

SHAW-WALKER MUSKEGON 5478

Months in school before Carlisle,

Grade entered at Carlisle,

Grade at date of Discharge,

Trade or Industry,

Church,

CARLISLE INDIAN INDUSTRIAL SCHOOL.
DESCRIPTIVE AND HISTORICAL RECORD OF STUDENT.

NUMBER 2305	ENGLISH NAME Millie Paul	AGENCY	NATION Alaska
BAND Whangle	INDIAN NAME	HOME ADDRESS Francis Paul, Sitka, Alaska	
PARENTS LIVING OR DEAD	BLOOD	AGE	HEIGHT
FATHER, Dead	MOTHER, Living	Naef	14
ARRIVED AT SCHOOL	FOR WHAT PERIOD	DATE DISCHARGED	CAUSE OF DISCHARGE
May 18 1899	5 years	June 30 th , 1903	Graduated and self supporting
TO COUNTRY	PATRONS NAME AND ADDRESS		FROM COUNTRY
Mar. 16, '02	Philadelphia		

Months in school before Carlisle, ... 80

Grade entered at Carlisle, 61th.

Grade at date of Discharge, *40.16 (grad)*

Trade or Industry,..... *Printer*.....

Church,

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DESCRIPTIVE AND HISTORICAL RECORD OF STUDENT

[illegible]

9-264

Name

Dec 31 st , 1912
William Lewis Paul

(Please give name by which enrolled and also present or married name.)

Tribe

Alaskan -

Class 1902

Present Address

355 Mills Bldg, San Francisco, Cal

Former Address

454 - 11th St. Portland Oregon

(Address from which we heard from you last.)

Present Occupation

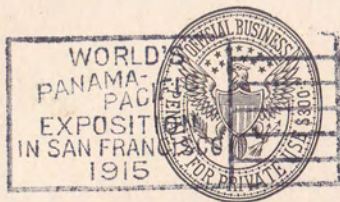
Asst Cashier Fidelity & Deposit

Remarks:

*Co. of Maryland, Pacific Coast
Branch.*

1-567 a

Department of the Interior.



Mr. M. Friedman

Supt. U. S. Indian School

Carlisle

Pennsylvania



THE OCEAN ACCIDENT & GUARANTEE CORPORATION, LIMITED,
OF LONDON, ENGLAND.

AMERICAN HEAD OFFICE, NEW YORK CITY.

WILLIAM J. GARDNER, MANAGER.

✓

PACIFIC COAST DEPARTMENT

LEONARD C. JONES, Supervisor

104-5 Insurance Exchange Building

SAN FRANCISCO, CAL.

March 7 1914

Carlie Arrow

Carlie Penn.

Dear Arrow:- Please note change
of address from 355 Mills Bldg.
San Francisco Cal

to
2203 1/2 Pacific Ave
Alameda Cal.

I appreciate your weekly
visits very much.

Yours sincerely

William L. Paul '02

NAME AT CARLISLE

William Paul

264.

PRESENT NAME

DATE	INFORMATION THROUGH	ADDRESS	OCCUPATION	ITEMS OF INTEREST	GRADE
1907	self.	Whitworth College. Tacoma. Wash.	Student	graduated in 1909.	
1909	"	"	"		
1910		San Anselmo, Cal.			
1911		Ladd, Wash.	Time keeper for Mining Co.		
1912	"	454-11th St. Portland Ore. 355 Mills Bldg.			
1913	"	San Francisco Cal. 2203 Pacific ave.			
1914	"	"	not given.		

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

264.

January 21, 1907

Wm Paul

Wrangell, Alaska.

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?

No.

What is your Post Office address?

Whitworth College, Tacoma, Wash.

What is your occupation?

I am a student.

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

No.

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?

Once lived in Philadelphia, Worked as a printer for Gifford Printing Co., 12th & Columbia Ave., Then in the factory of H. O. Wilbur & Sons Chocolate Manufg. Co, then worked as night watchman for six months, During that time by attending

Your friend

Banks Business College during

afternoons I graduated and then entered office of H. O. Wilbur & Sons.

Went in office three months.

A. Kensler

Major 11th Cavalry,
Superintendent.

I returned in 1903 to Carlisle, attended Dickinson Prep, was called home by sickness of mother. Conditions at home being improved, I decided to enter college. I am now a Freshman and am working my way through.

We are in receipt of a letter from Wm. L. Paul of Ladd, Washington, a graduate of the Class of 1902, who is employed as storekeeper for a coal company of that place, and also as timekeeper for the company's mines. He writes: "My brother of Class '05 is here with me. He is a blacksmith's helper. Sometime we hope to visit our old stamping grounds, but at present are too busy with real business. We are employed here not as Indians, but as men. Our best wishes and thanks go out to your institution."

DEPARTMENT OF THE INTERIOR,
UNITED STATES INDIAN SERVICE,

Craft

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RECORD OF GRADUATES AND RETURNED STUDENTS.

UNITED STATES INDIAN SCHOOL, CARLISLE, PENNSYLVANIA.

Name Wm Paul — Class 1902 - Carlisle, Pa.

1. Are you married and if so to whom? No.

2. What is your present address? Whitworth College, Tacoma, Wn.

3. Did you attend or graduate from any other schools after leaving Carlisle? Give names of school and dates if possible. Bank's Business College, Phila, Penna.

graduated June, 1903. - Dickinson Prep - Carlisle, 1903-4

Whitworth College Academy 1905-06.

Whitworth College - 1906-07.

I am to graduate this year.

4. What is your present occupation? Salary? Student - Office assistant
in capacity of treasurer & sec., outside school
hours at salary of \$25⁰⁰ month. Literary Editor of

5. Do you own your home? College Paper, Treas. of Y.M.C.A., & last

6. What kind of a house is it? Number of rooms? season was foot-ball
manager, succeeding to acct of predecessor in

7. How much property do you possess?

Stock _____

Land _____

Real Estate

8. Do you have money in the bank? How much?

9. Have you been in the Indian Service? In what positions? How long in each? No.

10. What other positions have you held since leaving Carlisle? Stenographer

H. O. Wilbur & Sons, I like, Penna. —
While home, my positions have been
jobs in logging camps, fisheries, etc.

11. Have you done anything for the betterment of your people? Write fully.

I believe that I have, not only by
my example of constant effort,
but also by living a consistent
Christian life. My work in my
home town, Wrangell, Alaska, and
in the adjacent camps and
fisheries, has been of a missionary
nature — often times staying up
late at night to help some
sorely tempted person in fighting
the demon drink.

12. Tell me anything else of interest connected with your life. I have gone to College in the face of disappointments such as the almost entire loss by storm of my summer's work. Until this year, I have received some financial help from home which was however but a return for service rendered during summer months.

I expect to enter Princeton Theological Seminary next Fall 1909.



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Portland Oregon
Feb. 24 1916

Mr. O. H. Lipps
Carlisle Penna.

Dear Sir:- Herewith I send you
copy of letter I have written
to Hon. Bate Sells. Same
is self-explanatory. I watch
the progress of the school
very closely and extend to
you my best wishes.

Yours very truly

William L Paul
Class 1902



COMPANY'S BUILDING.

JOHN D. ALCOCK, JR.,
MANAGER
PHONE MAIN 3269

EDWIN WARFIELD,
PRESIDENT.

Fidelity and Deposit Company of Maryland

CASUALTY INSURANCE SURETY BONDS.

HOME OFFICE BALTIMORE

PORTLAND BRANCH OFFICE
601 PITTOCK BLOCK
PORTLAND, OREGON

February 19, 1916

*Copy for H. Lippe
Mr. O. H. Carlisle
Penn.*

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

Dear Sir:

My attention has just been called to the following paragraph in the January number of the "Red Man," printed at Carlisle, Pennsylvania, entitled, "Training Indian Girls For Efficient Home Makers."

"Carlisle for the first time in its history has installed such a course. We have this year built a model home cottage in which the girls are being trained to cook over a cook stove, take care of kerosene lamps and to prepare three meals a day in the most wholesome and economical way, etc., etc."

Before proceeding any further I shall tell you who I am. I graduated at Carlisle in 1902, and graduated at Whitworth College, Tacoma, Washington, in 1909. During this time I have been absolutely independent and have gained all the experience that could be gained by any other independent citizen of this country. Naturally when I read the paragraph above quoted, it struck me with a good deal of surprise that a paper coming from Carlisle could be so ignorant of the past record of Carlisle as to say in public print that Carlisle "for the first time in its history has installed such a course in which girls get a real taste of home life." I am not in any way indignant over the misinformation which the writer of the paragraph has acquired, but I wish to write to you for the express purpose of letting you know what I think of this new system. I trust that you will take my expressions entire-

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ly in the way they are intended, i.e. helpful criticism and vital interest of an alumnus who has gained considerable experience and has and is exemplifying by actual life the principle which the government is trying to inculcate in the minds of their students.

Carlisle was founded as any old student will tell you upon the principle that the way to teach an Indian the white man's form of living is to separate him from all Indian environments, place him among white men and keep him there. The way to teach one thousand Norwegians the English language is not to build a few cottages and allow a half-dozen or more to live in these cottages and read and write the English language for ammonth at a time but rather to take these one thousand Norwegians, transplant them to an absolutely English or American environment and put them in a place where they must talk English. This illustration will serve my purpose to illustrate the two methods, one tried by many years of experience at Carlisle, wherein Carlisle became justly famous inasmuch as in her Outing System each student had the privilege of going to a distinctly typical American home whether farm house or otherwise and there learned by doing day in and day out all the duties which can be required of an American citizen. Under these circumstances they do not indulge in a solitary month of delightful experiment in learning how to cook over a cook stove, take care of a kerosene lamp and to prepare two meals a day, but they are required to do all of these things and many more things day after day, sometimes for months and years.

There is another advantage in this Outing System as practised at Carlisle and that is that during the time these students are in the homes of selected families they are permitted to go to grammar school or high school and there to acquire the elementary and secondary education in the most practical manner. I wish to emphasize this fact that education acquired under these circumstances is very much better for the student than to acquire it at Carlisle itself, for this reason, - the competition among white boys and girls in educational matters is very much more keen than among students at Carlisle. During the time I was there, I have known many cases where students who have been attending high school "in the country" as we called it, had skipped several grades and passed many students

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who were much farther advanced the year before.

I know from my own experience that the progress made by the average at Carlisle is a very low average and that I really did not learn what real study meant until I attended preparatory school and later entered college.

I know of no department of education whether in the literary or industrial department that is not very inferior to the same course of study offered by any typical American school. Take the department in which I was trained, printing, that department merely gets the boys acquainted with the most elementary features of that industry. When I left the school I was classified as an "efficient apprentice." Yet, upon the market of labor in which services are bought and sold at their true worth, I could not command a greater wage than five dollars a week. And under these conditions I found that six months experience in a printing office in competition with white men, and trained by the daily tasks and problems, is superior to three years at Carlisle. This was due to congestion and lack of teaching facilities *at Carlisle*.

This should be a perfect analogy by which you may test the plan now advocated of teaching girls by an experimental month in a little cottage under conditions that may or may not resemble real life and the practical method in which boys and girls were permitted to go to selected homes and there have applied the individual instruction.

You know perfectly well the problem of the big college and the disadvantages of the big class; you know too the advantages of small classes in the small cottage and the tutoring system; they cannot be compared because it is demonstrated time and again that small classes in which competition is keen is the most efficient manner of giving instruction. The instructor is nearer to his or her student.

There is one other fact that should be mentioned in which the old Outing System of Carlisle is superior to the new plan; it is this: During the time these students are in the various homes and away from Carlisle, they earn a small amount of money. This is a good thing. It gives to those who have none the amount necessary to

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maintain a good appearance. It cultivates pride; it teaches them the value of an earned dollar; it gives individuality and cultivates a sensible pride. Under the cottage plan contemplated, this element is entirely lacking and thus by setting up such a plan, the department would take away from these girls the incentive whereby they acquire the highest ideals.

There is another reason why the two systems should be carefully compared, and that is the cost to the government. One thousand instructors for one thousand students under the old plan cost nothing; indeed, these instructors paid a small salary to their students. Under the new plan the government contemplates building a number of cottages which of course must be furnished and heated and additional teachers and instructors provided all of which costs money. Not only that but no matter how many cottages you might build, they will be too few to give the individual the efficient instruction given under the old system.

After thinking over very carefully the two methods of teaching, the cottage plan appears to me so very limited in its scope and so far inferior to the old plan that I am really skeptical as to the earnestness with which it is being advocated. But for fear that it is being given more weight than I can even guess, I wish to present the above sentiments to you so that you might have before you some facts gained by an alumnus who is consistently and persistently endeavoring to work out the principles acquired at Carlisle. It is from such experiences that you must learn whether the plan used is practical or not.

There are many other things that I could tell you wherein the various methods used at Carlisle could be improved, but at present this seems to be the most vital and dangerous one that has come to my attention during the fourteen years that I have been out on the firing line.

If there is any full information you might wish from me or if you

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believe my position is ill-founded in logic. I wish you would write to me and I shall be glad to make plain any point that you may properly criticise or that may be vague. In the meantime believe me to be

Yours very truly,

William L Paul
Cashier.

WLP/LFP