





Catalogue

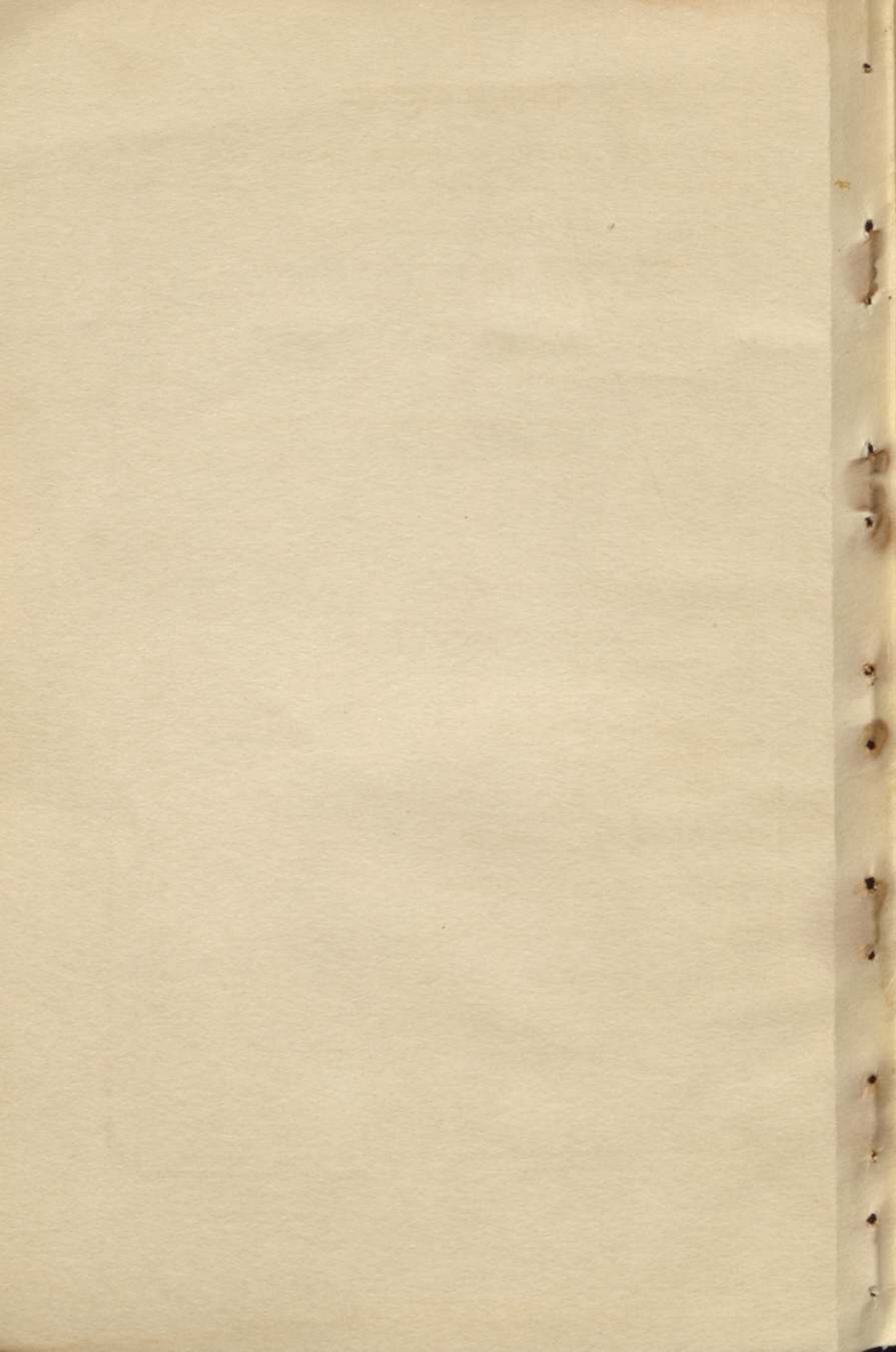
United States Indian  
School

Carlisle, Pennsylvania



1912

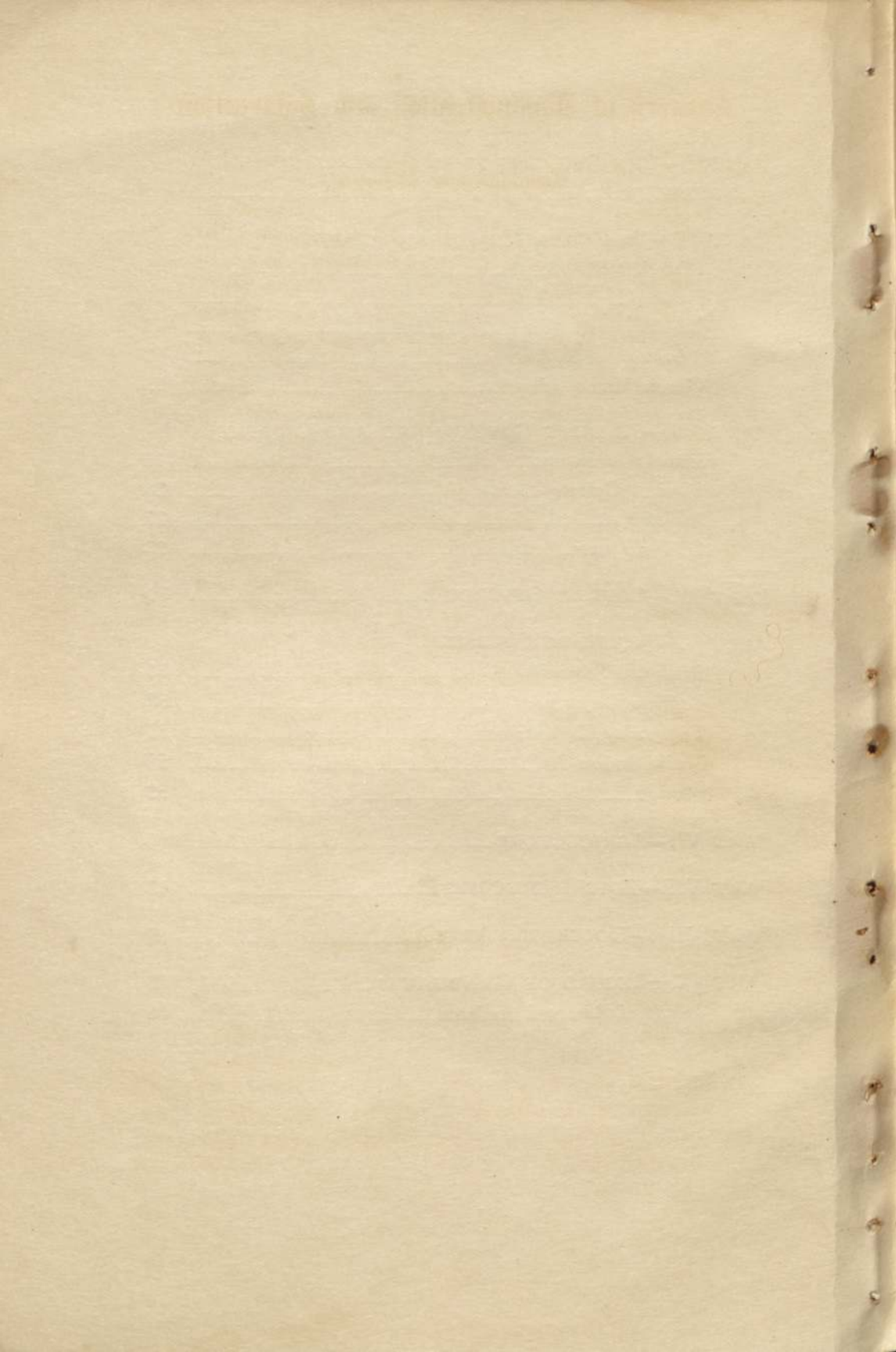
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THE CARLISLE INDIAN PRESS  
MCMXII





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# Officers of Administration and Instruction

## Administrative Officers.

M. FRIEDMAN.....	Superintendent
HARVEY K. MEYER.....	Superintendent's Clerk
SARAH A. RICE.....	Superintendent's Stenographer
JOHN WHITWELL.....	Principal Teacher
AUGUST KENSLER.....	Quartermaster
A. R. ALLEN, M. D.....	Visiting Physician
S. J. NORI.....	Chief Clerk
WILL H. MILLER.....	Banker
MRS. NELLIE R. DENNY.....	Manager Outing System
BEATRICE HERMAN.....	Clerk
MARIE LEWIS.....	Assistant Clerk

## Outing System.

MRS. NELLIE R. DENNY.....	Manager
DAVID H. DICKEY.....	Boys' Field Agent
MOLLIE V. GAITHER.....	Girls' Field Agent

## Commandants and Matrons.

JAMES E. HENDERSON.....	Commandant of Cadets
WALLACE DENNY.....	Assistant Commandant of Cadets
JOHN M. RUDY.....	Assistant Commandant of Cadets
JENNIE L. GAITHER.....	Matron
FRANCES M. SHULTZ.....	Assistant Matron
SUSAN ZEAMER.....	Matron of Dining Room
JAMES GARLOW.....	Indian Assistant

## Officers of Instruction.

### ACADEMIC.

JOHN WHITWELL.....	Principal Teacher
.....	Business Teacher
WILL H. MILLER.....	Telegraphy Teacher
CLAUDE M. STAUFFER.....	Director of Music
MRS. ANGEL DE CORA-DEITZ.....	Native Indian Art Teacher
WILLIAM H. DEITZ (LONE STAR).....	Native Indian Art Teacher
BESSIE B. BEACH.....	Librarian



## ACADEMIC—CONTINUED.

MRS. EMMA H. FOSTER.....	<i>Departmental Teacher</i>
HATTIE M. McDOWELL.....	<i>Departmental Teacher</i>
WILLIAM W. WYATT.....	<i>Departmental Teacher</i>
MRS. MARY Y. HENDERSON.....	<i>Departmental Teacher</i>
LYDIA E. KAUP.....	<i>Normal Teacher</i>
CLAUDE R. DAVENPORT.....	<i>Teacher</i>
LOTTIE GEORGENSON.....	<i>Teacher</i>
LIDA M. JOHNSTON.....	<i>Teacher</i>
EMMA C. LOVEWELL.....	<i>Teacher</i>
ADELAIDE B. REICHEL.....	<i>Teacher</i>
MARGARET M. SWEENEY.....	<i>Teacher</i>
LELAH M. BURNS.....	<i>Teacher</i>
MARTHA SWORMSTEDT.....	<i>Teacher</i>
SALLIE HAGAN.....	<i>Teacher</i>

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## INDUSTRIAL.

AUGUST KENSLE.....	<i>Quartermaster</i>
FRED E. CRIDER.....	<i>Assistant Storekeeper</i>
ROY SMITH.....	<i>Instructor in Baking</i>
WILLIAM C. SHAMBAUGH.....	<i>Instructor in Blacksmithing</i>
JOHN A. HERR.....	<i>Instructor in Carpentry</i>
H. GARDNER.....	<i>Assistant in Carpentry</i>
.....	<i>Instructor in Dairying</i>
HARRY F. WEBER.....	<i>Instructor in Engineering</i>
GEORGE L. GOTTWERTH.....	<i>Assistant in Engineering</i>
JACOB DEWALT.....	<i>Assistant in Engineering</i>
WILLIAM B. GRAY.....	<i>Instructor in Farming</i>
JOSEPH P. SIEBENEICHER.....	<i>Instructor in Farming</i>
FRANK VEITH.....	<i>Instructor in Horticulture and Greenhouse Work</i>
MURRAY A. COLLINS.....	<i>Instructor in Mechanical Drawing</i>
HARRY B. LAMASON.....	<i>Instructor in Masonry</i>
CHARLES H. CARNS.....	<i>Instructor in Painting</i>
ARTHUR G. BROWN.....	<i>Instructor in Printing</i>
EVA HAZARD.....	<i>Instructor in Proofreading</i>
JOHN BOLTZ.....	<i>Instructor in Shoemaking and Harnessmaking</i>
WILLIAM NONAST.....	<i>Instructor in Tailoring</i>
ROBERT B. GEORGE.....	<i>Instructor in Tinsmithing</i>
MARTIN L. LAU.....	<i>Instructor in Wheelwrighting</i>



## HOUSEHOLD ARTS.

LIZZIE JAMES.....	<i>Instructor in Cooking</i>
MRS. SADIE A. RICHEY.....	<i>Assistant in Cooking</i>
ELLA ALBERT.....	<i>Instructor in Laundering</i>
MRS. IDA BOGAR.....	<i>Assistant in Laundering</i>
MARY E. GARRETT.....	<i>Assistant in Laundering</i>
MELLIE KNAPP.....	<i>Assistant in Laundering</i>
MRS. BERTHA CANFIELD.....	<i>Instructor in Sewing and Dressmaking</i>
MARY YOOS.....	<i>Assistant in Sewing</i>
ELIZABETH SEARIGHT.....	<i>Assistant in Sewing</i>
MRS. MINNIE H. POSEY.....	<i>Assistant in Sewing</i>

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## HOSPITAL.

A. R. ALLEN, M. D.....	<i>Visiting Physician</i>
.....	<i>Resident Physician</i>
ALICE GUEST.....	<i>Head Nurse</i>
MRS. ELIZABETH S. WILDER.....	<i>Cook</i>

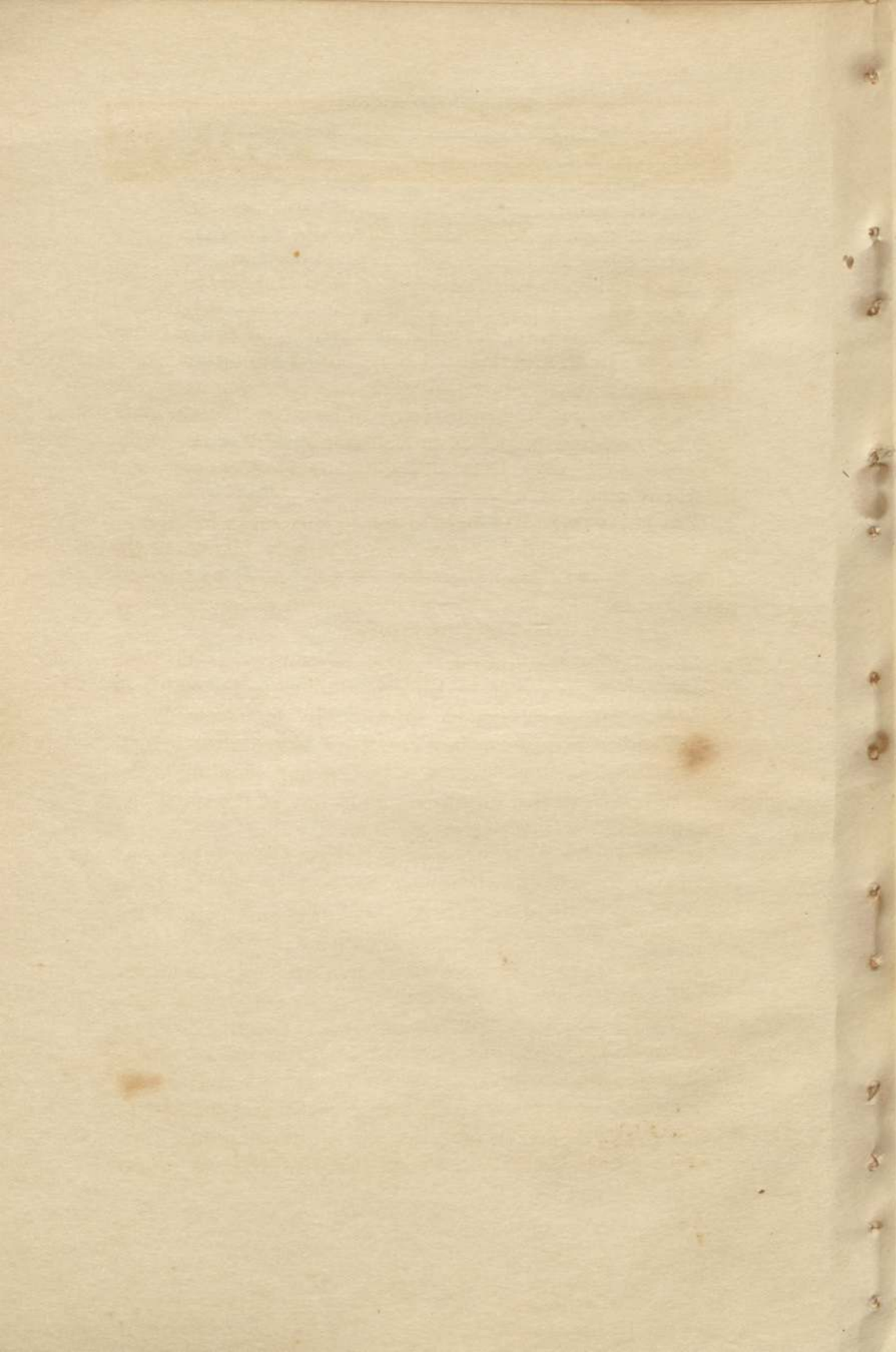
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GEORGE FOULK.....	<i>Teamster</i>
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## NON-OFFICIAL POSITIONS.

GLENN S. WARNER.....	<i>Director of Athletics</i>
JOHN GOSLIN.....	<i>Director of Physical Culture</i>
ADAM NAGAY.....	<i>Secretary of Y. M. C. A.</i>
RUTH COWDRY.....	<i>Secretary of Y. W. C. A.</i>







## Historical Sketch.



THE Carlisle Indian School is situated in the heart of the great Pennsylvania agricultural belt, on the edge of Carlisle, in the beautiful Cumberland Valley, about nineteen miles from Harrisburg, the capital of Pennsylvania, one hundred twenty miles from Philadelphia, and one hundred forty-five miles from Washington, D. C. The climate is very healthful, there being great extremes neither of cold nor of heat.

For years there had been a cavalry barracks located on the present site of the school. In the early history of the Colonies, this had been a frontier military post, and it was here that, in 1775, Benjamin Franklin made a treaty of peace with the Indian tribes of Pennsylvania.

During the Revolutionary War, a number of Hessian prisoners were brought to Carlisle, following the battle of Trenton, and incarcerated under military surveillance. While held as prisoners, they erected a large, stone guard-house, of unique construction, which is still standing at the south entrance to the grounds. It is one of the most historic buildings in this part of the state.

In July, 1863, when the Southern army invaded Northern territory, and hostilities culminated in the battle of Gettysburg, Carlisle was shelled, and the buildings of the post were burned. These were rebuilt in 1865.

The post had long been used as a training school for cavalry. It was abandoned by the military authorities during the early seventies, and was donated to the Interior Department in 1879 for the purpose of beginning an educational establishment for Indians. This was the first school of its kind to be opened by the government, and the first to receive congressional recognition and appropriation.

On October 6, 1879, the first party of Indians, num-

bering eighty-two, arrived from the Sioux Reservation, after an exciting journey of much interest to the public. The second party, containing forty-seven Indians, came the following November from the Kiowa, Cheyenne, and Pawnee tribes of Oklahoma.

The school is supported by the federal government, and it has been specifically provided for by congress since 1883.

### **Purpose.**

It is the aim of Carlisle to train the Indian youth of both sexes to take upon themselves the duties of citizenship. Indian young men and young women are given thorough academic and industrial training, which prepares them to earn a living, either among their own people or away from the reservation in competition with whites. It is primarily a vocational school for both sexes. Its graduates and ex-students are engaged as efficient workers and leaders among their own people on the reservation, and as teachers and officials in the government service, and are successfully competing with whites, away from the reservation, in the trades and professions.

### **Buildings and Plant.**

The school plant consists of 50 separate buildings and 311 acres of excellent farming land. There are two farms. The Parker Farm is located on the north side of the Campus, immediately adjacent to it, and contains 110 acres. On this farm is located the Dairy and the Piggery. The Kutz Farm is about one-half mile distant and contains 175 acres of valuable farming land. The school Campus comprises an area of 26 acres. The buildings are of simple exterior treatment and well built, and have been carefully planned for the immediate purposes of the several departments of instruction.

The Academic Building is splendidly ventilated and well lighted, and equipped throughout with modern apparatus and supplies. The Auditorium, with a seating capacity of one



thousand and a stage fifty feet deep, is located in this building. The Library, which contains about 3,500 carefully selected volumes and other literature for reference purposes, also occupies a portion of the first floor of the Academic Building.

The boys' industries are taken care of in the large "U-shaped" Shop Building, which, since it has been remodeled, is one of the most complete buildings in the country for instruction in the trades.

The Gymnasium, which was built in 1887, partly from funds donated by the students, is one of the best in the state. It is thoroughly equipped with all kinds of apparatus for giving physical instruction. A three-story addition was built to this building in 1895, and it provides meeting halls for the Young Men's Christian Association and the boys' literary societies; also, bathrooms, trophy room, and arsenal.

The girls' industries are provided for in buildings especially erected for the purpose.

The dormitories for the boys and for the girls are provided in three large buildings—the two Boys' Quarters and the Girls' Quarters. These buildings have ample porch room on each floor and are equipped with assembly halls, reading rooms, and society rooms. There are no large dormitory rooms, the individual dormitory room for students prevailing.

The school is equipped with a magnificent athletic field, known as Indian Field, which is thoroughly provided with all facilities for carrying on athletic sports. At one end of the field is a large building, called the Cage, which offers facilities and abundant space for indoor football, baseball, lacrosse, and track sports.

During the past year, there has been erected by the Athletic Association a building named Athletic Quarters, which offers a clubhouse to students while they are in athletic training. This building is modern and complete in every respect.

The Leupp Art Studio is a stone building, located at

the entrance to the grounds, which is devoted to the development of the native Indian industries. In this building is located a well-equipped photograph studio.

The Hospital, which was built in 1907, is a modern, brick structure, carefully planned, situated in a beautiful spot, and lacks nothing in accommodations and equipment.

The Printery is a new building, especially erected in 1908. It is a beautiful structure, built of cream-colored brick, one and one-half stories in height.

There are many other buildings; such as, the Administration Building, Cottages for members of the faculty, Teachers' Quarters, Warehouses, the Greenhouse, a well-built and thoroughly-equipped Power House, etc.

Through the generosity of Miss Mary Ropes, of Massachusetts, there was erected in 1909 a beautiful Front Entrance of colonial design. This entrance is divided into four columns, built of tapestry brick, with stone trimmings. The two central columns are illuminated on the two opposite sides by beautiful, wrought-iron lamps, which light the entrance at night.

### **Admission of Students.**

Young men and young women of good character and of sound health, between the ages of fourteen and twenty-one years, who can prove the possession of at least one-fourth Indian blood, may be admitted to the institution by making application to the superintendent. In special cases, where the individual merits additional education and training, students are admitted who are more than twenty-one years of age.

Those desiring admission will, upon application, be furnished with an application blank, which provides for a statement of the age, school attendance, and history of the applicant. The consent of the parents must be given, unless the applicant is more than eighteen years of age, at which time it is felt that young people are of an age sufficient to know their own needs. Provision is made for a careful medical



examination by a reputable physician and for vouchers of disinterested parties.

If the applicant lives on a reservation, transportation must be furnished through the superintendent of the reservation. Those who do not live on a reservation will be provided with transportation direct.

The Carlisle School desires to enroll only young men and young women who have a definite purpose in view, who really "mean business," and who desire to obtain thorough training and education. The opportunities at Carlisle are manifold, and, in view of its rapid development as an educational center, the requirements of admission have naturally been raised.

### **General Information.**

Special students with proper training may be enrolled for a two-year term in the Business and Telegraphy Departments. These students must have finished a course of academic training equivalent to the academic course followed at Carlisle.

The trades' departments are open to boys only.

Special students who wish to take up their trade only, who do not desire further academic training, may be admitted for this purpose, provided they have good elementary education.

Unless it is for the best interests of the student to make a change, each student is expected to continue at his trade until it is mastered.

Board and clothing are furnished to students during their period of attendance at school.

The school has a partial military organization, and all students are expected to abide faithfully by the regulations which are in force for their guidance and protection.

Students attend the academic department one-half day and pursue their trades or industries the other half day.

There is absolute freedom of religious belief, but all students are expected to attend some church. The vari-

ous denominations hold Sunday School services each Sunday morning. A special chapel service for the Protestants is held in the Auditorium each Sunday afternoon, at which time one of the ministers from Carlisle leads the service and preaches a sermon. The Catholics meet in another hall at the same time and are under the jurisdiction of the local priest and the sisters. Provision is also made during the week for one hour's denominational instruction for all students, and at these meetings the pastors and the priest are in charge of the various groups.

There are maintained by the students a Young Men's Christian Association and a Young Women's Christian Association, each of which has a large membership and is in a flourishing condition. These Associations exercise a very great influence for good on the student body.

The young women have two literary societies, the Mercer Literary Society and the Susan Longstreth Literary Society, both of which hold meetings each week in their society rooms. The young men have two societies, called the Standard Literary Society and the Invincible Debating Society. These societies meet weekly for special programs and deliberation. All of the societies have constitutions, elect their own officers, and conduct their meetings, subject only to the supervision of certain advisory members from the faculty.

During the school year, there is provided for the students and faculty a series of lectures and entertainments, which take place every other Saturday evening, for which there is no charge for admission. On the alternating Saturday evenings, a general reception for the entire school is held in the Gymnasium.

After the students have satisfactorily completed the course, the school interests itself in their behalf and endeavors to find positions for them, so that they may promptly begin life's work after their school days are over.

Applications are being made constantly to the school for the services of its graduates and ex-students.



The students publish a weekly newspaper, called *The Carlisle Arrow*, which is edited and printed by themselves. In addition, there is published by the school *The Red Man*, a monthly magazine which has a wide influence on matters pertaining to the Indian. It is also printed by the students.

## School Government.

**BOYS.**—The government of the school is military only so far as is necessary and is beneficial in character-building. The body of the military organization consists of seven troops of dismounted cavalry and a band of forty members. The troops are officered by cadets, who are usually promoted through the grade of noncommissioned officers to second or first lieutenant, and later to captain.

Drills of the squadrons and regiment are occasionally held, but the greater number of drills are in troop formations, with cadet officers in command, the Commandant of Cadets (or other staff officer) being present to supervise the work in the field, helping both the officers and the troops.

The national blue uniform, with the cavalry yellow stripes, chevrons, shoulder straps, trimmings, etc., makes a very pretty effect. The old cavalry carbine is used, and the officers carry sabres.

The regiment as an organization has been present at three Presidential inaugurations; it marched in the parade dedicating the new capitol of Pennsylvania, the inauguration of Pennsylvania's Governor, and other military parades in the East. Wherever seen, the regiment has received flattering comments, even from the Presidents themselves.

The promotions from ranks are an incentive to the ambitious cadets to put forth efforts to outstrip their fellows. The responsibilities, together with the close supervision given cadet officers, make it possible for them to become skillful not only in the handling of a military body, but in handling men wherever large numbers must be cared for. It is a fact too well known to need discussion that military work forms the habit of graceful carriage, attention to details, respect for superiors, and obedience, and we believe it makes for all-around manliness. Some of the boys who have served well here have gone into the army and navy and reached places of trust and honor in comparatively short time. The regular life of the school is conducive to proper habits after school days are past.

**GIRLS.**—One of the most pleasant features of a girl's





PUPILS READY TO RETURN TO THEIR HOMES AFTER SPENDING A TERM AT THE CARLISLE INDIAN SCHOOL. NOTE THE GOOD TASTE OF THE BOYS AND GIRLS IN THE SELECTION OF CLOTHING, WHICH WAS PURCHASED WITH THEIR OWN EARNINGS



THE SCHOOL BUILDING AND VISTA ON CAMPUS





THE GIRLS' MANDOLIN CLUB  
UNITED STATES INDIAN SCHOOL, CARLISLE, PA.



THE SCHOOL'S PRINTING DEPARTMENT



MASONRY DEPARTMENT—A LESSON IN BRICKLAYING





• THE SHOP BUILDING AT THE CARLISLE INDIAN SCHOOL



ATHLETIC QUARTERS AT THE UNITED STATES INDIAN SCHOOL, CARLISLE PENNSYLVANIA





THE CARLISLE GRADUATING CLASS OF THE YEAR 1911



THE SCHOOL HOSPITAL—IN A QUIET CORNER OF THE CAMPUS



life at Carlisle is the homelike manner in which she lives. Rooms for three or four girls being considered more sanitary, as well as more cheerful and homelike, there are no large dormitories.

Immediately on entering the school, a girl is taught to make her own bed and to keep her own room in order. An orderly for each room is appointed by the matron. It is the duty of this orderly to see that the rooms are swept, aired, and dusted each morning, and that the washbowl, pitcher, washstand, etc., are always in good order. These orderlies are changed each month to give all the girls practice in this work. Each room is given a thorough cleaning every Saturday morning. The girls take great pride in caring for their rooms, each striving to outdo the other in general appearance.

Girls' Quarters is a three-story structure. The younger girls are on the first floor and are in charge of older girls. This supervision is splendid training for the older girls, especially for those who expect to take up matron's work after leaving school. It is invaluable also in training girls for work in their own homes. Here girls learn from actual experience the care that is necessary regarding the bathing of children, the care of their teeth, the necessity of regularity in sleeping, eating, exercise, etc., and here, too, they see how children imitate those who are older; hence the necessity for care on the part of the mother in regard to the kind of example she sets her children, and her watchfulness in the choice of companions for them.

The discipline of the girls is firm, but kindly. Just as in a well-regulated home the daughter does not go away without the consent of her mother, so here the girls must have the matron's permission before leaving the grounds.

When girls go to town in the evening to a lecture or a concert, they are always accompanied by a matron, or by a teacher who acts as chaperon.

GENERAL.—It is the constant endeavor of the commandants and the matrons to teach by kindness, example, and

firmness that right conduct and right living are the only ways of growing into useful men and women. While certain rules must be made for the government of so large a number of young people, still the thought is always presented to the pupils that the rules are not to deprive them either of pleasures or of benefits, but that they are in reality mileposts to point out the way which has been found best for boys and girls to follow. The great rule, "Do Right", is the corner stone of all rules and orders.

Every other Saturday evening a general social for pupils and employees is held in the Gymnasium, and this form of entertainment gives ample opportunity for training in the art of kindly consideration for others.

Three pupils occupy a room. So far as possible, all occupants of a room are from different tribes. Thus it may occur that a Penobscot from Maine, an Alaskan, and a Yuma from Arizona are living in one room. They relate their experiences, and all profit thereby.

This, in brief, is the statement of a few facts which we hope will give a general idea, not so much of the rules and regulations of the school, as of the principles which guide in all the school management, and will present the general feeling of good fellowship which must exist throughout an institution if it is to receive the best results from its work, as Carlisle does.

### **Physical Culture.**

The department of physical training preserves the health of the individual, builds up the body by means of selected exercises, promotes correct habits of standing and walking, corrects improper postures and abnormalities, and, while furnishing a relaxation from the more arduous duties, improves the coordination of mind and body.

No one system is adhered to, but whatever is thought best in the Swedish, German, and other systems, is used. The daily drills are in free exercises, light gymnastics, heavy gymnastics, and gymnastic games. The free gymnastics



instruct in the fundamental position of the feet, the legs, the arms, the trunk, and the head, used singly and in combination; light gymnastics, in primary and in advanced movements with wands, clubs, and dumb-bells; heavy gymnastics, in graded movements and combinations on the climbing pole and rope, climbing ladder, horizontal bar, traveling rings, trapeze, vaulting bar, horse, horizontal ladder, and parallel bars. Gymnastic games of passball, handball, and basketball vary the exercises. All the work is arranged in grades, both for the boys and for the girls.

Regular periods are devoted each day to this instruction, and it is compulsory for all students. The splendid bearing and good health of the Carlisle students must be attributed in part to these systematic calisthenic exercises.

In addition to the gymnastic work, participation in outdoor games is encouraged. There are tennis courts and croquet yards for the young men and the young women.

On an additional athletic field which has been constructed, much pleasure and exercise are afforded the boys who are not members of the regular school teams.

The large rectangular bottom, which forms a portion of the school grounds, is flooded during the winter months and is eagerly sought by all the students for skating and sledging.

There are eight bowling alleys for the boys and four for the girls, which are free for the use of all the students. Bowling tournaments are arranged during the winter.

### **Athletics.**

The various student teams maintain athletic relations with American universities in football, baseball, lacrosse, basketball, and track sports. The Indians have a reputation for clean playing and gentlemanly behavior on the field, which has created a most favorable impression on the public in favor of the Indian race.

The faculty maintains close supervision over athletics, to the end that they are absolutely free from professionalism

and do not detract from the legitimate work of education. The time devoted to training comes out of the students' play-time and students are not allowed to neglect their studies and school work for this purpose. Practically all the students are afforded the chance to join some of the school teams.

At Carlisle, athletics are for the many—not for the few.

It is firmly believed, however, that the travel afforded the students who engage in these various sports, and the meeting as man to man by them of students in the various universities of our land, are in the nature of additional training; and when to this is added the splendid character and body-building results which naturally follow a temperate engagement in athletics, there is abundant justification for the broad stand taken by American schools and colleges for the continuation of athletic sports.

No charge is made to students for admission to the athletic games; neither is there any student-fee for the maintenance of athletics.

### Outing System.

All pupils are expected to spend at least one year in a country home. During the winter, they attend the public school in their neighborhood. Patrons and pupils agree to certain rules governing their relations to each other and to the school. Pupils remain under the jurisdiction of the school and are visited at intervals by the Outing Agent, who makes a written report concerning their health, condition, and progress.

Pupils receive regular wages, a fixed portion going toward their personal expenses and the remainder being deposited in the school bank for them. As sufficient amounts accumulate, interest-bearing certificates of deposit are issued and so held until the holders leave school for their homes, or go to higher institutions of learning.

No other branch of the educational work is of so much benefit as the "Outing." No school can give home training on a small scale as the Indian should learn it in order



to become Americanized. In the majority of country homes to which pupils go, they are considered as members of the family and are as carefully trained as are the sons and daughters of the family. Many a "country mother" has kept a hold on an Indian girl for years after her return to the reservation, and through correspondence has fastened the influence of civilized life on the rude home-making in those isolated spots.

During the past two years, the Outing System has been developed to furnish additional training and experience to students in the various trades which they learn at the school. The young men are placed in shops, and with contractors and manufacturing establishments, where they work side by side with white mechanics, and not only acquire a knowledge of their trade as it is conducted in the "dollar-and-cents" world, but they also gain a thorough familiarity with the conditions surrounding the American workman; and they learn, as no school can teach them, the significance of a full day's work.

While out under the Outing in these trades, our students are paid in proportion to the kind of work they do and the ability and skill they manifest in doing it.

Last summer there were nearly one hundred of our young men from the trades' departments working under these conditions, and in many cases receiving regular journeyman's wages. A large proportion of this money is saved by the students and is placed to their credit in the bank, at interest, forming a nice nucleus with which to begin life after their school days are over.

## Courses Offered.

The following courses are offered:

Academic .....	31
Agriculture: .....	60
Dairying .....	61
Farming .....	60
Hog Raising .....	61
Horticulture and Greenhouse Work .....	62
Poultry Culture .....	61
Business .....	38
Boys' Industries: .....	63
Baking .....	65
Blacksmithing .....	65
Bricklaying and Plastering .....	66
Carpentry and Cabinetmaking .....	66
Carriage Trimming and Upholstering .....	67
Harnessmaking .....	67
Mechanical Drawing .....	68
Painting .....	68
Photography .....	69
Plumbing and Steamfitting .....	70
Printing .....	70
Shoemaking .....	71
Stationary Engineering .....	71
Tailoring .....	71
Tinsmithing .....	72
Wheelwrighting .....	72
Household Arts (Girls): .....	81
Cooking .....	81
Housekeeping .....	81
Laundering .....	81
Nursing .....	81
Sewing .....	82
Music .....	58
Native Indian Art .....	58
Physical Culture .....	26
Telegraphy .....	57



# Academic Education—Synopsis of Course of Study.

## FIRST GRADE.

Number Work.	Geography.	Morals and Manners.
Language.	General Lessons.	Reading, Writing,
Physiology (Oral).		and Spelling.

## SECOND GRADE.

Arithmetic.	Physiology.	General Lessons.
Reading, Writing,	Language.	Geography.
and Spelling.		Morals and Manners.

## THIRD GRADE.

Language:	Reading, Writing,	Physiology.
(a) Capitals	and Spelling.	Geography.
and Marks.		
(b) Technical Forms.	Arithmetic.	
(c) Composition.	Morals and Manners.	General Lessons.

## FOURTH GRADE.

Geography.	Arithmetic:	Reading, Writing,
	(a) Oral Work.	and Spelling.
Literature.	(b) Common Fractions.	
	(c) Denominate Numbers.	Language.
Physiology.	(d) Measurements.	General Lessons.
Morals and Manners.		

## FIFTH GRADE.

Physiology.	Literature.	General Lessons:
Arithmetic.		(a) Animals.
	Reading, Writing,	(b) Birds.
	and Spelling.	(c) Trees and Plants.
Geography.		(d) Gardens.
Morals and Manners.		

## SIXTH GRADE.

Reading, Writing,	Literature	Arithmetic.
and Spelling.	and History:	
	(a) Discoveries—	Physiology.
	Opening of	

Geography.	the West.	Morals and Manners.
	(b) County Officers.	
	(c) The President, as connected with important events.	

## DEPARTMENTAL GRADES.

## FRESHMAN YEAR.

Literature and History:	Arithmetic.	Elementary Science.
(a) Reading of Subjects for composition.		General Lessons.
(b) Character Study of famous Indian Leaders.	Language. Penmanship. Orthography.	Business Forms.

## SOPHOMORE YEAR.

General Lessons.	Geography:	
	(a) The World.	Language.
Business Forms.	(b) Industrial Regions.	Penmanship.
Elementary Science.	(c) Great Commercial Routes and Centres.	Arithmetic.
Orthography.		

## JUNIOR YEAR.

Elementary Science.	Language.	Commercial Geography.
		(a) Necessity of Commerce.
Business Forms.	Orthography.	(b) Conditions required.
General Lessons.	Arithmetic.	(c) Imports and Exports.
Penmanship.		(d) Current Events.

## SENIOR YEAR.

Geography.	Literature and History:	Elementary Science.
Arithmetic.	(a) Reading for Ideals.	Business Forms.



Orthography.

- (b) The United States and its relation to the history of the world in general.
- (c) Sociology applied to the Indian race.

### Introductory Statement.

Not so much higher education as *better* education is our principal aim. At the same time, pupils who show especial fitness, and who are willing to make sacrifices on their own account in order to take up something higher than our course calls for, are not only encouraged, but a way is always provided for them to do so. Through the cooperation of Dickinson College, and similar institutions, any student who shows especial fitness may take up and complete any course offered by these institutions. A number of our ex-students have been graduated in professional and academic courses at various universities throughout the country.

### Merit System.

A system of grading, which includes both the daily recitations and the monthly and term examinations, is now in vogue. Merit rolls, showing the name and the grade of each student in attendance, are published each month. The individual and his especial needs are the constant consideration of the teacher.

### Daily Program.

In arranging their programs, teachers provide for three primary subjects to be recited upon three or four times a week. The remaining subjects, as secondary, are recited upon three (or less) times a week. A plan, or program, of the day's work is sent to the Principal Teacher's office each morning.

## **Elocutionary Work and Literary Societies.**

Pupils receive training in rhetorical work from week to week in their respective rooms; and once a month a public program is rendered in the chapel, at which time the rooms alternate in furnishing one exercise.

Teachers give helpful attention to the pupils' work in the literary societies. There are four literary societies—two for the boys and two for the girls. Meetings are held every Friday evening. The employees, in details of two, take turns in visiting the societies, and they make a written report of their observations and criticisms to the Principal Teacher. The students themselves manage the meetings, and they derive great benefit from them.

## **Evening Program.**

Special schedules for evening work, providing for (1) entertainments, (2) physical culture, (3) reading in the library, (4) Bible study, (5) religious meetings, (6) addresses by the superintendent, (7) literary meetings, etc., insure the profitable use of the students' time outside of that given to shop and class-room work.

## **Normal Department.**

The object of this department is threefold: first, that of giving to backward and adult pupils the special help and individual training which such pupils especially need; second, that of giving this special help and individual training in a way most likely to prove of especial benefit to this class of pupils; and, third, to give to a limited number of students training in the art of teaching.

The pupil teachers are taken chiefly from the junior and senior classes. The junior girls come one half-day, and the senior girls, the other half-day.

The department consists of one large room, where the pupils study and have their general exercises, and six small rooms. Five of these small rooms are recitation rooms; the other one is fitted up as a study room for the teachers.



Here outlines and references to books and magazines, which the teachers use in preparing their work, are placed on the board.

To guard against pupils spending time in this department who are not especially adapted to the work of teaching, the number of pupil teachers is limited to three in the morning and three in the afternoon. The girls who take this special work and are graduated by the school find abundant opportunity under our Outing System of completing the course at one of Pennsylvania's five Normal Schools.

### Language.

*Primary Grades.*—The most important work of the lower grades is to teach the correct use of the English language. Since many of our pupils enter the first grade without a knowledge of English, the first work of the department is to give these pupils a vocabulary of the most common words which they need in their everyday experiences. Many conversation and object lessons are given. After several months of such instruction daily, the pupils acquire the use of a number of words, both oral and written, and are ready for the primer (or easy First Reader).

*Intermediate Grades.*—Reading and language are very closely allied. In each grade, the corresponding reader is used, and as much supplementary reading as possible. This supplementary reading correlates with the lessons in industry, geography, nature study, literature, and morals and manners. The aim in elementary reading is to train the pupils so that they may be able to find independently the thought expressed in written or printed words, in order that they may eventually turn to books for knowledge, pleasure, and inspiration. Silent reading is an important feature of the work. Every lesson is used as a lesson in language. A great deal of oral language is used in the intermediate grades, and it always precedes written language.

*Departmental Grades.*—The main objects in teaching English in these grades may be expressed in the words of

the late Dr. William T. Harris: "First, to enable the pupil to understand the expressed thoughts of others and to give expression to thoughts of his own; second, to cultivate a taste for reading, to give the pupil some acquaintance with good literature, and to furnish the means of extending that acquaintance."

Of necessity, the English of the last four years consists largely of reviewing what has previously been carefully developed and thoroughly drilled upon.

*Class Recitations.*—Especially the expressional side of mathematics and the industries is used in training pupils to be concise and exact. Seniors are required to bring synopses of moderately long articles found in newspapers and periodicals.

### Arithmetic.

*Primary and Intermediate Grades.*—Oral and mental work predominates in the first five grades. Mental work is on par with that of written work in the two grades following. Pupils construct problems in all grades. Accuracy and brevity are essentials. Careless and slovenly work is rejected at all times; neatness and orderly arrangement of work receives especial attention.

*Departmental Grades.*—The course seeks to interest the student in the things that have to do with his daily life outside of the schoolroom and to show him that this subject in particular can be made concrete in its daily use and practice. All principles are developed inductively from oral problems, both simple and concrete. The ability to do things is considered of more importance than the ability to express rules, and every effort is made to break down the feeling on the part of the student that the study of arithmetic is made up of many subdivisions with set rules for each.

*Freshman Year.*—In the freshman year, especial emphasis is laid on the three applications of percentage in business; namely—first, finding a part of a number; second,



finding a number when a part of it is given; and, third, the per cent one number is of another. The subjects of commission and brokerage, commercial discounts, profit and loss, insurance, and interest are taught during this year. Profit and loss is taught merely as a means of employing percentage. Insurance is taken up as a commercial factor.

*Sophomore Year.*—The work begun in interest in the freshman year is amplified in the work of this year. The important problem under this subject is to find the interest on a sum of money for a given time at a given rate. Simple interest is more important than compound interest; and as a part of arithmetic the latter is omitted, but it is discussed under the heading of savings banks. Bank discount follows interest. It introduces notes, securities—either by indorsement or collateral,—and the matter of bank deposits. The more important features of insurance—fire, life, and accident,—with exercises to illustrate the various policies, are found interesting and valuable. The study of taxation—local and state,—involving the study of property conditions and valuations, as well as the elementary study of customs, duties, and internal revenue taxes, bringing out the sources of revenue of the national government, forms a part of the work of this year.

*Junior Year.*—Ratio and proportion are not dwelt upon at length. Involution is taken up only so far as will show the use of the terms and the operations. Low powers only are dealt with. Square root is approached through problems. A common form of keeping accounts is taken up, with bills, receipts, and notes.

*Senior Year.*—The greater part of this year is spent in reviewing. The work gives to the student a well-developed understanding of the things he has been studying and an idea of the continuity of the subject of arithmetic. The aim is to make the study of this subject less an operation of figuring and more of thinking; a study not of processes, but the use of them.

## Elementary Science.

*Nature Study.*—Nature Study furnishes the subject for most of our reading and language material in the lower grades. The plant and animal life of the locality is studied. Pupils are led from that to some of the important products of their own home sections. The aim is to cultivate close observation and accurate expression, and to give the student a good foundation for a later work in geography and agriculture.

*Geography.*—Geography is correlated with nature study, reading, language, and spelling. Maps, pictures, specimens of products, current newspapers, magazines, geographical readers, books of travel, and the recently equipped museum, are freely used.

*Physiology and Hygiene.*—In the lower grades, the work is chiefly oral. Talks on the care of the body, the necessity of keeping clean, taking exercise, etc., are given by the teachers. By simple experiments and practical demonstrations, the student is taught the value and the necessity of proper ventilation and pure air, cleanliness of person and house and surroundings, good food, and proper exercise. In the upper grades, emphasis is placed on such topics as the care of the sick, simple home remedies, first aid to the injured, and the nature and measures of prevention of some of the diseases to which Indians especially are susceptible. The resident physician and nurse give illustrated talks and render valuable assistance.

## Business Department.

The object of this department is (1) to prepare young men and young women for business dealings on the outside, and (2) to specially fit a limited number for the positions of clerk, stenographer, bookkeeper, etc., in the business world and in the government service.

Here is given a definite knowledge of commercial paper and business customs. Method, neatness, accuracy, prompt-



ness, and quickness are emphasized. A better use of language, more nearly correct composition, exact spelling, correct punctuation, and improved penmanship are insistently urged.

The "Four Upper Grades" are taught how to keep an accurate account of their own personal cash (receipts and expenditures); how to open a bank account; and how to write checks properly, keeping an exact record on the stubs of all transactions which affect their bank accounts, and their balance there at all times. They are acquainted in detail with notes—how to write them and how to handle them. They are made to read of and to examine chattel mortgages, liens, and contracts, and are impressed with the dangers that lie hidden within their great number of words peculiarly put together. They are drilled in mental arithmetic—the rapid calculation of simple problems, and adding, subtracting, multiplying, and dividing, rapidly and accurately. In fact, the aim is to prepare students to meet and to observe properly the business customs and practices with which they will come in contact in their daily life outside.

In addition to this regular work, typewriting is given to a few selected students in whose line of work it is known conclusively that writing on the machine is a decided advantage.

The special work of the department is confined to a very small number of specially-prepared, post-graduate students whose capabilities and general characteristics have made sure their successfully mastering the business branches and "making good" in office positions if they elect to follow this line of work; and it consists of thorough, down-to-date courses of bookkeeping and business practice and shorthand and typewriting, supplemented with the auxiliary branches.

The fact that there is an urgent demand, both in the government service and elsewhere, for just such trained help as this special work is aiming to supply, not only justifies the existence of this feature, but also gives assurance of profitable employment to all the students who master it.

Civil Service examinations are held regularly, and an effort is made to secure employment for all graduates of this department.

#### SYNOPSIS OF COURSE OF STUDY.

##### FIRST YEAR.

###### *Mornings.*

*Plain English.*—One hundred nine written exercises on common, everyday English, including punctuation, paragraphing, etc.

*Typewriting.*—Sight and Touch Methods. One hundred graded lessons, copying, slow dictation, transcription, etc.

*Shorthand.*—All the principles, and slow dictation confined chiefly to business letters.

###### *Afternoons.*

*Penmanship.*—*Business Spelling.*—*Rapid Calculation.*—*Business Letter Writing.*—*Commercial Arithmetic.*—*Commercial Law.*

*A First Book in Business Methods.*—A dictionary of business forms and business transactions, dealing with business matters in a plain, simple, practical, and interesting manner.

*Elementary Practical Bookkeeping and Business Practice.*—Manual of 115 pages and all blanks necessary to work out the Fuel and Feed Business, the Jobbing Grocery Business, and the Produce and Commission Business.

##### SECOND YEAR.

###### *Mornings.*

*Business Letter Writing.*—*Filing.*—*Duplicating.*—*Plain English.*—Discrimination in the choice of words, punctuation, sentence structure, paragraph building, and theme writing.

*Typewriting.*—Copying, dictation, tabulating, transcription, etc.

*Shorthand.*—Advanced. Varied dictation, consisting of letters, newspaper and magazine articles, lectures, addresses, sermons, etc.

###### *Afternoons.*

*Penmanship.*—*Business Spelling.*—*Rapid Calculation.*—*Commercial Law.*—*Commercial Arithmetic.*—*Commercial Paper.*—*Business Letter Writing.*

*Advanced Bookkeeping and Community Business Practice.*—Dealings with the Bank and the Wholesale Department are important features of this year's work.





#### HOMES OF OMAHAS EDUCATED AT CARLISLE

A SERIES OF 27 PICTURES WERE RECENTLY RECEIVED SHOWING HOW OUR EX-STUDENTS FROM THIS ONE TRIBE OWN GOOD HOMES, ARE ENGAGED IN BUSINESS, THE TRADES AND IN FARMING—ALL SUCCESS-FULL. THEY ARE MOULDING THE LIFE OF THE TRIBE.



THOMAS KING AND FAMILY

HE IS A CARLISLE EX-STUDENT, MEMBER OF THE ONEIDA TRIBE, AND  
A VALUED WORKER IN THE INDIAN SERVICE



JOHN FROST AND FAMILY

MR. FROST IS A SUCCESSFUL FARMER AT RED CLIFF, MONT., THE ONLY INDIAN IN THE  
COMMUNITY; HAS HELD PUBLIC OFFICE AND IS HONORED AND RESPECTED  
BY HIS NEIGHBORS.—HE WAS EDUCATED AT CARLISLE





HOMES OF OMAHA INDIANS WHO WERE AT CARLISLE

1. HARVEY WARNER, POSTMASTER AT MACEY, NEB., OWNS A STORE AND VALUABLE PROPERTY; 2. CHRISTOPHER TYNDALL, SUCCESSFUL BUSINESS MAN,
3. LEVI LEVERING, IN BUSINESS AND ACTIVE CHURCH WORK; 4. JOSEPH HAMILTON, PROSPEROUS FARMER; 5. JENNIE LOVING, HOUSEWIFE.



#### CARLISLE GIRLS UNDER THE OUTING SYSTEM

OUR GIRLS ARE PLACED IN CAREFULLY SELECTED HOMES WHERE THEY LEARN PRACTICAL HOUSEKEEPING AND CIVILIZATION. THEY BECOME ONE OF THE FAMILY, ATTEND CHURCH AND PUBLIC SCHOOLS AND EARN WAGES.—IT IS A FINE SYSTEM OF APPRENTICESHIP



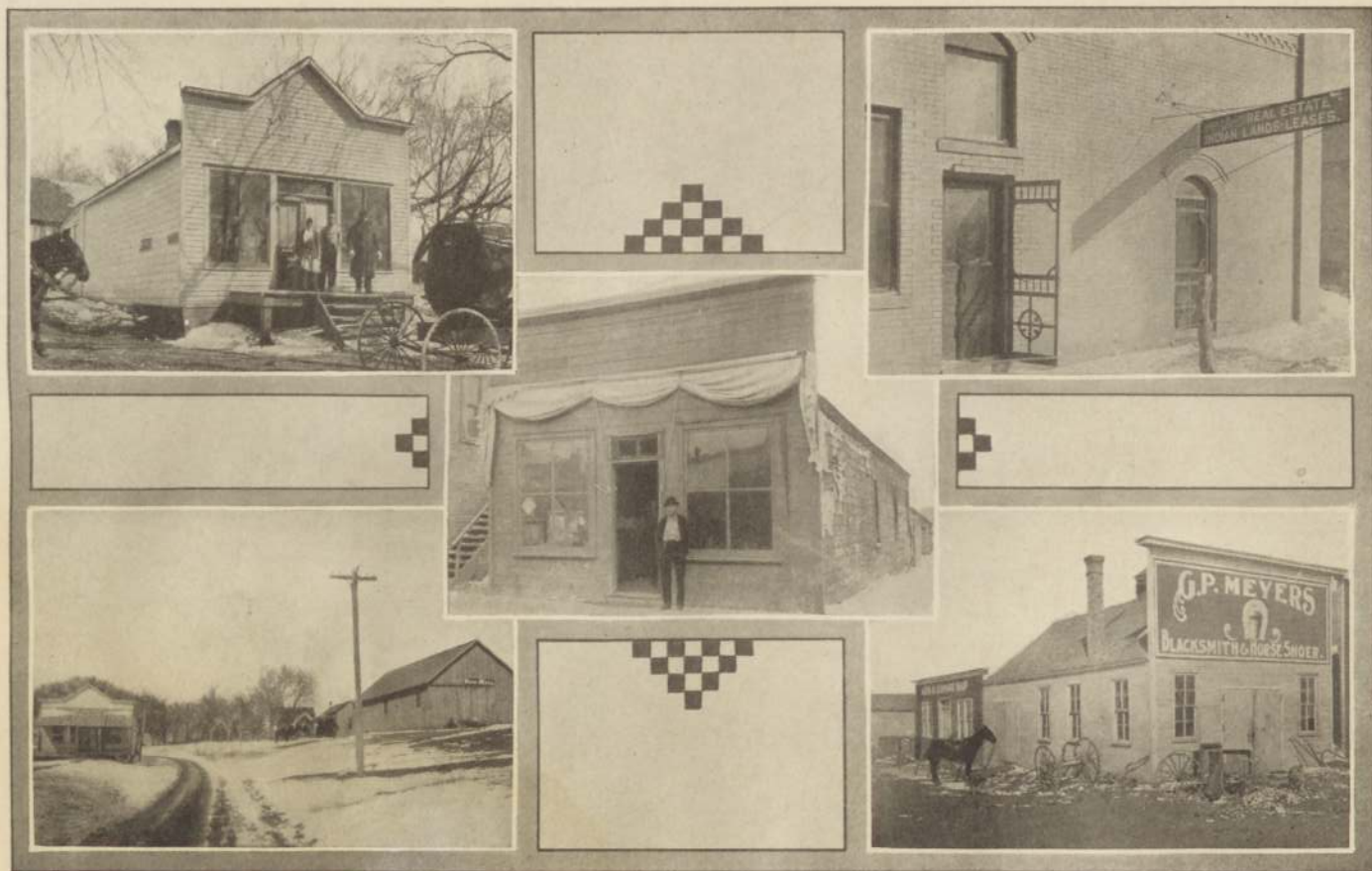


HOME OF DENNISON WHELOCK, '90

MR. WHELOCK IS A SUCCESSFUL ATTORNEY AND REAL ESTATE DEALER, LIVES AT  
WEST DEPERE, WIS., AND IS A FORCE AMONG THE ONEIDAS  
HIS WIFE WAS ALSO EDUCATED AT CARLISLE



A GROUP OF GRADUATES AND RETURNED STUDENTS OF THE CARLISLE SCHOOL  
AT THE COMMENCEMENT EXERCISES OF 1911



OMAHA INDIANS FROM CARLISLE IN BUSINESS

1. LEVI LEVERING'S STORE; 2. OFFICE OF WILLIAM SPRINGER, REAL ESTATE BUSINESS AND OWNER OF A BEAUTIFUL HOME; 3. THOMAS WALKER'S HARNESS SHOP; 4. HARVEY WALKER'S STORE AT MACEY, NEB.; 5. GARY MEYER'S BLACKSMITH SHOP—A SUCCESSFUL BUSINESS MAN





#### HOMES OF CARLISLE GRADUATES

1. ALICE LAMBERT ATTO, OGEMA, MINN.; 2. WILLIAM HAZLETT, PIEGAN; 3. FRANK JANNIES, SIOUX, LAMRO, S. D.; 4. EDWARD ROGERS, WALKER, MINN.



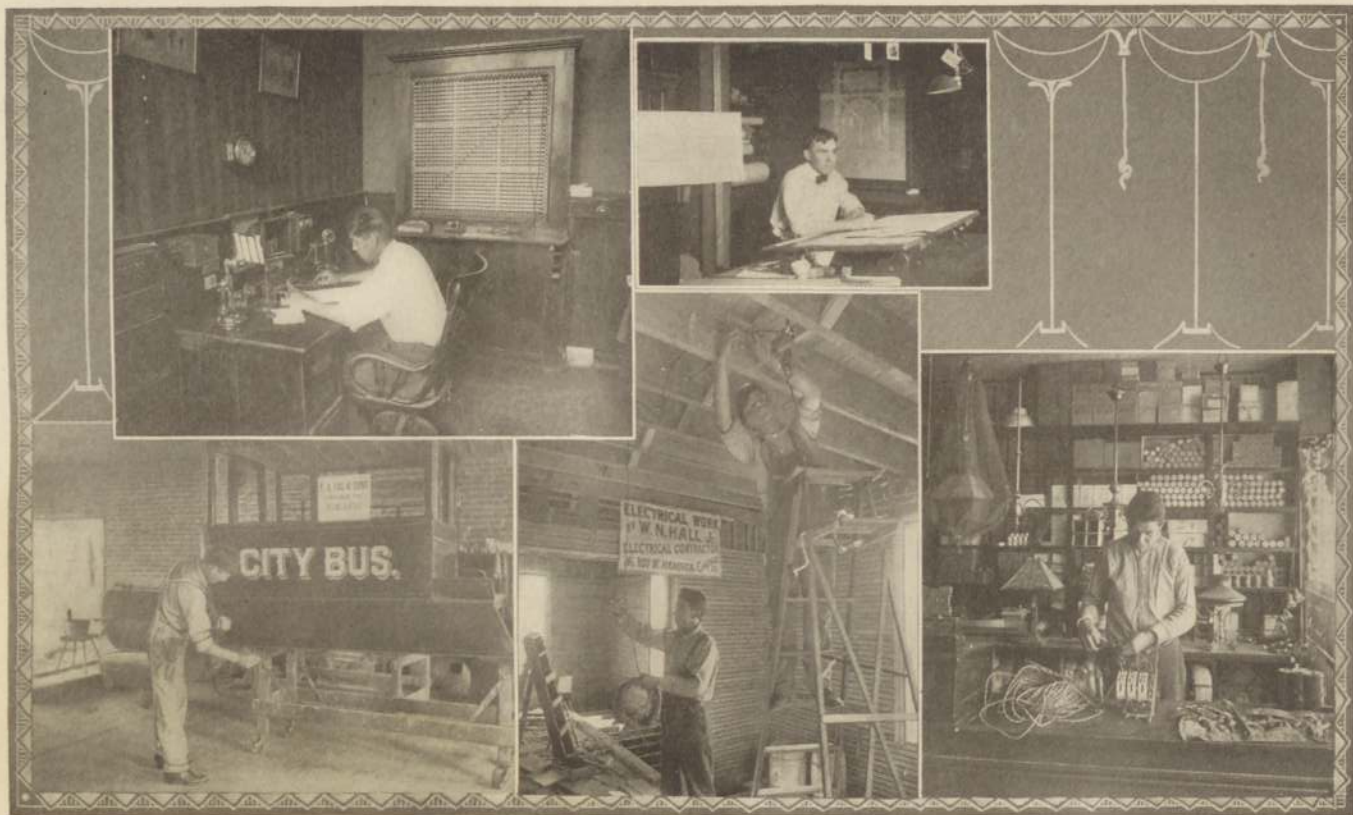
CARLISLE BOYS UNDER THE OUTING SYSTEM

OUR BOYS LEARN TO FARM BY FARMING.—THEY ARE PLACED IN GOOD HOMES, PAID WAGES AND LEARN CIVILIZATION BY ENGAGING IN ITS DAILY PRACTICES





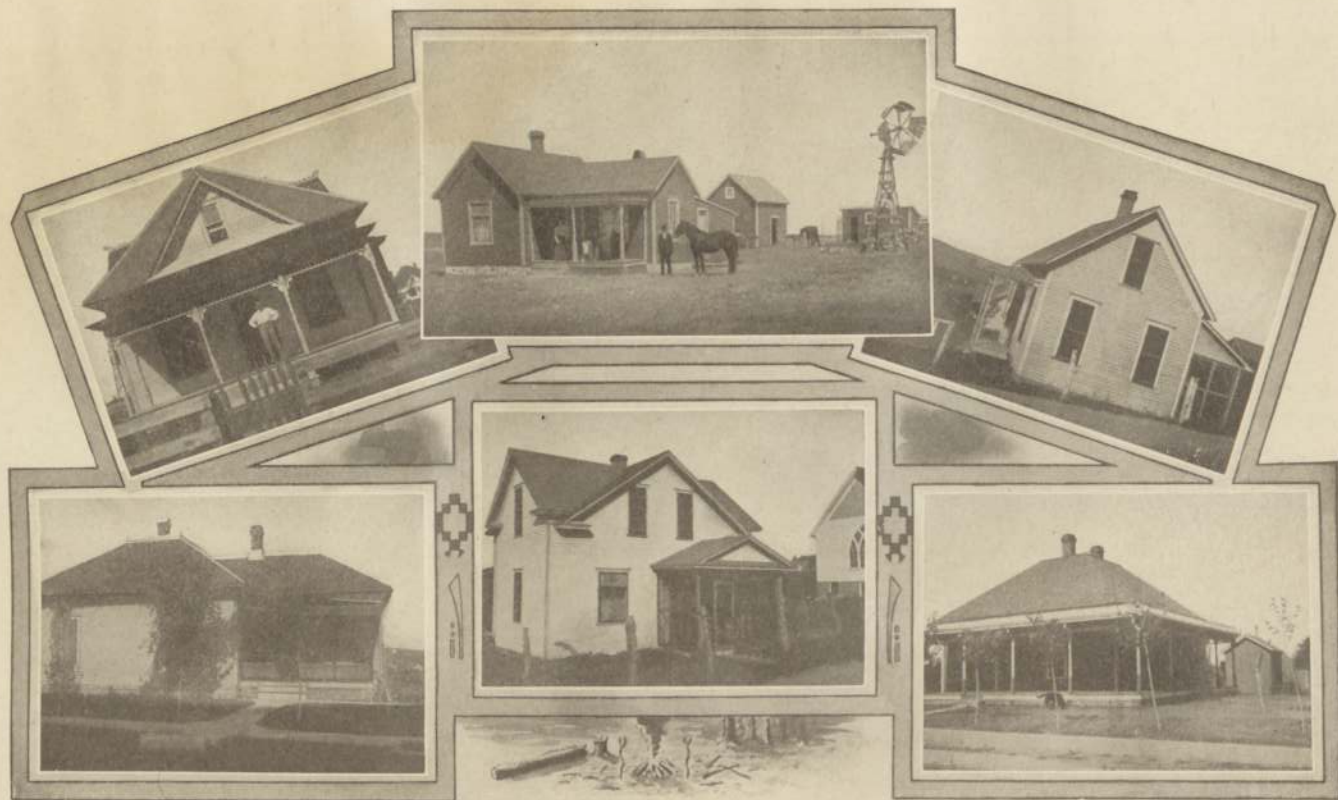
HOMES OF CARLISLE EX-STUDENTS WHO ARE "MAKING GOOD"  
 MRS. LAURA PEDRICK, KIOWA, OKLAHOMA; ELLEN MARTIN MCCOMBE, OSAGE, FORAKER,  
 OKLA.; WILLIAM PAISANO AND MARY PERRY, PUEBLOS, CASA BLANCA, N. M.; BENJ.  
 CASWELL AND LEILA CORNELIUS, CHIPPEWA AND ONEIDA, CASS LAKE, MINNESOTA



CARLISLE OUTING STUDENTS AT THEIR TRADES

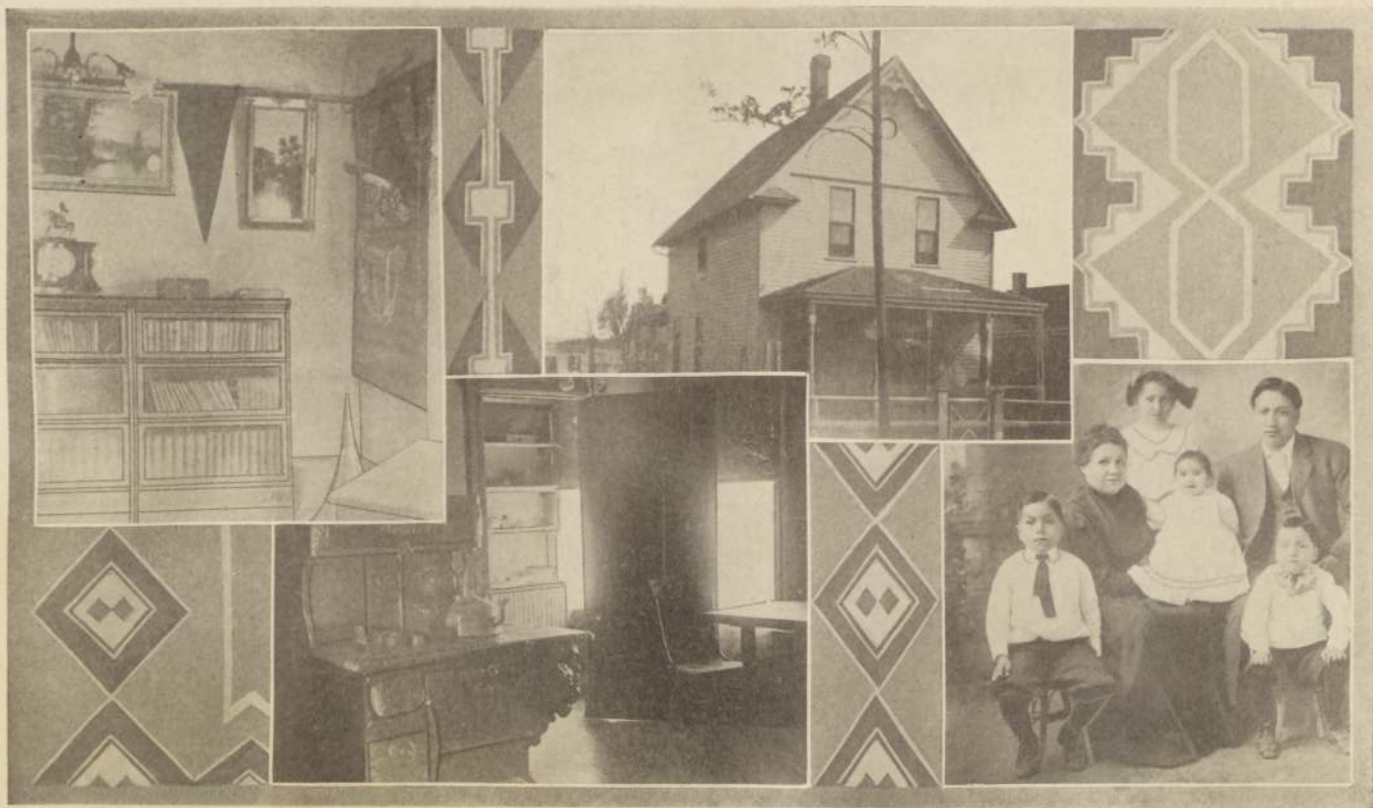
THIS IS A FEATURE OF THE TRAINING AT CARLISLE.—STUDENTS EARN CURRENT WAGES, LEARN PRACTICAL INDUSTRIAL CONDITIONS, ARE IMBUED WITH THE VALUE OF TIME, AND LEARN THE MEANING OF A FULL DAY'S WORK





# HOMES OF INDIANS EDUCATED AT CARLISLE

ABNER ST. CYR, Winnebago, Winnebago, Neb. JOSEPH DUBRAY, Sioux, Revinia, S. D. JAMES WALDO, Kiowa, Anadarko, Oklahoma  
 MRS. LAURA PEDRICK, Kiowa, Anadarko, Oklahoma. LEVI ST. CYR, Winnebago, Winnebago, Neb. WM. SPRINGER, Omaha, Walthill, Nebraska



HOME AND FAMILY OF BENJAMIN CASWELL, 92

MR. CASWELL HAS BEEN FOR YEARS SUPERINTENDENT OF THE CASS LAKE INDIAN SCHOOL.—HE IS A CHIPPEWA AND HIS WIFE, OF THE CLASS OF '96, IS AN ONEIDA





HOME OF THE WARRENS, WHITE EARTH, MINN.

BUILT BY MRS. IDA WARREN TOBIN AND HER SISTER AND BROTHERS.—ALL  
EDUCATED AT CARLISLE AND DOING WELL



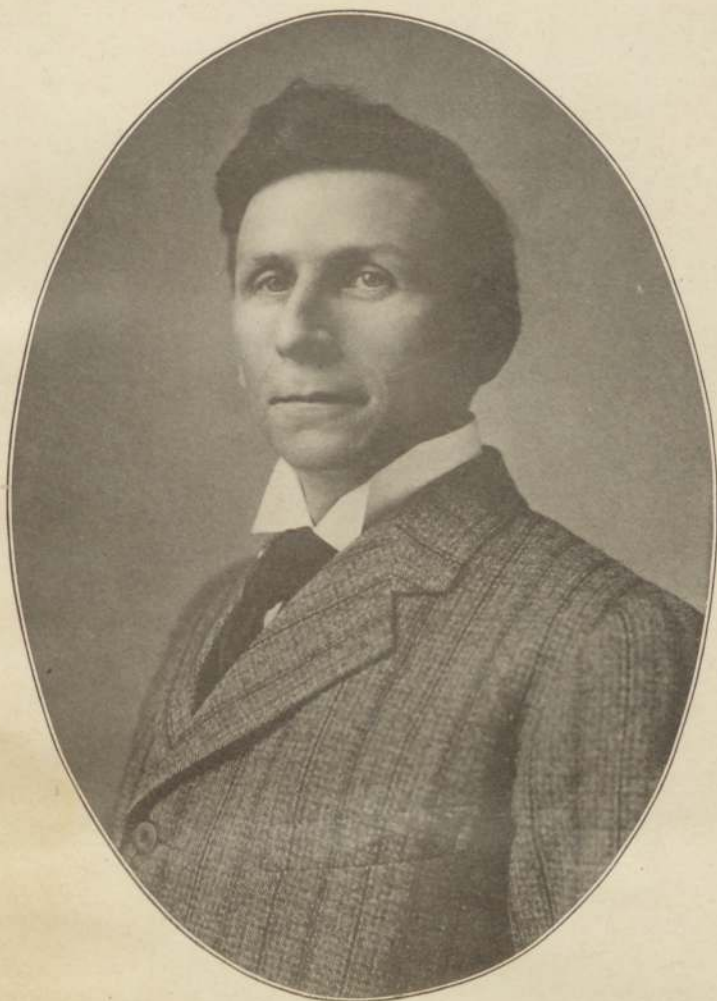
HOME OF JAMES E. JOHNSON, CLASS 1901

DR. JOHNSON HAS A WELL ESTABLISHED DENTAL PRACTICE IN SAN JUAN, P. R.; HIS  
WIFE IS ALSO A CARLISLE GRADUATE. HE IS A STOCKBRIDGE INDIAN  
AND WHILE AT SCHOOL WAS AN ALL AMERICAN QUARTERBACK



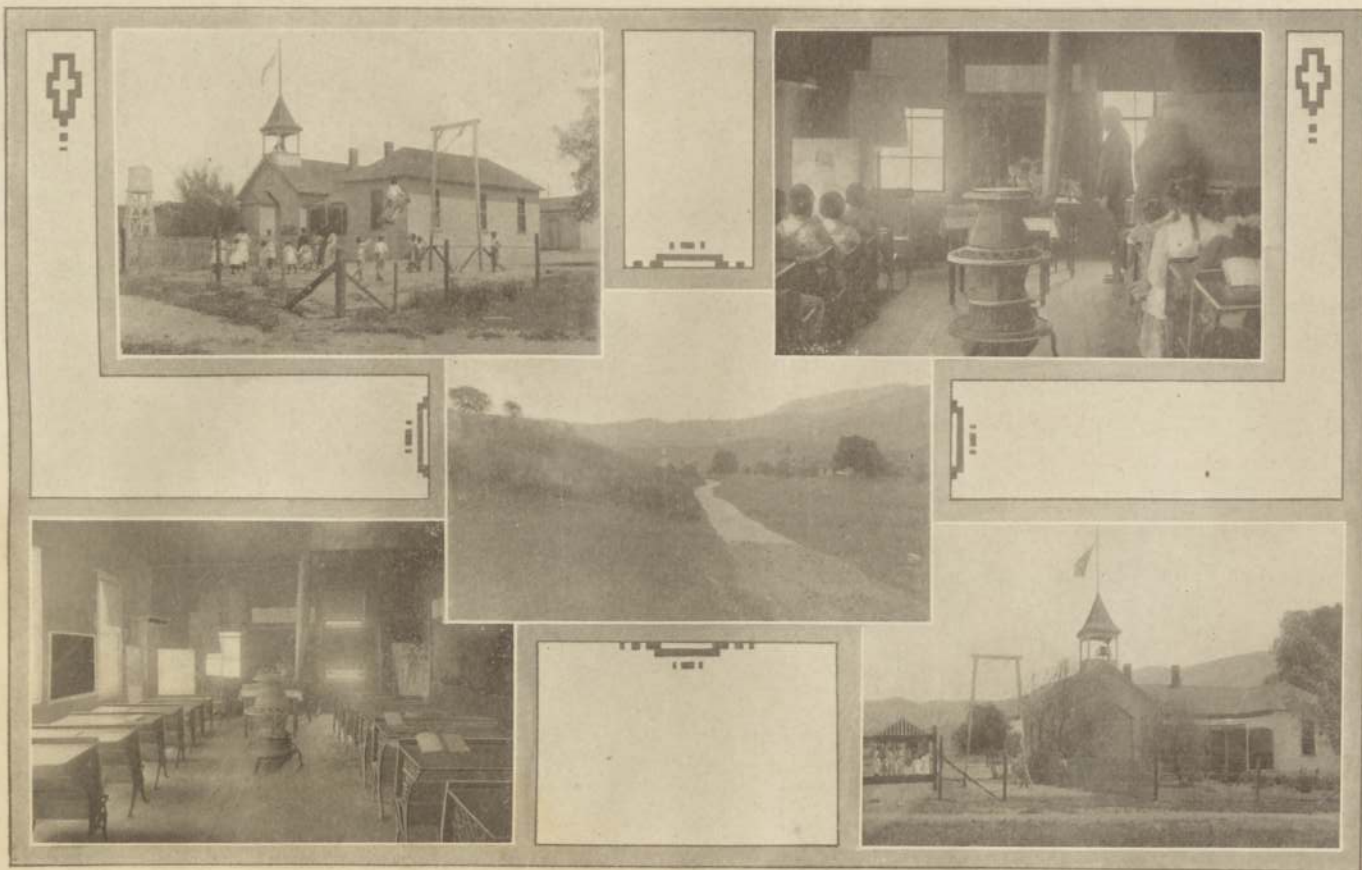
1. HOME OF WILLIAM PETOSKEY, A RETURNED STUDENT, AT PETOSKEY, MICH.—HE IS A CHIPPEWA, A MINISTER AND AN INFLUENTIAL MAN AMONG HIS PEOPLE
2. HOME OF WILLIAM WHITE, A DIGGER INDIAN, EDUCATED AT CARLISLE, AS WAS HIS WIFE.—HE IS A VERY SUCCESSFUL BUSINESS MAN





M. FRIEDMAN

SUPERINTENDENT OF THE CARLISLE INDIAN SCHOOL



DAY SCHOOL NO. 27 ON THE PINE RIDGE RESERVATION

THIS SCHOOL IS CONDUCTED BY CLARENCE THREE STARS AND HIS WIFE, RETURNED STUDENTS FROM CARLISLE.—HOUSEKEEPING AND GARDENING ARE TAUGHT, AND THE SCHOOL IS KNOWN AS BEING ONE OF THE BEST DAY SCHOOLS IN THE INDIAN SERVICE.



## FOUR UPPER GRADES

## FRESHMAN.

Penmanship.

Rapid Calculation.

A First Book in Business Methods.

## SOPHOMORE.

Penmanship.

Plain English.

Rapid Calculation.

## JUNIOR.

Commercial Law.

## SENIOR.

Business Letter Writing.

Typewriting.

**Telegraphy.**

The Department of Telegraphy was first opened in January, 1910. The students who were then enrolled have made splendid progress, and three of them are already filling positions with the Cumberland Valley Railroad Company. Admission is limited to students in the departmental grades.

The work is carried on in a large, airy room in the academic building, adjacent to the rooms of the business department, so that the two may cooperate in their work. The room is equipped with twelve desks and twelve instruments. There is also other equipment; such as signals, charts, etc.

There is a large demand for trained telegraph operators, and it has been found that the Indians are especially well adapted to this work.

A trained instructor of ten years' practical experience in railroad telegraphy and its associated work is in charge. The Morse alphabet is taught, and instruction is given in sending and receiving, together with general railway and commercial methods of block-signaling, train-signaling, and general railway orders. The students also receive instruction in the billing of freight, elementary accounting, reporting, etc. The course is thorough, and the number of students admitted is limited.

An effort is made to provide employment for all who finish the course.

### **Native Indian Art.**

The department of Native Indian Art aims to develop and improve the native arts and industries of the Indian. Instruction is given in weaving—both by the Navaho and Hopi methods, and by the Persian method with the application of Indian designs. Training is given in beadwork, the weaving of rag rugs, designing and making felt cushion covers, etc., and in pyrography. The boys are given instruction in copper and silver smithing.

The students in this department also make original designs for the various school publications; such as, *The Carlisle Arrow*, *The Red Man*, and pamphlets and programs issued by the school.

### **Music.**

Music at Carlisle plays no small part in the life and happiness of the boys and girls. It invades almost all the social and religious functions and the athletic and military exercises. The musical influence has a tendency to develop the finer qualities in the natures of the students, and this means much to the Indian.

The United States Carlisle Indian Band has an international reputation—its services not only being sought for some of the great events in this country, such as the Columbian Exposition, Pan-American Exposition, national and state inaugural exercises, and other important affairs, but in Europe also, negotiations having been entered into for the band to appear at the Paris Exposition.

In conjunction with the band, there is an orchestra which plays for the school entertainments, Sunday services, etc.

There is, too, a vocal department, which includes the class work and singing exercises, where all are taught the rudiments of music. Each school class meets twice a week for this purpose, and songs are learned which are sung by



the entire school at the monthly school entertainments. Special music is also prepared for Christmas, Easter, and other holidays.

Quartets and choruses of boys and girls both sing at the Sunday Chapel Exercises, at the Y. M. C. A. and Y. W. C. A. meetings, and at the different societies, and add variety and pleasure to the lives of the students.

Private instruction on piano and violin is given to those who show talent on these instruments. The aim is to give them enough training to enable them to play for the religious services and little entertainments at home.

There is a Girls' Musical Club composed of the girls who possess talent for stringed instruments. This club takes an active part in the musical numbers of many programs, to the delight of all.

## Agriculture.

As practically all Indians possess more or less farm land, and because of the fact (based on experience) that large numbers of students return to their homes to settle on their allotments, a thorough course in agriculture forms one of the most important departments of the school.

Carlisle's aim in this branch is to teach the young men who choose this vocation to master thoroughly the work of a farmer. Through three channels, it teaches those things which a successful farmer must know and must be able to do.

*First.*—A course of agricultural instruction runs through the work of the academic department. Beginning with nature study in the lower grades, which may be called "elementary agriculture," the work continues through all the grades of the school. A large school garden, adjacent to the academic building, provides practical experience for the boys and the girls both, whereby they learn all the practical operations incidental to the successful raising of such vegetable crops as beans, beets, cabbage, lettuce, onions, peas, potatoes, radishes, tomatoes, etc.

Elementary instruction in nature study is given in the class room. For students in the four upper grades, a thorough course of agriculture is provided by a trained teacher of agriculture. This instruction is given in an addition recently erected to the academic building and provides a class room, laboratory, agricultural museum, and greenhouse. By means of this equipment, a most thorough training is given. No ultra theoretical course is provided, but those matters which every farmer should understand are studied.

### Farming.

*Second.*—The work in the academic department is supplemented by practical farming operations carried on in connection with the two school farms. These farms contain 285 acres and are farmed successfully by student labor. On them are carried on the various activities connected with the raising of general crops; such as, alfalfa, barley, corn, oats, timothy, wheat, etc., and a large variety of vegetables.



### **Dairying.**

On the First Farm, immediately adjacent to the school, is located the Dairy. This dairy has just been erected, and it is one of the model dairies in this part of the country. It has been carefully planned to provide down-to-date instruction in modern dairy practice. Thorough instruction is given in milking, the care and the bottling of milk, butter-making, and breeding. There is a large herd of cattle, containing Guernsey, Holstein, and Durham breeds. There are also several registered bulls.

### **Hog Raising.**

Near the Dairy is located the Piggery, a large specially constructed building divided into pens for breeding purposes and for fattening hogs. It provides thorough facilities for studying this valuable branch of farm industry. The students not only study hog raising by means of this large structure, but also by the methods of raising hogs which prevail on small farms.

The Piggery is well lighted and thoroughly ventilated, and it is provided with sanitary equipment and a specially constructed slaughtering room.

### **Poultry Culture.**

Practical instruction is given in poultry raising. The poultry industry is equipped with three large, specially constructed henhouses, with scratching floors, nests, etc., and a brooder house, with an incubator room and three incubators. The equipment is complete, and the present stock numbers about 1500 birds. Chickens, geese, and turkeys are raised.

By means of small henhouses, kept in several of the larger fields, thorough instruction is also given in that which will be of use to the students in applying to their home conditions what they have learned on the school farms.

*Third.*—Besides the academic work and the practical training on farms, the young men who come to Carlisle for training are given an opportunity to become thoroughly famil-

iar with practical farm operations and the farming industry through the Outing Sytem. During the spring and summer months, employment is found for our students on carefully selected farms throughout the state of Pennsylvania and contiguous states. In this way, they not only earn wages and become familiar with the methods of some of the best farmers in the country, but, under the direct eye of the Outing patron, they learn to do by doing.

In all our work in agriculture, especial attention is given to the environment in which the student is to live when he leaves the school. In addition to the definite farming training, the young men are given instruction in carpentry and in blacksmithing. This trades' instruction is of a limited and elementary kind, but it is provided to enable the boys to handle the ordinary repairs and other work which is present on the farm, and which it is sometimes difficult to have done by skilled labor on the outside on account of the inaccessibility of some of the homes of the Indians.

#### **Horticulture and Greenhouse Work.**

The Greenhouse equipment is complete, with everything necessary for successful work. Instruction is given in the different methods and processes of flower culture; proper kinds of soil and suitable fertilizers, with their component parts; time and manner of planting; sowing seeds; cultivating and keeping favorable conditions for plant growth; hybridizing as a means of improving and producing new varieties; selecting, planting, and cultivating shrubbery; budding, grafting, propagating, and pruning trees for lawns and orchards.

The opportunity for practical application of this knowledge by actual experience on the large campus and in the orchards is added to the instruction.

Instruction and practice in decorating and beautifying the grounds are given with a view to arousing the ambition of the students to improve and beautify the surroundings of their own homes.



## Boys' Industries.

For instruction in the boys' industries, the Carlisle School has one of the best buildings and equipments in the country.

All the young men, unless taking special courses in business, telegraphy, or agriculture, are expected to take up some trade.

The instruction in most of the trades is given in a large, "U-shaped" building, built of brick, two stories high, which, in its largest dimensions, is 186x149 feet. In addition to this building, there is a separate building for instruction in printing and a large building for instruction in steamheating and plumbing.

Students who have sufficient education may be granted special permission to work at their trades all day; all other students spend one-half day working at their trades and the other half day taking up work in the academic department.

It is the policy of the Carlisle School to emphasize the instruction in the industries; its aim is to impress continually upon the students the fact that the industries are not subordinate to instruction in literary work. The work of teaching the dignity of laboring with the hand is fundamental, inasmuch as it is the aim of this school to prepare its students for self-support.

There is constant cooperation and correlation between the work in the industries and the work in the class room, each ministering toward the success of the other.

After successfully completing the term of instruction in a certain trade, students are given a certificate of proficiency. This is given only after a student has successfully mastered the details of the trade and has completed the entire course of instruction. The school stands back of the certificate, and, by this means, indorses the student's skill.

Practically all the new buildings erected on the grounds are put up by student labor. In addition to this work, new furniture, and other equipment, is made in the shops. Vehicles, harness, etc., are manufactured for the smaller schools in the service and for the older Indians on the reservations.

All the repairs to property valued at nearly \$1,000,000 are performed by student apprentices. In this way, the young men receive thorough practice and experience. They get the theory and technique in the shop, and by means of this practical work they learn the actual operations of each industry.

Through the Outing System, whereby young men are placed out with contractors, mechanics, and in shops and manufacturing establishments, for from three to six months in the year, the boys earn wages, realize the meaning of a full day's work in the busy, workaday world, and learn the actual processes of construction and manufacture as practiced on the outside.

A thorough course of instruction, which is carefully followed, has been prepared for each trade, so that the student masters his work in its entirety. In all the building trades and constructive industries, full courses of blue prints are in use, which the students follow, and thus learn, step by step, their chosen vocation.

Students are expected to select a trade on entering the school, and they are not permitted thereafter, unless it is found for their best interests, to change to some other trade.

In addition to the regular work of instruction definitely pertaining to the various trades, special business training is given to the students in estimating material, cost, etc.

Regular courses of instruction are given in the following trades:

- Baking.
- Blacksmithing.
- Bricklaying and Plastering.
- Carpentry and Cabinetmaking.
- Carriage Trimming and Upholstering.
- Harnessmaking.
- Mechanical Drawing.
- Painting.
- Photography.
- Plumbing and Steamfitting.
- Printing.



Shoemaking.  
Stationary Engineering.  
Tailoring.  
Tinsmithing.  
Wheelwrighting.

### **Baking.**

The Bakery occupies two large rooms in the basement of the dining hall and is equipped with a 16-ft. rotary bake oven, a Triumph four-barrel dough mixer, a Queen City feed-wire cake machine, a Day's Economy cracker machine, a No. 3 Safety dough brake, and other smaller machines and equipment used in a modern bakery.

A regular course of instruction is given to a limited number of mature students, which includes not only theoretical instruction, but actual practice also. The bakery turns out nearly nine hundred loaves of bread daily, together with rolls and pastry; such as cakes, crackers, pies, etc.

### **Blacksmithing.**

The Blacksmith Shop occupies two large rooms on the first floor of the shop building, and is equipped with twelve downdraft forges, a power hammer, an emery grinder, a power press, and other small machines, beside full complements of small tools on racks for each forge.

A thorough course of instruction has been mapped out, and the students carefully study the exercises for which working drawings have been prepared. After completing the practice work, students are given practical training in the erection of wagons, carts, buggies, carriages, and other classes of vehicles, which are sent from time to time out into the Indian field and sold to the smaller schools, or to other purchasers. There is also a large amount of repair work, which gives the students necessary practice.

One of the rooms is used for horseshoeing, and thorough instruction and practical work is given for this work. The students are taught to make special shoes to overcome defects in feet; corns, contractions, etc. They are shown how

to shoe so as to overcome interfering, stumbling, knee-knocking, etc.

In addition to the work in making vehicles and shoeing, a course is given in tool-making, tempering, etc. Every student is expected to make his own set of tools. The work which comes into the shop from the farms and from the other departments of the school gives to the students practical experience in their trades.

### **Bricklaying and Plastering.**

The Mason Shop occupies a large room, with granolithic floor, on the first floor of the shop building. It is equipped with booths especially erected for giving practice work in plastering. The students put the lathing on the frame partitions, and then plaster this in the various ways and with the various kinds of plaster used in actual work. These operations are continued, and the work is pulled down and re-erected, until a certain degree of proficiency is attained.

In the same way, the work in bricklaying is carried on from a graded course of blue prints. The students begin by laying up a plain wall, then different kinds of arches, chimneys, mantelpieces, quoins, etc., until both skill and speed are attained. When the student has thus far progressed, he is put to work on building construction, some of which is going on at all times on the school grounds. In addition to this instruction, the students of this department also learn how to lay granolithic floors.

### **Carpentry and Cabinetmaking.**

The Carpenter Shop occupies a large room on the first floor of the shop building, and is equipped with twelve double cabinet benches equipped with Tole's quick-action vises and with modern machinery for mill practice. This includes such machines as band saw, circular saw, joiner, planer, tenoning machine, mortising machine, moulding machine, and a gang of lathes. All of this machinery is run by individual motors.



Every student is supplied with a complete set of hand tools, for which he has a place in his bench that can be locked, and for which he is responsible.

A complete series of exercises, carefully graded, has been prepared for the work in this shop. Thorough instruction is given in the use and care of tools, in the simple operations of carpentry, in the making of joints, and in their practical application to practical work. All the exercises have practical bearing on actual work, and theory and practice are so combined as to result in the greatest good to the student.

A course in Cabinetmaking is provided, and abundant opportunity is furnished in the making of furniture, so the student may learn his trade in a practical way. Instruction is given in the use and care of the various machines and in turning.

As the students carry on the repair work of the school property, and find real practice in the erection of new buildings, they are fitted to step into remunerative positions on the outside immediately after leaving school.

### **Carriage Trimming and Upholstering.**

A separate room is fitted up for instruction in this branch, which includes work with the needle and the sewing machine, and cutting, drafting, and trimming, with all the various materials used.

Students taking this work may also take the course in carriage painting, so that they are masters of both branches.

### **Harness Making.**

In a large, thoroughly equipped room, on the second floor of the shop building, instruction is given in harnessmaking to a small number of students. This includes both the manufacture of new harness and the repair of old harness.

As the school manufactures harness for the smaller schools and reservation schools, and for the older Indians, thorough practice in actual work is provided. Students are not only given training in work harness, but in the manu-

facture of special kinds of harness, such as heavy harness for express purposes and the lighter harness for buggy and carriage horses.

### **Mechanical Drawing.**

A well-lighted room on the second floor of the shop building, equipped with twenty-four individual drawing tables, models of various kinds, etc., is used for instruction in mechanical drawing.

Each student has a complete set of drawing instruments, and a thorough course is given to all the boys in the shops.

It is not the aim of this department to turn out designers or architects, although some students who are especially gifted follow this work after leaving the school, but it is believed that every trade student should have a working knowledge of the principles of mechanical drawing, so that he will be able to make a rough sketch or drawing of any object which he is to construct, and is further able to interpret a blue print or drawing when placed in his hands for execution. A mechanic who is able to do this is worth more than the one who is ignorant of this subject.

The instruction in this department is adapted to the special trades followed by the various students.

This room is also equipped with complete apparatus for making blue prints.

### **Painting.**

The instruction in painting is given in several large rooms on the second floor of the shop building. These rooms are thoroughly equipped for carrying on practical work and for giving instruction in all the details of the trade. There is a separate room for varnishing; and in the large room adjacent to it a number of booths have been erected and a section of a house built, so that students may get experience both at outside and indoor work.

The various booths which have been erected afford experience in painting and tinting different kinds of walls and



include work in interior decoration. One of the booths is fitted up for instruction in paper-hanging.

The course in painting is divided into two branches: house painting, including both exterior and interior work, and carriage painting. The preliminary work in house painting is given in the shop; and after students have had thorough training in mixing colors, use of the brush, etc., they are given the practical training which is afforded on the grounds. The fifty buildings which we have are repainted regularly and afford extensive experience for our students.

The students of house painting also receive instruction in lettering and in finishing furniture. Hundreds of pieces of furniture are finished each year, which afford practice and training in the technique of this work.

This school manufactures each year a large number of vehicles of different kinds, and those who desire to specialize in carriage painting receive practical training in all the different branches of this trade.

Both of these branches of painting are remunerative ones, and our students have no trouble in finding lucrative employment.

### Photography.

In the well-equipped Photograph Gallery, a limited number of students are taught the theory and practice of this art, in the following order:

1. *Lessons in Printing.*—The use of the different kinds of paper; printing out developing paper; and the proper mounting for different sized photos.

2. *Developing and Toning.*—Treatment of printing out paper; caring for plates; and the use of dark room.

3. *Retouching.*

4. *Use of Camera.*—Adjustment of screens and curtains.

*Taking of Portraits.*—Position of subject, pose, etc.

*Outdoor Work.*—Focusing; selecting object and perspective; length of exposure; etc.

By this time, the student has become a good operator, retoucher, and all-around photographer. During the various

steps, he is taught the component parts of the chemicals used in developing.

### **Plumbing and Steamfitting.**

Instruction in plumbing is given both by a course of exercises in the shop and by the practical work afforded in the various building and repair operations carried on in connection with the up-keep of the school plant. It is aimed to make this instruction thorough.

Students of plumbing are also afforded the opportunity of thoroughly mastering the principles and practical work connected with steamfitting.

The shop is equipped with modern appliances and machinery.

### **Printing.**

The Printing Office occupies a separate building, 43x83 feet, which is devoted entirely to the work of this department. The building is one and one-half stories high and is built of cream-colored brick. The upper half-story is used for storing stock, while the first floor is divided into a long composing room and press room, cutting and stitching room, business office and mailing room, wash room, etc.

Thorough instruction is given in composition and press-work.

The school publishes a weekly paper called *The Carlisle Arrow*, which is edited by the students, and a monthly publication, *The Red Man*; both of which are printed by the students in the printing department. In addition to these publications, a large amount of job work is done for the school and for the smaller schools and reservations in the West. The Indian Office at Washington also sends up, from time to time, job work for execution. In this way, thoroughly practical experience is afforded to back up the preliminary instruction which is given to students.

This is one of the best equipped printing offices of its size in the state, and students who learn the trade of printing find no difficulty whatever in securing employment.



### **Shoemaking.**

A large, airy room, well lighted and ventilated, thoroughly equipped with sewing machines, stitchers, and other kinds of shoemaking machinery, affords instruction to a limited number of students in this trade.

The work in cobbling is thorough, and the large number of students' shoes which are to be repaired each week furnish practical experience. In addition to the repairing work, instruction is given in making new shoes of various kinds. Students are instructed in drafting and cutting out the various parts and in assembling them, both by hand and by machinery.

### **Stationary Engineering.**

The school is heated and power furnished by four 150-horse power, Roney boilers, equipped with mechanical stokers. A limited number of students of robust health may here master the work of caring for boilers.

Several steam engines, together with a large number of individual motors, etc., afford training in this sort of outside work which the student may happen to be called on to perform when he takes employment on the outside.

All the details of pumps and boilers are mastered, both in theory and in practice.

### **Tailoring.**

A course in tailoring is provided in a shop which is complete in equipment and facilities. The student is given training in stitching of various kinds and in the repair of clothing. When he is proficient in these branches, he is given further training in the use of the needle and the sewing machine, and toward the end of his course is given instruction in one of the modern schools of cutting.

Practice work in abundance is supplied, because the students in this department make the uniforms for the cadets. In addition, a large amount of repair work is constantly done. There is also much work on civilians' clothing. Instruction is also given in cleaning and pressing.

### **Tinsmithing.**

The Tinsmith Shop is thoroughly equipped with hand tools and with machinery for carrying on the ordinary work brought into a shop of this kind, which includes the making of tinware, the various kinds of cornice work, roofing, etc.

Tinware has been manufactured for smaller schools in the service, and practical work in roofing and repairing is afforded on the grounds.

Only a limited number of students are admitted to this department.

### **Wheelwrighting.**

The Wheelwrighting Shop is equipped with cabinet benches, and each student is given a complete set of hand tools. In addition, a few small machines are provided of the kind which students are expected to find in outside practice.

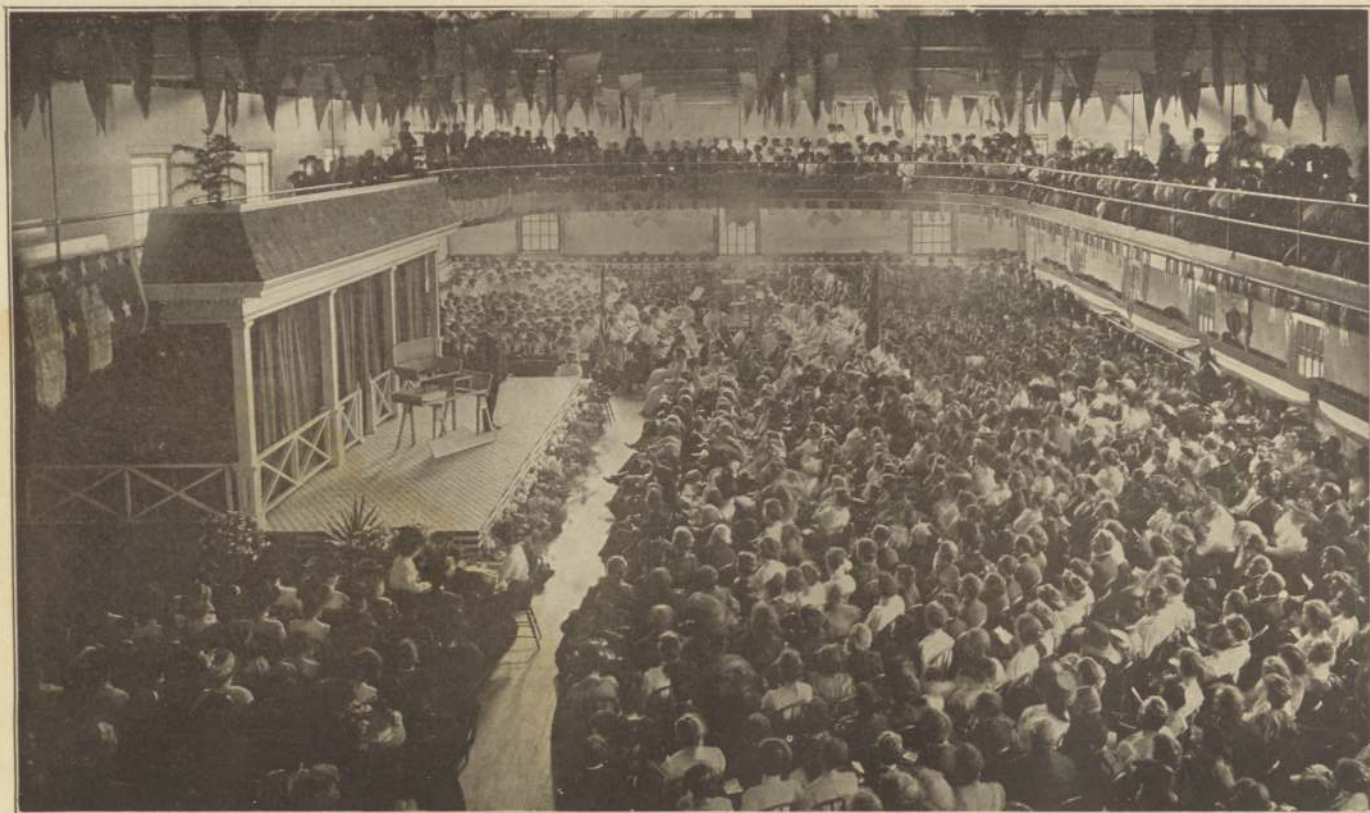
A preliminary course is given in the use and care of tools; after which, the students are put to practical work in making the body and the woodwork for the vehicles manufactured in our shops. In addition, repair work is supplied, so that students not only become familiar with new work, but also with the large variety of repairs which every shop of this kind is constantly given.

The trade is learned systematically and thoroughly.



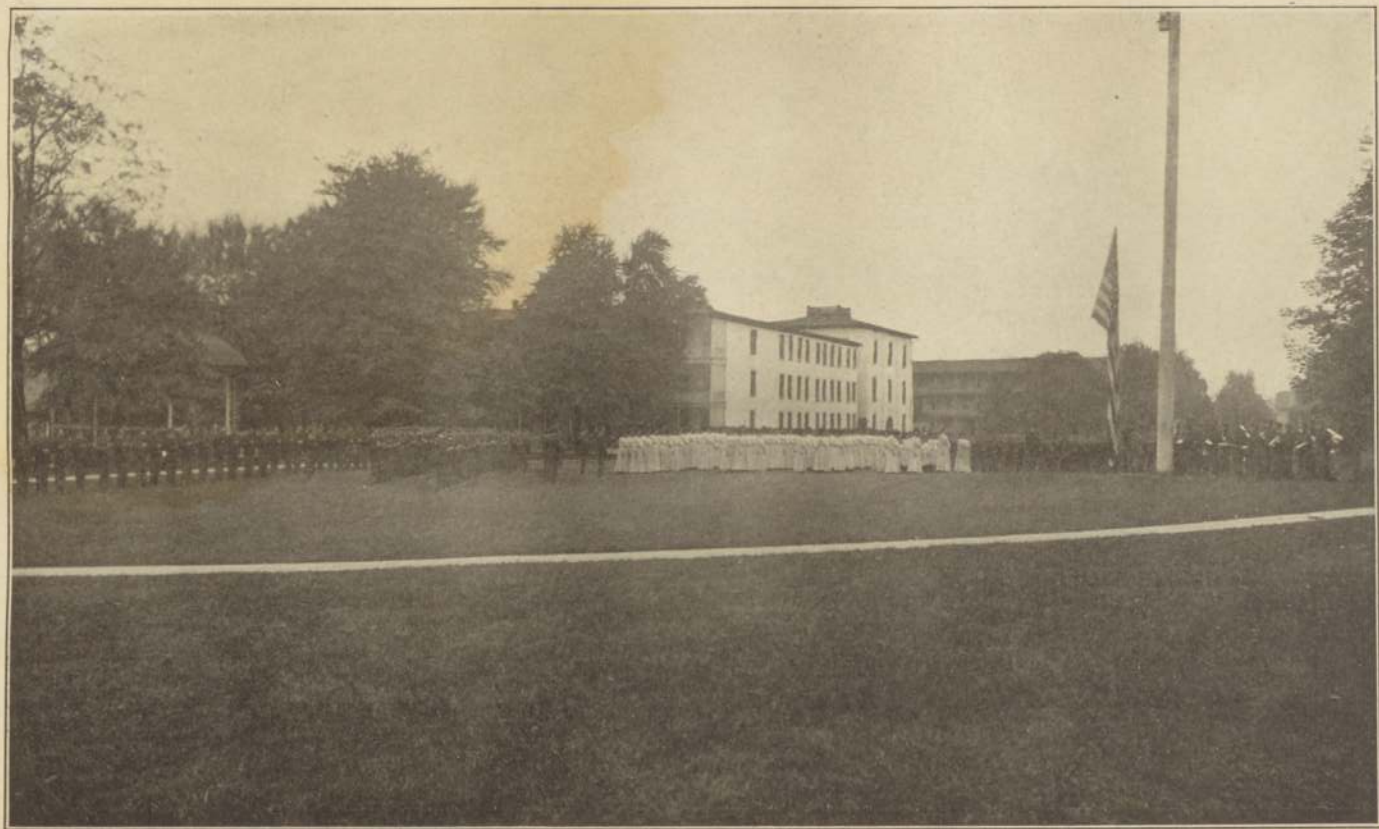


CAMPUS GATEWAY AND MAIN ENTRANCE TO THE SCHOOL GROUNDS



PARTIAL VIEW OF SCHOOL GYMNASIUM DURING GRADUATION EXERCISES



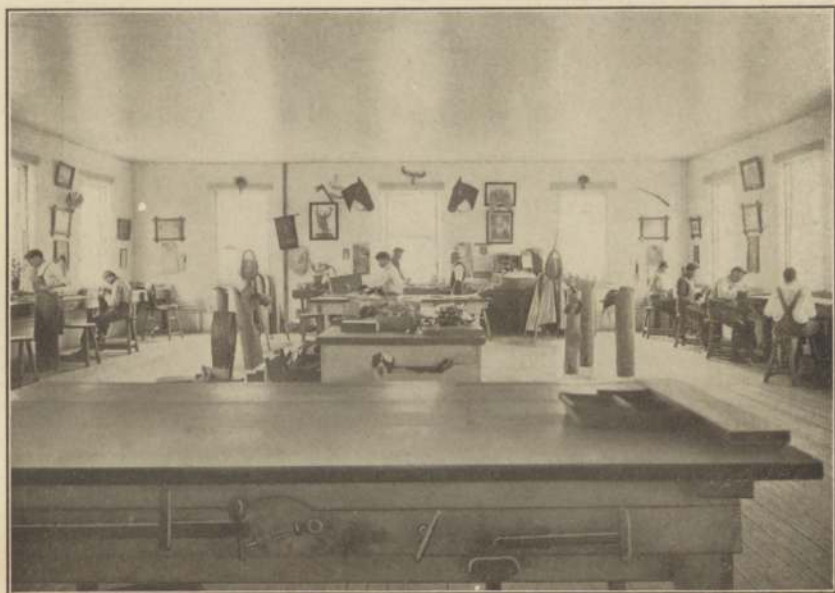


A FLAG SALUTE BY STUDENT BATTALIONS—CARLISLE INDIAN SCHOOL CAMPUS

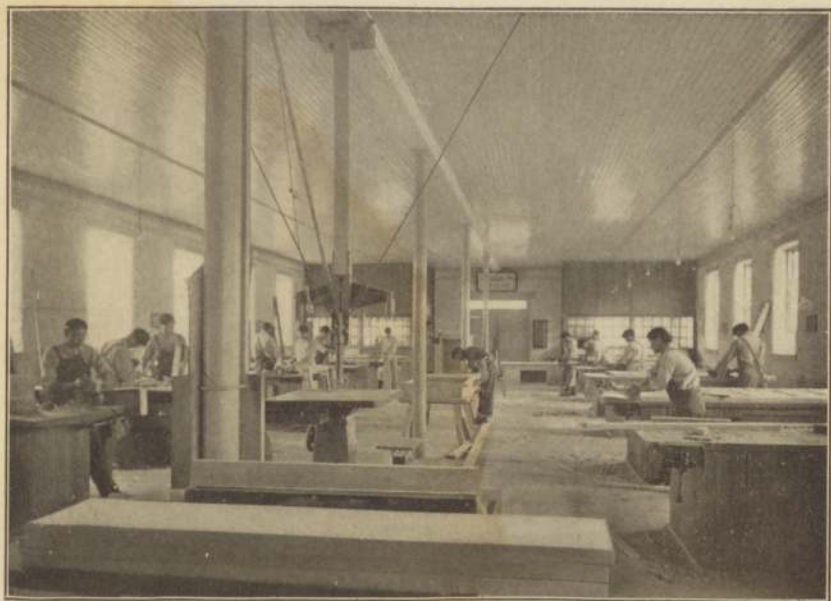


VIEWS IN THE ACADEMIC BUILDING—TYPEWRITING, NATIVE INDIAN ART, LIBRARY, CLASS ROOM





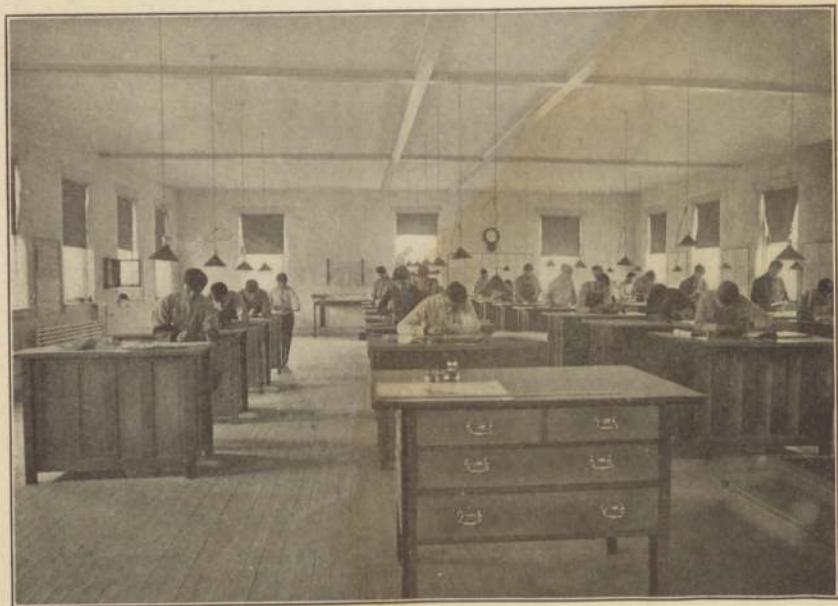
THE HARNESS SHOP—SHOWING CLASS AT WORK



BENCH WORK IN CARPENTRY



PAINT SHOP—SHOWING BOOTHS FOR INDUSTRIAL INSTRUCTION



MECHANICAL DRAWING ROOM





SHOEMAKING AND REPAIRING DEPARTMENT



DEPARTMENT OF TAILORING



STUDENTS MAKING CONCORD BUGGIES AND WAGONS



A PARTIAL VIEW OF THE TIN SHOP



## Household Arts.

### Cooking.

The girls receive training in cooking and serving in the students' dining room and at the Teachers' Club. However, the most practical part of the training in this branch is received in carefully selected homes under the Outing System, by means of which our girls enter families, becoming a part thereof, and receive all the care and training that a mother would ordinarily give to her own daughter. Our girls thus learn cooking, laundering and housekeeping in such a practical way as could never be taught them in any domestic science department, no matter how thoroughly or elaborately it might be equipped.

The Carlisle Indian girl is known far and wide for her proficiency in household arts, and her training is largely received under the beneficent influences of the Outing System.

### Housekeeping.

The girls receive careful training in the care and arrangement of their own rooms in their dormitories and the reception rooms in the various buildings, and further practical training is secured out under the Outing System.

### Laundering.

Instruction in laundering is carried on in a separate building which is equipped for work in steam laundering and for hand work. The building is large and well lighted and well ventilated, both by natural and by artificial means. The girls not only receive instruction in machine work, but a large amount of diversified training in washing, ironing, and dyeing by hand. They are carefully taught all the details of laundry work, including rinsing, bluing, starching, and the preparation of clothes for ironing. Fine ironing is also taught them.

### Nursing.

A limited number of girls are admitted to the hospital for training as nurses. The hospital is a large one, and the girls find abundant opportunity for extensive training in this very important branch. They are trained in cooking, in the care

of the wards and the building in general, and how to care for the sick properly, including the dressing of wounds, etc.

After completing the work in our school hospital, admission is gained for many of our girls into some of the best hospital training schools in the East. In this way, a large number of them become graduate nurses and hold their own in competition with the whites.

### **Sewing.**

A systematic course in mending and dressmaking is given to all girls. The sewing rooms are located on the second floor of the dining hall. They are large and airy, and are thoroughly equipped with sewing machines and other accessories of a dressmaking department.

The girls are taught first to darn and mend. They then proceed to plain sewing, in the making of such articles as towels, napkins, tablecloths, sheets, pillowcases, etc. As they progress, they are given more advanced work in general sewing, abundant practice being found in the manufacture of boys' shirts and all of the various kinds of girls' clothing, including the cutting and fitting of skirts, waists, plain uniform dresses, and the more complicated work incident to the making of evening dresses.



## Record of Living Graduates.

### Introductory Statement.

In presenting the following record of the graduates of the Carlisle School, than which no like school in the country can show a better record, it is desired to call attention to several facts to which the reader should give careful attention.

*First.*—The Carlisle School is not a university. The character of its academic work, with the exception of that of the business and the telegraphy departments, is of the grammar grade. Some studies which are included in the regular high school course are taught, but no so-called higher education is given. Consequently, its record should be compared with schools of a similar character among the white people; and in comparison with these, or even in comparison with our colleges, the total number who have made good will compare to splendid advantage. Out of the total of 514 graduates, only five have been so-called failures; the rest have made a marked success in their various spheres of activity.

*Second.*—Attention is invited to the fact that Carlisle has inspired a large number of its graduates with the desire for further advanced, collegiate education. It will be seen from their records that a number of Indians who have been graduated at this school have continued their way in institutions of higher learning, and in practically all such cases have worked their way through.

*Third.*—In the record of the women graduates, it will be noted that 142 are housekeepers. It will thus be seen that their education has not weaned them away from married life. A careful examination of the records of these young ladies shows that they are the mistresses of modern homes, nicely furnished, and that their children are being well cared for and carefully educated. These are not so-called squaws who live in tepees or hogans amid the squalor of the reservation, but thrifty, industrious wives and mothers whose homes compare well with the homes of good white women in similar circumstances.

*Fourth.*—It will be noticed by examining the distribution of graduates that out of the 514 who are living 300 are suc-

cessfully engaged in vocational activities away from the reservation, and have been forever severed from federal supervision. No longer content to be wards, they have speedily become citizens. The 209 engaged at work on the reservation are leaders among their people, and examples of probity and industry.

The occupations of the 514 living graduates are as follows:

**Employed by the United States Government.**

**Indian Service.**

Clerks and Stenographers.....	13
Disciplinarians, Field Matron, and Asst. Matrons.....	20
Instructors.....	41
In the Academic Branches.....	15
In the Household Arts.....	12
<i>(Cooking, Laundering, Nursing, Sewing, etc.)</i>	
In the Industries.....	14
<i>(Blacksmithing, Carpentry, Engineering, Farming, Shoe-making, etc.)</i>	
Superintendents.....	2
Supervisors (National) and Overseers of Indian Employment.....	2
Interpreters, Laborers, Night Watchmen.....	6
Total.....	85

In the Army.....	4
In the Forest Service.....	2
In the Navy.....	1
Mail Carrier.....	1
Total.....	93

**Business, Professions, and the Industries.**

Agents, Cashiers, Clerks, Managers, Salesmen, and Stenographers.....	30
Band Leaders and Traveling Band Men.....	7
Farmers and Ranchers.....	50
Housewives.....	142
In Business for Themselves.....	19
<i>(Merchants, Real Estate Dealers, etc.)</i>	
Laborers.....	16



Professions .....	22
<i>(Civil Engineering, Dentistry, Journalism, Law, Lecturing, Medicine, Nursing, Teaching, etc.)</i>	
Railroaders .....	8
<i>(Foremen, Firemen, etc.)</i>	
Students .....	28
<i>(Business Schools, Universities, etc.)</i>	
Trades .....	78
<i>(Blacksmithing, Carpentry, Dressmaking, Harnessmaking, Laundering, Printing, Shoemaking, Tailoring, etc.)</i>	
Total .....	400
At Home Working with Parents .....	10
Occupation Unknown .....	6
No Occupation .....	5

**Distribution of Graduates.**

Living .....	514
Deceased .....	69
Total number of Graduates .....	583
Working at home on allotment, or near it .....	147
Working near home .....	32
In Government Service at home .....	30
Total .....	209
In U. S. Indian Service away from home .....	60
Married and living away from home, many in white communities .....	66
At work away from home in white communities .....	149
Students in white schools away from home .....	15
Students in Indian Schools, here or elsewhere .....	10
Whereabouts not known .....	5
Grand Total .....	514

**Returned Students.**

Careful records are being gathered of the more than 4000 students who have only stayed at Carlisle long enough to complete partial terms. It has been found from returns which have already been received that out of 2189 approximately 94% are successfully earning their living, and evidence by the uprightness of their lives that even the short term spent at this school has been a vital influence for good.

# Data Concerning Graduates.

## Class of 1889.

NAME AND TRIBE.	ADDRESS.	OCCUPATION.
Esther Miller Dagenette, <i>Miami</i> ,	Denver, Colo.,	Housewife.
Joseph Harris, <i>Grosventre</i> ,	Langhorne, Pa.,	Farm Hand.
Kish Hawkins, <i>Cheyenne</i> ,	Darlington, Okla.,	Farmer.
Cecilia Londrosh Herman, <i>Win.</i> ,	Winnebago, Neb.,	Housewife.
Edwin Schanandore, <i>Oneida</i> ,	Albuquerque, N. M.,	Disciplinarian.
Joel Tyndall, <i>Omaha</i> ,	Walthill, Neb.,	Farmer.
Julia Powlas Wheelock, <i>Oneida</i> ,	Keshena, Wis.,	Matron, I. S.

## Class of 1890.

Nellie Robertson Denny, <i>Sioux</i> ,	Carlisle, Pa.,	Manager Outing System, I. S.
Rosa Bourassa LaFlesche, <i>Chip.</i> ,	Chilocco, Okla.,	Clerk, Ind. Ser.
Benjamin Lawry, <i>Winnebago</i> ,	Winnebago, Neb.,	Carpenter.
Levi Levering, <i>Omaha</i> ,	Macy, Neb.,	Indian Trader.
Stacy Matlock, <i>Pawnee</i> ,	Pawnee, Okla.,	Bank Clerk.
George Means, <i>Crow</i> ,	Manderson, S. D.	Carpenter.
Julia Bent Prentis, <i>Cheyenne</i> ,	Darlington, Okla.,	Housewife.
Verona Holiday Raiche, <i>Chippewa</i> ,	Odanah, Wis.,	Housewife.
Lawrence Smith, <i>Winnebago</i> ,	Winnebago, Neb.,	(Partially blind.)
William Tivis, <i>Comanche</i> ,	Cement, Okla.,	Farmer.
Benjamin Thomas, <i>Pueblo</i> ,	Bibo, N. Mex.,	Rancher.
Dennison Wheelock, <i>Oneida</i> ,	West De Pere, Wis.,	Real Estate Agt.
Percy Zadoka, <i>Keechi</i> ,	Anadarko, Okla.,	Farmer.

## Class of 1891.

Martin Archiquette, <i>Oneida</i> ,	Ft. Simcoe, Wash.,	Discip., I. S.
Henry Standing Bear, <i>Sioux</i> ,	Chicago, Ill.,	Show Business.
Levi St. Cyr, <i>Winnebago</i> ,	Winnebago, Neb.,	Lease Clerk, I. S.
Charles Dagenette, <i>Peoria</i> ,	Denver, Colo.,	Supr. of Indian Emp., I. S.
Harry Kohpay, <i>Osage</i> ,	Pawhuska, Okla.,	Clerk, Ind. Ser.
Yamie Leeds, <i>Pueblo</i> ,	Laguna, N. M.,	Pottery Worker.
Josiah Powlas, <i>Oneida</i> ,	Oneida, Wis.,	Physician.

## Class of 1892.

Benjamin Caswell, <i>Chippewa</i> ,	Cass Lake, Minn.,	Supt., I. S.
Luzena Choteau Roscamp, <i>Wyandot</i> ,	Chafey, Nev.,	Housewife.
Isabel Cornelius Denny, <i>Oneida</i> ,	West De Pere, Wis.,	Housewife.
Frank Everett, <i>Wichita</i> ,	Anadarko, Okla.,	Interpreter, I. S.
Lydia Flint Spencer, <i>Shawnee</i> ,	Wyandotte, Okla.,	Seamstress, I. S.
Benajah Miles, <i>Arapaho</i> ,	Calumet, Okla.,	Farmer, I. S.
Thomas Metoxen, <i>Oneida</i> ,	Kaukauna, Wis.,	Farmer.
Fred Peake, <i>Chippewa</i> ,	Ogema, Minn.,	Lawyer.

## Class of 1893.

John Baptiste, <i>Winnebago</i> ,	Winnebago, Neb.,	Asst. in the Study of Ethnology.
Fred Bighorse, <i>Sioux</i> ,	Cut Meat, S. D.,	Farmer.
Malcolm Clarke, <i>Piegan</i> ,	Browning, Mont.,	Rancher.
Arthur Johnson, <i>Wyandot</i> ,	Anadarko, Okla.,	Farmer, I. S.
John G. Morrison, <i>Chippewa</i> ,	Ponemah, Minn.,	Storekeeper.
Emily Peake Robitaille, <i>Chippewa</i> ,	Tulsa, Okla.,	Housewife.



## Class of 1894.

Thomas Blackbear, <i>Sioux</i> ,	Porcupine, S. D.,	Farmer.
William Denomie, <i>Chippewa</i> ,	Odanah, Wis.,	Clerk in Store.
Florence Wells Davis, <i>Alaskan</i> ,	Genoa, Neb.,	Housewife.
Flora Campbell Fitzgerald, <i>Alaskan</i> ,	Sitka, Alaska,	Housewife.
James Flannery, <i>Alaskan</i> ,	(Unknown),	Band Man.
Howard E. Gansworth, <i>Tuscarora</i> ,	Buffalo, N. Y.,	Manager Public-
	34 Fifteenth St.	ity Dept.
Minnie Yandell Lesieur, <i>Bannock</i> ,	Ross Fork, Idaho,	Housewife.
Florence Miller Gardner, <i>Stockbridge</i> ,	Red Springs, Wis.,	Housewife.
Siceni Nori, <i>Pueblo</i> ,	Carlisle, Pa.,	Chief Clerk, I.S.
Hugh Soucea, <i>Pueblo</i> ,	Denver, Colo.,	Carpenter.
Martha Napawat Thomas, <i>Kiowa</i> ,	Anadarko, Okla.,	Housewife.
Ida Warren Tobin, <i>Chippewa</i> ,	White Earth, Minn.,	Asst. Mat., I.S.
Henry Warren, <i>Chippewa</i> ,	Bena, Minn.,	Supt., I. S.
Ida Powlas Wheelock, <i>Oneida</i> ,	Oneida, Wis.,	Housewife.

## Class of 1895.

Antoine Donell, <i>Chippewa</i> ,	White Earth, Minn.,	Farmer.
Henrietta Fremont, <i>Omaha</i> ,	Walthill, Neb.,	Student of Law.
William Hazlett, <i>Piegan</i> ,	Ft. Cobb, Okla.,	Editor, Farmer.
William Lufkins, <i>Chippewa</i> ,	White Earth, Minn.,	Printer.
Susie McDougall, <i>Chippewa</i> ,	White Earth, Minn.,	Clerk, Ind. Ser.
Ida LaChapelle McTavish, <i>Chipp.</i> ,	Park Rapids, Minn.,	Housewife.
William Moore, <i>Sac &amp; Fox</i> ,	Prague, Okla., R.F.D.,	Farmer.
Alice Lambert Otto, <i>Chippewa</i> ,	Ogema, Minn.,	Housewife.
Chauncey Yellow Robe, <i>Sioux</i> ,	Rapid City, S. D.,	Teacher, I. S.
Melissa Green Schanandore, <i>Oneida</i> ,	Oneida, Wis.,	Housewife.
Samuel Sixkiller, <i>Creek</i> ,	Muskogee, Okla.,	Cashier, Phoenix
		Printing Co.
David Turkey, <i>Wyandot</i> ,	Newtown, Pa.,	Farm Hand.
George Warren, <i>Chippewa</i> ,	White Earth, Minn.,	Farmer.

## Class of 1896.

Johnson Adams, <i>Chippewa</i> ,	Keshena, Wis.,	Carpenter, I. S.
Susie Davenport Bonga, <i>Chippewa</i> ,	Cross Village, Mich.,	Housewife.
Frank Cayou, <i>Omaha</i> ,	St. Louis, Mo.,	Phys. Director.
	Washington Univ.	
Leila Cornelius Caswell, <i>Oneida</i> ,	Cass Lake, Minn.,	Housewife.
Leander Gansworth, <i>Tuscarora</i> ,	Rock Island, Ill.,	Linotype Opera-
	Dieffel Printing Co.	tor-Machinist.
Timothy Henry, <i>Tuscarora</i> ,	Lewiston, N. Y.,	Farmer.
Herman N. Hill, <i>Oneida</i> ,	West De Pere, Wis.,	Farmer.
Frank Hudson, <i>Pueblo</i> ,	Wycombe, Pa.,	Clerk in Store.
Robert Jackson, <i>Chehalis</i> ,	Unknown,	Unknown.
Cora Snyder Jones, <i>Seneca</i> ,	Versailles, N. Y.,	Housewife.
LeRoy Kennedy, <i>Seneca</i> ,	Buffalo, N. Y.,	R. R. Fireman.
John Leslie, <i>Puyallup</i> ,	Olympia, Wash.,	Chief Eng., Boat.
Joseph Martinez, <i>Crow</i> ,	Lodge Grass, Mont.,	Rancher.
Cynthia Webster Moore, <i>Oneida</i> ,	Kaukauna, Wis.,	Housewife.
Alice Parker, <i>Chippewa</i> ,	White Earth, Minn.,	Dressmaker.
Mark Penoi, <i>Pueblo</i> ,	Anadarko, Okla.,	Lease Clerk, I.S.
Elmer Simon, <i>Chippewa</i> ,	Chicago, Ill.,	Laborer.
Adelia Lowe Twiss, <i>Sioux</i> ,	Porcupine, S. D.,	Housewife.
Delos Lone Wolf, <i>Kiowa</i> ,	Ft. Cobb, Okla.,	Farmer.
Julia Elmore Webster, <i>Digger</i> ,	Redding, Calif.,	Housewife.

James Wheelock, *Oneida*,Philadelphia, Pa.,  
6041 Keith Theatre.  
Crow Agency, Mont.,Professional  
Band Leader.  
Farmer, I. S.Mark Wolfe, *Cherokee*,**Class of 1897.**Annie Kowuni Abner, *Pueblo*,  
Mabel Buck Block, *Sioux*,  
Grace Redeagle S. Cooper, *Osage*,  
Brigman Cornelius, *Oneida*,  
Robert Depoe, *Siletz*,  
Mary Miller Dodge, *Chippewa*,  
Samuel Gruett, *Chippewa*,  
Edith Smith Haffner, *Tuscarora*,  
Olive Miller Jacobs, *Stockbridge*,  
Frank Jones, *Sac & Fox*,Albuquerque, N. M.,  
Darlington, Okla.,  
Baxter Springs, Kans.,  
West De Pere, Wis.,  
Warm Springs, Ore.,  
Chilocco, Okla.,  
Mt. Pleasant, Mich.,  
Hesperus, Colo.,  
Gresham, Wis.,  
Yukon, Okla.,Asst. Cook, I.S.  
Housewife.  
Housewife.  
Farmer.  
Band Leader, I.S.  
Teacher, I. S.  
Discip., I. S.  
Housewife.  
Housewife.  
Manager Yukon  
Grain Co.Sarah Smith King, *Oneida*,  
Charles Mishler, *Chippewa*,  
Louis Mishler, *Chippewa*,  
Albert Nash, *Winnebago*,  
Edward Rogers, *Chippewa*,  
Nancy Seneca, *Seneca*,  
William Sherrill, *Cherokee*,  
Frank Shively, *Crow*,  
Martha Owl Simpson, *Cherokee*,  
Clarence White Thunder, *Sioux*,  
Lizzie Hill Tyndall, *Sioux*,  
Christine Wirth West, *Assiniboin*,Oneida, Wis.,  
Chippewa Falls, Wis.,  
Chippewa Falls, Wis.,  
Philadelphia, Pa.,  
Walker, Minn.,  
Crow Creek, S. D.,  
Wolf Point, Mont.,  
Crow Agency, Mont.,  
Hoopa Valley, Calif.,  
Rosebud, S. D.,  
Walthill, Neb.,  
Poplar, Mont.,Housewife.  
Railroader.  
Joiner in Factory.  
Com'l Traveler.  
Lawyer.  
Nurse, Ind. Ser.  
Rancher.  
Rancher.  
Housewife.  
Farmer, I.S.  
Housewife.  
Housewife.**Class of 1898.**Cora Cornelius Adams, *Oneida*,  
Ralph Armstrong, *Nez Perce*,  
Mitchell Barada, *Omaha*,  
Susie Henni Beardsley, *Pueblo*,  
Joseph Blackbear, *Cheyenne*,  
Clarence Butler, *Coeur d'Alene*,  
Lottie Horne Cochran, *Klamath*,  
Martha Sickles Cornelius, *Oneida*,  
Jacob Jamison, *Seneca*,  
Lillian Complainville Keller, *N. P.*,  
Edith Pierce LaDue, *Seneca*,  
Annie Morton Lubo, *Pueblo*,  
Sarah Flynn Manning, *Assiniboin*,  
David McFarland, *Nez Perce*,Oneida, Wis.,  
Webb, Idaho,  
Plainview, S. D.,  
Seama, N. M.,  
Hammon, Okla.,  
Rockford, Wash.,  
Beloit, Kans.,  
West De Pere, Wis.,  
Gowanda, N. Y.,  
Troy, Idaho,  
Richwood, Minn.,  
Riverside, Calif.,  
Culbertson, Mont.,  
Ft. Lapwai, Idaho,Housewife.  
Farmer.  
Farmer.  
Housewife.  
Clerk in Store  
Mining Bus.  
Housewife.  
Housewife.  
Farmer.  
Housewife.  
Housewife.  
Housewife.  
Housewife.  
Housewife.  
Agt. Townsite  
UnknownRienzi Moore, *Sac & Fox*,  
Edward Peterson, *Elnek*,  
Ellen Thomas Prophet, *Chippewa*,  
Caleb Sickles, *Oneida*,  
Annie George Tahquette, *Cherokee*,  
Kamie Owl Wahneeta, *Cherokee*,  
John Webster, *Oneida*,  
Wilson Welch, *Cherokee*,Oklahoma City, Okla.  
Brockton, Mass.,  
Seneca, Mo.,  
Tiffin, Ohio,  
Cherokee, N. C.,  
Cherokee, N. C.,  
White Earth, Minn.,  
Cherokee, N. C.,Shoe Factory.  
Housewife.  
Dentist.  
Housewife.  
Housewife.  
Laborer, I. S.  
Farmer.**Class of 1899.**Chauncey Archiquette, *Oneida*,  
Thomas Denomie, *Chippewa*,Pawhuska, Okla.,  
Odanah, Wis.,Clerk, I. S.  
Laborer.



Dollie Wheelock Doxtator, <i>Oneida</i> ,	Green Bay, Wis., R. F. D.,	Housewife.
Christian Eastman, <i>Sioux</i> ,	Santee, Neb.,	Clerk in Store.
Minnie Finley Firetail, <i>Caddo</i> ,	Crow Creek, S. D.,	Housewife.
Lydia Gardner Geboe, <i>Cheyenne</i> ,	Baxter Springs, Kan.,	Housewife.
Joseph Gouge, <i>Chippewa</i> ,		In the Army.
Stuart Hazlett, <i>Piegan</i> ,	Browning, Mont.,	Overseer, I. S.
Etta Catolst M. Hill, <i>Cherokee</i> ,	Wahhiyah, N. C.,	Housewife.
Nettie Horne, <i>Klamath</i> ,	Hoopa, Calif.,	Stenographer.
Bertha Dye Jamison, <i>Seneca</i> ,	Gowanda, N. Y.,	Housewife.
Corbett Lawyer, <i>Nez Perce</i> ,	Ft. Lapwai, Idaho,	Clerk, I. S.
John Limeaux, <i>Chippewa</i> ,	Superior, Wis.	Unknown
Jeanette Buckles McDonald, <i>Assini</i> ,	Verdi, Nev.,	Housewife.
Louis McDonald, <i>Ponca</i> ,	White Eagle, Okla.,	Farmer.
Jonas Mitchell, <i>Chippewa</i> ,	(Traveling),	Baseball Player.
Vincent Natalish, <i>Apache</i> ,	New York, N. Y.,	Civil Engineer.
	110 E. 54th St.	
Mary Moon Orsen, <i>Alaskan</i> ,	Juneau, Alaska,	Housewife.
Kendall Paul, <i>Alaskan</i> ,	Parlin, N. J.,	Stenographer.
Edward Peters, <i>Chippewa</i> ,	Mt. Pleasant, Mich.,	Engineer, I. S.
Anna Gesis Pierce, <i>Chippewa</i> ,	Irving, N. Y.,	Housewife.
Lettie Scott Scott, <i>Seneca</i> ,	Buffalo, N. Y.,	Housewife.
	1581 Broadway.	
Olive Larch Smith, <i>Cherokee</i> ,	Cherokee, N. C.,	Housewife.
Rose Duverney Tolley, <i>Ottawa</i> ,	Pawhuska, Okla.,	Housewife.
Jennie Brown Trentmiller, <i>Sioux</i> ,	Drady, N. D.,	Housewife.
Sarah Williams Wauskakamick,	Keshena, Wis.,	Housewife.
<i>Chippewa</i> ,		
George Wolfe, <i>Cherokee</i> ,	Cherokee, N. C.,	Carpenter, I. S.

## Class of 1900.

David Abraham, <i>Chippewa</i> ,	Shawnee, Okla.,	Farmer.
John Allen, <i>Clallam</i> ,	Dungeness, Wash.,	Blacksmith.
Kittie Silverheels Armstrong, <i>Seneca</i> ,	Irving, N. Y.,	Housewife.
Pasquale Anderson Armijo, <i>Mission</i> ,	Oraiba, Ariz.,	Housewife.
Fannie Harris Banister, <i>Sac &amp; Fox</i> ,	Stillwater, Okla.,	Housewife.
Frank Beale, <i>Clallam</i> ,	Ft. Guichon, B. C.	Unknown.
Constance Lane Bumstead, <i>Lummi</i> ,	Tulalip, Wash.,	Asst. Seam., I. S.
Charles Corson, <i>Piegan</i> ,	Choteau, Mont.,	Band Man.
Alice McCarthy Cram, <i>Chippewa</i> ,	Minneapolis, Minn.,	Traveling Agt.
Mary Wolfe Farwell, <i>Cherokee</i> ,	Pryor, Mont.,	Housewife.
Jacob Horne, <i>Klamath</i> ,	Wash.,	Lumbering.
Guy Jones, <i>Sioux</i> ,	White Earth, Minn.,	Teacher, I. S.
Amelia Clarke Kaney, <i>Cheyenne</i> ,	Ft. Sill, Okla.,	Housewife.
Rose Poodry Leroy, <i>Seneca</i> ,	Irving, N. Y.,	Housewife.
John Lufkins, <i>Chippewa</i> ,	Ponsford, Minn.,	Discip., I. S.
Mary Barada Martin, <i>Omaha</i> ,	Bancroft, Neb.,	Housewife.
Artie Miller, <i>Stockbridge</i> ,	Gresham, Wis.,	Mill Hand.
Wesson Murdock, <i>Assiniboin</i> ,	Frazer, Mont.,	Rancher.
Sarah Kennedy Oliver, <i>Seneca</i> ,	Buffalo, N. Y.,	Keeps Boarders.
Nettie Pierce Parker, <i>Seneca</i> ,	Irving, N. Y.,	Housewife.
Charles Roberts, <i>Chippewa</i> ,	Lincoln, Neb.,	Prof. Baseball.
Joseph Scholder, <i>Mission</i> ,	Riverside, Calif.,	Laborer, I. S.
Isaac Seneca, <i>Seneca</i> ,	Chilocco, Okla.,	Blacksmith, I. S.
Mamie Ryan Shade, <i>Assiniboin</i> ,	Ft. Belknap, Mont.,	Housewife.
Daisy Doctor Snyder, <i>Seneca</i> ,	Basom, N. Y.,	Housewife.
John Teeple, <i>Chippewa</i> ,	Assinins, Mich.,	Wholesale Dist.
Frank Teeple, <i>Chippewa</i> ,	Skane, Mich.,	Lumbering.
Eliza Smith Thompson, <i>Clallam</i> ,	Port Hadlock, Wash.,	Housewife.
John B. Warren, <i>Chippewa</i> ,	White Earth, Minn.,	(At Home.)

George Welch, *Stockbridge*,  
 Jennie Turkey White, *Seneca*,  
 Lillian Ferris Wilder, *Klamath*,  
 Susie Yupe, *Shoshoni*,

Green Bay, Wis.,  
 Fredonia, N. Y.,  
 Orleans, Calif.,  
 Ross Fork, Idaho,

Laborer.  
 Housewife.  
 Housewife.  
 Housework.

### Class of 1901.

John Baine, *Sioux*,  
 Alice Powlas Baine, *Oneida*,  
 Frank Beaver, *Winnebago*,  
 Samuel J. Brown, *Sioux*,  
 Anna Goyituey Canfield, *Pueblo*,  
 Henrietta Coates Crouse, *Seneca*,  
 Jennie Wasson Coddington,  
*Coos Bay*.

George Ferris, *Klamath*,  
 Alberta Gansworth, *Tuscarora*,  
 Willard Gansworth, *Tuscarora*,  
 Stella Mishler Gorsuch, *Chippewa*,  
 Luzena Tibbetts Isham, *Chippewa*,  
 James E. Johnson, *Stockbridge*,  
 Joseph Lachapelle, *Sioux*,  
 Anna Parnell Little, *Nez Perce*,  
 Donald McIntosh, *Apache*,  
 Edwin Moore, *Sac & Fox*,  
 Augusta Nash, *Winnebago*,  
 Mattie Parker Nephew, *Cayuga*,  
 Herman Niles, *Stockbridge*,  
 Simon Palmer, *Stockbridge*,  
 Pearl LaChapelle Peterson, *Sioux*,  
 Nellie Peters, *Stockbridge*,  
 John Powlas, *Oneida*,  
 Arthur Pratt, *Sioux*,  
 Edgar Rickard, *Tuscarora*,  
 Elnora Denny Roller, *Seneca*,  
 Edwin Smith, *Clallam*,  
 Alonzo Spieche, *Apache*,  
 Ida Swallow, *Sioux*,  
 Antonio Tapia, *Pueblo*,  
 Wingate Temple, *Klamath*,  
 Eugene Warren, *Chippewa*,  
 Edward G. Willing, *Puyallup*,  
 Ella Sturm Volz, *Caddo*,

Wakpala, S. D.,  
 Anadarko, Okla.,  
 Winnebago, Neb.,  
 Brown Valley, Minn.,  
 Blackrock, N. M.,  
 Versailles, N. Y.,  
 Marshfield, Ore.,

Washington,  
 Lewiston, N. Y.,  
 Lewiston, N. Y.,  
 Peoria, Ill.,  
 Hayward, Wis.,  
 San Juan, Porto Rico,  
 Wabasha, Minn.,  
 Kamiah, Idaho,  
 San Carlos, Ariz.,  
 Pawhuska, Okla.,  
 Ponsford, Minn.,  
 North Collins, N. Y.,  
 Chilton, Wis., R. F. D.,  
 Keshena, Wis.,  
 Wabasha, Minn.,  
 Redsprings, Wis.,  
 West De Pere, Wis.,  
 Crow Creek, S. D.,  
 Lewiston, N. Y.,  
 Gravette, Ark., R. No. 2,  
 Chemawa, Ore.,  
 Unknown,  
 Oelrichs, S. D.,  
 Santa Fe, N. M.,  
 San Francisco, Calif.,  
 Bagley, Minn.,  
 Boistford, Wash.,  
 Ft. Cobb, Okla.,

Livery Barn.  
 Housewife.  
 Asst. Clerk, I. S.  
 Real Estate.  
 Housewife.  
 Housewife.  
 Housewife and  
 Nurse.  
 Blacksmith.  
 (Invalid.)  
 Fruit Farming.  
 Housewife.  
 Housewife.  
 Dentist.  
 Machine Opr.  
 Housewife.  
 Unknown.  
 Clerk, I. S.  
 Seamstress, I. S.  
 Housewife.  
 Farmer.  
 Unknown.  
 Dressmaker.  
 Sewing.  
 School Teacher.  
 Laborer, I. S.  
 Farmer.  
 Housewife.  
 Discip., I. S.  
 Musician.  
 Clerk in Store.  
 Watchman, I. S.  
 Laborer.  
 Tele. Manager.  
 Mail Carrier.  
 Housewife.

### Class of 1902.

Genus Baird, *Oneida*,  
 Charles Bender, *Chippewa*,  
 Elnora Jamison Buckles, *Seneca*,  
 Charles Coleman, *Mission*,  
 Melinda Metoxen Cornelius, *Oneida*,  
 Clara Miller Chew, *Tuscarora*,  
 Katie Powlas Cornelius, *Oneida*,  
 Charles Cusick, *Tuscarora*,

Katie Creager Day, *Pueblo*,  
 Jennie DeRosier, *Menominee*,  
 Theresa Ebert, *Chippewa*,  
 Nelson Hare, *Seneca*,  
 Charlotte Harris, *Catawba*,

Pipestone, Minn.,  
 Tioga, Philadelphia,  
 Ft. Peck, Mont.,  
 St. Michaels, Ariz.,  
 Seymour, Wis.,  
 Lewiston, N. Y.,  
 Oneida, Wis.,  
 Cleveland, Ohio,  
 National Carbon Co.  
 Seama, N. M.,  
 Nathan, Mich.,  
 White Earth, Minn.,  
 Irving, N. Y.,  
 Philadelphia, Pa.,  
 716 N. 16th St.

Discip., I. S.  
 Pitcher, Am. L.  
 Housewife.  
 Discip., I. S.  
 Housewife.  
 Housewife.  
 Housewife.  
 Assistant Clerk.  
 Housewife.  
 Housewife.  
 Nurse.  
 Laborer.  
 Nurse.



Lilian St. Cyr Johnston, <i>Winnebago</i> ,	Edendale, Calif.,	Picture Show.
Letha Seneca Kennedy, <i>Seneca</i> ,	Irving, N. Y.,	Housewife.
Thomas Walker Mani, <i>Sioux</i> ,	Sisseton, S. D.,	Lawyer.
Ida Wheelock McDonald, <i>Oneida</i> ,	Muskogee, Okla.,	Housewife.
Samuel Miller, <i>Stockbridge</i> ,	Gresham, Wis.,	Teacher.
John H. Miller, <i>Chippewa</i> ,	Elk Rapids, Mich.,	Harnessmaker.
Minerva Mitten, <i>Cayuga</i> ,	Irving, N. Y.,	Housework.
William Mt. Pleasant, <i>Tuscarora</i> ,	Lewiston, N. Y.,	Farmer.
Pliga Nash, <i>Winnebago</i> ,	Ponca Agency, Okla.,	Sten. & Typist.
Violetta Nash, <i>Winnebago</i> ,	Lower Brule, S. D.,	Matron, I. S.
Eliza Nauwagesic, <i>Chippewa</i> ,	Mackinac Island, Mich.,	Housework.
William Paul, <i>Alaskan</i> ,	San Anselmo, Calif.,	Studying for the Ministry.
George Peake, <i>Chippewa</i> ,	White Earth, Minn.,	In Business.
Cornelius Petoskey, <i>Chippewa</i> ,	Detroit, Mich.,	Mechanic.
	1306 Jefferson Ave.	
Martha Sickles Rickman, <i>Oneida</i> ,	Seattle, Wash.,	Housewife.
Josephine Janese Sears, <i>Sioux</i> ,	Ft. Peck, Mont.,	Nurse, I. S.
Arthur Sickles, <i>Oneida</i> ,	Great Falls, Mont.,	R. R. Fireman.
Fred E. Smith, <i>Oneida</i> ,	Chadron, Neb.,	Band Leader & Music Teach.
Fred Tibbets, <i>Chippewa</i> ,	Bena, Minn.,	Forest Service.
Grace Warren, <i>Chippewa</i> ,	White Earth, Minn.,	Housework.
Louis Rogers Warren, <i>Chippewa</i> ,	Bagley, Minn.,	Housewife.
Lillian Waterman, <i>Seneca</i> ,	Cleveland, Ohio,	Housework.
Martin Wheelock, <i>Oneida</i> ,	Seymour, Wis.,	Farmer.
Inez King Wheeler, <i>Stockbridge</i> ,	Barryton, Mich.,	Housewife.
Mary Bruce White, <i>Mohawk</i> ,	Hogansburg, N. Y.,	Housewife.
Haely Wolf, <i>Alaskan</i> ,	St. Louis, Mo.,	Stenographer.

## Class of 1903.

Amy Hill Adams, <i>Sioux</i> ,	Ft. Defiance, Ariz.,	Cook, I. S.
Frank Bishop, <i>Seneca</i> ,	Titusville, Pa.,	Machinist.
Samuel Brushel, <i>Stockbridge</i> ,	Gresham, Wis.,	Lumbering.
Minnie Callsen, <i>Alaskan</i> ,	Sitka, Alaska,	(At Home.)
Katie Callsen, <i>Alaskan</i> ,	Sitka, Alaska,	(At Home.)
Mabel Greeley Campbell, <i>Sioux</i> ,	Morton, Minn.,	Housewife.
Clarinda Charles Skye, <i>Seneca</i> ,	Basom, N. Y.,	Keeps Boarders.
Elizabeth Knudsen Charles, <i>Klam.</i> ,	West De Pere, Wis.,	Housewife.
Martin Costo, <i>Coahuilla</i> ,	U. S. S. Tennessee,	Blacksmith,
	Sp. Sqdn., Pacific,	U. S. Navy.
Oscar Davis, <i>Chippewa</i> ,	Minneapolis, Minn.,	Dentist.
	404 Donaldson Bldg.	
Lizette Roubideaux Delano, <i>Otoe</i> ,	Washunga, Okla.,	Housewife.
Commodore Duxtator, <i>Seneca</i> ,	Unknown,	Unknown.
Mollie Welch Enders, <i>Cherokee</i> ,	Cherokee, N. C.,	Club Cook.
Celinda King Ferm, <i>Oneida</i> ,	Amery, Wis.,	Housewife.
Charlotte Geisdorff, <i>Crow</i> ,	Pryor, Mont.,	Teacher, I. S.
Amos George, <i>Seneca</i> ,	Red House, N. Y.,	Farm Hand.
Thomas Griffin, <i>Okinagon</i> ,	Renton, Wash.,	Bolt-Cutting.
Minnie Johnson Johnson, <i>Seneca</i> ,	Lewiston, N. Y.,	Housewife.
James King, <i>Assiniboin</i> ,	Tacoma, Wash.,	R. R. Foreman.
	Box 1237.	
John Londrosh, <i>Winnebago</i> ,	Breckenridge, N. D.,	R. R. Employee.
Susie Rayos Marmon, <i>Pueblo</i> ,	Laguna, N. M.,	Housewife.
Sophia American Horse Morissette, <i>S.</i> ,	Kyle, S. D.,	Housewife.
John M. Miller, <i>Stockbridge</i> ,	Zachow, Wis.,	Grain Agent.
Ida Griffin Nori, <i>Okinagon</i> ,	Carlisle, Pa.,	Housewife.
Bessie Peters, <i>Stockbridge</i> ,	Toreva, Ariz.,	Teacher, I. S.

Maud Snyder Pierce, <i>Seneca</i> ,	Irving, N. Y.,	Housewife.
Amy Dolphus Pearman, <i>Sioux</i> ,	Cheyenne River, S. D.,	Housewife.
Earney Wilber Phillips, <i>Menominee</i> ,	Aberdeen, Wash.,	Housewife.
George Pradt, <i>Pueblo</i> ,	Grants, N. M.,	Forest Ranger.
Philip Rabbitt, <i>Arapaho</i> ,	Canton, Okla.,	Farmer.
Joseph Ruiz, <i>Pueblo</i> ,	Las Cruces, N. M.,	Carpenter.
Emma G. Skye, <i>Sioux</i> ,	Rosebud, S. D.,	Clerk, I. S.
Sarah Corbin Stilwell, <i>Cherokee</i> ,	Hillside, Okla.,	Housewife.
Eugene Tibbetts, <i>Chippewa</i> ,	Fosston, Minn.,	Farmer.
Lilian Cornelius Tibbetts, <i>Oneida</i> ,	Bena, Minn.,	Housewife.
Sophia Warren Umbreit, <i>Chippewa</i> ,	Tower, Minn.,	Housewife.
Nannie Sturm Vannier, <i>Caddo</i> ,	Ft. Cobb, Okla.,	Housewife.
Bertha Jamison Wade, <i>Seneca</i> ,	Youngstown, Ohio,	Housewife.
	54 N. Forest St.	
William Weshinawtok, <i>Menominee</i> ,	Tacony, Philadelphia,	Disston Co.
Lizzie Williams, <i>Tuscarora</i> ,	Lewiston, N. Y.,	Seamstress.
Elizabeth Williams Woodman, <i>Chippewa</i> ,	Chicago, Ill.,	Housewife.
Frank Yarlott, <i>Crow</i> ,	Crow Agency, Mont.	Unknown.

### Class of 1904.

George Balenti, <i>Cheyenne</i> ,	El Reno, Okla.,	Merchant.
Asenath Bishop, <i>Seneca</i> ,	Gowanda, N. Y.,	Housework.
Lavina Woodworth Bowen,	Portland, Ore.,	Housewife.
<i>Skokomish</i> .		
Fred Brushel, <i>Stockbridge</i> ,	Oshkosh, Wis.,	Mill Hand.
Rose Laforge Dillon, <i>Crow</i> ,	St. Xavier, Mont.,	Housewife.
Truman Duxtator, <i>Oneida</i> ,	New London, Wis.,	Skating Rink.
Josie Ramone Enis, <i>Papago</i> ,	Mesa City, Arizona,	Housewife.
Oliver Exendine, <i>Delaware</i> ,	S. L. P. Los Planados,	Rancher.
	Mexico.	
Caroline Helms, <i>Mission</i> ,	Bala, Pa.,	Housework.
Martha Hill, <i>Oneida</i> ,	Seymour, Wis.,	Housework.
George Hogan, <i>Crow</i> ,	Crow Agency, Mont.,	Rancher.
Victor Johnson, <i>Dalles</i> ,	South Bend, Wash.,	Teacher.
William Jollie, <i>Chippewa</i> ,	Lisbon, N. D.,	Store.
Gertrude Jackson Juan, <i>Pima</i> ,	Sacaton, Ariz.,	Housewife.
Frances Halftown Kenjockety, <i>Sen.</i> ,	Irving, N. Y.,	Housewife.
Antonio Lubo, <i>Mission</i> ,	E. Syracuse, N. Y.,	N. Y. Central
	R. F. D. No. 3.	R. R. Shops.
William Mahone, <i>Makah</i> ,	Doty, Wash.,	Clerk.
Frank Mt. Pleasant, <i>Tuscarora</i> ,	Lancaster, Pa.,	Direct. Athletics
		F. & M. Col.
Nellie Lillard Martin, <i>Crow</i> ,	El Paso, Texas,	Housewife.
	404 Texas St.	
Henry Markishtum, <i>Makah</i> ,	Rivers Inlet, B. C.,	Timekeeper and
	B. B. Canning Co.	Watchman.
Walter Mathews, <i>Osage</i> ,	Foraker, Okla.,	Farmer.
Anna Parker Mathews, <i>Bannock</i> ,	Foraker, Okla.,	Housewife.
Salem Moses, <i>Seneca</i> ,	Gowanda, N. Y.,	Sailor.
Rose Nelson, <i>Mission</i> ,	Branford, Conn.,	Nurse.
Jeanette Pocatello, <i>Shoshoni</i> ,	Ross Fork, Idaho,	Housework.
Lydia Wheelock Powlas, <i>Oneida</i> ,	West De Pere, Wis.,	Housewife.
Ella Petoskey, <i>Chippewa</i> ,	Oneida, Wis.,	Teacher, I. S.
Mary Pradt, <i>Pueblo</i> ,	Albuquerque, N. M.,	Teacher, I. S.
Henry Rowldoges, <i>Arapaho</i> ,	Geary, Okla.,	Farmer.
Ayche Saracino, <i>Pueblo</i> ,	Albuquerque, N. M.,	Matron, I. S.
Minnie Nick Sauve, <i>Cherokee</i> ,	Steeltown, Pa.,	Dressmaker.
Arthur Sheldon, <i>Nez Perce</i> ,	Toledo, Ohio,	Stenographer.
Abram Smith, <i>Oneida</i> ,	Seymour, Wis.,	Merchant.



Juna Standingdeer, <i>Cherokee</i> ,	Milwaukee, Wis.,	Employed at
Alfred Venne, <i>Chippewa</i> ,	1219 Chestnut St.	Electric L. Co.
Lizzie Wirth Smith, <i>Assiniboin</i> ,	Chilocco, Okla.,	Discip., I. S.
Charles Williams, <i>Stockbridge</i> ,	Brockton, Mont.,	Housewife.
Zoraida Valdezate, <i>Porto Rican</i> ,	Ft. Barrancas, Fla.,	U. S. Army.
	San Juan, Porto Rico,	Stenographer.

## Class of 1905.

Margaret Wilson Abrahams, <i>Shaw.</i> ,	Shawnee, Okla.,	Housewife.
Joseph Baker, <i>Winnebago</i> ,	Winnebago, Neb.,	Farmer.
Ida Bruce, <i>Mohawk</i> ,	Hogansburg, N. Y.,	Teacher.
Wilson Charles, <i>Oneida</i> ,	West De Pere, Wis.,	Baseball Mgr.
Jesse Davis, <i>Nex Perce</i> ,	Webb, Idaho,	Farmer.
Anna B. George, <i>Cherokee</i> ,	Philadelphia, Pa.,	Y. W. C. A.
	1800 Arch St.	Employee.
Mary George, <i>Seneca</i> ,	Irving, N. Y.,	Teacher.
Rose Temple Gilbert, <i>Klamath</i> ,	Rochester, N. Y.,	Housewife.
Mary Kadashan Hall, <i>Alaskan</i> ,	Vallejo, Calif.,	Lecturer.
	1022 York St.	
Alice Heater, <i>Digger</i> ,	Philadelphia, Pa.,	Nurse.
Cornelia Cornelius House, <i>Oneida</i> ,	West De Pere, Wis.,	Housewife.
Adelia Janese, <i>Sioux</i> ,	Grosse, S. D.,	(At Home.)
Lillian Johnson, <i>Seneca</i> ,	Irving, N. Y.,	Unknown.
Bert Jacques, <i>Pueblo</i> ,	Blanco, N. M.,	Agent.
Florence Welch Johnson, <i>Oneida</i> ,	San Juan, Porto Rico,	Stenographer.
Stella Laughlin, <i>Shawnee</i> ,	Wind River, Wyo.,	Teacher, I. S.
Martin Machukay, <i>Apache</i> ,	Talklai, Ariz.,	Farmer.
Delfina Jacques Martinez, <i>Pueblo</i> ,	Blanco, N. M.,	Housewife.
Della Magee Miguel, <i>Yuma</i> ,	Yuma, Ariz.,	Housewife.
Hattie Miller, <i>Chippewa</i>	Tower, Minn.,	Teacher, I. S.
Patrick Miguel, <i>Yuma</i> ,	Yuma, Ariz.,	Unknown.
Lucy Nauwagesic, <i>Chippewa</i> ,	Mackinac Is., Mich.,	Housework.
Tossie Nick, <i>Cherokee</i> ,	Fort Riley, Kans.,	7th Cav. Band.
Jose Osuna, <i>Porto Rican</i> ,	State College, Pa.,	Student.
Emiliano Padin, <i>Porto Rican</i> ,	Quebradillas, P. R.,	Traveling Agt.
Nicholas Pena, <i>Copah</i> ,	Pala, Calif.,	Rancher.
Bernice Pierce, <i>Seneca</i> ,	Buffalo, N. Y.,	Housework.
	459 Franklin St.	
Manuel Rexach, <i>Porto Rican</i> ,	San Juan, Porto Rico,	Clerk, N. Y.
		Life Ins. Co.
Rebecca Knudsen Rhodd, <i>Ponca</i> ,	Sacred Heart, Okla.,	Housewife.
Angela Rivera, <i>Porto Rican</i> ,	Ponce, Porto Rico,	Teacher.
Antonio Rodriques, <i>Porto Rican</i> ,	San Juan, Porto Rico,	Secy. to Supt.,
		R. R.
Maria Santaella, <i>Porto Rican</i> ,	Coamo, Porto Rico,	Prin. Teacher.
Lillian Archiquette Schanandore, <i>O.</i> ,	Oneida, Wis.,	Housewife.
Dora Reinkin Shongo, <i>Alaskan</i> ,	Unknown,	Unknown.
Roxie Smith, <i>Cherokee</i> ,	Gotebo, Okla.,	Teacher, I. S.
Ambrose Stone, <i>Chippewa</i> ,	Mt. Pleasant, Mich.,	Farmer.
Polly Tutikoff, <i>Alaskan</i> ,	Albany, N. Y.,	Housework.
Sara Williams Venne, <i>Seneca</i> ,	Chilocco, Okla.,	Housewife.
Stella Blythe Washington, <i>Cherokee</i> ,	Cherokee, N. C.,	Housewife.
Levi Webster, <i>Oneida</i> ,	West De Pere, Wis.,	Carpenter.
Bettie Welch, <i>Cherokee</i> ,	Cherokee, N. C.,	Asst., I. S.
Edith Bartlett Whitecrow, <i>Bannock</i> ,	Crow Creek, S. D.,	Housewife.
Agnes White, <i>Seneca</i> ,	Wittenberg, Wis.,	Teacher, I. S.
Spencer Williams, <i>Seneca</i> ,	Brant, N. Y.,	Farming.

## Class of 1906.

Adeline Kingley Bear, <i>Winnebago</i> ,	Keshena, Wis.,	Housewife.
Emma Logan Bear, <i>Winnebago</i> ,	Winnebago, Neb.,	Housewife.
Bertram Bluesky, <i>Seneca</i> ,	Fredonia, N. Y.,	Normal Student.
Nicholas Bowen, <i>Seneca</i> ,	Appleton, Wis.,	Student, Univ.
Chauncey Charles, <i>Stockbridge</i> ,	Philadelphia, Pa.,	Laborer.
Elias Charles, <i>Oneida</i> ,	Oneida, Wis.,	Baseball.
Christine Childs, <i>Crow</i> ,	Germantown, Pa.,	Housework.
	5144 Wayne Ave.	
Bertha Dennis, <i>Seneca</i> ,	Irving, N. Y.,	Housework.
Wallace Denny, <i>Oneida</i> ,	Carlisle, Pa.,	Asst. Com. of
		Cadets, I. S.
Katharyn Dyakanoff, <i>Alaskan</i> ,	Sitka, Alaska,	Teacher, I. S.
Albert Exendine, <i>Delaware</i> ,	Carlisle, Pa.,	Law Student.
Clarence Faulkner, <i>Shoshoni</i> ,	New York, N. Y.,	Machinist.
	The Aldine.	
Emma Burrows French, <i>Yuma</i> ,	Phoenix, Ariz.,	Housewife.
	918 E. Jefferson.	
Ignatius Ironroad, <i>Sioux</i> ,	Cannon Ball, N. D.,	Carpenter, I. S.
Frank Jude, <i>Chippewa</i> ,	Minneapolis, Minn.,	Prof. Baseball.
Rosabel Patterson, <i>Seneca</i> ,	Toledo, Iowa,	Teacher, I. S.
Louis E. Paul, <i>Alaskan</i> ,	Tacoma, Wash.,	Student.
Wilber Peawa, <i>Comanche</i> ,	Cache Creek, Okla.,	Farmer.
Marian Powlas, <i>Oneida</i> ,	Oneida, Wis.,	Asst. Cook, I. S.
Charles Roy, <i>Chippewa</i> ,	Fort Shaw, Mont.,	Discip., I. S.
Mary Rannels, <i>San Poil</i> ,	Oroville, Wash.,	Dressmaker.
Eudocia Sedick, <i>Alaskan</i> ,	Syracuse, N. Y.,	Housework.
Blanche Lay Seneca, <i>Seneca</i> ,	Irving, N. Y.,	Housewife.
William Sholder, <i>Mission</i> ,	Mesa Grande, Calif.,	Rancher.
Rose McFarland Stevens, <i>Klamath</i> ,	Eureka, Calif.,	Housewife.
Juliette Smith Truax, <i>Oneida</i> ,	Chicago, Ill.,	Nurse.
Anna Minthorn Wannassay, <i>Cayuse</i> ,	Yakima, Wash.,	Housewife.
Mary Guyamma Yukatanache,	St. Louis, Mo.,	Housework.
<i>Wyandot</i> .		

## Class of 1907.

Nicodemus Billy, <i>Seneca</i> ,	Akron, N. Y.,	Musician.
Arthur Duxtator, <i>Seneca</i> ,	Versailles, N. Y.,	Buffalo Auto.
		Loan Co.
Isaac R. Gould, <i>Alaskan</i> ,	Latuch, Alaska,	Ranching.
Zoa Hardin Haney, <i>Shawnee</i> ,	Shawnee, Okla.,	Housewife.
Sarah Isham, <i>Chippewa</i> ,	Reserve, Wis.,	Housework.
Freeman Johnson, <i>Seneca</i> ,	Rochester, N. Y.,	Tailor.
Jonas Jackson, <i>Cherokee</i> ,	Cherokee, N. C.,	Railroader.
Wm. S. Jackson, <i>Alaskan</i> ,	Sitka, Alaska,	Boat-Builder.
Archie Libby, <i>Chippewa</i> ,	White Earth, Minn.,	Curtis Pub. Co.
Joseph Libby, <i>Chippewa</i> ,	Carlisle, Pa.,	Bus. Student.
Arthur Mandan, <i>Mandan</i> ,	Washburn, N. D.,	Band Leader.
Josefa Maria Manjares, <i>Pitt River</i> ,	Pitt River, Calif.,	Teacher.
Dora LaBelle Mitchell, <i>Sioux</i> ,	Wilmot, S. D.,	Dressmaker.
Elizabeth Walker Nelson, <i>Alaskan</i> ,	Waterbury, Conn.,	Housewife.
Eli M. Peazzone, <i>Digger</i> ,	Wyebrook, Pa.,	Machinist.
Carl Silk, <i>Grosventre</i> ,	Crow Agency, Mont.,	Watchman, I. S.
Albert W. Simpson, <i>Arickaree</i> ,	Ree, N. D.,	Blacksmith.
Edward Sorrell, <i>Shoshoni</i> ,	Inkom, Idaho,	Railroader.
Arthur Sutton, <i>Seneca</i> ,	Ft. Wayne, Detroit,	U. S. Army.
Hattie M. Powlas Sweezy, <i>Oneida</i> ,	Gotebo, Okla.,	Laundress, I. S.
Titus White Crow, <i>Sioux</i> ,	Crow Creek, S. D.,	Engineer, I. S.
Susie Whitetree, <i>Wyandot</i> ,	West Newton, Mass.,	Laundress.



## Class of 1908.

Elizabeth Baird, <i>Oneida</i> ,	Pipestone, Minn.,	Assistant in I. S.
Josephine Charles, <i>Oneida</i> ,	Oneida, Wis.,	Housework.
Louis F. Chingwa, <i>Chippewa</i> ,	Mt. Pleasant, Mich.,	Shoemaker, I. S.
Martha Cornsilk, <i>Cherokee</i> ,	Worcester, Mass.,	Student, Train-
	City Hospital.	ing School.
Morgan Crowsghost, <i>Grosventre</i> ,	Carlisle, Pa.,	Bus. Student.
Alice Denomie, <i>Chippewa</i> ,	Lawrence, Kans.,	Bus. Student.
Archie Dundas, <i>Alaskan</i> ,	Sitka, Alaska,	Carpenter.
Thomas Eagleman, <i>Sioux</i> ,	Crow Creek, S. D.,	Farmer, I. S.
John B. Farr, <i>Chippewa</i> ,	Carlisle, Pa.,	Stu. of Mechan-
		ical Drawing.
Eugene C. Geffe, <i>Alaskan</i> ,	St. Petersburg, Alaska,	Laborer.
Fritz Hendricks, <i>Caddo</i> ,	Carlisle, Pa.,	Conway Hall.
Lucy Coulon House, <i>Oneida</i> ,	Oneida, Wis.,	Housewife.
Peter Hauser, <i>Cheyenne</i> ,	Carlisle, Pa.,	Bus. Student.
Charles Huber, <i>Grosventre</i> ,	Elbowoods, N. D.,	Asst. Clerk, I. S.
Florence D. Hunter, <i>Sioux</i> ,	Philadelphia, Pa.	Student.
	College of Pharmacy.	
Louis Island, <i>Oneida</i> ,	Lawrence, Kans.,	Bus. Student.
Flora E. Jones, <i>Seneca</i> ,	Brockport, N. Y.,	Normal Student.
Claudia McDonald, <i>Chippewa</i> ,	Lawrence, Kans.,	Bus. Student.
Theodore Owl, <i>Cherokee</i> ,	Rice, Ariz.,	Ind. Teach., I. S.
Ferris Paisano, <i>Pueblo</i> ,	Winslow, Ariz.,	Ice Plant Emp.
Elizabeth Penny, <i>Nez Perce</i> ,	Lewiston, Idaho,	Bus. Student.
Oscar Smith, <i>Oneida</i> ,	West De Pere, Wis.,	Farmer.
Lottie R. Styles, <i>Grosventre</i> ,	Camden, N. J.,	Housework.
Vera Wagner, <i>Alaskan</i> ,	Carlisle, Pa.,	Under "Outing."
Ira Walker, <i>Sac &amp; Fox</i> ,	Meeker, Okla.,	Baseball Player.
William Winnie, <i>Seneca</i> ,	Versailles, N. Y.,	Blacksmith.
Mary E. Wolfe, <i>Cherokee</i> ,	Chemawa, Ore.,	Matron, I. S.

## Class of 1909.

Michael Balenti, <i>Cheyenne</i> ,	College Station, Tex.,	Student.
Cecilia Baronovich, <i>Alaskan</i> ,	Klinquan, Alaska,	Teacher, I. S.
Savannah Beck, <i>Cherokee</i> ,	Carlisle, Pa.,	Under "Outing."
Georgia Bennet, <i>Seneca</i> ,	Brant, N. Y.,	Housewife.
Olga Reinkin Bolshanin, <i>Alaskan</i> ,	Unalaska, Alaska,	Housewife.
Alonzo Brown, <i>Mashpee</i> ,	Carlisle, Pa.,	Under "Outing."
Irene Brown, <i>Sioux</i> ,	Sisseton, S. D.,	Student.
Robert Davenport, <i>Chippewa</i> ,	Cross Village, Mich.,	Mill Hand.
Martha Day, <i>Pueblo</i> ,	Seama, N. M.,	Housework.
Margaret DeLorimiere, <i>Mohawk</i> ,	Carlisle, Pa.,	Bus. Student.
George Gardner, <i>Chippewa</i> ,	Hayward, Wis.,	Discip., I. S.
Josephine Gates, <i>Sioux</i> ,	Fort Yates, N. D.,	Housework.
Charles Hill, <i>Oneida</i> ,	Oneida, Wis.,	Laborer.
Elmira Jerome, <i>Chippewa</i> ,	Fort Totten, N. D.,	Asst. Seam, I. S.
Orlando Johnson, <i>Sac &amp; Fox</i> ,	Cushing, Okla.,	Farmer.
Helen Lane, <i>Lummi</i> ,	Beach, Wash.,	Lighthouse Kpr.
Marie Lewis, <i>Cherokee</i> ,	Carlisle, Pa.,	Bus. Student.
Samuel McLean, <i>Sioux</i> ,	Ft. Sill, Okla.,	Discip., I. S.
Charles Mitchell, <i>Assiniboin</i> ,	Milk River, Mont.,	Farmer.
Myrtle Peters, <i>Stockbridge</i> ,	Carlisle, Pa.,	Bus. Student.
Thomas Saul, <i>Sioux</i> ,	Crow Creek, S. D.,	(At Home.)
Patrick Verney, <i>Alaskan</i> ,	Ketchikan, Alaska,	Printer.
Elizabeth Webster, <i>Oneida</i> ,	West De Pere, Wis.,	Stenographer.
John White, <i>Mohawk</i> ,	Mt. Holly, Pa.,	Printer.
William Weeks, <i>Grosventre</i> ,	Elbowoods, N. D.,	(At Home.)

## Class of 1910.

Stella Bear, *Arickaree*,  
 Stacey Beck, *Cherokee*,  
 John Bastian, *Puyallup*,  
 Inez Brown, *Sioux*,  
 Johnson Enos, *Pima*,  
 Louis George, *Klamath*,  
 Adeline Greenbrier, *Menominee*,  
 Carlisle Greenbrier, *Menominee*,  
 Levi Hillman, *Onondago*,  
 Raymond Hitchcock, *Klamath*,  
 Sarah Hoxie, *Nomelaki*,  
 Louise Kenney, *Klamath*,  
 Joseph Loudbear, *Sioux*,  
 William Nelson, *Pima*,  
 Mary Redthunder, *Sioux*,  
 Selina Twoguns, *Seneca*,  
 Fannie Keokuk, *Sac & Fox*,  
 Katie Wolfe, *Cherokee*,  
 Evelyn Pierce, *Seneca*,

Cantonment, Okla.,  
 Red Rock, Okla.,  
 Pacific Beach, Wash.,  
 Sisseton, S. D.,  
 Carlisle, Pa.,  
 Carlisle, Pa.,  
 Carlisle, Pa.,  
 Carlisle, Pa.,  
 Carlisle, Pa.,  
 Shawnee, Okla.,  
 Covelo, Calif.,  
 Happy Camp, Calif.,  
 Little Eagle, S. D.,  
 Walworth, Wis., R. 2,  
 Mt. Pleasant, Mich.,  
 Carlisle, Pa.,  
 Stroud, Okla.,  
 Carlisle, Pa.,  
 Carlisle, Pa.,

Matron, I. S.  
 Matron, I. S.  
 (At Home.)  
 Clerk in Office.  
 Outing at Trade.  
 Outing at Trade.  
 Bus. Student.  
 Bus. Student.  
 Outing at Trade.  
 Printer.  
 Bus. Student.  
 Housework.  
 (At Home.)  
 Blacksmith.  
 Matron, I. S.  
 Bus. Student.  
 Housework.  
 Bus. Student.  
 Housework.



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THE WORK OF PRINTING AND BINDING THIS  
CATALOGUE WAS EXECUTED BY INDIANS WHO  
REPRESENT THE FOLLOWING TRIBES:

Caddo,	Gros Ventre,	Ottawa,	Shoshoni,
Cayuga,	Mohawk,	Piegan,	Sioux,
Cherokee,	Okinagan,	Porto Rican,	Stockbridge,
Chippewa,	Onondaga,	Sac and Fox,	Wichita.
Flathead,	Oneida,	Seneca,	

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