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**THE INDIAN
INDUSTRIAL
SCHOOL
CARLISLE
PA**

**23rd
YEAR**

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1873
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CATALOGUE
OF THE
INDIAN INDUSTRIAL SCHOOL
CARLISLE, PA.

ESTABLISHED SEPTEMBER, 1879, AT THE ABANDONED ARMY POST
KNOWN AS CARLISLE BARRACKS.

23D YEAR, 1902.

DESIGNERS
ENGRAVERS
PRINTERS
PUBLISHERS



— THE —
JOURNAL
JAMESTOWN, N.Y.

THE CARLISLE IDEA

The young men in this party (the Indian prisoners) while undergoing this banishment should be educated in English, trained in our industries, and brought in contact with our civilization as much as possible, for sooner or later they will be returned to their tribes and after all they are not so culpable as their old leaders, being more like soldiers acting under orders.

—Captain Pratt from Fort Sill to General Sheridan, Chicago, Mar. 1875, in reference to Indian prisoners to be sent to Florida.



The Indian can only meet civilization successfully with civilization as on the great prairies he fights fire with fire. If he conquers the issues of the new life we now force upon him, it can only be by thoroughly civilizing himself and becoming a very part of that new life.—Editorial March, 1881.



Our Indian children must be educated into the capacity and the courage to go out from all the Indian schools into our schools and into our life. Then will they learn that the world is theirs and that all the good of it their trained capacity enables them to grasp is theirs as well as ours.

All our Indians need is broad and enlarged liberty of opportunity and training to make them, within the short space of a few years, a perfectly acceptable part of our population, and to remove them from a condition of dependence, pauperism and crime to a truly civilized condition.

If we can fairly and honestly show to the Indian that his greatest advantage lies in his losing his identity as a

Sioux, a Ute or a Creek and becoming an American citizen, he is sensible enough to do it, and that is the end.

—Address before the National Educational Association, Ocean Grove, August 11, 1883.



The slavery of separate systems and espionage must be removed and somehow the Indian be merged into our life and made to carry his load of responsibility like the rest of us. That sharp spur that drives other men: "If a man will not work he shall not eat," must be applied.—Editorial, January, 1884.



The day of real progress for the Indian will begin when each Indian becomes an individual and an organized unit in himself to make the most of himself that he can. * * * * One of the greatest hindrances to the Indian in his transit from barbarism to civilization is his entire exclusion from the experiences of practical civilized life. * * * * Unless we can make our Indian school system build Indian children out of and away from the experiences of savagery into the association and experiences of civilization in all its varied forms, competitions, etc., we shall not succeed in making capable citizens.—Editorial, March, '85.



All the Indians need in order to become English-speaking, useful, intelligent American citizens is the same opportunities and responsibilities accorded to our own people and all foreigners who emigrate to and locate among us.

It is impossible to give Indians these opportunities with any force in their tribal aggregations on their reservations.

The element of necessity, of contact, the learning by seeing, association with, and doing, is entirely absent at their homes.

Educating them together in tribes is only added hire to remain tribes.

Tribal disintegration, individual freedom and the taking upon their individual selves the useful qualities of our American life, can never come to them in any fullness through any educational training that may be given to them in their tribal masses on their reservations, no difference how excellent the quality of instruction.

The Sioux, educated in schools made up entirely of Sioux on the Sioux reservation, naturally accept that they are to remain Sioux indefinitely.—Annual Report, 1901.



HISTORY AND AIM.

In April, 1875, seventy-four Indian prisoners of war from the Kiowa, Comanche, Cheyenne, and Arapaho tribes, in the Indian Territory, under charge of Capt. R. H. Pratt were brought to old Fort Marion, St. Augustine, Florida.

They had been leaders in murderous raids upon the white settlers on the borders of the Territory and had been taken by the United States forces and sent in chains to Florida.

Not long after their arrival at Ft. Marion their chains were removed and they were put to work in the fort, and proved so trustworthy that they were gradually given work in St. Augustine and vicinity. This susceptibility to good influences aroused the interest of a number of large-hearted women there, and a little school was opened in the prison

and the Indians were taught by these women to read, write and speak English. A cheerful interest in the surroundings seemed to take the place of their sullen revengeful spirit. They showed themselves eager to learn, working intelligently and willingly. This was a revelation to many, and demonstrated that the secret of civilizing the Indian was to give him work and to bring him into direct association with civilized people. Experience has shown that this principle underlies all successful Indian education.

The term of confinement of the Indian prisoners came to an end in April, 1878, and they were returned to their homes; but twenty-two asked to remain in the east to attend school. Of these, four went to Paris Hill, New York, under the care of Rev. W. J. Wick; one to Tarrytown, New York, into the family of Dr. Carruthers; and seventeen were placed in the Hampton Normal and Industrial Institute, Virginia.

Captain and Mrs. Pratt under orders of the government went west and brought fifty Sioux, Arickaree, Mandan, and Gros Ventre boys and girls from their Dakota reservations to enter Hampton, and Captain Pratt was detailed to remain in charge of them at the school "until they become accustomed to their new mode of life and interested in educational pursuits."

Thoughtful observation soon showed that it was not enough that these people should remain at the school even with the advantages of learning a trade. "If freedom and citizenship are to be their lot then the surroundings of freedom and good citizenship during education would seem the best to equip them for that lot."

It was believed impossible to introduce Indians into the heart of civilization, but Mr. Hyde of Lee, and Captain Pratt found in Berkshire county, Massachusetts, a few benevolent families brave enough to take these children of an alien race into their homes and teach them the work of the house and farm, and more than all make them a part of the family life.

After a year's experience Captain Pratt urged that if the authorities expected him to remain in Indian educational work he be given a separate school, as he was not satisfied with the attempt to unite the problem of the Indian with that of the negro. The problems were not at all similar. One related to eight millions of negroes already prepared by a peculiar system and living in and as a part of the body politic, while the other under a radically different system related to two hundred and fifty thousand Indians living in separate communities and entirely alienated by this fact and by language from the body politic. The native heath of one was Africa, a country on the opposite side of the globe and mostly in the torrid zone, the native heath of the other was the very land upon which the body politic had become so enriched and mightily developed, and from which the Indian had been driven.

The army post at Carlisle, Pa., had been abandoned several years before. It lay in a fertile valley, skillfully developed by an industrious and thrifty race, and where excellent railroad facilities would bring them in touch with the kindly people of Pennsylvania, especially the Quakers, always noted for their just and practical dealings with Indians and towards whose homes the Indians and their care-takers, seeking for sympathetic, thrifty, and economic influences,

naturally gravitated. The War Department readily sanctioned the use of this post and in September, 1879, it was set apart for an Industrial School with Captain Pratt as superintendent.



CARLISLE AN HISTORICAL SPOT.

The name Carlisle is interwoven with colonial, revolutionary, and civil war history.

Benjamin Franklin made a treaty with the Indians at this place in 1753, about two years after it had been separated from Penn's vast acres and called Carlisle.

Hessians captured at Trenton in the Revolution were brought here and held as prisoners. An evidence of their labor remains in the stone building erected by them at the south entrance to the grounds.

In July, 1863, when the Southern army made its great venture north of the Mason-and-Dixon line which culminated in defeat at Gettysburg, Fitzhugh Lee stopped to shell Carlisle, and burned the buildings at the post; but in 1865 these were rebuilt.

The place had long been a school for the training of cavalry to fight Indians and poetic justice ruled when the children of these Indians were brought here to learn the arts of peace.



THE COMING OF THE FIRST PUPILS.

At midnight, October 5th, 1879, the first party consisting of eighty-two untaught Sioux boys and girls from the Rosebud and Pine Ridge Agencies of Dakota arrived in

charge of Captain Pratt. The Indians were in native dress and the traditional blanket, with hair long and faces painted, and their persons adorned with beads and other ornaments.

Hundreds of citizens of the town awaited them, and they stepped from the train into a crowd of curious people who more than half feared treachery, outlawry, and scalp-lifting, while others prophesied utter failure of the school. However, friends were soon found among the townspeople, who assisted in getting the machinery of the school in running order.



The purpose of Carlisle has always been to educate the future citizens among those who are already citizens, insisting that the paramount duty of all Indian schools is to get the Indian into the masses on an equality, so that they may go on individually and independently without special and separate supervision. Carlisle therefore has peculiar pride in those of her students who have gone out to compete among the world's workers, not as Indians but as citizens.

Indians from more than seventy different tribes have been brought together and come to live in the utmost harmony, although many of them were hereditary enemies. Just as they have become one with each other through association in school, so by going out to live among them they have become one with the white race, and thus ended differences and solved their own individual problems.

No thought was further from the mind of its founder than that the Carlisle school should live to have a history. Its plan for making American citizens out of the Indians ap-

peared so clear, so practical, and so easy to carry out, that only the demonstration seemed necessary in order to commend it to the public and so lead the way for all Indian youth to be developed to a point where we could do away with special Indian schools by admitting the Indians to the established schools and industries of the country.

There has been an unswerving adherence to the plans first laid, the years having only strengthened and enlarged them. It is in no sense the fault of Carlisle that the powerful influence of Indian school effort has been so largely swung into line and utilized to perpetuate the reservation and the tribe.

Carlisle holds that the demand to be made on all Indian schools should not be that which is so universal: "What becomes of the students when they go back? What do they do on the reservation?" but should be, "What are Indian schools doing to render Indian youth capable of citizenship and independent of the tribe, reservation and government support?"

Giving Indian youth the courage to live in and the ability to compete in civilized industries has always been the major principle. To this end a system of placing its pupils out in families, the boys to work in the field and in the shop and the girls in the house, was adopted in the very beginning, and has been the greatest feature in the accomplishment of the purposes of the school. An Indian boy or girl living in a civilized home, meeting only the home people daily, learns English and the customs of civilized life in the only natural way, doing away with the practice of special teaching. Reality is many times more forceful than theory.

This system has grown so that every summer about 800 of its pupils are sent out to thus live and labor, and the influence is emphasized by arranging that from 350 to 400 shall so remain out every winter and attend the public schools with Anglo-Saxon children. Differences and prejudices are thus removed from both sides and respect for each other grown. In many most excellent families and neighborhoods for more than twenty years our pupils from many tribes have found warmest welcome and demonstrated superior usefulness.



At the beginning there was lack of confidence, and the supply of government funds was not ample. Mr. Schurz, the then secretary, paid the first expenses out of what was

called the "Civilization Fund," being moneys accumulated from the sale of Osage lands in Kansas which it had been provided could be used for any general civilizing purposes. It was not until the third year that the first Congressional appropriation was made. Neither the allowance made from the Civilization Fund nor the appropriation of Congress was sufficient to meet all the many needs of the school. In this crisis many friends came forward and contributed, in some cases largely, to cover the erection and alteration of buildings, putting in a system of heating, the purchase of a farm and a multitude of other imperative needs, so that about \$125,000 in all has been donated. This large help from the friends of the Indians, coupled with the acknowledged success of the school, served to greatly stimulate the growth of confidence in both the legislative and executive departments of the government.



Statistics for the Fiscal Year, July 1, 1900 to June 30, 1901.

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Enrollment from the beginning, Sept., 1879, to June 30, 1901...	2,703	1,657	4,360
Discharged during that period, in- cluding deaths	2,147	1,206	3,353
Admitted during the year.	133	99	232
Discharged during the year	114	49	163
Deaths during the year	1	3	4
Total enrolled during fiscal year..	671	503	1,174
Remaining at school June 30, 1901	556	451	1,007
Tribes represented during year	77
Outings during fiscal year	394	458	852
Students earnings during the year,	\$18,444.78	\$10,269.91	\$28,714.69

At the close of the fiscal year the students had to their credit at interest a total of \$19,594.83, \$15,500 of which is their earned savings—the balance coming to them as annuities.



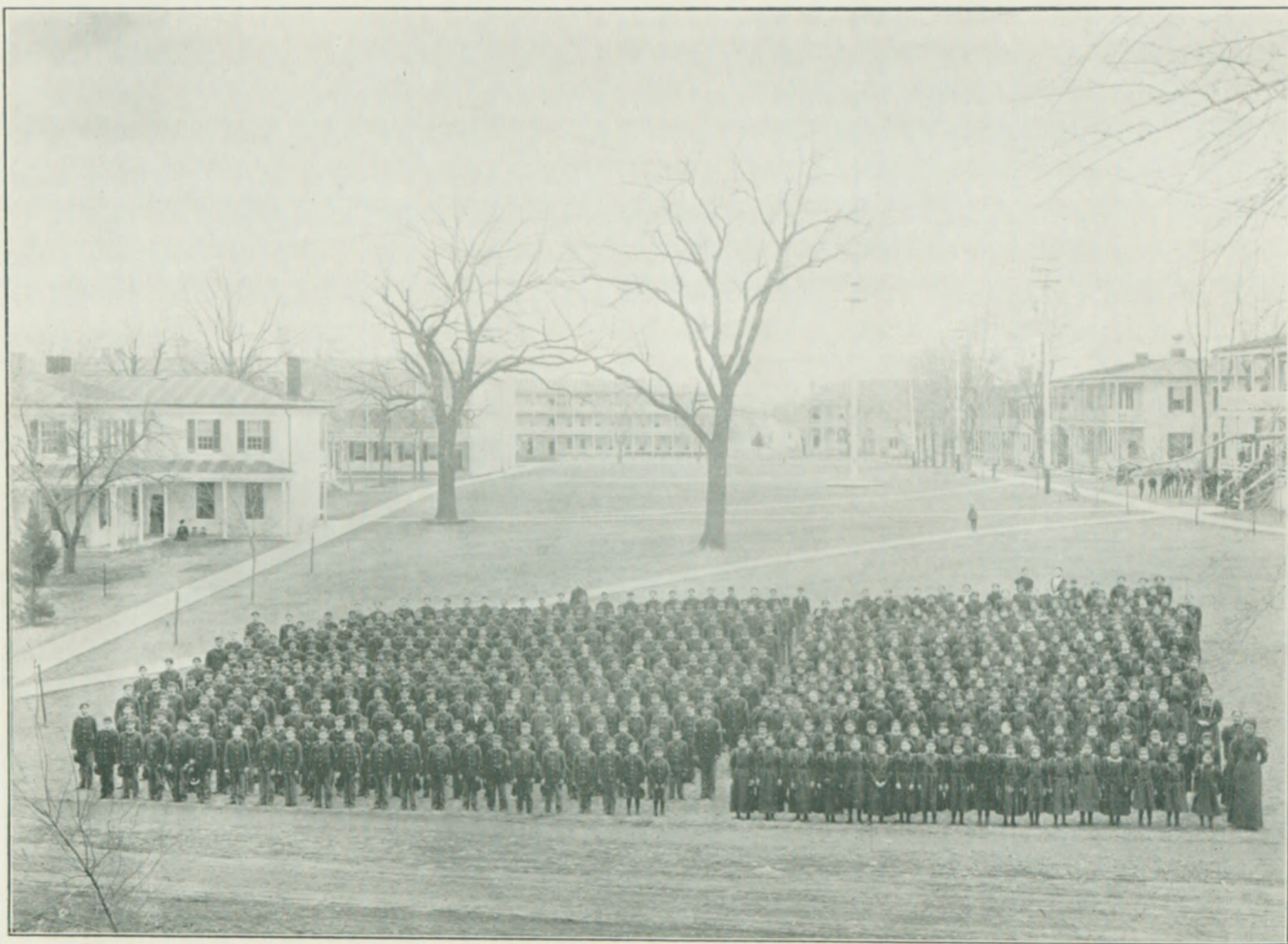
COLONEL PRATT.



FIRST PARTY EIGHTY TWO SIOUX ARRIVED AT CARLISLE OCT. 6, 1879.



A REPRESENTATIVE FIRST PARTY.



CAMPUS AND STUDENT BODY.



CAMPUS, OFFICE AND SCHOOL BUILDINGS.



BAND STAND, DINING HALL, TEACHERS' QUARTERS.



CROQUET.



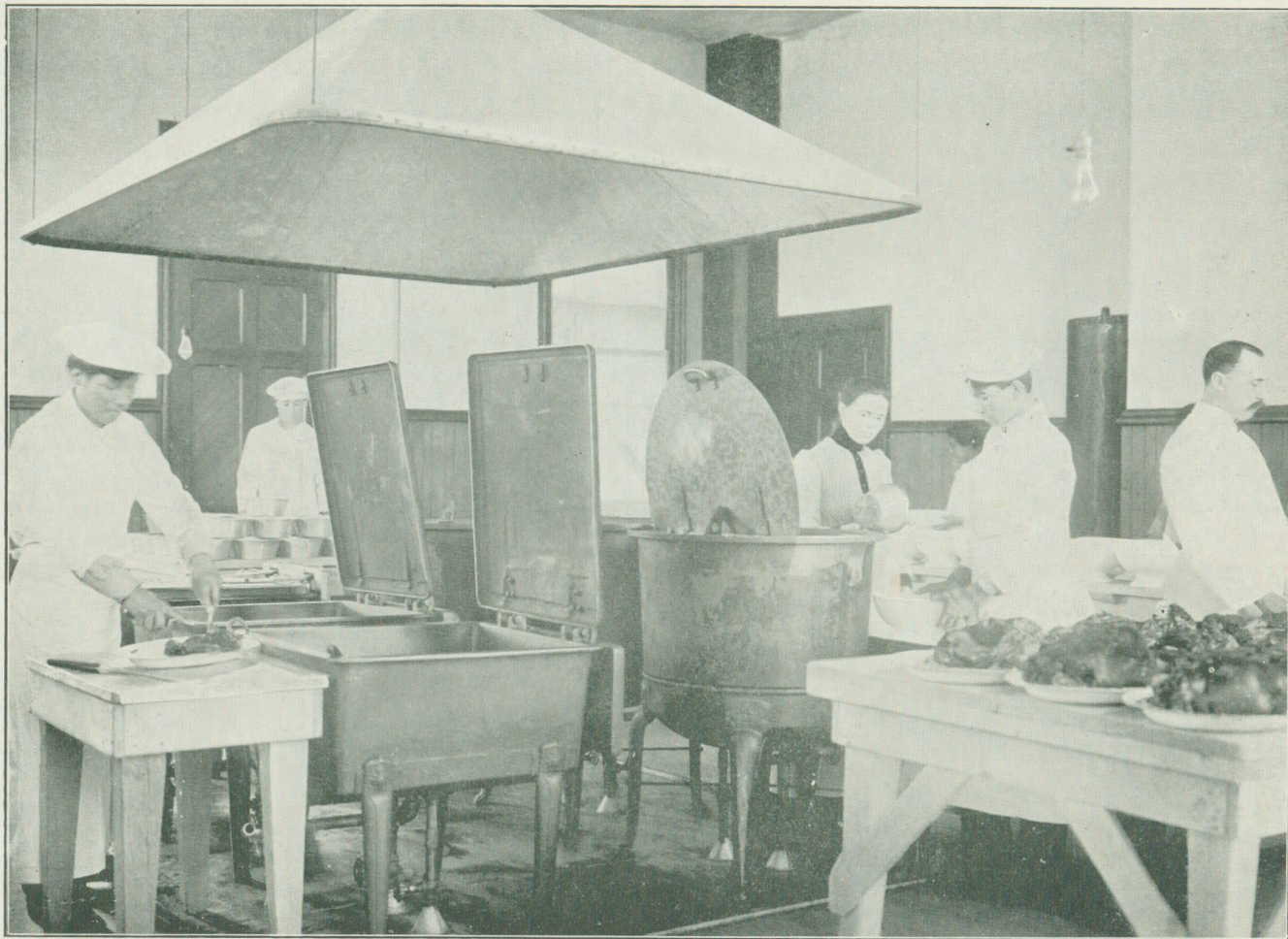
GUARD HOUSE.



BAND.



BOILER HOUSE.



KITCHEN.



PREPARING VEGETABLES.



ARRANGING TABLES.



COOKING CLASS.



STUDENTS IN DINING HALL.



BAKERY.



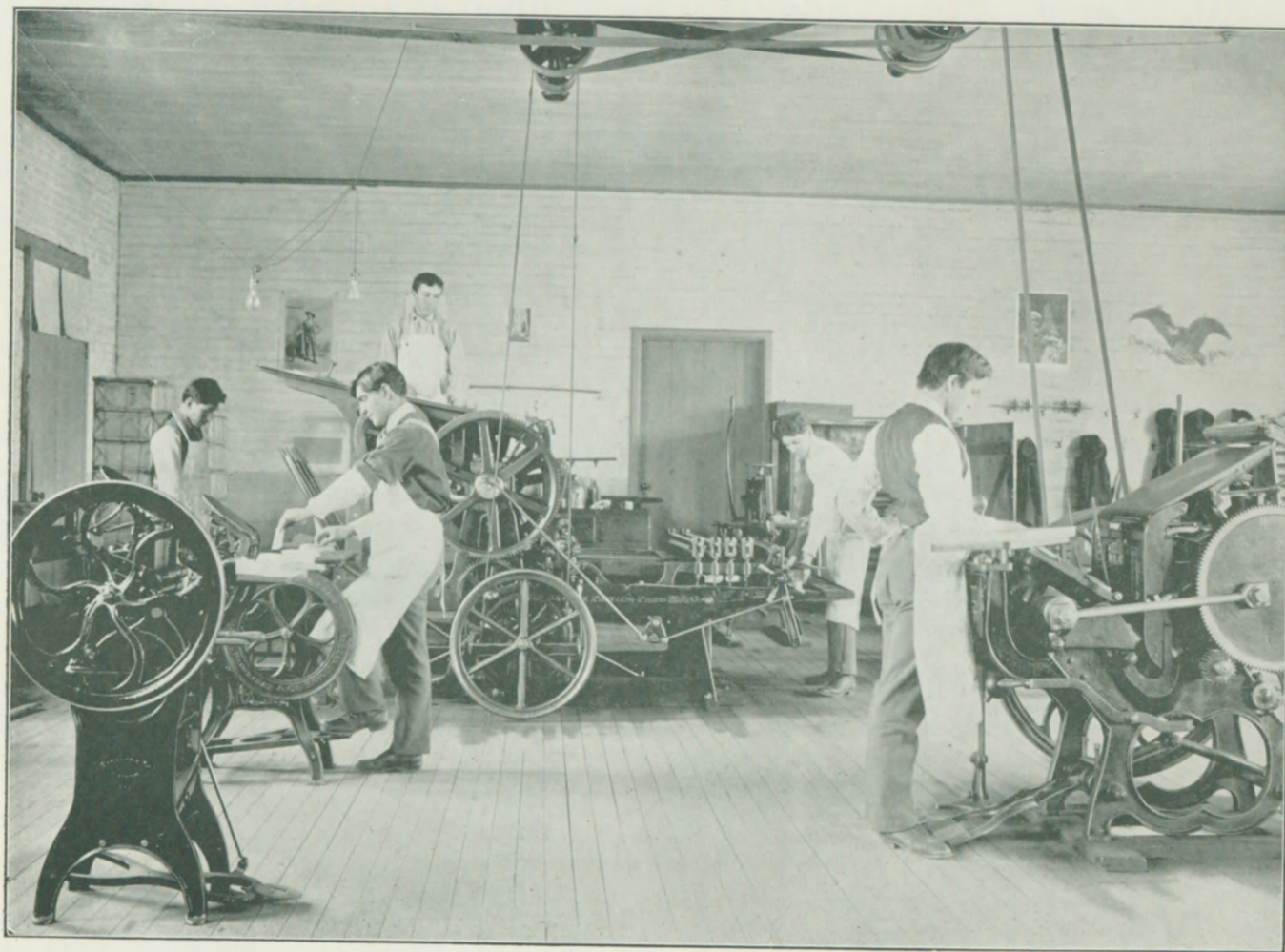
REMOVING BREAD FROM OVENS.



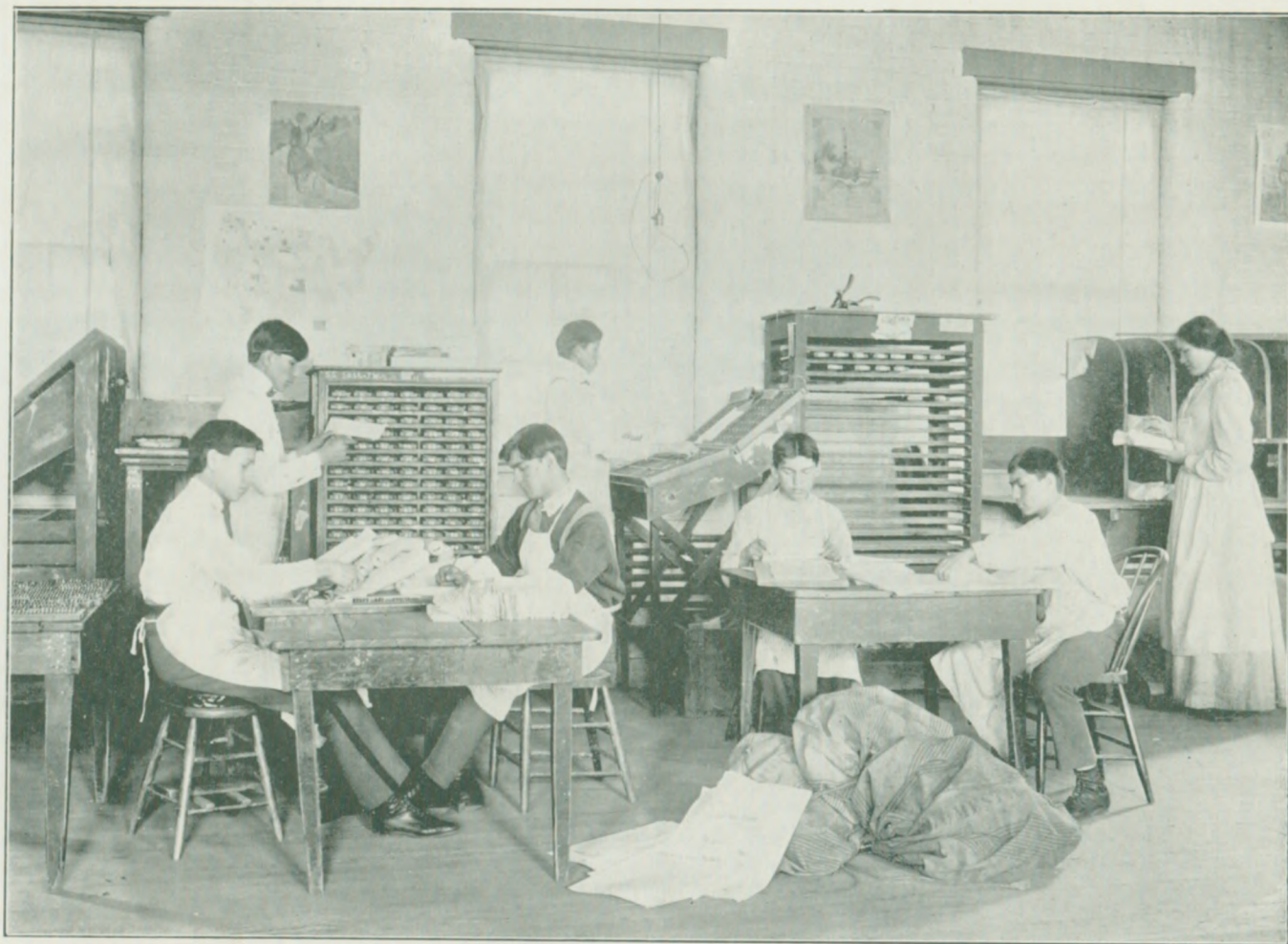
PRINTING OFFICE—INTERIOR.



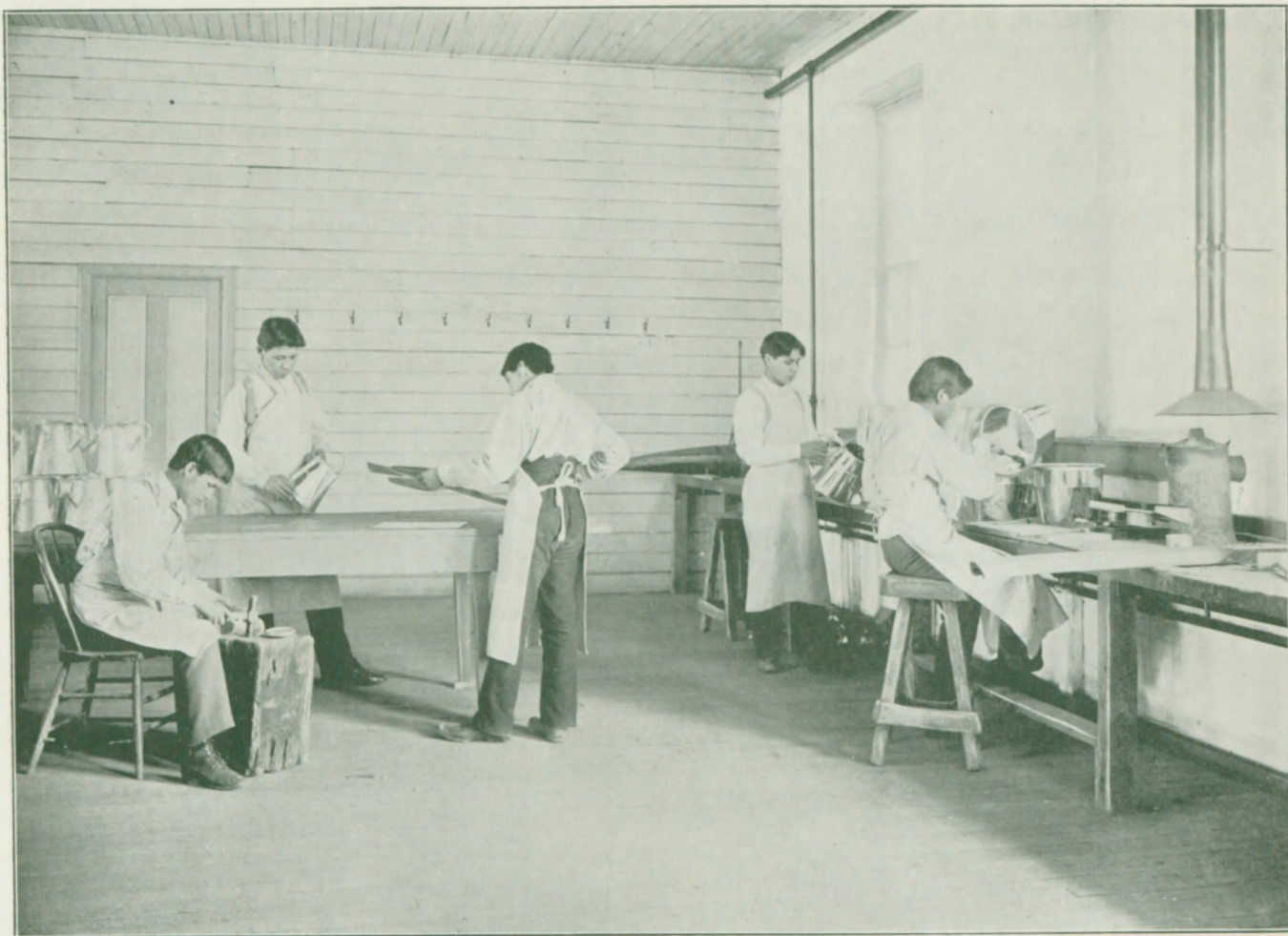
TYPE SETTING.



PRESS DEPARTMENT.



MAILING DEPARTMENT.



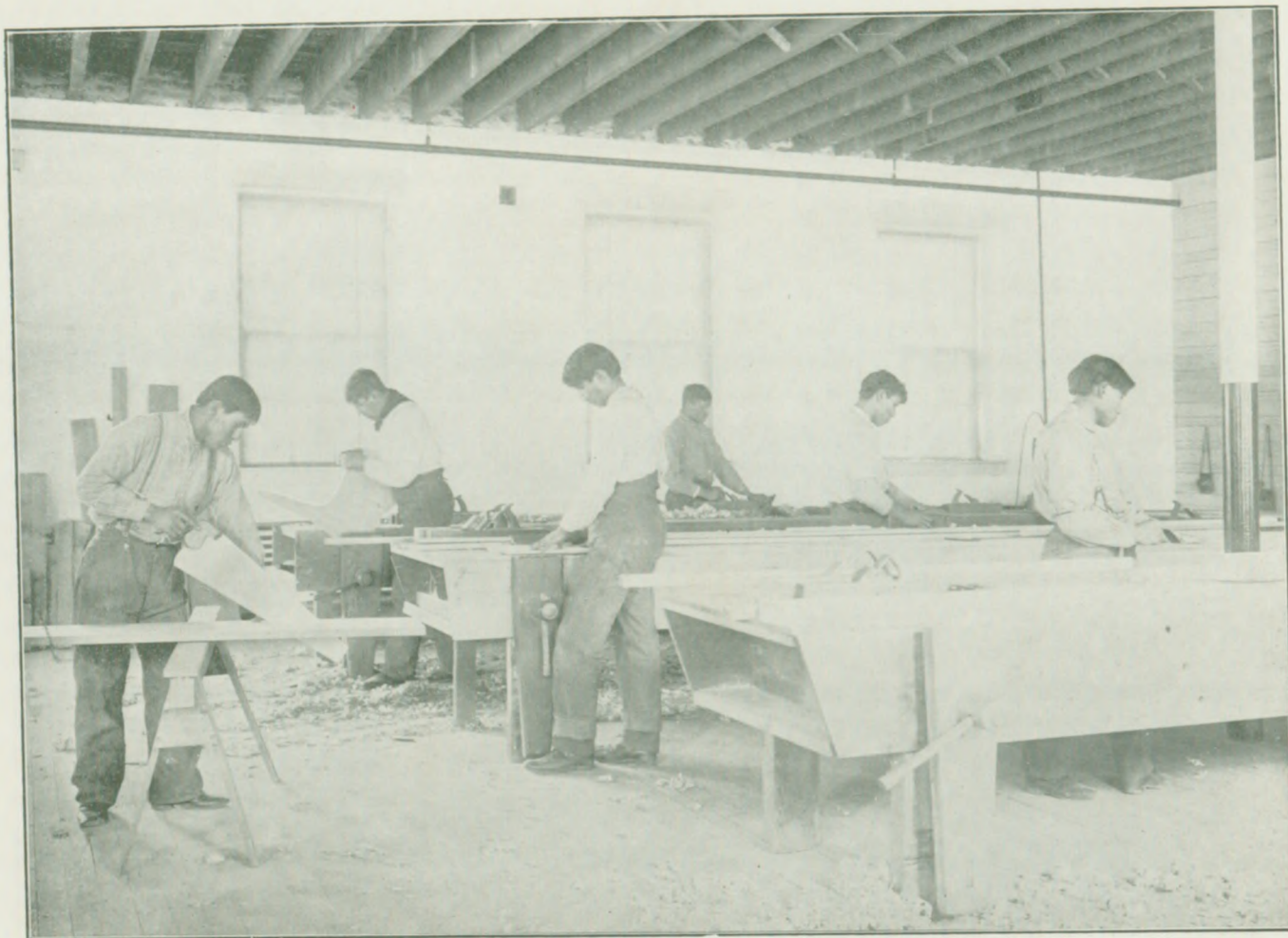
TIN SHOP—CUTTING AND SOLDERING.



CORNER IN TIN SHOP.



CARPENTER WORK—CABINET MAKING.



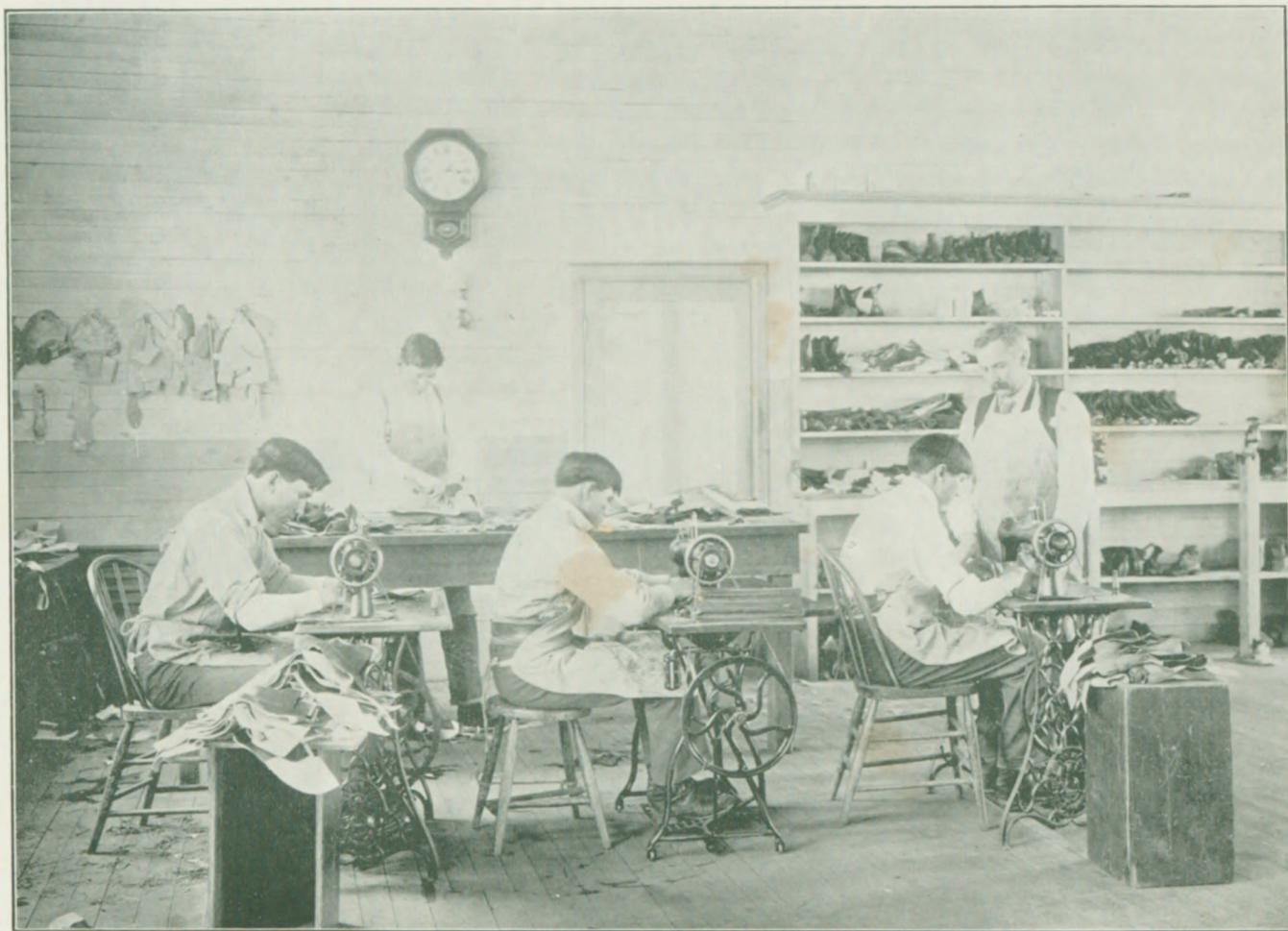
SAWING AND PLANING.



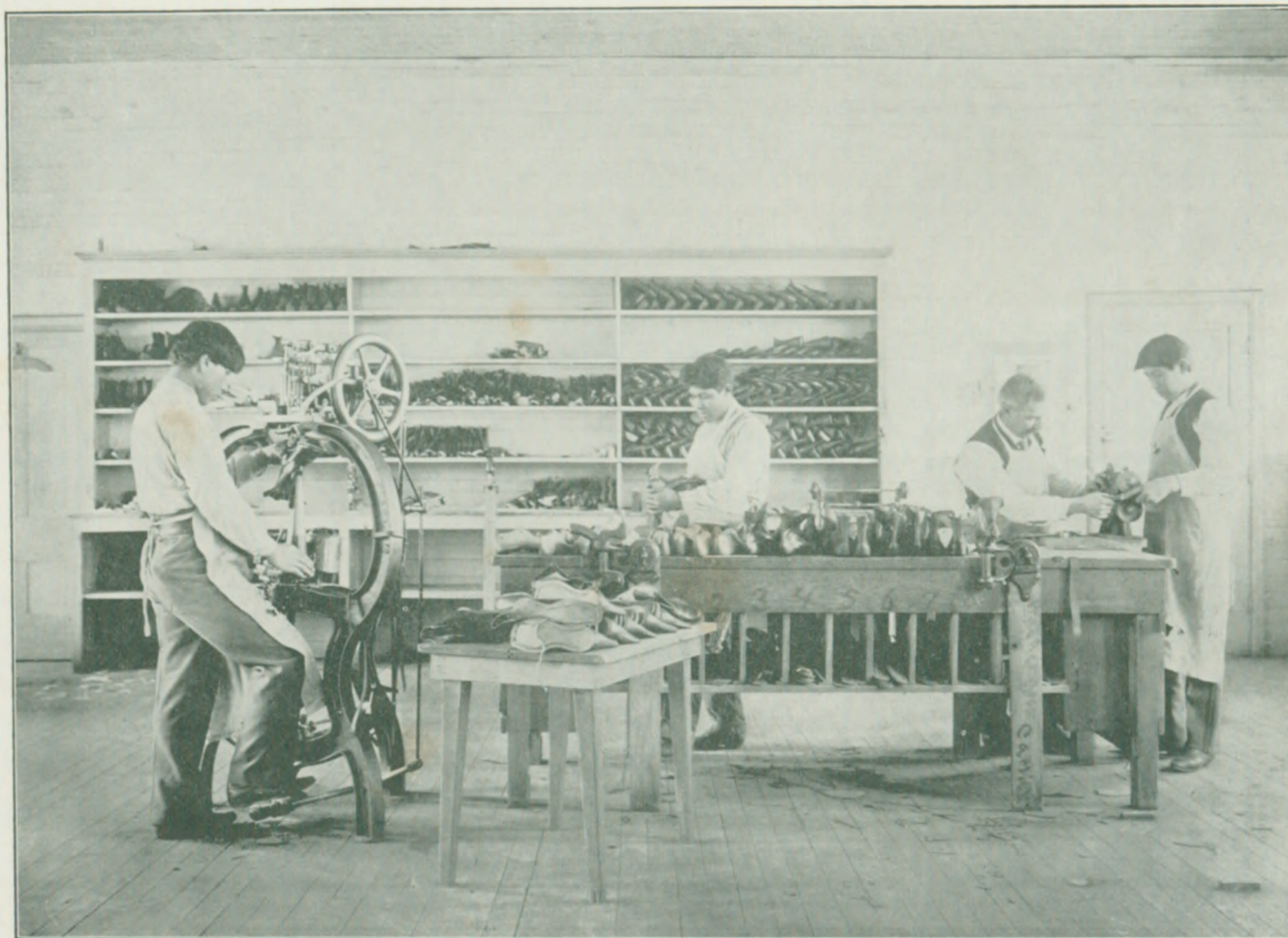
REPAIRING FARM FENCES.



COPING STONE FENCES.



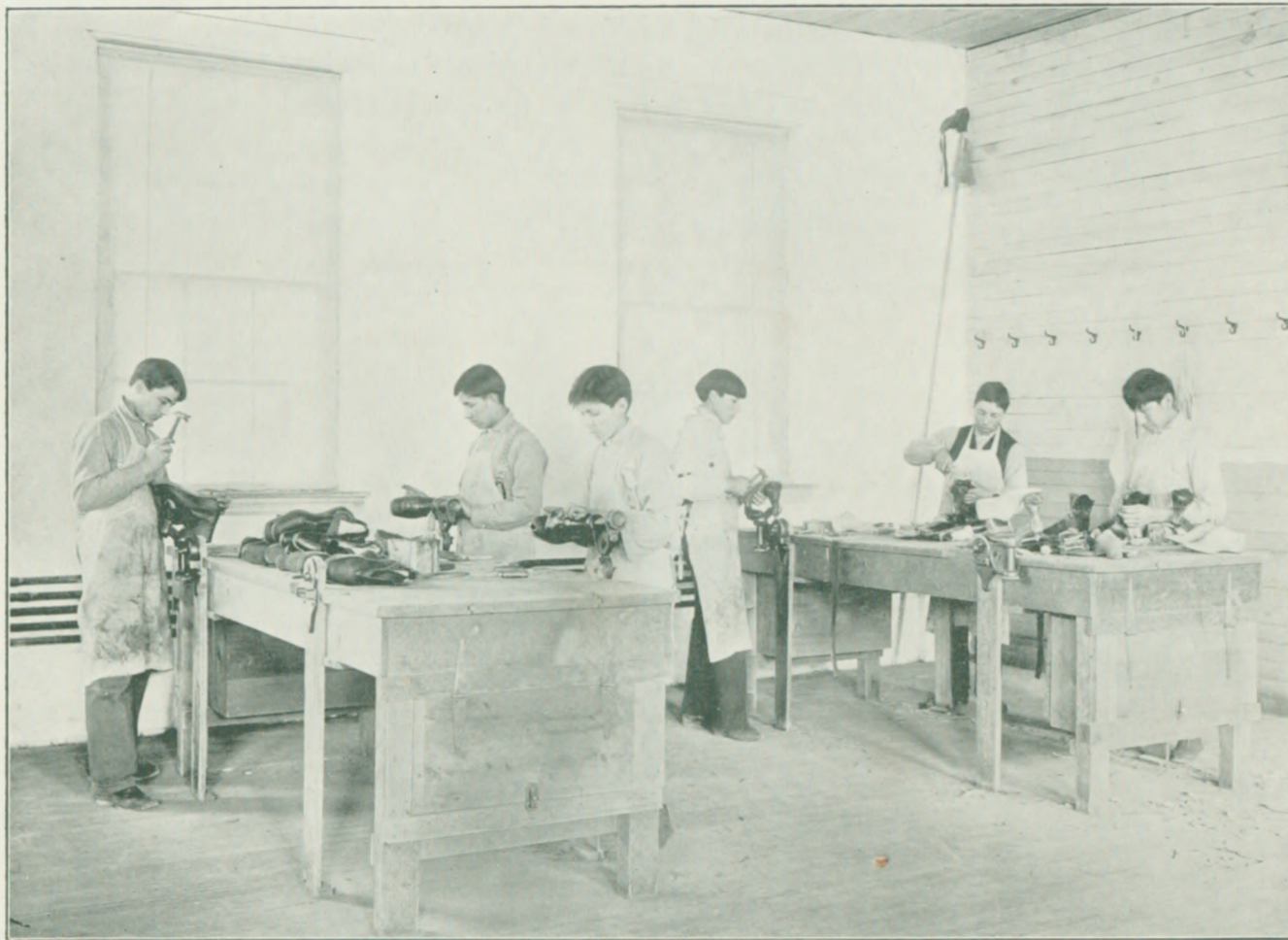
SHOE SHOP—SEWING TOPS.



SHOE SHOP—SOLING AND FINISHING SOLES.



TAILOR SHOP—PRESSING AND CLEANING.



SHOE SHOP—REPAIR DEPARTMENT.



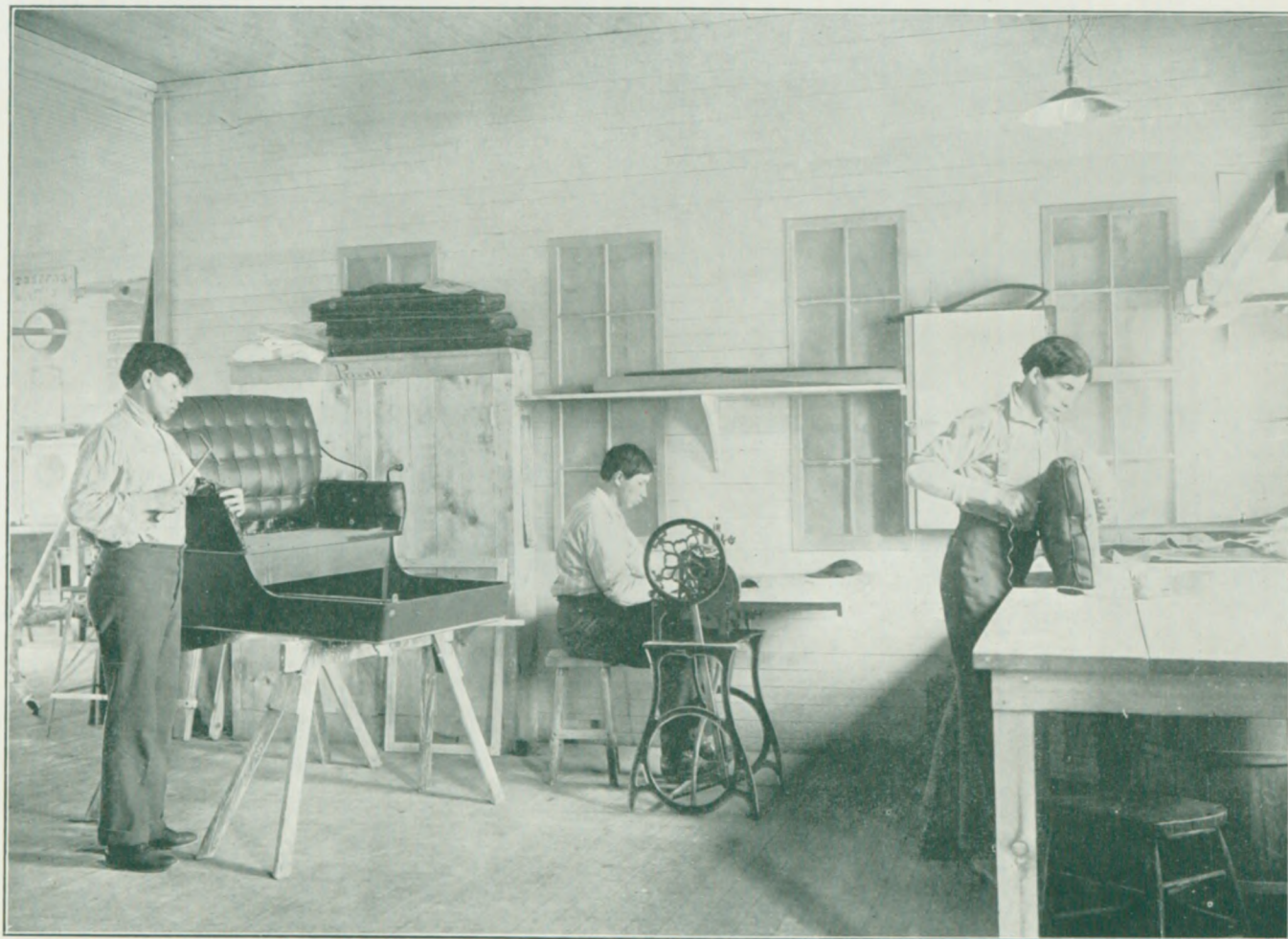
TAILOR SHOP—CUTTING.



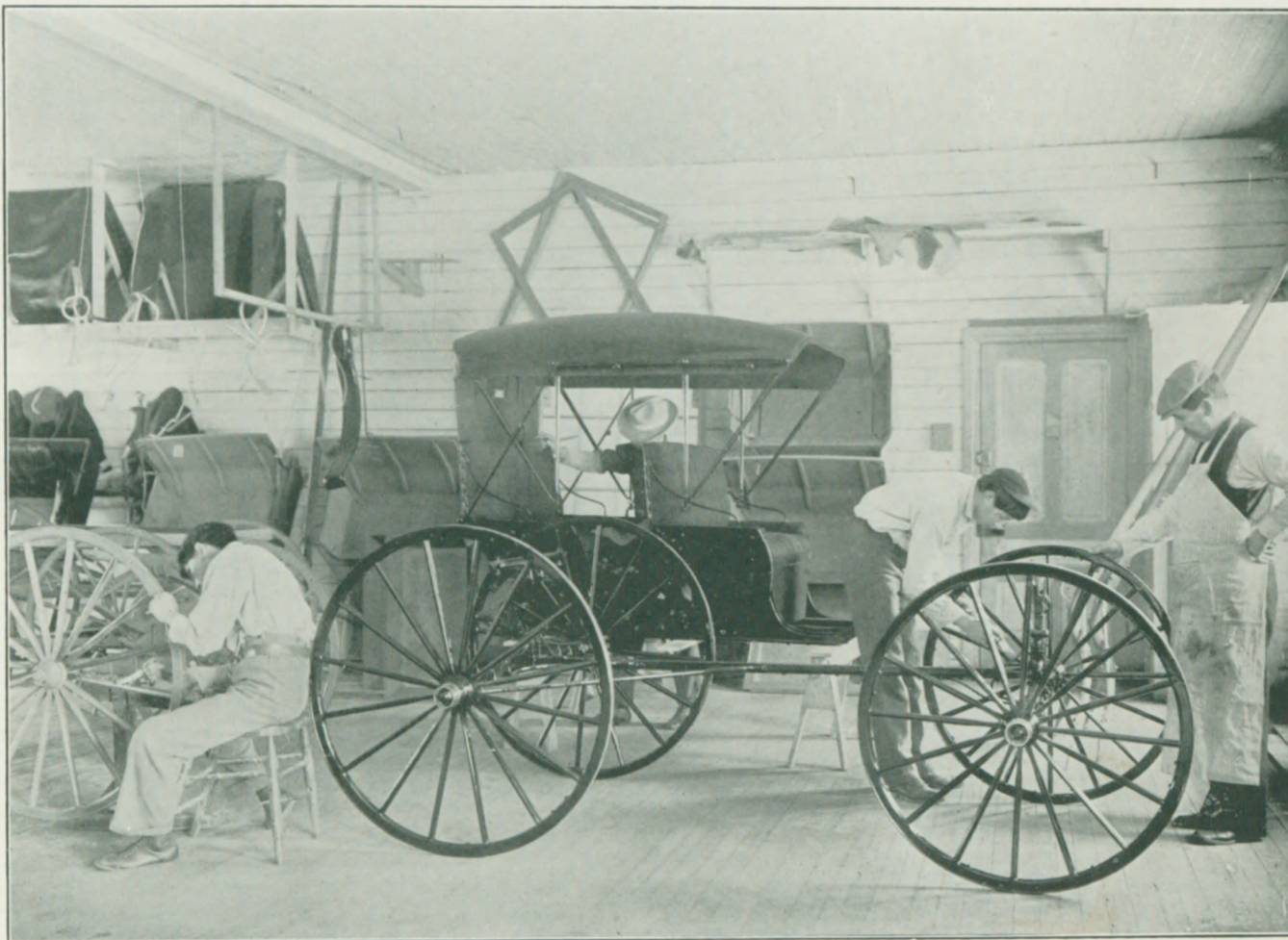
TAILOR SHOP—COAT MAKING, HAND WORK.



WAGON MAKING, WOODWORK SECTION.



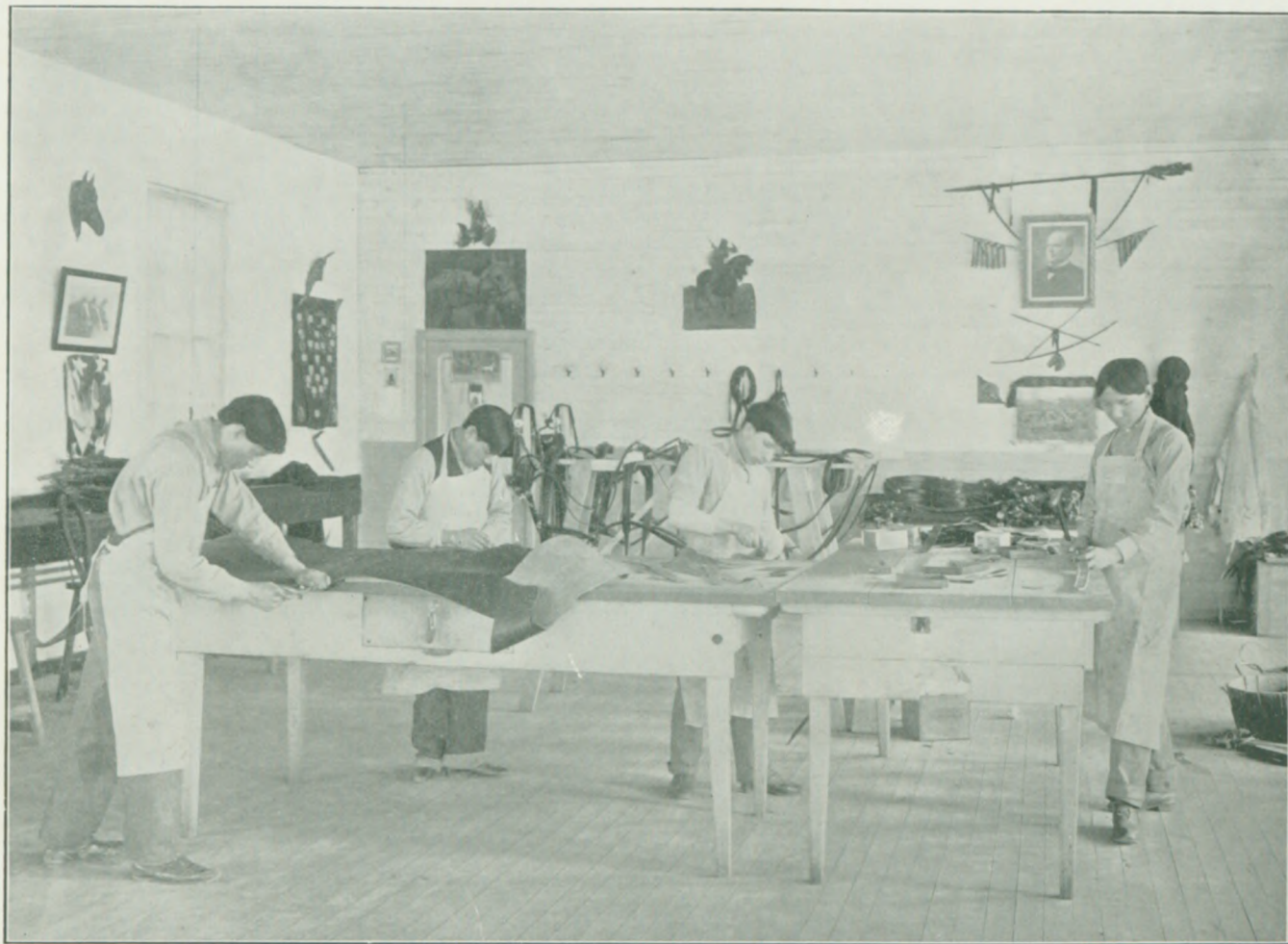
CARRIAGE MAKING, UPHOLSTERING SECTION.



CARRIAGE PAINTING.



HARNESS SHOP—SEWING.



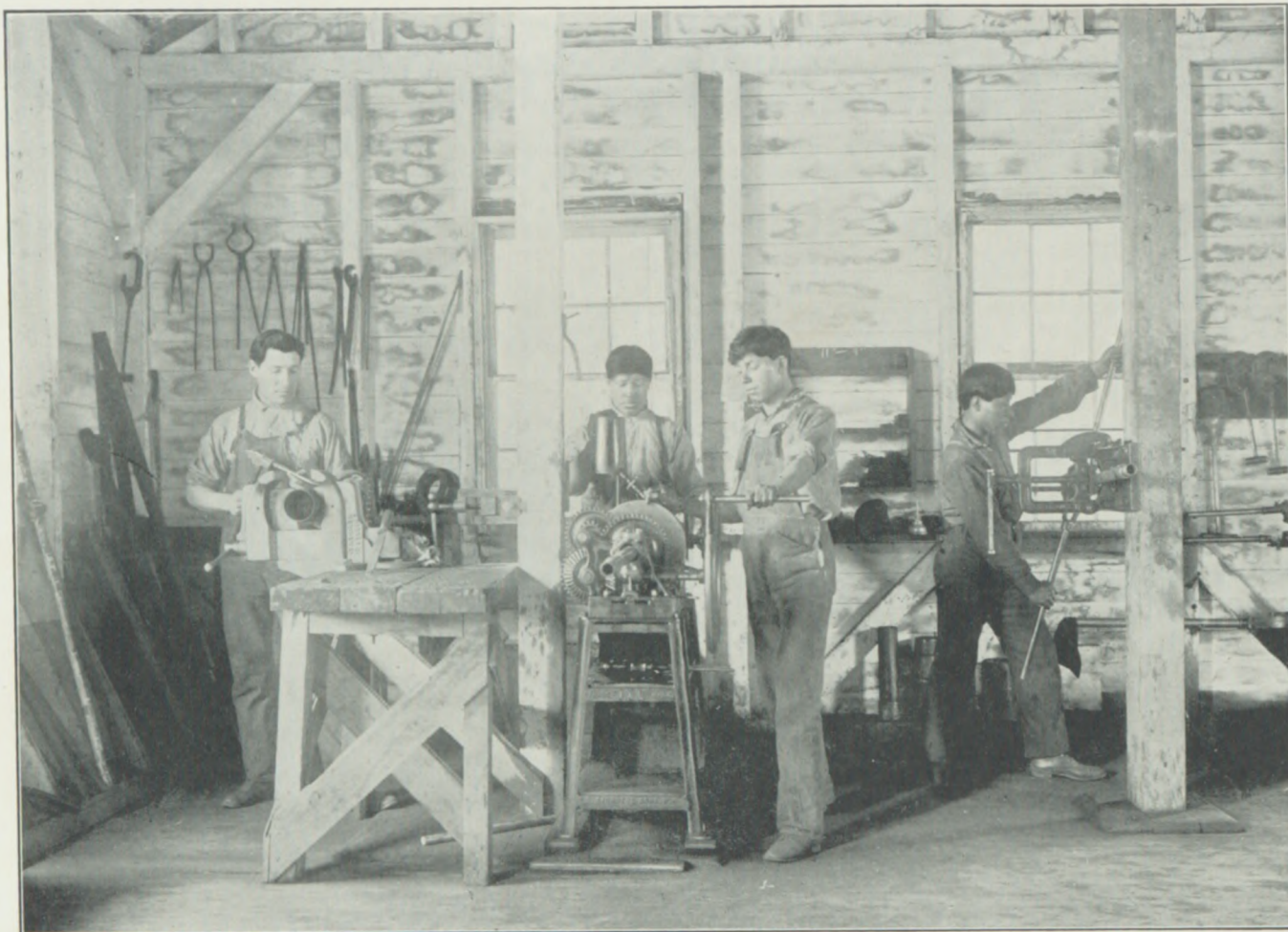
HARNESS SHOP—CUTTING PARTS.



BLACKSMITH SHOP—FORGE.



BLACKSMITH SHOP—HORSESHOEING.



STEAMFITTING.



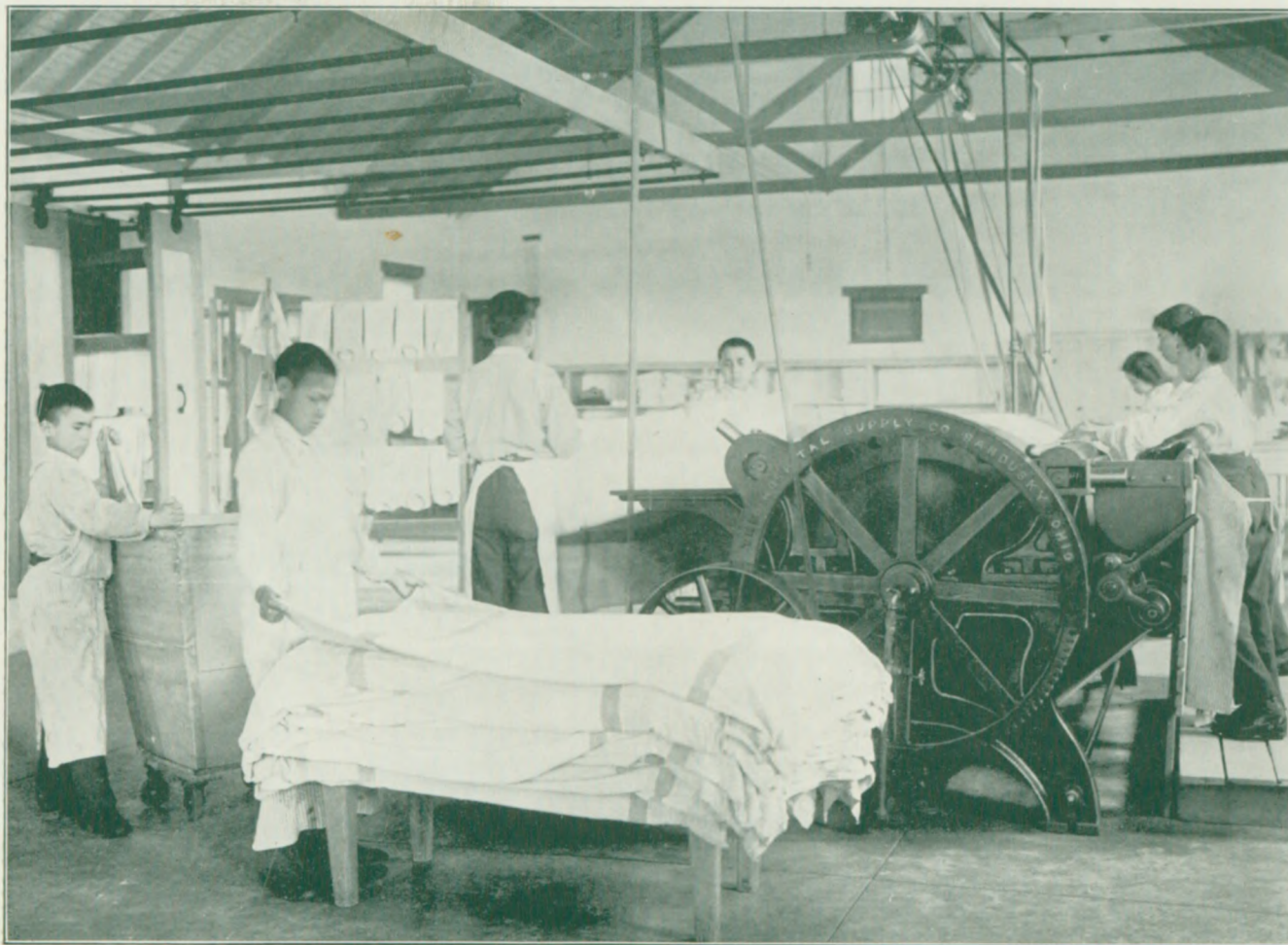
SEWING ROOM—MEASURING AND CUTTING CLASS.



DRESSMAKING SECTION.



CORNER IN LAUNDRY.



SMALL BOYS RUNNING MANGLE.



BOYS OPERATING LAUNDRY MACHINERY.



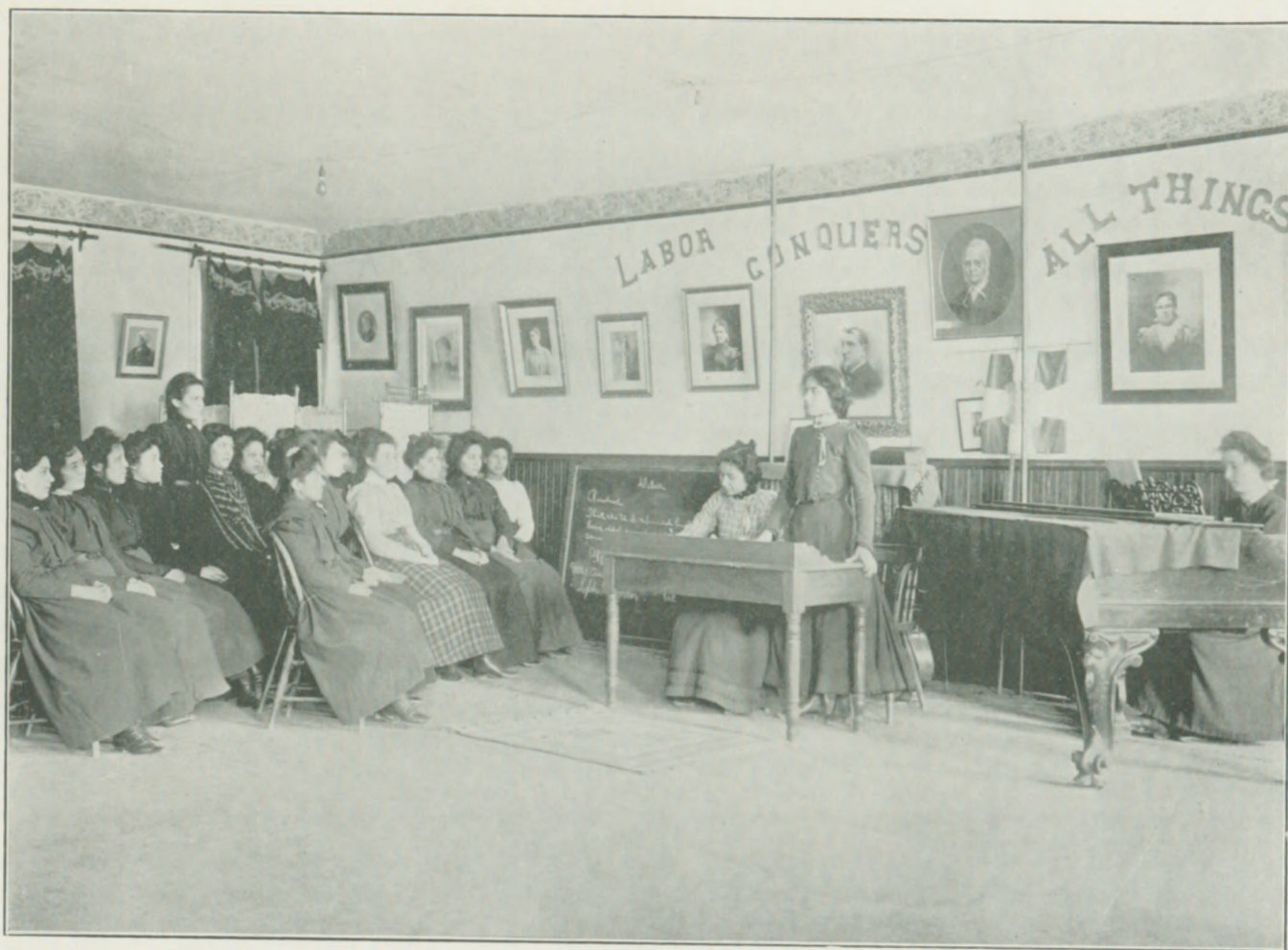
SMALL BOYS' READING ROOM.



GIRLS' READING ROOM.



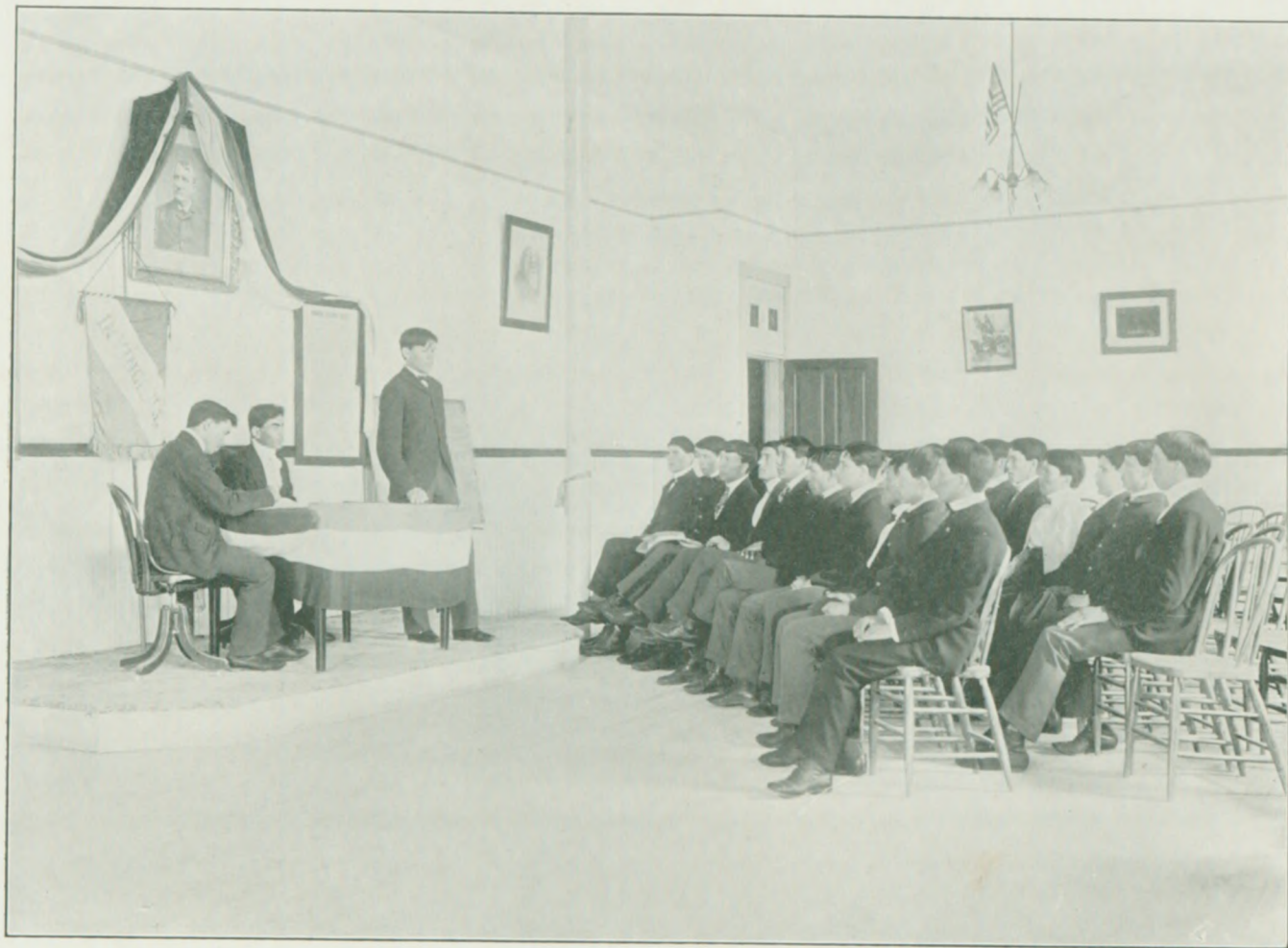
Y. M. C. A.



SUSAN LONGSTRETH LITERARY SOCIETY.



STANDARD DEBATING SOCIETY.



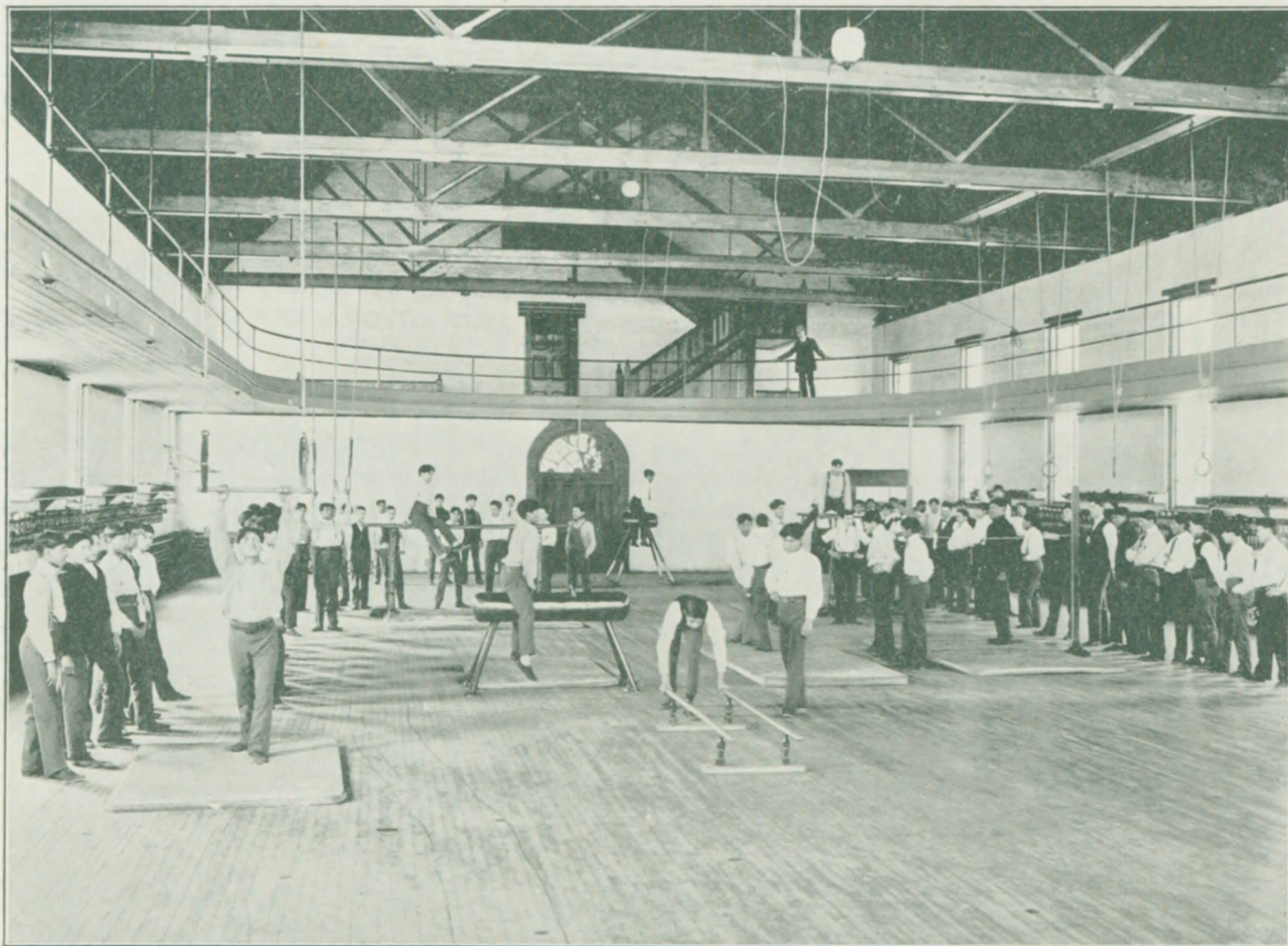
INVINCIBLE DEBATING SOCIETY.



GIRLS' BEDROOM.



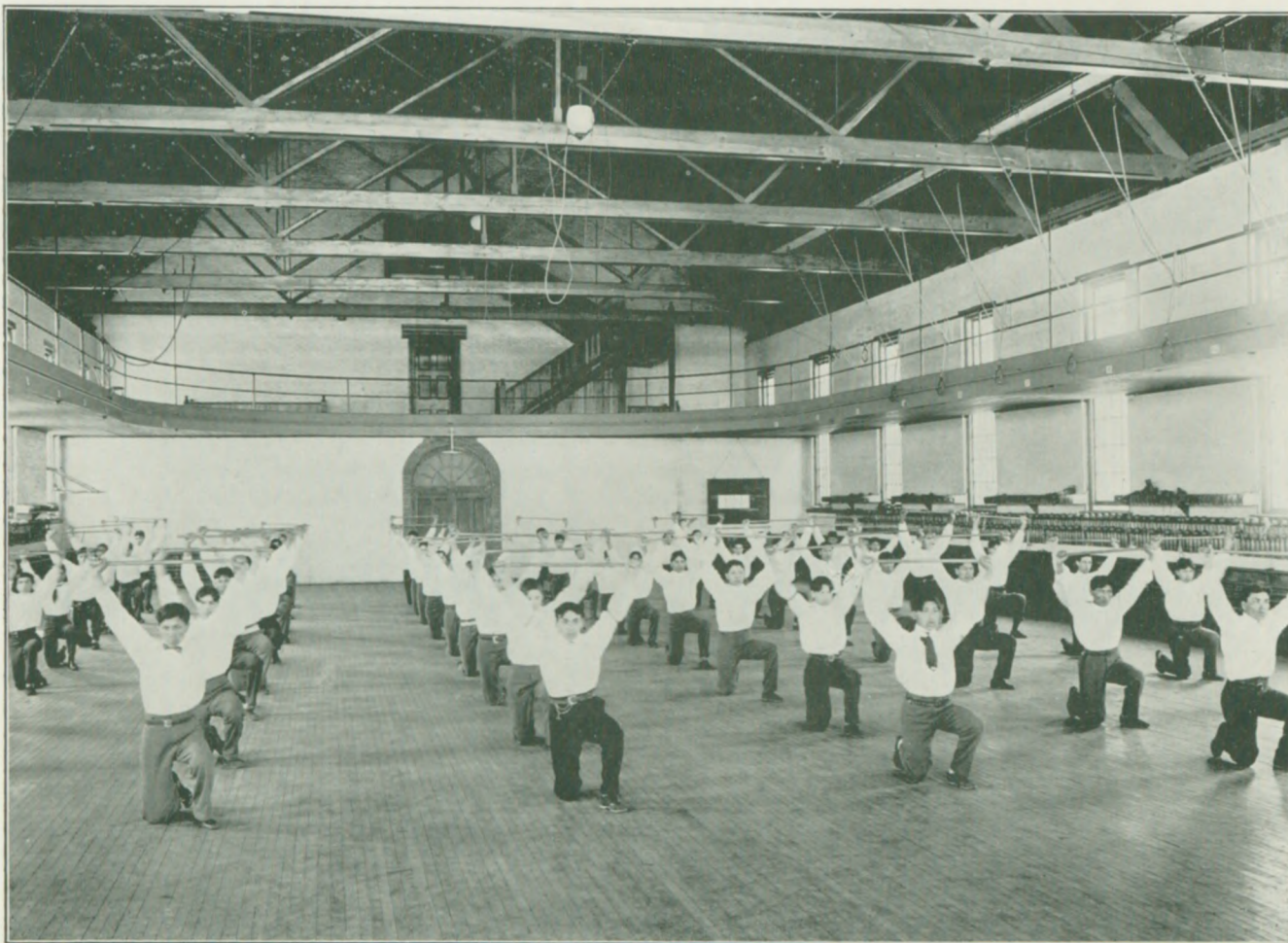
BOYS' BEDROOM.



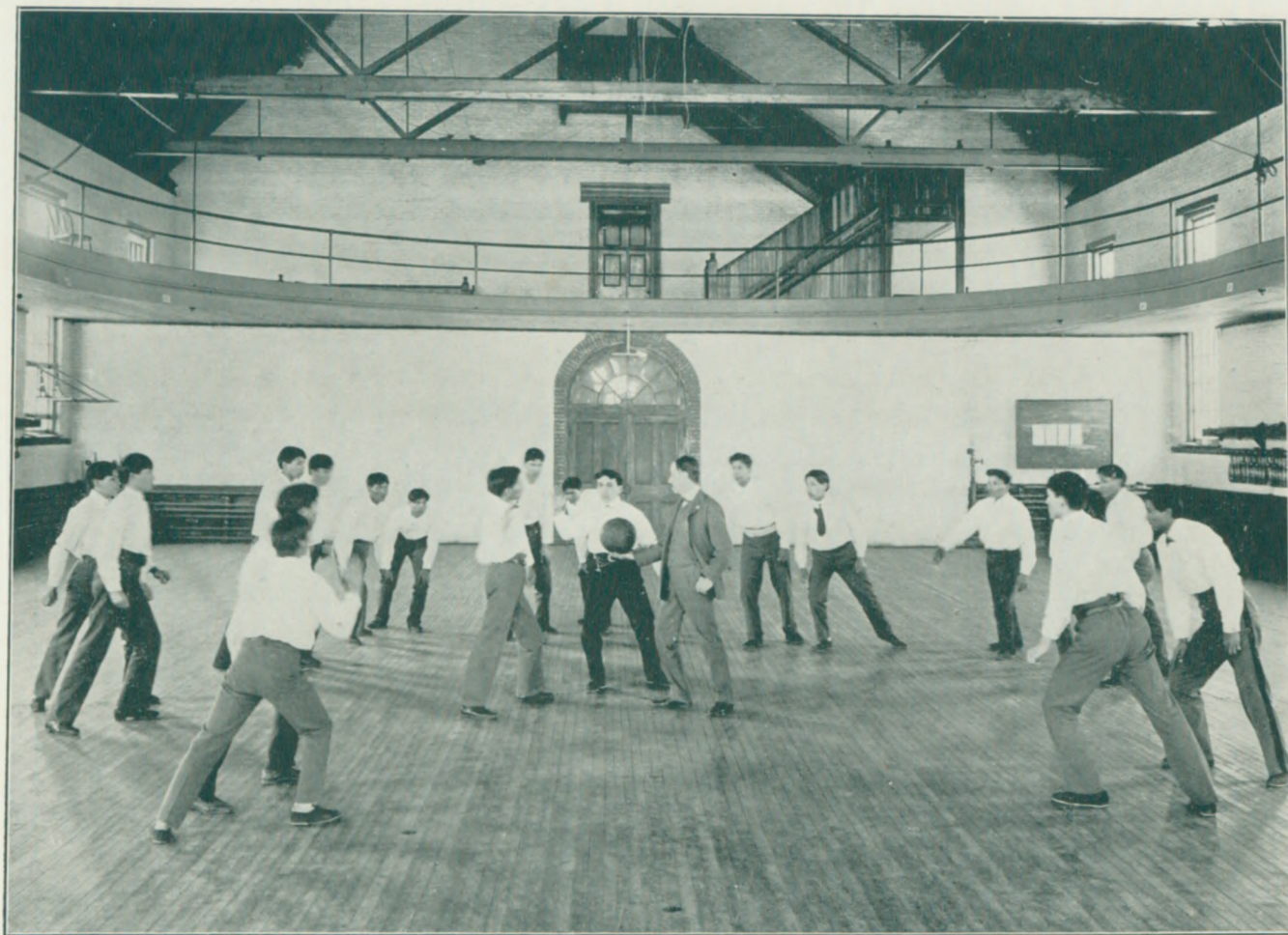
GENERAL PRACTICE IN GYMNASIUM.



GIRLS' DUMBBELL DRILL.



BOYS' WAND DRILL.



BASKET BALL BOYS.



BASKET BALL GIRLS.



CORNER IN DISPENSARY.



CORNER SCHOOL LIBRARY.



NORMAL ROOM.



NORMAL ROOM.



FIRST GRADE, ADULT.



SECOND GRADE, ADULT.



THIRD GRADE, OUT DOOR LESSON.



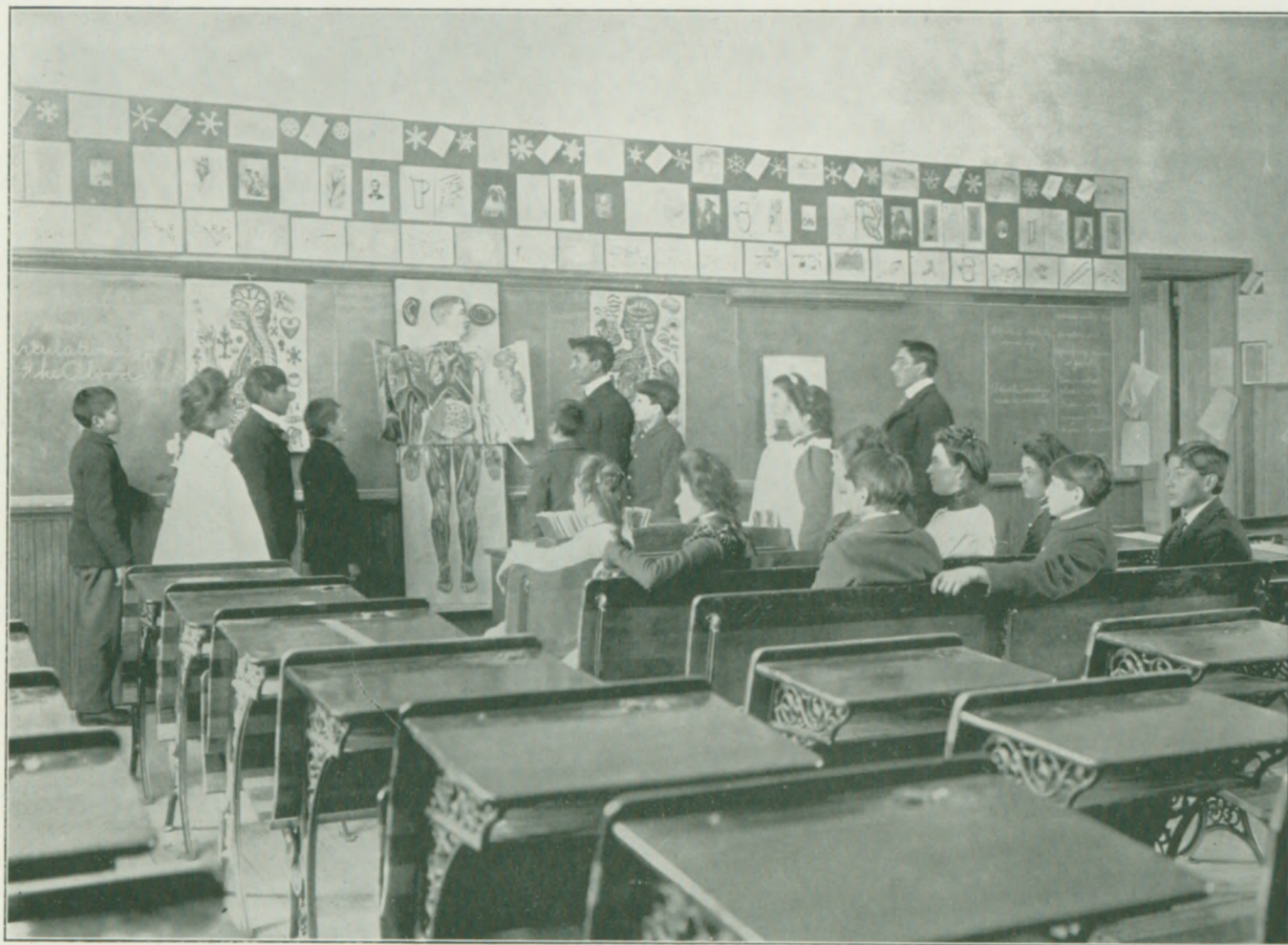
FOURTH GRADE, DRAWING LESSON.



FOURTH GRADE.



FIFTH GRADE.



FIFTH GRADE, ADVANCED.



SIXTH GRADE.



SIXTH GRADE, ADVANCED.



SEVENTH GRADE.



EIGHTH GRADE.



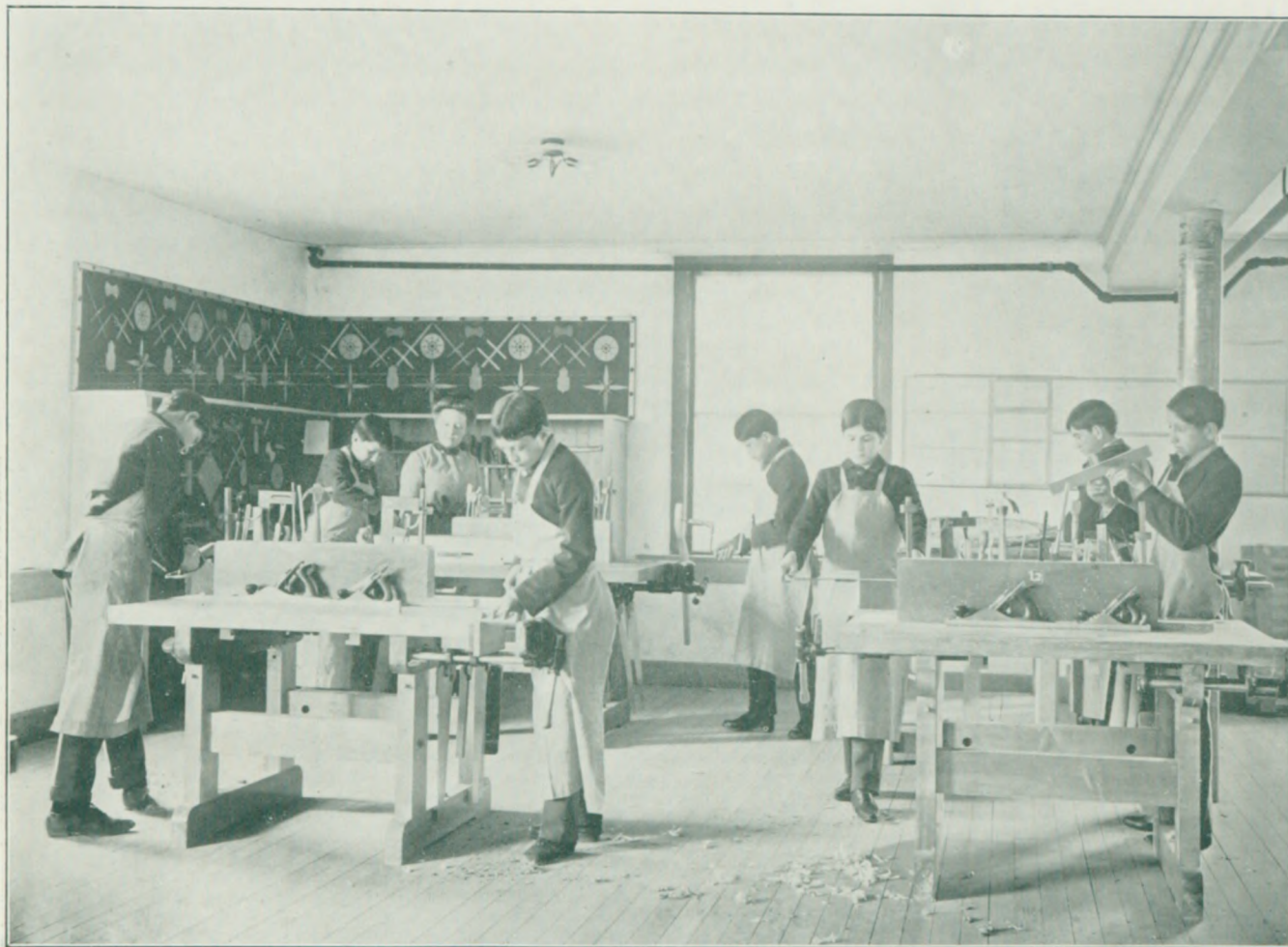
NINTH GRADE, JUNIOR CLASS.



TENTH GRADE, SENIOR CLASS.



SLOYD CLASS, SMALLEST PUPILS.



SLOYD CLASS, ADVANCED.



ART STUDIO.



MUSIC CLASS.



CHOIR.



INDIVIDUAL LESSON IN INSTRUMENTAL MUSIC.



ARBOR DAY EXERCISES.



TREE PLANTING.



ONION PLANTING.



WEEDING DETAIL.



SCHOOL HERD.



FARM SCENE.



SPRING AT FARM.



GRADUATING CLASS, 1902.



TRACK TEAM.



FOOTBALL TEAM.



PORTO RICAN GROUP.

SCHOOL MOTTO

ADOPTED AT ORGANIZATION IN 1879

“GOD HELPS THEM THAT HELP THEMSELVES”

INDUSTRIAL DEPARTMENTS

These departments teach the Indian youth to work. One-half of each school day is devoted to some branch of productive industry or effective labor.

Students sixteen years of age are allowed to choose their trade, which they thereafter follow under a trained instructor or competent mechanic.

Pupils are advanced through the grades of helper, apprentice, and efficient apprentice to that of journeyman.



CARPENTRY

Instruction is entirely in the use of hand tools, as machinery does not fit the pupil to do independent work.

The course in wood sloyd is an admirable foundation for the instruction in this department, which embraces names, use and care of tools, dressing lumber, joinery, framing, flooring, finishing, etc.

Desks, bookcases, cabinets and the like are made as the pupil advances in knowledge and skill. In the construction of new buildings from time to time and the general repairs under the direction of the head of the department, much practice is afforded the pupil apprentices. Under this department are also classes in lathing, plastering, brick-laying, and masonry.



BLACKSMITHING AND WAGONMAKING

The pupils in these two departments are taught the care and use of tools; the relation of fuel to proper heating, etc.; heating and welding, and the various processes relat-

ing to the handling of metal, and to do their own drafting. The apprentices are taught to shoe the horses and mules belonging to the school with shoes made by themselves, and to repair the machinery, agricultural implements, wagons, etc.

WAGONMAKING. Surreys, buckboards, Concord, spring, and half-platform spring wagons are manufactured for the Indian Department, and farm wagons and carts for home use.



PAINTING

The student is taught the care of brushes, mixing of paints, making colors, glazing; house, sign, and carriage painting, varnishing and striping. Carriage trimming is also included.



HARNESSMAKING

Practice in waxing threads; the use of awl and needle, and stitching are first given, until the pupil is prepared for actual work. He then learns blacking and creasing; staining; fitting with lengths and measurements; putting on buckles; cutting; stitching by hand; and to build all his own work.

Harness for school purposes is made and repaired, and for Department service heavy harness for ordinary work and fine harness for special orders, including coach harness with full silver plated mountings. Many of the government schools and agencies are furnished with Carlisle made harness.

TINSMITHING

Instruction covers the names of machines and tools, with their care and use; the quality of tin; laying and making of patterns; cutting straight and curved lines. All the tinware used at the school is manufactured here; also many cases each year for western schools and agencies.

The roofing and spouting of school buildings, painting of roofs, and repair of water and sewer pipes come under this department.



SHOEMAKING

In this craft much depends upon the accuracy of the eye. Attention is therefore given first to training the eye to shape the parts. Afterwards come repairing and the various steps in the manufacture of a shoe, progressing from the simpler to the more complex operations, including cutting and fitting.



TAILORING

The beginner is first taught to use the needle and sewing machine; then to do general repairing; then under an efficient apprentice he works until he has mastered trousers making. Coat making is then taken up. After passing these grades he takes drafting and cutting. Beginning with drafts for trousers he takes the other garments, using his own measures.



PRINTING

The Red Man and Helper, a four page weekly of stand-

ard quarto size, with a circulation of over 5,000, is printed and mailed wholly by Indian apprentices under a competent manager. A variety of plain job work is done, consisting of circulars, blank reports, letter heads, envelopes, posters, dodgers, hand bills, booklets, pamphlets, official documents, invitations, visiting cards, programs, etc.

Each apprentice is instructed in typesetting, stone and press work, and when accurate is trained in the mailing department, recording and crediting subscriptions on cards and galleys and placing them in their respective routes. The training in this department in accuracy and speed in the handling of business papers is especially valuable.



STEAM-HEATING PLANT

Students who come under instruction here are taught firing and care of boilers; steam fitting; the first steps in plumbing; and the repair of machinery.

The boiler house has recently been enlarged to accommodate a battery of four new Geary water tube boilers of 150 h. p. each, the setting and connections being done by the engineer with the help of Indian boys only.



DOMESTIC SCIENCE

The school kitchen is in charge of an experienced cook, who has as assistants a detail of six boys. Girls are instructed in the preparation of vegetables, arranging tables, washing dishes, etc.

A special teacher in domestic science teaches the girls to prepare wholesome, nutritious meals at a minimum out-

lay. Instruction is in the primary methods of cooking: broiling, baking, boiling and frying, with their various modifications, including mixing and seasoning, and the cooking of food in a way most appetizing and digestible. The group method is used, the girls working at small tables in parties of four.

The course includes the making of soups; cooking of meats, cereals and vegetables; the preparing of plain desserts; canning and preserving of fruit; methods of making doughs light; menus for meals and cooking for invalids.

The classes are so arranged that every girl except those in the primary grades receives regular lessons.



BREAD MAKING

One of the original buildings of the barracks is used as a bakery. It is fitted with brick ovens, kneading tables, etc.

The instructor with his Indian assistants makes the bread and pastry required for the school. Six boys are in regular training, and from their number some have at times had charge of the department here, and have then gone out to employment as regular bakers.



SEWING

The girls' clothing, the boys' white and colored shirts, and all the bed and table linen are cut and made in this department. Progressive classes accomplish all the work required and at the same time receive training.

The small girls and beginners do the darning and

mending. Plain sewing and dressmaking in elementary forms are taught. A course in finished dressmaking follows for those pupils who show special aptitude in this line; also in artistic needlework, hemstitching, embroidery, drawn-work, etc.



LAUNDRY WORK

The laundry handles about ten thousand pieces weekly. This work is done largely by the pupils under the supervision of a general manager. Small boys assist at the washing and do all the mangling.

The machinery is run by electricity and is in charge of one of the large boys. The shirt and collar ironers are worked by the girls who get thorough training in all kinds of ironing by hand.



HOSPITAL

An equipped building and a trained nurse give practical experience in nursing to a class of from four to six girls who look to nursing as an occupation. This training includes bed-making, bathing the sick, taking temperatures, and the use of simple medicines. During the history of the school many young women have gone from here to take further training in city hospitals. Some of these are now gaining for themselves good salaries and enviable reputations as nurses in the cities which they have selected for their field of work.

FARMING

Two good farms near the school employ varying numbers of boys who do not go to country homes.

Wheat, corn, oats, hay and potatoes form the principal crops, and beets, cabbage, onions, sweet corn, etc. and small fruits are raised for the school kitchen. There are two apple orchards. Between seventy and eighty hogs supply all the pork and lard needed for the school. Success attends the raising of fowls; thousands of dozens of eggs were furnished the school the past year.



DAIRYING

Useful training is given in the handling of cows and in the care of milk and butter. The school owns seventy-five head of cattle of Jersey and Guernsey stock. A large and unfailing spring with a commodious spring house is a valuable adjunct.



ATHLETICS

"All work and no play makes Jack a dull boy." The success which the Carlisle football team has met in past years and a conservative management have enabled the school to build a fine athletic field and quarter mile track.

A director of athletics is employed and training and coaching systematically attended to. During the past year a "cage" 60x100 feet was built on the athletic field, which enables practice indoors during bad weather.

The football team for several years has proven a worthy opponent for the strongest college teams. In addi-

tion to the regular athletics, games are played by the many "scrub" teams made up from the forces of the various shops, etc. The extensive campus affords a place for many tennis courts and croquet grounds.

Contrary to the general rule, the department of athletics here is self-supporting, this without contribution or charging the students and employees admission to games on the home field.



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 co-ordination 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 instructs in the fundamental positions of the feet, legs, arms, trunk and head, used singly and in combination. Light gymnastics in primary and advanced movements with wands, clubs, and dumbbells; heavy gymnastics, in graded movements and combinations on the climbing pole and rope, climbing ladder, horizontal ladder, traveling rings, flying rings, trapeze, vaulting bar, horse, horizontal bar, and parallel bars.

Gymnastic games of pass ball, hand ball and basket ball vary the exercises. All the work is arranged in grades for both boys and girls.



OUTING

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, and while in school receive no wages, their work out of school hours being given in return for a home.

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 health, condition and progress. When not in

school, pupils receive regular wages, a fixed portion going toward their personal expenses, the remainder being deposited for them in the school bank. 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 branch of the educational work is of so much benefit as the "Outing." The school itself is too large to allow of home training on a small scale, as the Indian should learn it in order to become Americanized. In a majority of country homes to which pupils go, they are made members of the family and are carefully trained as sons and daughters of the family are trained. Many a "country mother" has kept a hold upon an Indian girl for years after her return to the reservation, and through correspondence fastened the influence of civilized life on the rude home-making in those isolated spots.



ACADEMIC DEPARTMENT

SYNOPSIS OF COURSE OF STUDY

The aim is to give Indian youth an elementary English education. The work is loosely grouped about the subjects of Language, History and Literature, Science, Form and Number, and Music and Drawing.

FIRST GRADE

LANGUAGE—Oral—English speaking; articulation; phonics; reading begun.

“ Written—Penmanship; sentence writing; exercises; spelling.

HISTORY and LITERATURE—Stories of primitive people; industrial life; home, school-room and playground ethics. Memory gems; holidays.

SCIENCE—Observation work on plant and animal life. Care of the body. The earth and stars.

FORM and NUMBER—Form study by paper folding; drawing and modeling. Four elementary operations, using numbers to 10 and beyond. Problems dealing with value, weight and measure.

MUSIC and DRAWING—Tone exercises, rote songs, use of chart. Type solids, clay modeling, borders; color work in Nature Study; measure, etc.

SECOND GRADE

LANGUAGE—Oral—English speaking; phonics; articulation. Reading, first and second readers, many series.

“ Written—Penmanship exercises; spelling, dictation, sentence work.

HISTORY and LITERATURE—SCIENCE. First grade work extended.

FORM and NUMBER—Paper folding for lines, angles and areas; drawing and study of objects.

Four elementary processes with practical problems. Numbers to 100 or beyond; tables; partition.

MUSIC and DRAWING—First grade work extended.

THIRD GRADE

LANGUAGE—Oral—Conversation; reproduction of stories; phonics. Reading, second and easy third readers, and supplementary work; memory gems.

“ Written—Penmanship; exercises; spelling; dictation.

HISTORY and LITERATURE—Inventions and inventors; stories of men and peoples in connection with geography; national holidays; current events; conduct (leading to Civics.) Stories, selections and adaptations from literature.

SCIENCE—Observation of plant and animal life; care of body. Oral geography.

FORM and NUMBER—Folding, drawing and making; sloyd and shop work. Notation to 10,000. Four elementary processes, with practical work; simple fractional work; statements.

MUSIC and DRAWING—Tone and breathing exercises. Staff notation introduced. Rote songs; use of chart. Type solids, clay modeling; borders in

curved lines; tints and shades; illustrations; natural objects.

FOURTH GRADE

LANGUAGE—Conversation; recitation; memory gems; language lessons, drill on verb and pronoun forms. Third reader, supplementary.

“ Written—Penmanship; composition; spelling; dictation.

HISTORY and LITERATURE—Third grade work extended. Stories of men in connection with geography; use book; current events; local government, “Civics for Young Americans” as a guide. Adaptations from masterpieces.

SCIENCE—Third grade work continued and extended; hygiene; elementary geography.

FORM and NUMBER—Drawing and making; simple geometric exercises. Notation and numeration; long division; elementary work in common and decimal fractions; statements, analysis, and proofs.

MUSIC and DRAWING—Third grade work continued and extended.

FIFTH GRADE

LANGUAGE—Topical recitation; third and fourth readers and supplementary work; memory gems; phonics; language lessons; verb work continued.

Penmanship, composition, sentence writing; dictation; spelling.

HISTORY and LITERATURE—Stories of discovery and colonization; local government, “Civics for Young Americans” as a guide. Reading of children’s classics.

SCIENCE—Observational study of plant and animal life; minerals; elementary geography; hygiene.

FORM and NUMBER—Drawing and making. Simple geometric problems. Common and decimal fractions; measurements. Oral work.

MUSIC and DRAWING—Tone and breathing exercises; simple notation; two part songs in keys of C, G, F, etc.

Designs of borders and surface patterns; light and shade; objects in natural science; illustrations; space divisions.

SIXTH GRADE

LANGUAGE—Topical recitation. Reading, fourth readers and supplementary reading; memory gems; language lessons.

Written recitations and reviews; composition and dictation.

HISTORY and LITERATURE—Colonial growth and Independence. Doles’ “American Citizen” for teachers’ use.

Study of simple English classics.

SCIENCE—Rocks and minerals; natural phenomena. Physiology. Geography.

FORM and NUMBER—Drawing and making; geometric problems in connection with numbers.
Review; measurements; percentage.

MUSIC and DRAWING—Fifth grade work continued and extended.

SEVENTH GRADE

LANGUAGE—Topical recitation. Reading, fourth and fifth readers; grammar; declamation; memory gems.

Composition, dictation, spelling, written recitation, etc.

HISTORY and LITERATURE—Formation of the government; beginning of the National Period; stories of other countries; reading of the Constitution; State and county organizations. Dole's "American Citizen," Parts III and IV. English classics. Books from Library.

SCIENCE—Observation of plants, animals and minerals. Physiology. Geography.

FORM and NUMBER—Geometric problems in connection with drawing and arithmetic.
Applications of percentage; simple business papers. Review work.

MUSIC and DRAWING—Breath control; analysis of scale; tones and half tones; exercises in new keys, etc. Choral work in four parts.
Historic ornament; designs for special purposes; space divisions applied.

EIGHTH GRADE

LANGUAGE—Reading and study; Classics; use of books; word study; grammar.
Written recitations; compositions; reviews.

HISTORY and LITERATURE—U. S. History completed; current events. Classics; use of Library.

SCIENCE—Organic life; physical and chemical forces. Political geography completed. Physiology completed.

FORM and NUMBER—Geometric problems with drawing and mensuration. Applications of percentage, and reviews. Square and cube root.

MUSIC and DRAWING—Breath control; analysis of scale; tones and half tones; choral work in four parts.
Historic ornament; pose drawing; simple working drawings; space divisions applied to landscape, etc.

NINTH GRADE

LANGUAGE—Reading and study. Final grammar review. Composition. Declamation and original oration.

HISTORY and LITERATURE—Current events. Civil Government. English Classics. Use of Library.

SCIENCE—Nature. Final review of Physical Geography.

FORM and NUMBER—Geometric problems with mechanical drawing. Mensuration. Applications of square and cube root. Bookkeeping and business forms.

MUSIC and DRAWING—Choral work in four part songs. Review work. Design in water color; historic ornament; charcoal drawing from cast and still life; landscape composition and sketches from nature; pose drawings; mechanical drawing, etc.

TENTH GRADE

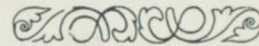
LANGUAGE—Rhetoric. Reading and study; use of dictionary; reference work; essays.

HISTORY and LITERATURE—General History; current history; English classics; use of Library.

SCIENCE—Elementary work in Physics and Chemistry. Plant study.

FORM and NUMBER—Geometric problems in connection with drawing. Algebra to quadratics.

MUSIC and DRAWING—Same as Ninth Grade.



RECORD OF GRADUATES. (Living.)

CLASS 1889.

CAMPBELL, WM. F., Chippewa.
Graduate Law School Minneapolis, Minn.
GRINDROD, KATIE, Wyandotte.
Graduate nurse, Woman's Medical College, Philadelphia. Practicing in that city.
HARRIS, JOSEPH, Gros Ventre.
Farming, Penna.
HAWKINS, KISH, Cheyenne.
Clerk in Agency store, Darlington, Okla.
JOHNSON, EVA, Wyandotte.
(Mrs. Preston), Pawhuska, Okla.
LONDROSH, CECILIA, Winnebago.
(Mrs. Herman), Home r, Neb.
MILLER, ESTHER, Miami.
(Mrs. Chas. Dagenett), Ft. Apache, Ariz.
POWLAS, JULIA, Oneida.
(Mrs. Chas. Wheelock), Asst. Matron, Indian School, Wind River, Wyo. (Shoshone Agency.)
SCHANANDORE, EDWIN, Oneida.
Disciplinarian and Band Leader, Indian School, Albuquerque, N. Mex.
TYNDALL, JOEL, Omaha.
Employee in Indian School, Yuma, Ariz.
WISTAR, THOMAS, Ottawa.
Farming, Wyandotte, Ind. Ty.

CLASS 1890.

BENT, JULIA, Cheyenne.
(Mrs. Noble Prentiss), Darlington, Okla.
BOURASSA, ROSA, Chippewa.
Completed course, Banks' Business College, Philadelphia. Asst. Matron, Indian School, Carlisle, Pa.
HOLLIDAY, VERONICA, Chippewa.
(Mrs. Reische), Fort Reno, Okla.
LEIDER, CARL, Crow.
Government employee, Crow Agency, Mont.
LEVERING, LEVI, Omaha.
Teacher, Indian School, Fort Hall, Idaho.
LOWRY, BENJAMIN, Winnebago.
Government employee, Winnebago Agency, Neb.
MATLACK, STACY, Pawnee.
Employee, Uintah and Ouray Agency, Whiterock, Utah.

MEANS, GEORGE, Sioux.
Farming, Allen, S. Dak.
ROBERTSON, NELLIE, Sioux.
Graduate Normal School, West Chester, Pa., Clerk, Indian School, Carlisle, Pa.
SMITH, LAWRENCE, Winnebago.
Farming, Winnebago Agency, Neb.
THOMAS, BENJAMIN, Pueblo.
Railroad employee, A. T. & S. F. R. R., Laguna, N. Mex.
TIVIS, WM., Comanche.
Farming & stockraising, Anadarko, Okla.
VALLIER, GEORGE, Quapaw.
Living on wife's land, Quapaw Agency, Okla.
WHEELOCK, DENNISON, Oneida.
Disciplinarian & Band-master, Indian School, Flandreau, S. D.
WHEELOCK, JEMIMA, Oneida.
(Mrs. Simon Webster), Oneida, Wis.
ZADOKA, PERCY, Keechi.

CLASS 1891.

ARCHIQUETTE, MARTIN, Oneida.
Teacher, Green Bay Indian School, Keshena, Wis.
DAGENETT, CHAS. E., Peoria.
Took course Eastman Business College, Poughkeepsie, N. Y. Issue Clerk, Ft. Apache, Ariz.
FROMAN, WILLIAM, Miami.
KOHPAY, HARRY, Osage.
Graduate Eastman Business College, Poughkeepsie, N. Y. Ass: Clerk, Osage Agency, Okla.
LEEDS, YAMIE, Pueblo.
Farming & stockraising, Cubero, N. Mex.
POWLAS, JOSIAH, Oneida.
Attending Medical University, Milwaukee, Wis.
ST. CYR., LEVI, Winnebago.
With surveying party, Omaha Agency, Neb.
STANDINGBEAR, HENRY, Sioux.
Interpreter, Indian Congress.

CLASS 1892.

BAIRD, WILLIAM, Oneida.
Blacksmith, Oneida, Wis.
CASWELL, BENJAMIN, Chippewa.
Superintendent Indian Boarding School, Cass Lake, Minn.
CHOTEAU, LUZENA, Wyandotte.
Clerk & Stenographer, San Francisco, Cal.
EVERETT, FRANK, Wichita.
Farming, Anadarko, Okla.

FLINT, LYDIA, Shawnee.
 (Mrs. Spencer), Asst. Matron, Indian School, Wyandotte, I. T.
 LONGWOLF, HATTIE, Sioux.
 (Mrs. Pretty Weasel), Cheyenne River, S. Dak.
 METOXEN, THOMAS, Oneida.
 Farming, Sagole, Wis.
 MILES, BENAJAH, Arapaho.
 Farming, Darlington, Okla.
 PEAKE, FRED, Chippewa.

CLASS 1893.

BAPTISTE, JOHN, Winnebago.
 BIGHORSE, FRED, Sioux.
 Asst. Farmer, Rosebud Agency, S. D.
 CLARK, MALCOLM, Piegan.
 Graduate Normal School, Valparaiso, Ind., Midvale, Mont.
 JOHNSON, ARTHUR, Wyandotte.
 Agency Farmer, Oto Agency, Okla.
 MORRISON, JOHN G., Chippewa.
 Teacher, Boarding School, Crow Agency, Mont.
 PEAKE, EMILY, Chippewa.
 (Mrs. Robitaille), White Earth, Minn.

CLASS 1894.

ARCHIQUETTE, BELINDA, Oneida.
 (Mrs. Hill), Oneida, Wis.
 BEARD, ANDREW, Sioux.
 Farming and stockraising, Porcupine, S. D.
 BLACKBEAR, THOMAS, Sioux.
 Farming and stockraising, Porcupine, S. D.
 CAMPBELL, FLORA, Alaskan.
 (Mrs. Fitzgerald), Sitka, Alaska.
 DENOMIE, WILLIAM, Chippewa.
 Teacher of Day School, Reserve, Wis.
 FLANNERY, JAMES, Alaskan.
 Dubuque, Ia.
 GANSWORTH, HOWARD E., Tuscarora.
 Graduate of Princeton, 1901. Teacher Indian School, Carlisle, Pa.
 MILLER, FLORENCE, Stockbridge.
 (Mrs. Jenifer Gardner), Gresham, Wis.
 NAPA WAT, MARTHA, Kiowa.
 (Mrs. Ahopthoi), Anadarko, Okla.
 NORI, SICENI J., Pueblo.
 Graduate Stuart's Business College, Trenton, N. J. Clerk, Indian School, Carlisle.

POWLAS, IDA, Oneida.
 (Mrs. Benj. Wheelock), Oneida, Wis.
 SOUCEA, HUGH, Pueblo.
 Disciplinarian, Indian School, Santa Fe, N. M.
 TYGAR, THOMAS, Shawnee.
 Clerk in store, Vinita, Ind. Ty.
 WARREN, HENRY, Chippewa.
 Superintendent Indian School, Bena, Minn.
 WARREN, IDA, Chippewa.
 (Mrs. Tobin), Clarinda, Ia.
 WELLS, FLORENCE, Alaskan.
 (Mrs. Saml. Davis.), Prin. Teacher, Indian School, Rapid City, S. D.
 YANDALL, MINNIE, Bannock.
 (Mrs. Lecier), Ross Fork, Idaho.

CLASS 1895.

DONNELL, ANTOINE, Chippewa.
 White Earth, Minn.
 FREMONT, HENRIETTA, Omaha.
 Completed course, Stenography & Typewriting, Banks' Business College, Philadelphia. Employee, Crow Creek, S. D.
 GREEN, MELISSA, Oneida.
 Oneida, Wis.
 HAZLETT, WILLIAM, Piegan.
 Farming and Real Estate, Cobb, Oklahoma.
 LaCHAPELLE, IDA, Chippewa.
 (Mrs. MacTravish), Park Rapids, Minn.
 LAMBERT, ALICE, Chippewa.
 (Mrs. Otto), employee, Boarding School, Wind River, Wyo.
 LUFKINS, WILLIAM, Chippewa.
 White Earth, Minn.
 McDOUGAL, SUSIE, Chippewa.
 Teacher, Indian School, Mt. Pleasant, Mich.
 SIXKILLER, SAMUEL, Creek.
 Employed by Dawes' Commission, Muscogee, I. T.
 SUIS, GEORGE, Crow.
 Agency employee, Crow Agency, Mont.
 TURKEY, DAVID, Seneca.
 Farming, Newtown, Pa.
 VAN WERT, JAMES, Chippewa.
 Teacher, Indian School, Genoa, Neb.
 WARREN, GEORGE, Chippewa.
 White Earth, Minn.
 WILLIAMS, LEWIS, Nez Perce.
 YELLOW ROBE, CHAUNCEY, Sioux.
 Disciplinarian, Indian School, Genoa, Neb.

CLASS 1896.

ADAMS, JOHNSON, Chippewa.
Carpenter, Indian School, Keshena, Wis.
CAYOU, FRANK, Omaha.
Student, State University, Champaign, Ill
CORNELIUS, LEILA, Oneida.
(Mrs. Benj. Caswell) Matron, Indian School, Cass Lake, Minn.
DAVENPORT, SUSIE, Chippewa.
Cross Village, Mich.
ELMORE, JULIA, Digger.
(Mrs. Dineen), Copley, Cal.
GANSWORTH, LEANDER, Tuscarora.
Asst. Foreman "Boonville Herald," Boonville, N. Y.
GEISDORFF, LOUISA, Crow.
Teacher in public school, Red Lodge, Mont.
HENRY, TIMOTHY, Tuscarora.
Farming, Sanborn, N. Y.
HILL, HERMAN, Oneida.
Farming, Oneida, Wis.
HUDSON, FRANK, Pueblo.
Asst. Bookkeeper, City Deposit Bank, Pittsburg, Pa.
JACKSON, ROBERT, Chehalis.
Teacher, Indian School, Santa Fe, N. M.
KENNEDY, LEROY, Seneca.
LESLIE, JOHN, Puyallup.
Photographer, Washington.
LONEWOLF, DELOS, Kiowa.
Farmer, Anadarko, Oklahoma.
LOWE, ADELIA, Sioux.
(Mrs. Frank Twiss), Porcupine, S. D.
MARTINEZ, JOSEPH, Crow.
Stockraising, Lodge Grass, Mont.
PARKER, ALICE, Chippewa.
In Indian Service, Ponsford, Minn.
PENOI, MARK, Pueblo.
Asst. Leasing Clerk, Anadarko, Oklahoma.
SIMON, ELMER, Chippewa.
Clerk in furniture store, Windber, Pa. Graduate State Normal
School, Indiana, Pa.
SNYDER, CORA, Seneca.
(Mrs. Wm. Jones), Versailles, N. Y.
WEBSTER, CYNTHIA, Oneida.
Teacher, Indian School, Lac du Flambeau, Wis.
WHEELLOCK, JAMES R., Oneida.
Band Leader, Indian School, Carlisle, Pa.
WOLF, MARK, Cherokee.
Industrial teacher, Indian School, Crow Agency, Mont.

CLASS 1897.

BUCK, MABEL, Sioux.
(Mrs. Robt. Block), Watonga, O. T.
CORNELIUS, BRIGMAN, Oneida.
Farming, Oneida, Wis.
DEPOE, ROBERT, Siletz.
Teacher, Indian School, Chemawa, Ore.
GRUETT, SAMUEL, Chippewa.
Employee, Indian School, Mt. Pleasant, Mich.
HILL, LIZZIE, Sioux.
(Mrs. Joel Tyndall), Omaha Agency, Neb.
JONES, FRANK, Sauk & Fox.
Asst. Cashier, First National Bank, Okmulgee, Ind. Ter.
KOWUNI, ANNIE, Pueblo.
Employee, Indian School, Sante Fe, N. M.
MILLER, MARY, Chippewa.
(Mrs. Dodge), Teacher, Indian School, Harlem, Mont.
MILLER, OLIVE, Stockbridge.
(Mrs. Jacobs), Keshena, Wis.
MISHLER, CHARLES, Chippewa.
Hayward, Wis.
MISHLER, LOUIS, Chippewa.
Hayward, Wis.
NASH, ALBERT, Winnebago.
Graduate Drexel Institute, Business Course, Philadelphia, Pa.
In employ of Wm. Wharton, Jr., & Co., Philadelphia, Pa.
OWL, MARTHA, Cherokee.
(Mrs. Simpson), Employee, Indian School, Hupa, Cal.
REDEAGLE, GRACE, Osage.
(Mrs. Coldspring), Baxter Springs, Kans.
ROGERS, EDWARD, Chippewa.
Student, University of Minnesota, Minneapolis, Minn.
REDKETTLE, HENRY, Sioux.
Stockraising, Kyle, S. D.
SENECA, NANCY, Seneca.
Graduate Nurse Medico Chirurgical Hospital, Philadelphia.
Practicing in Philadelphia.
SHERRILL, WILLIAM, Cherokee.
SHIVELY, FRANK, Crow.
Graduate Commercial College, Carlisle. Clerk in Agency office,
Cheyenne River, S. D.
SMITH, EDITH, Tuscarora.
Teacher, Oglala Boarding School, Pine Ridge, S. D.
SMITH, SARA, Oneida.
Seamstress, Indian School, Oneida, Wis.

UPSHAW, ALEX, Crow.
Crow Agency, Mont.
WHITETHUNDER, CLARENCE, Sioux.
WIRTH, CHRISTINE, Assiniboin.
(Mrs. West), Poplar, Mont.

CLASS 1898.

ARMSTRONG, RALPH, Nez Perce.
BARADA, MITCHELL, Omaha.
Bancroft, Neb.
BLACKBEAR, JOSEPH, Cheyenne.
Employed by E. D. Foster & Co., Hammon, Oklahoma.
BUTLER, CLARENCE, Cœur d'Alene.
Electrician, Warm Springs Agency, Ore.
COMPLAINVILLE, LILLIAN, Nez Perce.
(Mrs. Keller), Teacher, Indian School, Grand Junction, Colo.
CORNELIUS, CORA, Oneida.
Oneida, Wis.
FLYNN, SARA, Assiniboin.
Employee, Fort Peck Indian School, Poplar, Mont.
GEORGE, ANNIE, Cherokee.
Took course Dressmaking, Drexel Institute, Philadelphia.
Seamstress, Indian School, Cherokee, N. C.
HENNI, SUSIE, Pueblo.
Employee, Indian School, Phoenix, Ariz.
HORNE, LOTTIE, Klamath.
(Mrs. Cochran), Hupa, Cal.
JAMES, FRANK, Kaw.
Kaw Agency, Oklahoma.
JAMISON, JACOB, Seneca.
Farming, Gowanda, N. Y.
McFARLAND, DAVID, Nez Perce.
Farming and stockraising, Ft. Lapwai, Idaho.
MOORE, RIENZ, Sauk & Fox.
In Real Estate Office, Kansas City, Mo.
MORTON, ANNIE, Pueblo.
Laguna, N. M.
ODELL, NELLIE, Puyallup.
Port Gamble, Wash.
OWL, KAMIE, Cherokee.
(Mrs. Wahaneta), Cherokee, N. C.
PETERSON, EDWARD, Elnok.
53 Grafton St., Brockton, Mass.
SICKLES, CALEB, Oneida.
Student, Ohio Medical College, Columbus, O.
SICKLES, MARTHA, Oneida.
(Mrs. Cornelius), Oneida, Wis.

THOMAS, ELLEN, Chippewa.
(Mrs. Prophet), Netawaka, Kans.
WEBSTER, JOHN, Oneida.
Hack Driver, Walker, Minn.
WELCH, WILSON, Cherokee.

CLASS 1899.

ARCHIQUETTE, CHAUNCEY, Oneida.
Playing football, Haskell Institute, Lawrence, Kans.
ATSYE, SEICHU, Pueblo.
Graduate nurse Woman's Hospital, Philadelphia, Pa. Practicing Philadelphia.
BROWN, JENNIE, Sioux.
Student, Commercial Course, Haskell Institute, Lawrence, Kan.
BUCKLES, JEANNETTE, Assiniboin.
CATOLST, ETTIE, Cherokee.
(Mrs. Mane), Cherokee, N. C.
DENOMIE, THOMAS, Chippewa.
Reserve, Wis.
DUVERNEY, ROSE, Ottawa.
Employee Indian Service, Pawhuska, Oklahoma.
DYE, BERTHA, Seneca.
(Mrs. Jacob Jamison), Gowanda, N. Y.
EASTMAN, CHRISTIAN, Sioux.
Flandreau, S. D.
FINLEY, MINNIE, Caddo.
Matron, Indian School, Chilocco, Oklahoma.
GARDNER, LYDIA, Arapaho.
(Mrs. Geboe) Graduate High School, Lansdowne, Pa., Darlington, Oklahoma.
GEORGE, DAHNEY, Cherokee.
Student, Normal School, West Chester, Pa.
GESIS, ANNIE, Chippewa.
(Mrs. Bemus Pierce), Irving, N. Y.
GOUGE, JOSEPH, Chippewa.
Co. H, 21st U. S. Infantry, Manila, P. I.
HAZLETT, STUART, Piegan.
Browning, Mont.
HORNE, NETTIE, Klamath.
In Indian Service, Talklai, Ariz.
LARCH, OLIVE, Cherokee.
Cherokee, N. C.
LAWYER, CORBETT, Nez Perce.
Farming, Kamiah, Idaho.
LEMEAUX, JOHN, Chippewa.
Employee, Omaha Agency, Neb.

McDONALD, LOUIS, Ponca.
 Ponca City, Oklahoma.
 MITCHELL, JONAS, Chippewa.
 MOON, MARY, Alaskan.
 (Mrs. Oelson), Juneau, Alaska.
 NAHTAILSH, VINCENT, Apache.
 Civil Engineer in employ Elevated R. R. Co., New York City.
 PAUL, KENDALL, Alaskan.
 Student, Mt. Hermon, Mass.
 PETERS, EDWARD W., Chippewa.
 Caldwell, Mich.
 PRICE, CLARA, Sioux.
 (Mrs. Henry Fielder), Housekeeper, Day School, Milk's Camp,
 Naper, Neb.
 SCOTT, LETTIE, Seneca.
 Teacher, Reservation School, Gowanda, N. Y.
 WHEELLOCK, DOLLY, Oneida.
 (Mrs. Duxtator), Oneida, Wis.
 WILLIAMS, SARA, Chippewa.
 Mt. Pleasant, Mich.
 WOLFE, GEORGE, Cherokee.
 Employee, Indian School, Cherokee, N. C.

CLASS 1900.

ABRAHAM, DAVID, Chippewa.
 Traveling Salesman, Philadelphia, Pa.
 ALLEN, JOHN, Clallam.
 In Indian Service, Chemawa, Ore.
 ANDERSON, PASQUALA, Mission, Cal.
 Teacher, Oraiba Day School, Keam's Canyon, Ariz.
 BARADA, MARY, Omaha.
 Bancroft, Neb.
 BEALE, FRANK, Clallam.
 Student, Willamette University, Salem, Ore.
 CLARK, AMELIA, Cheyenne.
 Cantonment, Oklahoma.
 CORNELIUS, ISABELLA, Oneida.
 Assistant Teacher, Oneida, Wis.
 CORNELIUS, NANCY O., Oneida.
 Madison, Wis.
 CORSON, CHARLES, Piegan.
 Assistant Leasing Clerk, Anadarko, Oklahoma.
 DOCTOR, DAISY, Seneca.
 Akron, N. Y.
 FERRIS, LILLIAN, Klamath.
 (Mrs. Wilder), Orleans Bar, Cal.

HARRIS, FANNIE, Sauk & Fox.
 Teacher, Indian School, Whiteagle, Oklahoma.
 HORNE, JACOB, Klamath.
 Mining, Happy Camp, Cal.
 JONES, GUY, Sioux.
 Santee, Neb.
 KENNEDY, SARA, Seneca.
 Gowanda, N. Y.
 LANE, CONSTANCE, Summie.
 (Mrs. Bumstead), Beach, Wash.
 LUFKINS, JOHN, Chippewa.
 White Earth, Minn.
 McCARTHY, ALICE, Chippewa.
 Employee, Indian School, Morris, Minn.
 MILLER, ARTIE, Stockbridge.
 Gresham, Wis.
 MURDOCK, WESSON, Assiniboin.
 Wolf Point, Mont.
 MUSCOE, GEORGE, Chippewa.
 Employed by The Lake Superior Power Company, Sault Ste.
 Marie, Mich.
 PIERCE, BERTHA, Seneca.
 (Mrs. Edwin Smith), Gowanda, N. Y.
 PIERCE, NETTIE, Seneca.
 Irving, N. Y.
 POODRY, ROSE, Seneca.
 Irving, N. Y.
 ROBERTS, CHARLES, Chippewa.
 Cumberland, Wis.
 RYAN, MAMIE, Assiniboin.
 Employee, Indian School, Poplar, Mont.
 SCHOLDER, JOSEPH, Mission, Cal.
 In Indian Service, Perris, Cal.
 SENECA, ISAAC, Seneca.
 Blacksmith, Darlington, Oklahoma.
 SILVERHEELS, KITTIE, Seneca.
 Employee, Indian Service, Odanah, Wis.
 TEEPLE, FRANK, Chippewa.
 Mt. Pleasant, Mich..
 TEEPLE, JOHN, Chippewa.
 Mt. Pleasant, Mich..
 TURKEY, JENNIE, Seneca.
 Versailles, N. Y.
 WOLFE, MARY, Cherokee.
 (Mrs. Farwell), Crow Agency, Mont.
 WELCH, GEORGE, Stockbridge.
 Green Bay, Wis.

WARREN, JOHN B. Chippewa.
Student, Normal School, Indiana, Pa.
YUPE, SUSIE, Shoshone.
Teacher, Indian School, Fort Hall, Idaho.

CLASS 1901.

BAINE, JOHN, Sioux.
Fort Yates, N. D.
BEAVER, FRANK, Omaha.
Attending Business College, Carlisle, Pa.
BROWN, SAMUEL G., Sioux.
Assistant Disciplinarian, Indian School, Carlisle, Pa.
COATES, HENRIETTA, Oneida.
Versailles, N. Y.
DENNY, ELNORA, Seneca.
Teacher, District School, Southwest City, Mo.
FERRIS, GEORGE, Klamath.
Hupa, Cal.
GANSWORTH, ALBERTA, Tuscarora.
Attending Normal School, Buffalo, N. Y.
GANSWORTH, WILLARD, Tuscarora.
Attending Dickinson Preparatory School, Carlisle, Pa.
GOYTNEY, ANNIE, Pueblo.
Student, Normal School, Bloomsburg, Pa.
JOHNSON, MARK, Sioux.
Santee, Neb.
JOHNSON, DOLLY, Osage.
Pawhuska, Oklahoma
JOHNSON, JAMES, Stockbridge.
Student, Dickinson Preparatory School, Carlisle, Pa.
LACHAPPELLE, JOSEPH, Sioux.
Wabasha, Minn.
LACHAPPELLE, PEARL, Sioux.
Wabasha, Minn.
McINTOSH, DONALD, Apache.
San Carlos, Ariz.
MISHLER, STELLA, Chippewa.
(Mrs. John Gorsuch), Spring Brook, Wis.
MOORE, EDWIN, Sauk & Fox.
Dent, Oklahoma.
MOSES, MYRON, Seneca.
Indian School, Riverside, Cal.
NASH, AUGUSTA, Winnebago.
Thurston, Neb.
NILES, HERMAN, Stockbridge.
Oshkosh, Wis.

PALMER, JESSE, Sioux.
Graduate Commercial College, Carlisle, Pa. Devil's Lake, N. D.
PALMER, SIMON, Stockbridge.
Maple Grove, Wis.
PARKER, MATTIE, Cayuga.
Office Assistant, Indian School, Carlisle, Pa.
PETERS, NELLIE H., Stockbridge.
Gresham, Wis.
POWLAS, ALICE, Oneida.
Taking Normal Course, Lawrence, Kans.
POWLAS, JOHN, Oneida.
Agency Farmer, Darlington, Oklahoma.
PARNELL, ANNIE, Nez Perce.
Asst. Postmaster, Kamiah, Idaho.
PRATT, ARTHUR, Sioux.
Chamberlain, S. D.
RICKARD, EDGAR, Tuscarora.
Farming, Lewiston, N. Y.
SMITH, EDWIN, Clallam.
Steam fitter, Glue Factory, Gowanda, N. Y.
SWALLOW, IDA, Sioux.
Student, Business course, Drexel Institute.
STURM, ELLA, Caddo.
Employee, Oraiba Day School, Ariz.
TAPIA, ANTONIO, Pueblo.
Farming, Pojuate, N. M.
TEMPLE, WINGATE, Klamath.
Mining, Happy Camp, Cal.
TIBBETTS, LUZENIA, Chippewa.
Student, Normal School, Bloomsburg, Pa.
SPIECHI, ALONZO, Apache.
Carlisle.
WASSON, JENNIE, Coos Bay.
Nurse, Chester County Hospital, West Chester, Pa.
WARREN, EUGENE, Chippewa.
White Earth, Minn.

CLASS 1902.

BAIRD, GENUS, Oneida. Wisconsin.
BENDER, CHARLES A., Chippewa. Minnesota.
BRUCE, MARY E., Mohawk. New York.
COLEMAN, CHARLES F., Mission. California.
CUSICK, CHARLES, Seneca. New York.
CREAGER, KATIE, Pueblo. New Mexico.
DE ROSIER, JENNIE, Menomonee. Wisconsin.
EBERT, THERESA, Chippewa. Minnesota.
FIELDER, ISAAC, Sioux. South Dakota.
HARE, NELSON, Seneca. New York.

HARRIS, CHARLOTTE, Catawba. North Carolina.
JAMISON, ELNORA, B., Seneca. New York.
JANESE, JOSEPHINE, Sioux. South Dakota.
KING, INEZ, Stockbridge. Wisconsin.
LEWIS, ANNA E., Seneca. Indian Territory.
METOXEN, MELINDA, Oneida. Wisconsin.
MILLER, CLARA G., Tuscarora. New York.
MILLER, JOHN H., Chippewa. Michigan.
MILLER, SAMUEL A., Stockbridge. Wisconsin.
MITTEN, MINERVA, Cayuga. New York.
MOONEY, THOMAS J., Assiniboin. Montana.
MT. PLEASANT, WILLIAM, Tuscarora. New York.
NASH, PLIGA, Winnebago. Nebraska.
NASH, VIOLETTA, Winnebago. Nebraska.
NAUWEGESIC, ELIZA, Chippewa. Michigan.
PAUL, WILLIAM L., Alaskan. Alaska.

PEAKE, GEORGE, Chippewa. Minnesota.
PETOSKEY, CORNELIUS, Chippewa. Michigan.
POWLAS, KATHARINE, Oneida. Wisconsin.
ROGERS, LOUISE, Chippewa. Minnesota.
ST. CYR, LILIAN, Winnebago. Nebraska.
SENECA, LETHA, Seneca. New York.
SICKLES, ARTHUR, Oneida. Wisconsin.
SICKLES, FLORENCE, Oneida. Wisconsin.
SMITH, FREDERICK E., Oneida. Wisconsin.
TIBBETTS, FREDERICK, Chippewa. Minnesota.
WALKER, THOMAS M., Sioux. South Dakota.
WARREN, GRACE, Chippewa. Minnesota.
WHEELOCK, IDA E., Oneida. Wisconsin.
WHEELOCK, MARTIN F., Oneida. Wisconsin.
WOLFE, HEALY, Eskimo. Alaska.





