

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

January 21, 1907

*Edwin Schanandore
Albuquerque, N.M.*

Dear friend;-

Please oblige by answering the questions below accurately and promptly and return this paper to me in the enclosed envelope, which requires no postage.

Are you married and if so to whom?

What is your Post Office address?

What is your occupation?

*Divorced
Albuquerque, N.M.
Disciplinarian and Band
Master at this school.*

Have you been in the Indian Service, in what positions and how long in each?

I was Baker and Band Master at Cherokee N. C. for two years and from there I was transferred to Carson City Nevada as Disciplinarian and Band Master and am still holding that same position

Have you lived in the East any part of the time since your graduation and if so, where, how long and what positions did you fill?

My home is in Wis., but I have been out West here ever since I left Carlisle with the exception of two years that I was at Cherokee N. C.

Your friend

W. A. Mercer

Major 11th Cavalry,
Superintendent.

In reply to:

Department of the Interior,
INDIAN SCHOOL SERVICE,
OFFICE OF SUPERINTENDENT,

Albuquerque, New Mexico.

March 17, 1907.

Supt. St. A. Mercus.

Carlisle,
Pa.

Sir:

In compliance with your request, I here with submit names of those Carlisle graduates who are now here as employees.

Mr. Bagnett has established his head quarters here. He is an acting agent for the Indians in this part of the country. His wife is teaching here.

Miss. Nancy Seneca is our nurse here and she seem to under-stand her work as well as any-body could.

Miss. Annie Kurie but now Mrs. Abner has had charge of our laundry here for the last five years, and doing well.

I saw Yarnie Leeds the other day and he is looking well. I under stand That he is engaged in farming.

INDIAN SCHOOL SERVICE,

OFFICE OF SUPERINTENDENT,

190.

Bennie Thomas I understand is living near Laguna and engaged in cattle raising. All Carlisle graduates, those that have returned to their homes, "as far as I can see" are doing as well as circumstances would permit.

Yours friend,
Edwin Schanendon.

MORAL, PHYSICAL AND MENTAL TRAINING OF THE AMERICAN ABORIGINE

Instructing Indian Children of the West in Useful Arts and Trades.

By CHARLES WAKEFIELD CADMAN.

ALBUQUERQUE, N. M., March 27.—One hears much about the Carlisle Indian School, located in Pennsylvania, but little about similar Indian schools scattered over the country. The work your Uncle Samuel is doing for the education of his Indian wards must be seen and realized before it can be appreciated.

Reports good and evil have gone over this broad land of ours concerning education of the Indian, and as a result public opinion has become rather addled. Still, if one will but take time to peruse the reports of the Indian department he will not be long in ascertaining for himself a knowledge of the practical results thus far achieved in our present-day policy toward our Aboriginal friends. Results must forever close the mouths of ignorant politicians and obstructionists who seek on all occasions to throttle legislation of the looking toward the betterment of the Indian. The school reports of the past five or six years show conclusively that from 75 per cent to 80 per cent of Indians, either graduated or discharged after a trade has been mastered, have remained steadfast in their determination to carry out the principles of their new life. When one considers the centuries of evolutionary development back of our own race and then compares it with the sudden transition and adjustment in the life of the Indian, his respect for the Red Man should be enormous. Disparagement and impatience should be turned into encouragement and admiration.

Albuquerque School.

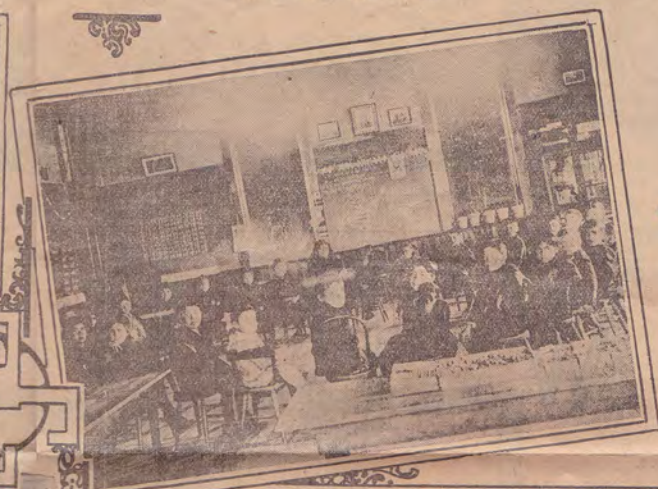
The writer had the good fortune to be conducted over the Albuquerque (N. M.) Indian school by its efficient superintendent a few weeks ago. This school, covering 16 acres, is located in the valley of the Rio Grande, and is one mile north of the town of Albuquerque. To the east may be seen the Sandia mountains a distance of 12 miles. The site is ideal and healthful. Practical education is aimed at, and, along with the ethical training imparted by a competent disciplinarian, is instilled a love for the usual trades and professions. For the boys there are harness making, carpentering, baking, smithing, tailoring, house painting, butchering, electric lighting, plumbing, etc., and for the girls, domestic science, dressmaking, nursing and other useful occupations. Irrigation and the natural rich soil of the valley have made possible a limited amount of agriculture, and this adds another vocation to the long list.

Some dozen buildings and 39 employees are needed for housing and educating 340 girls and boys. The method of reaching and sustaining the interest and attention of these children is important. If we start our tour of inspection at the school rooms we shall first enter the kindergarten, where little brown-skinned, round-faced, brilliant black-eyed cherubs are being taught to sing and recite from colored paper, singing nursery songs, or intoning juvenile rhymes with an ardor worthy of their little white cousins. The children are brought to the school from the adjacent reservations at a tender age. It is at this period that the human clay is plastic. At this age, too, the child

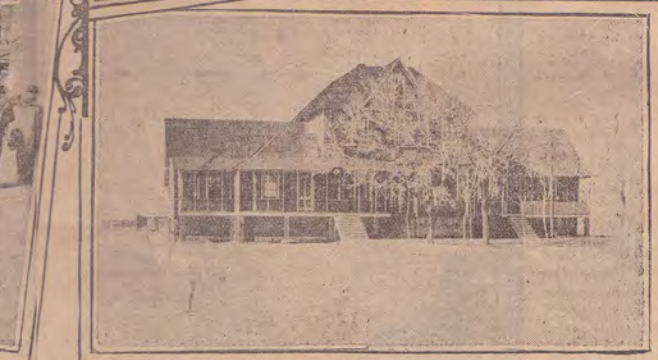
Original Building of Indian School.



The Kindergarten Circle.



The School Band on Parade.



The Hospital.

drifts away more easily from hereditary traits and impulses, and with the proper instruction becomes as the Caucasian. He learns to think and almost to feel as the Caucasian, and this we have an interesting phase of psychology. We find that the children learn very rapidly. They love their school work just as any other children.

This, too, demonstrates the universality and truth of the great Froebel's simple, yet philosophic system. A child is a child the world over, regardless the color of his skin or the shape of his cranium. And intuitively knowing this your Uncle Samuel prefers to have this plastic human clay early, that the molding into useful citizens may be made less difficult. Some

of the children speak no English when they enter the school; others but little. Yet with two or three years' kindergarten and primary work, the language is soon conquered.

Passing to the grade above we find the usual atmosphere of the school room and the only differentiation apparent is merely racial and physiognomical. Or it may be in the occasional halting English of a child deprived of kindergarten training by reason of his late entry into the school.

We find bright boys and girls in the grammar grades, speaking excellent English and solving with ease a difficult mathematical sum—here a Chippewa, there a Navajo, here a Pueblo and over there an Apache; children or grandchildren of

those who but 35 years ago resisted with blood the efforts of Merritt, Crook, Forgythe and Terry to drive them into reservations. When one looks around at the peaceful young faces of these boys and girls, the unfortunate episodes in the Indian campaign seem remote indeed. And it all shows the superior stuff which these much-misunderstood wards are made of.

A Desire to Learn.

We observe a willing tendency, an unmistakable energy in the harness-shop, the carpenter-shop. The desire to do and to learn, and the pride for having mastered is visible on all sides. If you

enter the sewing-room you'll find an air of industry. The older girls at the machines, the younger ones plying needle and thread under the competent instruction of an Indian graduate mistress of dressmaking; a few girls at the cooking school conquering a most un-Indian dish—all this is a prophecy and it is also a refutation of the statement that the Government is experimenting or feeling its way on the question of Indian education.

The principles of self-reliance are instilled into these pupils upon their arrival at the school. It runs through all the instruction given them. Self-reliance is just as much a part of the curriculum as the teaching of a trade or profession. To demonstrate: A young girl about 17 years

of age has been "running" the dining-room for some time during the absence of the overseer. Superintendent Robert Perry said that this was but one of many cases of efficiency; that almost any of the large girls could step in at any time and acquit themselves creditably. There are also youthful assistants of 12 or 13 summers who are doing valuable work in the kindergarten and primary grades, and in that way are acquiring unconsciously the training and love for such work later on.

Right here too much stress cannot be laid upon the work being done by the disciplinarian, Mr. Schnauderer, whose teaching is to enter largely into the future success of these young Americans. It is known that Mr. Schnauderer is him-

Excellent School at Albuquerque, N. M., and the Work It Is Doing.

self an Indian and one of the finest examples of Government school education in Uncle Sam's employ. He not only looks after the moral and physical training of these boys, but is director of the school military band and a teacher of various hand instruments. In this connection it may be said that the Albuquerque School Band is in every way a credit to the institution. It also clearly shows the remarkable latent musical talent of the average Indian youth.

Monuments of Their Labor.

Several buildings on the premises have been wholly erected by the students and stand as monuments to their skill and enterprise. The superintendent's house is one of the best examples and the work could not be told from that done by more experienced masons, carpenters, plasterers and painters. Mr. Perry, who has been in charge of the school for three years, is an enthusiastic and tireless worker. He is a man of sound ideas and also a man of sympathy and tact and can enter into the lives of his boys and girls. The superintendent, besides his responsible position at this school, has the manifold duties of looking after the welfare of some two or three thousand Indians. He directs the Indian day schools among the San Felipe, Laditas, Lagunas, Paraje, Seamas, Mentas, Pagutes, Encinalas and Acomitas. When asked if the pupils used what they had learned when they finally left the school, he replied:

"They do! A majority of our boys and girls have returned home and have put to use all they have got at this institution. Our results are even better than those achieved at Carlisle," said Mr. Perry with pardonable pride. "I think we have the advantage of the Eastern school in that ours is nearer the nativity of the pupils. Most of them come right from this Territory, where they can frequently see their parents and where their elders can see the work the children are doing. And the parents are frankly eager for the education of their children. We have little trouble on this score. One exception since my taking charge here was the case of a Pueblo parent who was indicted for keeping his children away from us."

Mr. Perry spoke enthusiastically of the good results he had witnessed since his superintendency. "We sent a boy out of here last year to a position of \$600 per annum. He worked faithfully at his job and is now ambitious to go to Haskell for a higher education. This is merely a sample of the ambition we encounter."

Congress has just passed an appropriation for a new dormitory. The boys have been quartered in an old, tumble-down structure that has really held together "dog-eat-dog," it is true. Mr. Perry fought for the new building and has won at last. This old structure (seen in the illustration) was the nucleus of the school. It was built by the founder, the Presbyterian Church, some 27 years ago, and was turned over to the Government seven years after the inception of the school. The institution has gradually grown to its present goodly proportions and will no doubt continue to grow with the succeeding years. Mr. Perry, during his regime, has erected many new necessary structures, besides rebuilding the girls' dormitory. He has put the school practically upon a new basis and has enlarged the various departments so that it now compares favorably with any Indian school in the United States.

EDWIN SCHANANDORE,
ONEIDA.
Entered
Carlisle 1885

Is Employed as
BAKER and
BAND LEADER.



Graduated
Class 1889.

At Cherokee
School
North Carolina.

13-

5240

SHAW-WALKER MUSKEGON 5478

Church.

Lead letter
y 10
Dakota.
28, 1917.
August 7, 1917.

Mr. Edwin Schenandore,
Flandreau, S.D.

Dear friend:

Your prompt reply to my letter
is appreciated.

Today I am sending to the people
you mentioned letters explaining the ad-
vantages at Carlisle. I trust we can reach
these young people and give them the inspira-
tion from old Carlisle.

I think you for your co-operation.

Very truly yours,

J:R

Chief Clerk in Charge.

Handman, South Dakota.
7/29, 1917.

John Francis,
Carlisle,
Pa.

Dear Friend:-

Your letter is just received. I shall certainly do all I can to get certain boys and girls to go to Carlisle. I shall immediately write to some of them and see if I can ^{not} get some of them to apply for admission to Carlisle. Charlie Murry of White Earth, Minn., who is a graduate of this school, and who I think ought to go to Carlisle. He is a good boy and first class base player. Miss. Richal Hill of Onocida, Ohio, is another one that I think ought to go to Carlisle, she was in 10th grade here and she is no fool. Thomas Moulton of Concord Minn. is another boy that ought to go to Carlisle by all means, if you can get him. Ambros Hale of Standing Rock & Cheyenne River, S. D. is another good boy that ought to go to Carlisle.

Your friend.
Edwin Schanandon

NAME AT CARLISLE

Edwin Schanandore

PRESENT NAME

DATE	INFORMATION THROUGH	ADDRESS	OCCUPATION	ITEMS OF INTEREST	GRADE
1907	self-	Albuquerque, N.M.	Discip. and Band master.	Ind. Service since 1889.	Ex.
1909		"	" \$1000		Ex.
1910		"	"	Lost first wife - married again June 1910	
1911		"	"		
1917	"	Flandreau, S. Dak.			