Meritt  
Assistant Commissioner.

3-LP-29.

INITIALING COPY - FOR FILE.



Ed-Schools  
28884-1915  
A V S

Transfer of  
pupils.

Circular No. 967

APR -5 1915

To All Superintendents:

FILED BY C. P. F.

When recommending transfers for pupils from your reservation to non-reservation schools for the next school year you are instructed to observe the following:

No students should be sent to distant non-reservation schools until they have completed the course in the school they last attended, except in very special cases and for good reasons, in which special case you should set forth clearly the reason for making your recommendations.

Also furnish a statement regarding each pupil to be transferred, telling something of the disposition, habits, temperament, home conditions, etc., and if possible suggest the kind of industrial training that would be of most value to such students when they return to their home.

With this information the non-reservation Superintendents will be in position to deal with each student a great deal more intelligently and at a great saving of time and trouble. It is the duty of Superintendents to exercise care that Indian children shall not be sent a distance to non-reservation schools who are not fitted to pursue the work and receive benefit from the courses to be taken at such school.

Very truly yours,

(Signed) E. B. Meritt

Assistant Commissioner.

Ed-Schools  
28884-1915  
A V S

Transfer of  
pupils.

2  
H  
4  
MAR 22 1915

Mr. O. H. Lipps,  
Supervisor in Charge,  
Carlisle Indian School.

FILED BY C. P. F.

My dear Mr. Lipps:

The Office acknowledges receipt of your letter of March 11 with reference to the matter of establishing a reform school for the Indian Service and suggesting that a survey be made by all Superintendents of reservations with a view to ascertaining definitely the number of incorrigible boys and girls of school age who are now out of school because of bad conduct.

This matter is receiving attention.

Very truly yours,

(Signed) E. B. Meritt

Assistant Commissioner.

3-LP-18.

INITIALING COPY - FOR FILE.

H  
E. Sch.  
30970-15  
A V S

Reform school for  
Indian students.

↑  
MAR 20 1915

Mrs. Elsie E. Newton,

Supervisor Field Matrons.

FILED BY C. P. F.

My dear Mrs. Newton:

The Office acknowledges receipt of your letter of March 10, with reference to the treatment of incorrigible pupils in our schools.

This matter is receiving careful attention.

Very truly yours,

(Signed) E. B. Meritt  
Assistant Commissioner.

3-FMK-19

MAR 20 1915

Mr. Francis:

I am not in accord with this letter, but FILED BY G. P. Fr  
believe we should obtain at once the necessary information  
showing as near as may be how many non-citizen Indian children  
there are within the several reservations and schools who  
are incorrigible, and who should be sent to a reform school  
instead of the ordinary Indian School. With this information  
at hand, we would know the size of the problem, but it seems  
questionable whether the Indian Service should undertake to  
conduct reform schools. The states have such schools and  
machinery and possibly Indian children could be placed in  
state institutions, if Congress would provide the necessary  
funds to pay the expenses, and the necessary authority to  
send such persons to the reform schools. The matter can  
be considered and worked out if the Office wishes in order  
that legislation may be presented to Congress at its next  
session. As the matter stands now neither the state or the  
Department has power or jurisdiction to commit a non-citizen  
Indian to such an institution.

In this file is a memorandum on a pink slip, apparent-  
ly drawn up by Mr. Carter.



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



March 11, 1915.

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

Sir:

FILED BY C. P. F.

I have your letter of March ninth, in reply to my letter of February seventeenth, regarding the matter of establishing a reform school for the Indian Service. I see your point of view and, no doubt, under a very definite systematic arrangement your plan will work.

*Ench*

I suggest, however, that a survey be made by all superintendents of reservations with the view of ascertaining definitely as to the number of incorrigible boys and girls of school age who are now out of school because of their bad conduct. If each superintendent would make a list of such boys and girls, giving a detailed statement as to their habits, home surroundings, employment, etc. and then some definite arrangement made for providing for this class of students, no doubt something could be done for them. I am convinced that it is a mistake to gather them up in groups and send them away to nonreservation schools without regard to their fitness for the training offered in the more advanced schools.

We have, no doubt, been unfortunate here at Carlisle

in the past in having this school considered somewhat as a dumping ground for incorrigibles. We surely have had more than our share, even during the past year, and I did all I could to prevent the enrollment of this class of students at Carlisle. In spite of my efforts, however, from some reservations, there were as many as four and five tough characters sent to Carlisle, mostly boys who had been unsatisfactory in other schools. In some cases students were transferred to Carlisle who were only in the third or fourth grade and who had previously been in some of the smaller nonreservation schools near their homes. This seems to me a very unwise thing to do. In no case should students be sent at great expense across the continent to Carlisle before having finished the course in the school nearest their home, which they had been attending, except in very special cases and for good reasons. As a general proposition any student who has made an unsatisfactory record either in his reservation schools or in the smaller nonreservation schools near his home, should not be sent to a distant nonreservation school. True, the student should be sent to school if possible, but he should be required to return to the school he last attended and there demonstrate his earnestness and complete the course of that school. I believe this changing from one school to another has more to do with dissatisfaction among students and with their restlessness and aimlessness than all other things combined.

For example, students came to Carlisle last fall who the previous year attended the Phoenix School; some came from South Dakota who had previously attended Rapid City or Genoa, and were still down in the low grades. One Superintendent in North Dakota wanted to send a boy to Carlisle who had not completed the third grade, notwithstanding there were any number of small nonreservation schools nearby at which this boy could attend and make fully as much or more progress than he would make in a larger school, to say nothing of the needless expense of transporting <sup>such</sup> a pupil from North Dakota to Carlisle.

I am doing all I can to discourage this practice, but unless the Office takes the matter in hand, I doubt very much if a great deal will be accomplished along this line. I suggest, therefore, that superintendents be instructed to recommend no students for transfer to distant nonreservation schools until they have completed the course in the school they last attended, except in very special cases and for good reasons, in which special cases the superintendent should set forth clearly the reasons for making his recommendation. Also it would help the nonreservation superintendents greatly if superintendents of reservations would, when transferring a party of pupils, furnish a statement regarding each pupil transferred, telling something of their disposition, habits, temperament, home conditions, etc., and, if possible, suggest the kind of industrial training that would be of most value to such students when they return to their homes. With this

information, the nonreservation schools would be in a position to deal with each student a great deal more intelligently and at a great saving of time and trouble.

I am perfectly willing to cooperate with any reservation superintendent in doing everything possible for the welfare of students enrolled at Carlisle from the reservations, and I know that I could act much more intelligently if I had more information regarding the students when they arrive at Carlisle.

It seems to me that there is special reason why a more strict rule should be enforced regarding the transfer of pupils to Carlisle, for the reason that this school is located at such a great distance from the Indian country. The western schools are all relatively near the homes of the Indians. It is possible for students to visit their homes during vacation more frequently, and it is also possible for parents to visit their children at the schools more generally. This conduces greatly to the contentment of both parents and pupils, and I hope the Office may see its way clear to instruct superintendents to use greater care in the selection of pupils for transfer to Carlisle in the future than has been exercised in the past, and impress upon them the fact that Carlisle is not a reform school or a dumping ground for incorrigibles. I recently heard of a Court sentencing an Indian boy to jail or to go to the Carlisle Indian School, and I am informed that throughout the West generally this

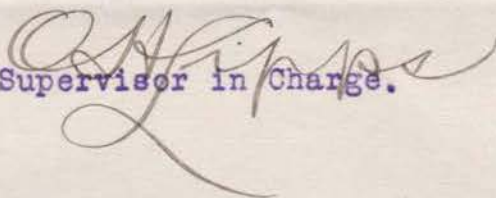


has been the attitude toward Carlisle for some years past.

A little later, I shall submit to the Office a list of delinquent pupils who have failed to respond to appeals, and who have made no progress and caused unusual trouble, with the view of having the Office consider what can be done with them or for them.

Very respectfully,

OHL:SR

  
Supervisor in Charge.

DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE  
U. S. INDIAN INDUSTRIAL SCHOOL  
PHOENIX, ARIZONA.

*G*

March  
Tenth  
1915



FILED BY C. P. F.



Hon. Cato Sells,  
Commissioner of Indian Affairs:

Sir:

In my report following my visit last spring to the Carlisle school, I called your attention to the character of many of the students who were there at that time, as being such as to be a menace to the morale of the school. This suggests the question, If they could not be retained there, and were not, what becomes of them? Must that class of young people be returned to their reservations only to become a problem to the local authorities?

Supervisor Lipps has written me that thirty pupils were sent away from that school during the first half of the fiscal year, and asks what my opinion is of the necessity of a reform school for Indian pupils. The answer is involved in the question above--What is ultimately to become of the class of youth still of school age whose presence in our schools is a moral menace to the rest of the student body? Some proper place should be provided where they can have the benefit of the restraint and teaching which modern social science regards as capable of making the best of defectives and incorrigibles, a reformatory.

*Just  
to  
each*

In my report of conditions on the Crow reservation, I called attention to the need of some school to which some of the girls would

2-- Commissioner

be sent who needed correction and training . There are many youth, both boys and girls, on our reservations with whom the local superintendents have a particular problem. They verge on incorrigibility; often they are frankly so. The non-reservation schools cannot afford to be burdened with them, yet what can be done with them?

Only recently, at Tucson, my attention was called to three cases in point. Two girls, retained as witnesses against a white man, are now in the hospital, one being treated for gonorrhoea, the other for gonorrhoea and syphilis. Another girl, only fifteen, was held on a larceny charge. Upon examination, she was found to be mentally defective. A test for gonorrhoea, also, showed positive. The grave question now is, what is to be the future of these girls?

Many of our so-called incorrigibles are really defective, requiring special treatment and training.

I understand that Congress several years ago made provision for the selection of one of our non-reservation schools as a reform school. Such a provision seems a wise one; yet a common school for both sexes of this class ought not to be considered for a moment. The problem is difficult enough where pupils are normal; it would be infinitely more so where they are abnormal morally or mentally. As Congress contemplated only one school, selection could now be made of one for boys, one for girls to be established later.

May I ask your serious consideration of this matter, to the end that the class of children unfit for our schools, should not be cast entirely adrift without special effort having been made to correct their deficiencies

3--Comm

and, partially at least, fit them for some usefulness?

Respectfully,

A handwritten signature in cursive script, reading "Anne E. Newton". The signature is written in dark ink and is positioned to the right of the word "Respectfully,".

Supervisor

Ed-Schools  
P C

Francis  
Wanner  
Dortch

MAR -9 1915

Mr. O. H. Lipps,

Supervisor in Charge Carlisle School,

FILED BY C. P. F.

My dear Mr. Lipps:

In reply to your letter of February 17, where-  
in you suggest the need of a reform school for the Indian  
Service, you are advised that we had a conference with  
reference to this matter and its various phases were dis-  
cussed quite fully. For the present, at least, no steps  
will be taken towards the establishment of such a school.  
If we can make special provisions (and this is to be con-  
sidered further) for caring for one or two of the classes  
of morally or physically defective pupils which cause the  
most concern, our present schools for normal pupils can  
be made to meet fairly well our needs with respect to the  
others.

It has been apparent to those having a knowledge  
of Indian education that the few pupils which were moral-  
ly and physically delinquent often occupied more of the

attention of our employees than was their share and, further, their presence endangered the training given the other pupils, and also that pupils of the bad class could frequently be reformed if given special attention under advantageous conditions. Such being the case, we were under obligation to make an effort in their behalf.

The difficulties, however, in the way of establishing a reform school are serious, even though the law you cite (34 Stats. L., 328) apparently makes the way easy from a legal view point. In our capacity as guardian, we would be subjected continually to severe criticism if we were to force Indian boys into institutions which might very easily, and in all probability would, in a short time become virtually penal institutions. Our work is one in which those who have an interest in Indian education are privileged to offer criticism and from this source we would be subjected to unfavorable comments. A large number of our Indian parents are citizens and it is very doubtful if the law to which you refer, or any other law that Congress might be expected to pass, would deprive these citizens of their rights under

the laws of the state in which they live. The law also implies that the consent of the parents is unnecessary. It must be conceded, however, that there would be some difficulty in enforcing this law, particularly as in sentiment, at least, it contravenes two other statutes (28 Stats. L., 313; 28 Stats. L., 906; 29 Stats. L., 378) which require the consent of the parents before a child can be removed from the state or even before it can be taken off a reservation. Our general transportation fund is available for the expense of taking a pupil over 14 years of age to any distant state (35 Stats. L., 783) but it is not applicable for the transportation of those under 14 to a state beyond the boundary of the state adjoining that in which the pupil lives. There is some doubt whether the transportation would be available for pupils under 14 to a distant state, even considering the reference made to it in the law under consideration. It has also been difficult to find a school specifically appropriated for which has the characteristics essential for such an institution.

Instead of approaching these difficulties,

although it must be conceded that if they were attacked squarely many would disappear, it has been thought possible to meet our needs in another way. We can probably without much opposition or criticism select an institution where those pupils who are diseased may be treated and cured. We can also allow the state courts, as we now do frequently, to take charge of any pupils who have committed a crime cognizable by the state courts, allowing such pupils to be sentenced to a state reform school. This will relieve our schools of two of the troublesome classes. For the other pupils who are beyond our easy control we may follow some such plan as has been partially used heretofore, but more systematically and carefully employed. If a boy or a girl has reached a mature age and there is no likelihood of changing their views of life they should be dropped from our schools. For those other younger pupils, many of whom are capable of being reformed, special care and attention should be given. A few of our schools have already established reputations for maintaining a very high order of discipline, a discipline calculated to develop and inspire pupils to better things. The



sentiment of such a body of students is often so wholesome that a very few additional pupils who are prone to go wrong will find themselves so deterred that a new mode of life is easily taken up. With this in mind, I think some of our worst pupils could be transferred to one of these schools, where, with new surroundings, they could begin over. Such transfers should be accompanied with private letters to the Superintendent and Principal, and possibly also to the Matron or Disciplinarian, acquainting them with the shortcomings of the pupils so transferred, requesting that special effort be made to effect a change. In other words, pupils could be so scattered among strong schools that their influence for evil would be very much reduced. No mistake must be made by sending to a school more of these pupils than it can easily dominate - to do so would soon ruin it. While this plan is not ideal in every respect, I think it is fraught with less danger and is capable of a very large degree of success.

When you next come to Washington I will be pleased to discuss this matter further with you. In the

meantime, however, should you desire special action on the part of the Office with reference to certain ones of your delinquent pupils, I will consider any recommendation you care to make with reference to them.

Very truly yours,

(Signed) *Chas. Sells*  
Commissioner.

2-LP-26.

Need for a reform school.

- (a) To relieve the normal pupils from the influence of the bad ones.
- (b) For the reformation of the bad.

Difficulties in the way of establishing a reform school.

- (a) Must develop into a penal institution.
- (b) May arouse public criticism.
- (c) Probably inapplicable to citizen Indians.
- (d) Contrary to sentiment that the consent of parents should be procured.
- (e) Question of availability of transportation fund.
- (f) No one institution contains all the characteristics essential for a reform school.

Other means that may be followed with respect to undesirable pupils.

- (a) Have diseased pupils treated in a special institution.
- (b) Those who commit misdemeanors may be subjected to state courts and committed to state institutions.
- (c) Mature pupils not likely to reform to be dropped from our schools.
- (d) The balance scattered among schools in which there is strong discipline.





DEPARTMENT OF THE INTERIOR

UNITED STATES INDIAN SCHOOL

CARLISLE, PA.

February 17, 1915.

Hon. Cato Sells,  
Commissioner of Indian Affairs,  
Washington, D. C.

FILED BY C. P. F.

My dear Mr. Sells:

I desire to call your personal attention to the urgent need of a reform school for the Indian Service. This question has been agitated for several years, but no administration appears to have taken hold of it with any definite, persistent effort. In a letter to the Office last summer, I called attention to the need of some definite action being taken along this line. My experience here at Carlisle has convinced me more than ever of the necessity *for* such an institution. I find that the act of Congress approved June 21, 1906, gives you full authority to convert anyone of our schools, which are provided for specifically, into an Indian reform school. The Act reads as follows:

The Commissioner of Indian Affairs, under the direction of the Secretary of the Interior, is hereby authorized and directed to select and designate some one of the schools or other institution herein specifically provided for as an "Indian Reform School", and to make all needful rules and regulations for its conduct, and the placing of Indian youth therein: Provided, That the appropriation for collection and transportation, and so forth, of pupils, and the specific appropriation for such school so selected shall be available for its support and maintenance: Provided further, That the consent of parents guardians, or next of kin shall not be required to place Indian youth in said school. (34 Stat., L., 338).

Hon. Cato Sells,.....#3.

Perhaps your attention has not been called to this law, and indeed it is hardly probable that anyone has taken up with you seriously the need of such an institution.

I have been particularly anxious here at Carlisle to raise the standard of this school and to make of it something more than a place where Indian boys and girls without regard to their mental and moral qualifications might be sent to be fed, clothed and cared for at Government expense. My ambition has been to make a real educational institution of Carlisle such as would not only be a credit to the Government but would be an example for the entire Indian School Service. Only on this theory is there any justification, whatever, for maintaining an Indian school in this section of the country. I have worked almost night and day for the past year, trying to raise the standard of Carlisle along all lines. My efforts have not been entirely in vain, still my ambition is far from being realized.

I find that the greater part of my time and attention and a very large part of the time and attention of the heads of the departments, especially that of the matrons and disciplinarians, has been required in looking after the discipline of the students. The disciplinarian spends at least one-half of his time rounding up boys, who apparently have no other interest in the school than to have a good time and do as they please. It is true there are comparatively few of this kind of pupils

Hon. Cato Sells,.....#3.

at Carlisle at the present time. Acting upon your verbal suggestion to me last summer, I began early in the year to gradually weed out the worst characters, and at the present time we have comparatively few who are constantly sources of trouble.

For your information, I am enclosing herewith two lists, one of students who have been dismissed from the school since last July, the other a list of boys now at the school that are giving more or less trouble, but in whom we have not given up all hope. Opposite the name of each you will note the cause of their being sent home, or the acts they are guilty of which are causing trouble.

Now, if we had a reform school to which some of the worst characters we have sent home might have been sent, we would not be turning back on the reservation a lot of criminally inclined boys. It is this class of boys that cause so much trouble on the reservations. Many of them should be sent to a reform school in the first place and not to a school like Carlisle, but the best results that would come by reason of having an Indian reform school would be its preventative effect. If students knew that if they persisted in misconduct they would be sent to a reform school, a great many of them would mend their ways and not require such discipline. This has been fully demonstrated here at Carlisle. Last summer, and in fact all of last year, the discipline in the girls' quarters was simply disgraceful. A large number of girls conceived the idea that they would do as they pleased. They would insult the matron on the slightest

provocation, swear at them and commit all manner of disrespectful acts in their presence. The present matron, after using all the moral suasion in her power and after exhausting every resource, finally came to me saying that she was willing to give up, that she had exhausted every resource and unless some drastic action could be taken, it would be useless for her to remain any longer at Carlisle. I made up my mind to take drastic action, that if the present matron could not master the situation, it was not likely that any other matron would be more successful. I sent three of the worst girls to a reform school where they now are. This was done, however, with the consent of the parents and superintendents. Immediately, order was restored in the girls' quarters and from that day until this, there has been no serious breach of discipline in that building. Each of those three girls has written me several times, thanking me for taking the action I did, saying that they now realize their mistake; they have also written to the matron, apologizing to her for their conduct.

I am convinced, therefore, by actual demonstration, of the salutary effect of a reform school as a preventative measure, as well as in actually receiving incorrigibles and handling them under conditions for which such schools are especially adapted. I can think of no one thing that would mean so much for the general welfare of the Indian School Service as to carry out the Act of Congress herein quoted.

It has frequently occurred to me in thinking this matter



Hon. Cato Sells,.....#5.

over that the Pipestone School in Minnesota might be used for this purpose. I merely suggest this, but since it is located only sixteen miles from the Flandreay school and is in the heart of a very large Indian population, I have often thought that it would be a splendid thing to turn the Pipestone School into a boys' reform school. I would not recommend that it be a co-educational reform school. Better begin with a boys' school and later select some other school for a girls' reform school.

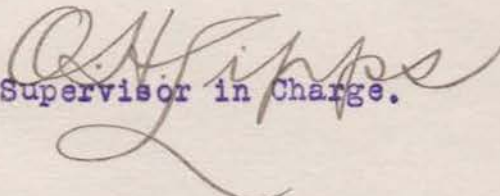
The present law appears to cover the ground quite fully as you may select any one of the schools which are specifically appropriated for using the funds appropriated for its support. The law also provides that you may make any needed regulations necessary for the proper governing of such a school, and it also provides that the consent of the parents and guardians shall not be required to place Indian youth in such reform school. This seems to be about all that is necessary, and why the law has been ignored, I do not know. There may be some good reason why, unknown to me, it is not practicable to carry out the expressed wishes of Congress in this matter, or it may be that the matter has been inadvertently overlooked, because no one seemed sufficiently interested to take the matter up. The matter of selecting the particular school to be used for this purpose, however, is one in which I am not especially interested and I have no special preference. I simply suggested Pipestone because of its accessibility to a large Indian population, and also because

Hon. Cato Sells,.....#6.

of its proximity to the Flandreau School. It does not seem necessary to maintain two Indian Schools of the same class so close together as Flandreau and Pipestone.

I hope you may find the time at an early date to consider this matter carefully and after you have done so, I should be very glad if you will advise me as to your opinion regarding the establishment of an Indian reform school.

Very sincerely yours,

  
Supervisor in Charge.

OHL:SR

Names of UNDESIRABLE students who were dismissed from Carlisle during the time from July the 1st of 1914 to February the 17th of 1915.

<u>Name.</u>	<u>Cause.</u>
1. Edward Paul	Venereal disease
2. Cicero Crittenden	" "
3. Horace Poweshiek	" "
4. Catherine Lemieux	Pregnant before enrolment
5. Beeley Derrisaw	General undesirableness and drunkenness
6. Walter Anderson	" "
7. Robin Daugherty	General undesirableness and insubordination
8. Josiah Sam	" "
9. Katie Painkiller	Pregnant before enrolled here
10. Charles Atsye	Venereal disease
11. Louis Mousseau	" "
12. Albert Masquat	Insubordination
13. John Francis	Venereal disease
14. Henry Ankle	Generally undesirable
15. Silas Braveagle	Drunkenness
16. Joseph Sackatuck	Venereal disease
17. Manuel Romero	Venereal disease and generally undesirable
18. George Allen	Venereal disease
19. George Roberts	Drunkenness and generally undesirable
20. Chas. Wilson	" " "
21. Frank Young Eagle	" " "
22. Eustace Edwards	" " "
23. Lucinda Reed	Pregnancy
24. Howard Sheppard	Venereal disease
25. John Harlow	Generally undesirable
26. George Littledeer	Venereal disease
27. Irwin Sherman	Generally undesirable
28. Felix Fly	" "
29. Arthur Nephew	" "
30. Simon Soulier	" "

*Harvey K. Meyer*  
Secretary.

List of Boys still at the School who have unsatisfactory records.

1. Gilbert Lafferty:  
Goes to pool rooms; leaves grounds without permission; boasts of having had gonorrhoea and been cured in Chicago; ran away in the spring and was taken back in the fall on probation; scheduled for dismissal, but kept on account of no available funds for transportation; very docile; readily promises amendment; lazy.
2. Edward Brien:  
Drinks some; has been in guard house for drunkenness; greatest offense leaving grounds without permission; promises amendment; is good for a while then breaks over; good worker; energetic.
3. Hermis Merrivale:  
Drinks; has not been in guard house for drunkenness; leaves grounds without permission in citizen clothes; a willing worker; accepts punishment, promises amendment and immediately commits same offense; rarely goes clear down town.
4. Alex. Traversie:  
Drinks; has been in guard house for drunkenness; goes some to town without permission. (Is now in the County Jail in Carlisle.)
5. Henry McKay:  
Drinks; has been in guardhouse for drunkenness; runs out some at night; improving, I believe.
6. G. Clifford:  
In guard house at present; a weak character given to drink; runs around neighborhood.
7. Elmo Matlock:  
Has drunk more or less ever since I have known him; has the making of a fine man, when he gets over present inclinations; good worker.
8. Chauncey Williams:  
Ran away from school a couple of years ago; returned last fall; promised to mend his ways; does not attend academic classes; hard to keep at work; doing no good.
9. Geo. Matthews:  
Drinks considerable; low grade boy; head strong; resents correction.

10. Roy Burton:  
Drinks some, and leaves the grounds occassionally without leave; shows some amendment and may come out all right; very polite and suave; ready with excuses; lazy.
11. Jacob Spokogee:  
Runs around some; have never seen him drunk; resents correction.
12. James Chaves:  
Out about once in four or six weeks.
13. Otto Thunder:  
Has had venereal disease; good worker; obedient; fair record; been out since discharged from Hospital.
14. Newton Robinson:  
Caught trying to set fire to Shop Building; made two attempts same afternoon; was discovered each time and fire extinguished; confessed his object to get sent home; now in guard house.

(Signed) F. W. Griffiths  

---

Disciplinarian.