

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

IN RE: CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY  
CARLISLE, PENNSYLVANIA

\* \* \* \* \*

LISTENING SESSION  
TRANSCRIPT OF PROCEEDINGS  
ON MARCH 28, 2017  
IN OKLAHOMA CITY, OKLAHOMA

\* \* \* \* \*

**CERTIFIED  
TRANSCRIPT**

STENO SERVICES, LLC  
100 Park Avenue, Suite 700  
Oklahoma City, Oklahoma 73102  
P: 405-796-8681  
F: 405-796-8653  
www.StenoServices.com

Reported by: Trena K. Bloye, CSR #1522

A P P E A R A N C E S

For the Department of the Army:

Justin Buller  
Associate Deputy General Counsel

Kathleen McLaughlin  
Deputy Federal Preservation Officer

LTC. Christopher Howser

Also Present:

Mark Gilfillan, Tribal Liaison  
Lori Goodnyware, Ft. Sill Apache Tribe  
Robin Isom, Ft. Sill Apache Tribe

\* \* \* \* \*

1 (Proceedings commenced at 10:00 a.m.)

2 MR. BULLER: As I indicated earlier, my  
3 name is Justin Buller. We have a stenographer here, so  
4 we are going to go on the record if that's okay with  
5 you.

6 As I indicated before, the reason we have  
7 a stenographer is simply so we have a record we can  
8 share with persons that were not able to make it today.  
9 We do anticipate that other people may come in and out  
10 throughout the day, so you're welcome to hang around and  
11 see who else comes, or you're welcome to take off, of  
12 course.

13 The reason we're here today is to hear  
14 anybody's concerns and have an open dialogue with  
15 regards to the Carlisle Cemetery. And the background  
16 for this is very simply that we have 181 Native American  
17 children who are buried in that cemetery. They are not  
18 the only persons buried in the cemetery. There are U.S.  
19 military service members who are buried in that  
20 cemetery, there are spouses of those service members, as  
21 well as children of those service members all buried in  
22 that cemetery. So it is an Army post cemetery. It is  
23 not just a cemetery for the Native American children who  
24 died while attending the Carlisle Industrial School.

25 As you may be familiar, the Carlisle

1 Industrial is operated on the property that is now  
2 Carlisle barracks in a interim period between when the  
3 Army first occupied the property, and then the Army  
4 later took the property back over after the industrial  
5 school had closed down.

6 As we're moving forward with this we have  
7 received requests from the Northern Arapaho. They were  
8 the first tribe to request to disinter and return  
9 children back to their families. Those requests have  
10 been approved.

11 And this summer LTC. Howser, Christopher  
12 Howser who is here with us today, he is the project  
13 manager for the actual undertaking of the disinterments  
14 and the return of those remains. And so we anticipate  
15 that we will start digging in early August of this year  
16 and that, within a few days, we will have those children  
17 returned to their families and taken back to the  
18 location of choosing by the family.

19 I want to emphasize this is not a NAGPRA  
20 action. These are disinterment requests from the  
21 closest living relatives of the deceased children that  
22 are buried there. We certainly do not want to insert  
23 the U.S. Army into what we see as a family matter.

24 And so, moving forward, would you like me  
25 to answer any questions that you may have, address any

1 concerns that you may have? So if you have any  
2 thoughts, issues, concerns, please feel free to let us  
3 know.

4 Christopher, do you have anything that  
5 you would like to add?

6 LTC. HOWSER: One of the things that we  
7 are doing to help the tribes and the families of the  
8 tribes is we are actually paying for the disinterment  
9 and commercial transportation of those remains back to  
10 their families, to include paying any funeral home costs  
11 for the reinter as well. So it's really a no-cost event  
12 for the families.

13 We're also paying for the families to  
14 travel to Carlisle, along with three members of their  
15 tribe of their choosing, to assist them with the  
16 disinterment. We understand it's a very personal matter  
17 and the families should be there when we do the  
18 disinterments and return the remains.

19 So this is different from how the Army  
20 normally addresses disinterment requests from families.  
21 Normally we do not pay for the family to travel to the  
22 cemetery and we normally do not pay for the return of  
23 the remains. However, given the circumstances of how  
24 the children came to be where they are at and how the  
25 regulation applies, we have decided to pay the full cost

1 of the return of these remains.

2 So right now we are paying for the cost  
3 of two family members per child and, again, three tribal  
4 members. So the Northern Arapaho requested the  
5 disinterment of three children in the summer, so that's  
6 six family members total, plus three tribal members, for  
7 a total of nine.

8 MR. BULLER: Mark, do you have anything  
9 you would like to add?

10 MR. GILFILLAN: Not just yet.

11 I'm glad that you are here. Do you have  
12 any known family members that you are inquiring about,  
13 descendants, individuals that we can help identify? I  
14 know that's one of the specialties of our staff that's  
15 here today.

16 MS. McLAUGHLIN: I don't know that I have  
17 a specialty, but I have been at least researching  
18 primary documentation to see if, through cross  
19 referencing different sources, we're able to get  
20 additional information. And we do have some additional  
21 information. Unfortunately, it's in a database on my  
22 computer because it didn't get transferred here.

23 There's an archival report that we're  
24 working on. It's not yet completed. The contractor is  
25 still putting some of the final revisions into that

1 report. That will be available on the website when  
2 that's complete.

3 And at the back of that report there is  
4 the student name. It's an annotated inventory of the  
5 students that are buried at the cemetery, and so it has  
6 the student's name that they were given when they  
7 entered the school and the name that's on the Army's  
8 burial records, and then to that we've added whatever  
9 information that we're able to find in primary source  
10 documentation. And in some cases we've been able to find  
11 a father's name, generally an Indian name versus the  
12 non-Indian name that they got when they entered the  
13 school.

14 So what we're hoping is that, through  
15 cross referencing this information, it assists families  
16 in being able to identify if, in fact, they do have an  
17 ancestor buried there. They may not have recognized  
18 them under the non-Indian name, but if we've been able  
19 to find the name that they had when they came to the  
20 school or a name of their father or family member, we  
21 are hoping that will assist families. And we're hoping  
22 that will be available, as well as any of the primary  
23 source documentation that we have been able to find will  
24 be available electronically on the website.

25 MR. GILFILLAN: And that website is on

1 the page after the map. It must be about page 7 at the  
2 bottom.

3 MS. McLAUGHLIN: Yes. And, Justin, do  
4 you want to go over the documentation that we need in  
5 order to provide approval for disinterment?

6 MR. BULLER: Yeah, absolutely. As these  
7 are not NAGPRA actions we do have to actually receive a  
8 request from the closest living relative. In your  
9 package there is some examples of the type of  
10 information that we're going to need. We can certainly  
11 work with you to assist that. Ltc. Howser's team,  
12 myself, we can work with whoever to get us the proper  
13 documentation.

14 I want to emphasize it doesn't have to  
15 be -- it can be handwritten. I can be -- you know, we  
16 are very flexible on how it comes in so long as we have  
17 the necessary information, and we're happy to work  
18 directly with those individuals.

19 I won't bore you with the details of it.  
20 But, essentially, what we're doing is making a good  
21 faith effort to ascertain whether or not these are,  
22 indeed, relatives, because we don't want to create  
23 family issues where we have disagreements within the  
24 family and then the Army is getting in the middle of a  
25 family matter. For obvious reasons we have no business



1 being in that position. And so we want to ensure that  
2 we don't have a disagreement there that we suddenly  
3 interject ourselves into.

4 But we can work with you, help you. It's  
5 fairly simple. I'll say, you know, from working with  
6 the Northern Arapaho, they found it very straightforward  
7 and direct and were able to get us the necessary  
8 information. So, fairly easy to do.

9 Before you received the faxed flyer were  
10 you aware or was anybody in your tribe aware of the  
11 ongoing actions at the Carlisle Cemetery?

12 MS. GOODNYWARE: Um-hum.

13 MR. BULLER: Okay. Did you receive a  
14 letter? About a year ago we sent out a letter to all  
15 the chairmen and the like of all the federally  
16 recognized tribes. Did that letter ever actually make  
17 it to your tribe that you are aware?

18 MS. GOODNYWARE: What was it, um --

19 MR. BULLER: It was a general notice of  
20 the pending action and inviting any of the tribes that  
21 had questions, concerns or the like to please get with  
22 us and we'd be happy to meet or attempt to address any  
23 of those.

24 MS. GOODNYWARE: We probably received it,  
25 but I don't -- I don't remember hearing about it.

1 MR. BULLER: Okay. Went in the circular  
2 file?

3 MS. GOODNYWARE: The only other I know,  
4 at NCAI last year there was supposed to be a session on  
5 that subject, but I don't know if it ever took place.

6 MR. BULLER: It did, actually.

7 MS. McLAUGHLIN: Was it in Spokane,  
8 Washington?

9 MS. GOODNYWARE: No. That was in  
10 Phoenix.

11 MR. BULLER: Oh, that's news to me. I  
12 didn't know about -- there was one in the Spokane  
13 meeting.

14 MS. GOODNYWARE: They talked about having  
15 one in Phoenix, but I didn't know if it ever --

16 MR. BULLER: Yeah. That never occurred.

17 MS. GOODNYWARE: -- took place or not.  
18 But that was the only one we had heard about.

19 MS. McLAUGHLIN: Well, we're glad you're  
20 here now.

21 MR. BULLER: Absolutely.

22 MS. GOODNYWARE: We're just here to  
23 listen. We're gathering information. So that's why we  
24 are here, to see what you guys are -- or what is  
25 happening.

1 MR. BULLER: Well, as I have already  
2 indicated, you know, fundamentally we're moving forward  
3 with any of the requests we have received and we are  
4 going to -- when we receive a fully complete request it  
5 will be approved and then, at that point, we will move  
6 forward in executing the disinterment at an appropriate  
7 time that works from the standpoint of the weather.

8 Because Carlisle, being in the area it  
9 is, we can't do them just at the drop of a hat. Some  
10 time of the year the ground is frozen, there is snow on  
11 the ground, there is various logistical challenges that  
12 we have to work through. So we generally target the  
13 summertime as the timeframe when we are going to be  
14 doing these disinterments.

15 So not saying that it couldn't happen  
16 this summer, but most likely any request we receive  
17 moving forward would probably be in a future summer, so  
18 look at probably a year from now that we would be  
19 spinning up to arrange that disinterment. And so, as  
20 Christopher indicated, the Army is paying for it and so,  
21 you know, we'll certainly work with you with regards to  
22 that matter as well.

23 One other thing to be aware of is there  
24 are some citizens in the Carlisle area that hold  
25 themselves out as having particular knowledge or

1 information with regards to this cemetery, and they have  
2 been charging tribes for copies of that information and  
3 charging them a great deal. And I would suggest to you  
4 to come to us first because we will provide any of our  
5 historical information that we have to you through the  
6 website, or even directly if that's more efficient, and  
7 there's no charge whatsoever for it.

8 MS. GOODNYWARE: What kind of information  
9 are they doing?

10 MR. BULLER: Archival type documents and  
11 that sort of stuff. Frankly, what we have found is --  
12 so far what other tribes have shared with myself  
13 personally that they purchased from these individuals  
14 was information that we have and would have happily  
15 given to the tribes for free, and they spent a pretty  
16 sizable amount of money to obtain copies of documents  
17 from various historical databases and that sort of  
18 thing.

19 So we're happy to provide that for free  
20 to you. I'm not trying to disparage anybody here, of  
21 course, but I just don't want you guys spending your  
22 very limited funds on something that you could get for  
23 free.

24 MS. McLAUGHLIN: And some examples of  
25 some of the things that we have, the school, in some

1 cases, maybe 70 percent of the students listed within  
2 our database, there is either a death record on a card  
3 that was scanned in by Dickinson College -- because  
4 Dickinson College has a huge repository of information.  
5 And so there is an electronic record of that original  
6 card. There also was a handwritten log that provides  
7 some information.

8 And we have -- we've downloaded those  
9 scanned copies. That's what I'm saying. We're trying  
10 to organize those and will be happy to share electronic  
11 copies of these with anyone that wants an electronic  
12 copy of that.

13 MR. BULLER: And that's a good example of  
14 some of the information that was being provided at a fee  
15 by third parties. So, you know, I appreciate people's  
16 entrepreneurial spirit and attempt to hustle and make a  
17 buck, but I get that. I don't want you guys spending  
18 your limited resources on something you can get for  
19 free.

20 We have done a GPR study of the cemetery.  
21 So there's been no invasive -- I do want to be really  
22 clear: We have taken no invasive means with regards to  
23 any of the graves.

24 But a GPR study was recently done. I  
25 will let Ltc. Howser talk that piece, since he was

1 directly involved with that and can talk with you in  
2 detail if you like.

3 LTC. HOWSER: Yes. So, again, we hired a  
4 contractor who does do quite a few GPR surveys of areas.  
5 We decided to do this at the request of the tribes. It  
6 was conducted last summer. And the results, the entire  
7 survey is actually posted on our website right now and  
8 it is downloadable. Again, as Justin had mentioned, you  
9 can download it for free. It did cost us money, but  
10 that's okay. I mean, that was our intent was to make it  
11 available to the public.

12 MS. GOODNYWARE: Is that part  
13 of the -- (Indicating)

14 LTC. HOWSER: Yes, ma'am, which is part  
15 of our verification efforts. Not only did we survey the  
16 current cemetery that's on Carlisle, but we also  
17 surveyed the area that is surrounding the old burial  
18 ground to include a 20-meter zone around the known  
19 Carlisle Indian Industrial School cemetery, the original  
20 one. There were some anomalies that were found during  
21 the survey. And as people look at these surveys they do  
22 ask us about these anomalies. They are outside of the  
23 original cemetery.

24 So the known bounds, we know these  
25 anomalies are outside of it. We have no reason to

1 believe that those are human remains. It could be  
2 anything, because there is a lot of construction that's  
3 happened in the area from the time of the Carlisle  
4 Indian Industrial School until the war college, the Army  
5 War College being built in that vicinity.

6 So there's -- what's most important, what  
7 we like to tell people is that we have a very good  
8 record of who was interred in the original cemetery.  
9 And every single name that is on -- in fact, if you go  
10 to -- I will show you the copy of that original record,  
11 which is slide number 6. It looks like a blueprint.  
12 That is the original plat. (Indicating)

13 You can see that is the original cemetery  
14 with names. And we know that every name that is on this  
15 original cemetery map, there is a corresponding  
16 headstone and name on the existing in the new cemetery  
17 as well. So we're very confident that any Native  
18 American child that was buried in that cemetery was  
19 moved over to the new one in 1927.

20 MS. GOODNYWARE: And so were they buried  
21 the same way that they were at the other or --

22 MR. BULLER: No.

23 LTC. HOWSER: No. Actually, so we have  
24 record of a casket being purchased for every known  
25 Native American that was in that cemetery, good caskets,

1 the best of the day; not what we have today, but, again,  
2 the best caskets they had for that day.

3 So they did use the best means available  
4 they had at the time to transfer those remains from the  
5 old cemetery to the new one, and then re-interred them  
6 in a manner that doesn't really fit any particular  
7 pattern. We do know it was done quickly, but we also  
8 know that there is, again, a corresponding name from the  
9 old cemetery to the new one, and that there is an exact  
10 number of caskets that were very good for the day, the  
11 best for their day, in the new cemetery.

12 MR. BULLER: Yeah. We have not been able  
13 to figure out the method in which they decided if you,  
14 you know, a child from the old cemetery, why they went  
15 from one space to the new space. We can't find the  
16 rhyme or reason for that, but we can certainly account  
17 for all 181 of those graves that were moved from the old  
18 cemetery to the new one. And as Christopher indicated,  
19 the other piece was they purchased 181 caskets, which we  
20 know to be the number of persons interred in the old  
21 cemetery.

22 MS. McLAUGHLIN: Well, the known  
23 interments. We do need to address the fact that --

24 MR. BULLER: Well, that includes the  
25 unknowns that were --



1 MS. McLAUGHLIN: That includes the  
2 unknowns?

3 MR. BULLER: Yes, that includes unknowns.

4 MS. McLAUGHLIN: Okay.

5 MR. BULLER: There were some unknowns in  
6 the old cemetery, and that 181 number includes the  
7 unknowns from the old cemetery moving over. And there  
8 is the same number of unknowns that were in the old  
9 cemetery that are buried in the sections with the Native  
10 American children in the new cemetery.

11 There are some additional unknowns in the  
12 new cemetery that were added to the cemetery after the  
13 move from the original location to the present location.  
14 We have no reason to believe that those are or are not  
15 native American children. We have no records.

16 We can find nothing to indicate where  
17 those sets of remains came from, why they are there, nor  
18 do they correspond to any interments associated with the  
19 old cemetery. We simply do not know why those are  
20 there. We just know that they weren't in the old  
21 cemetery as marked graves and no records that they were  
22 ever moved.

23 And the fact that we have records that  
24 show we bought 181 caskets when we moved the cemetery  
25 also indicates to me that those weren't graves that they

1 had in the old cemetery.

2 MS. McLAUGHLIN: Well, and the history of  
3 the land use at Carlisle as far back as the Seven Years'  
4 War in the 1750s, you know, there has been some sort of  
5 military activity going on. There are also records of a  
6 British cemetery on that property.

7 There are records that indicate that  
8 there had been a private land owner that had, perhaps, a  
9 family cemetery on that property. And then his land was  
10 transferred or he sold his land to the United States  
11 government, so they acquired the land that had a family  
12 cemetery on it.

13 And in the Revolutionary War there was an  
14 area on maps called "Old Burial Ground," and these  
15 cemeteries are all in the same general vicinity as where  
16 the school placed the school cemetery. And so the fact  
17 that when we moved the cemetery, when the Army moved the  
18 cemetery in order to expand it and allow burial of  
19 soldiers in 1927, if they had unknown interments it  
20 could easily have been attributed to some of these older  
21 previous cemeteries.

22 Because, apparently, in around the 1870s  
23 the Army was transferring burials from a burial area  
24 over to the Carlisle Ashland Cemetery. And the records  
25 varied on estimates of how many were buried there prior

1 to the school being established, and we don't have clear  
2 records indicating how many were actually moved.

3 So there may have been some remains from  
4 these other war engagements or from the old family that  
5 had owned it previously. There may have been some of  
6 those remains in that vicinity and we're not sure. And  
7 so when we have these unknowns, unknown burials, we  
8 really don't have any way to better define who or how  
9 old.

10 MR. BULLER: Those burials are separate  
11 from the unknowns that were in the school cemetery. We  
12 know which unknown graves in the current cemetery were  
13 the unknowns that are listed on that particular map that  
14 you have in front of you.

15 MR. GILFILLAN: Fort Sill represents both  
16 Chiricahua and Warm Springs; right?

17 MS. GOODNYWARE: Yes.

18 MR. GILFILLAN: Do we have any  
19 identifying information to that extent? Is it just  
20 Apache affiliation to --

21 MS. McLAUGHLIN: Well, in some of the  
22 primary source documentation records it indicates San  
23 Carlos Agency.

24 MR. GILFILLAN: Okay.

25 MS. McLAUGHLIN: In fact, I think most of

1 these scanned cards, these scanned death record cards,  
2 for those that we have that indicate Apache, most of the  
3 agency listings say San Carlos.

4 MS. GOODNYWARE: Even though they were  
5 taken from Fort Marion?

6 MS. McLAUGHLIN: I can't speak to that  
7 issue. You know, all I have to go on is the records  
8 here. And that's one of our goals in consultation is if  
9 tribal families have more information on their history  
10 of a child having gone to Carlisle School then that's  
11 why we are reaching out to tribes, to talk to the  
12 families and see if we can help anyone that has a  
13 relative buried there if they want to bring them home.  
14 That's our goal.

15 MR. BULLER: I am making no guarantees  
16 that these records, these cards are accurate, because  
17 there is so many ways that misinformation could have  
18 been introduced into that. You know, first and  
19 foremost, the persons that maintained these records were  
20 not Native American, and so I'm not sure how accurate --  
21 first of all, what their understanding was of the  
22 difference between various tribes and the like.

23 So there's your first source of potential  
24 err is that they just didn't understand. So in many  
25 cases they just put a very broad affiliation. They did

1 not put a particularly precise one.

2 Second of all, I think assumptions were  
3 made by the persons maintaining these records and didn't  
4 necessarily get hard and fast information from the  
5 children that were brought.

6 Third, I'd suggest that the children, for  
7 many various reasons, may not have given all of the  
8 information, or it may have been disregarded even if  
9 they did.

10 So you can see how there is, you know,  
11 all these opportunities for incorrect information to get  
12 entered into these records. And then finally, when we  
13 are dealing with the death records, where did they  
14 acquire that information from? We don't know. And so,  
15 you know, it could have been from friends of the  
16 children who may have had inaccurate information  
17 themselves. It could have been from other inaccurate  
18 documents.

19 So we just simply have no way of  
20 guaranteeing this information is accurate. Right now  
21 it's all we have, so we have to work with it. But any  
22 information that the tribes or families can provide to  
23 us would certainly be appreciated, and we're hoping to  
24 get a more complete and more accurate records created  
25 long term.

1           We are certainly going to add all of this  
2 information to the database and, once again, put it on  
3 our public-facing website so the public can see it and  
4 potentially provide additional information. Because  
5 these days it's so easy to put something out there and  
6 allow the public to come back with information and help  
7 correct the record. So we're hoping that, if nothing  
8 else, that we get to that point.

9           Now, certainly families may, and we have  
10 actually had several families from other tribes indicate  
11 they want to leave their loved ones where they are  
12 currently buried. We are certainly very supportive of  
13 that. Anybody that elects for that decision, their  
14 loved one will remain in the cemetery exactly where they  
15 are currently interred.

16           There will be perpetual care of that  
17 cemetery by the Army. The Army takes great pride in the  
18 care of its cemeteries and we have a very robust program  
19 that ensures that those cemeteries are maintained to a  
20 very high standard. So there will always be appropriate  
21 care for those grave sites if that is the choice of the  
22 family.

23           Do you guys have any questions for us  
24 that we can possibly try to answer?

25           MS. GOODNYWARE: Well, one of the

1 things -- well, you kind of answered the one about the  
2 anomalies that were found. Are there any plans to try  
3 to figure out what they are?

4 LTC. HOWSER: We've discussed that --

5 MS. GOODNYWARE: How many different areas  
6 were there?

7 LTC. HOWSER: It's seven. There are  
8 seven anomalies that are outside the original industrial  
9 school cemetery. We have discussed that. We are making  
10 plans at the moment or discussing plans to ground truth,  
11 if you will, what those anomalies are.

12 We are not planning on doing that anytime  
13 soon, and the reason being is that, again, given the  
14 records that we already have and the family requests  
15 that are coming through, there is no reason why we need  
16 to rush into finding out what those anomalies are. We  
17 are focusing on the families right now and taking care  
18 of their needs and requirements.

19 But perhaps in a year from now we may  
20 revisit ground truthing those anomalies to ascertain  
21 exactly what they are. But, again, there is no reason  
22 why we need to rush into it at the moment given our  
23 responsibilities to the families.

24 MS. McLAUGHLIN: We would also need to do  
25 outreach and do NAGPRA consultation prior to any ground

1 disturbance in the area on the offhand chance that those  
2 are human remains.

3           Since they fall outside what had been the  
4 fenced boundary of the school cemetery, we have been  
5 discussing that. And our NAGPRA consultation would  
6 focus on tribes that had some sort of aboriginal land  
7 ties to that Carlisle area, because we think those would  
8 not have been associated with the school, but had been  
9 earlier. So we need to do consultation before we make  
10 any firm plans for any ground disturbance to check on  
11 those anomalies.

12           MR. BULLER: I will also suggest that the  
13 area in which these anomalies are located is an area  
14 that has been heavily disturbed for a hundred years.  
15 It's been a long time that they have been building,  
16 cutting into the ground, this sort of thing. So it's my  
17 very uneducated guess that the chances of those being  
18 human remains is exceptionally low. It's far more  
19 likely it's something else.

20           And I'm basing this solely on the fact  
21 that that ground has been so heavily disturbed for a  
22 hundred years with building and construction and that  
23 sort of thing, and that when they have built on that  
24 area they have had an archeologist overseeing the  
25 construction and they have not found any remains in that



1 area. And they had built in that general area  
2 significantly over the past 30, 40 years and have found  
3 absolutely no remains in that past 30, 40-year window.

4 Are you folks tracking any specific  
5 persons from your tribe that you're aware of are buried  
6 at the cemetery?

7 MS. GOODNYWARE: Yeah. We have a  
8 listing.

9 MR. BULLER: You have an internal list?

10 MS. GOODNYWARE: Um-hum.

11 MS. ISOM: Yes.

12 MR. BULLER: If -- and I want to  
13 emphasize if -- if you feel comfortable sharing that  
14 with us that would be -- you know, that you identify as  
15 specifically being from your tribe, that would be very  
16 helpful to us to, once again, kind of build that  
17 administrative record that we're trying to make sure  
18 that they have accurate information.

19 MS. GOODNYWARE: Yeah. We usually have  
20 to discuss those kinds of things first before we can --

21 MR. BULLER: Oh, yeah, absolutely.

22 MS. GOODNYWARE: -- before we can do  
23 that.

24 MR. BULLER: That's why I said if you  
25 feel comfortable. And we understand if you don't.

1 MS. GOODNYWARE: Yeah.

2 MR. BULLER: Not a problem.

3 MS. GOODNYWARE: I understand the  
4 importance of getting the information correct and stuff,  
5 and so that will get discussed with our Business  
6 Committee.

7 MR. BULLER: Thank you. We appreciate  
8 that.

9 MS. GOODNYWARE: Yeah.

10 MR. BULLER: We really do.

11 MS. GOODNYWARE: Yeah. Because I didn't  
12 know there was, like, death certificates that were -- a  
13 listing of them.

14 MS. McLAUGHLIN: Right. And as I said,  
15 that information, not all the blanks on those cards are  
16 filled out and we don't have a card for each student.  
17 But maybe --

18 MS. GOODNYWARE: What you do have?

19 MS. McLAUGHLIN: Right. Maybe 60 to 70  
20 percent of the students buried there, we may have either  
21 information on a card or information from the  
22 handwritten log or registry, and the school newspaper.

23 The students published a number of  
24 newspapers and small documents. And, again, Dickinson  
25 College has scanned those in and they also have a

1 database available where they have transcribed the  
2 information into the database that gives an indication  
3 of the first and last name of the student, either their  
4 tribe or home town, the name of which paper it was in,  
5 because they had a number of papers, different names,  
6 and then a brief explanation of what was in that  
7 reference.

8 And, again, through that we've been able  
9 to, maybe, further identify, perhaps, a tribe or, if it  
10 was a student that died there, you know, what they died  
11 from. And that's just another of these kind of streams  
12 of information that we're trying to use to cross  
13 reference.

14 LTC. HOWSER: One of the things that we  
15 plan to do with our website that we're working on -- it  
16 was actually at Kathleen's suggestion -- is build a  
17 folder per student and place in that folder every  
18 document or every source document that is available that  
19 relates to that student in that folder.

20 So that way whoever wants to look at a  
21 particular student won't have to go through a mountain  
22 of files that we plan to put on the website. They will  
23 be able to hone in on that one particular student just  
24 with a click of a mouse. So we are trying to make it as  
25 user friendly as possible.

1 MS. GOODNYWARE: So is that for every  
2 student that went there?

3 MR. BULLER: Just the ones that are  
4 buried.

5 LTC. HOWSER: There are thousands of  
6 students.

7 MS. McLAUGHLIN: I think approximately  
8 10,000 from when the school opened to when the school  
9 closed. Approximately 10,000 students passed through  
10 Carlisle for some amount of schooling.

11 MS. GOODNYWARE: My grandfather on my  
12 Comanche side went there.

13 MR. GILFILLAN: And there could be a  
14 disparity in, kind of, the record of how tribes know  
15 individuals went to Carlisle and passed, but may not  
16 have been buried at Carlisle Indian school cemetery.  
17 And I think the archival report, correct me if I am  
18 wrong, does it talk about the history of the --

19 MS. McLAUGHLIN: The archival report, as  
20 far as I know, it's only talking about the students that  
21 we know that are buried there. But there are some  
22 records -- again, this was the -- the Carlisle death  
23 records that Dickinson College had scanned in and this  
24 one has been cross referenced with the Army burial  
25 plots, and so we have an indication of what grave the

1 student was buried within.

2 But on here there are a couple where it  
3 indicates "Taken home for burial." And so it wasn't  
4 always -- it wasn't automatic that if a student passed  
5 away at Carlisle that they were buried in that Carlisle  
6 student cemetery.

7 Sometimes children were working and  
8 living off of Carlisle because they were on what they  
9 called the outing system where they would be living with  
10 a family in, perhaps, a surrounding community, perhaps  
11 as far away as Philadelphia I have seen some. And if  
12 they became ill when they were there and passed away  
13 they may have been buried there or they may have been  
14 transported back to their families.

15 But we do have -- on this list there is a  
16 young woman's name, and it said that she died at  
17 Rozine (phonetic) Home Hospital in Philadelphia, another  
18 died at a Methodist hospital in Philadelphia, and others  
19 that say they were taken home for burial.

20 And these are names that we don't have on  
21 our list, on the Army list of who was buried within the  
22 cemetery. And so, again, just trying to cross reference  
23 as much information as we can find from the primary  
24 source documentation.

25 MR. BULLER: What other concerns or

1 questions might you have for us?

2 MR. GILFILLAN: The Army doesn't  
3 necessarily need a no action request officially.

4 MR. BULLER: No. The only way we will do  
5 anything is if we get a request to disinter; otherwise,  
6 the children will remain, rest in peace right where they  
7 are and their grave site will be taken care of in  
8 perpetuity.

9 MS. McLAUGHLIN: Right. And the Army  
10 also, and has, replaced the grave markers if the  
11 information on the grave marker was inaccurate.

12 MR. BULLER: So, for instance, in some  
13 cases the only name we have for a child is the Caucasian  
14 name that was given to them by the school that they had  
15 to take when they came there and we don't have a record  
16 of what their native name was.

17 So, for instance, if there was  
18 information where a family or tribe could provide us,  
19 Hey, this student's real name was this and here is the  
20 supporting information for that and we'd like the  
21 headstone replaced with their correct name on there, we  
22 would certainly work with you to make that happen. So  
23 that's an example of something we can do.

24 MS. GOODNYWARE: But that's a family  
25 request?

1 MR. BULLER: We can work with the tribe  
2 historic preservation office on that as well. But we  
3 try to work with both the family and the tribe on those  
4 sort of requests. So, please, you know, that would be  
5 another example of where some historical information  
6 would be very helpful to us.

7 Additionally, for some reason,  
8 unfortunately they put a Christian cross on every single  
9 headstone. And I'm here to tell you I know every one of  
10 those students wasn't necessarily a Christian. We don't  
11 want to assign a religion to anybody.

12 We have had requests from a tribe that  
13 two of the headstones be replaced with no religious  
14 symbol on it because they were not Christian at the time  
15 of their death. And so we actually accommodated that  
16 and the headstones were replaced a few months ago and  
17 there are new ones in place with no religious symbol.  
18 So we can certainly work with that kind of request as  
19 needed.

20 MS. GOODNYWARE: I think that was just  
21 the --

22 MR. BULLER: Default.

23 MS. GOODNYWARE: Well, no. I think the  
24 Army did that with everybody, didn't they?

25 MR. BULLER: Yeah.

1 LTC. HOWSER: Well, it wasn't necessarily  
2 the Army. Later on, yes, the Christian cross was added  
3 as the Army -- when the installation reverted back to  
4 the Army. And as we replaced headstones -- I don't know  
5 if the original markers had a cross on them or not.

6 MR. BULLER: No evidence to say one way  
7 or the other. I understand where you are going, and you  
8 are correct that back in the day there was two religious  
9 markers. You put one or the other on every headstone.  
10 It's either Christian cross or Star of David. Those  
11 were the only approved religious symbols for a  
12 government headstone, you know, World War II era. It  
13 was one or the other.

14 Obviously, we've come a long ways because  
15 we have vastly more approved religious symbols, so we  
16 can certainly use one of those if that's appropriate for  
17 the student, or we could simply leave it blank if that  
18 would be the preference.

19 MS. ISOM: It's nice to know the cemetery  
20 is being well taken care of and that they don't have to  
21 be moved.

22 MR. BULLER: We take great pride in that.  
23 And, you know, even after the disinterments are done the  
24 cemetery will be resodded. It will be maintained in a  
25 pristine condition.



1           There has been discussion about putting  
2 up a historical information sign of some nature there  
3 that reflects a little bit more about the cemetery. And  
4 so, certainly, we will reach out to the tribes. That's  
5 kind of an action for when we are kind of done focusing  
6 on the disinterments. And we'll certainly reach out to  
7 all of the tribes who have persons buried there for  
8 their input on how that should be done.

9           MR. GILFILLAN: As a take away for them  
10 as going back and informing their council and staff, is  
11 there a time line that's helpful for them to relay back  
12 to the tribe or the families about how soon is soon to  
13 consider engaging on disinterment if they choose?

14           LTC. HOWSER: Well, we don't have a  
15 definitive time line. Lead time is very important, very  
16 important to us. At least 90 to 120 days, three to four  
17 months, and that is because of the amount of resources  
18 that we have to bring -- well, the amount of resources  
19 that we have to schedule with, like archeologists. I  
20 mean, they have other jobs too. So we have to ensure  
21 they have time to assist us with the excavations, not to  
22 mention funeral homes. So 120 days would be like the  
23 absolute bare minimum.

24           Right now the Northern Arapaho, they sent  
25 us their requests. I think we received them three

1 months ago, and we're looking at an August disinterment  
2 date. So August, that is the time that is best for,  
3 seems to be, for everybody for us to do a disinterment.  
4 So if you back off 120 days, six months from then is  
5 about the minimum amount of time we will need.

6 Because, again, the archeologists,  
7 anthropologists, and also working with the tribe to  
8 understand where they would like the remains of their  
9 ancestors transferred to, all of these things come into  
10 play. So the further out, the better.

11 We could potentially receive a request  
12 from another tribe in the next three months. We  
13 probably won't be able to get to them. We probably  
14 won't be able to honor that request by August. It's a  
15 very short time. It's a very short window that we have  
16 to work with.

17 So it's anywhere from four to six months  
18 would be the minimum amount of time. But that's not to  
19 say that if we get a request tomorrow that we will not  
20 honor it. We certainly will honor it. It may not be  
21 until August of 2018 that we properly disinter and  
22 properly return those remains, transport them back to  
23 their families.

24 MS. McLAUGHLIN: I think in general we're  
25 focusing on summer months, July or August of whatever

1 calendar year, in order to do the excavations, and  
2 that's because of the influence of weather and ongoing  
3 activities at the Carlisle barracks.

4 And through what year, Christopher, is  
5 Army, at this point, hoping to accomplish all the  
6 disinterments and return of remains for those that make  
7 that request?

8 LTC. HOWSER: 2022 is when we are hoping  
9 to hear from all families one way or the other. If it  
10 turns out that a family asks us in 2023 or 2024, we're  
11 not going to turn them away if they send us a valid  
12 request to disinter their ancestors. But 2022 is when  
13 we will, essentially, stop engagements like this and  
14 stop putting out the word. So, again, that is our  
15 planning date.

16 MR. GILFILLAN: And I can think of one  
17 more thing that I think might be helpful. If there is  
18 an opportunity to share information at some point where  
19 you say, Well, maybe these are the individuals we would  
20 like to engage further on, I know the team is available  
21 to go and meet the council or the families in a more  
22 opportune time or place for further discussions for  
23 their consultation, logistics.

24 I know we have been successful in doing  
25 it by letter and by email. So there is an opportunity

1 to continue collaboration and communication on further  
2 details.

3 MS. McLAUGHLIN: And to that end I would  
4 like to give both of you my business card, and, if there  
5 is an individual that you want to see if we have further  
6 information on, you can just send me an email and I will  
7 look through whatever records I have and get those back  
8 to you.

9 (Ms. McLaughlin provided her card to  
10 Ms. Goodnyware and Ms. Isom.)

11 MS. McLAUGHLIN: I'm not going to ask for  
12 specifics, but do you have some of the names on your  
13 list, do they match some of the names on our list?

14 MS. GOODNYWARE: I don't know. I can't  
15 see them. I haven't seen your list.

16 MS. ISOM: We don't have your list. We  
17 just have ours.

18 MS. McLAUGHLIN: Oh, okay.

19 MR. GILFILLAN: That was just internal.  
20 That was just for us.

21 MS. McLAUGHLIN: Oh, okay.

22 MR. GILFILLAN: Our web page would be a  
23 good place to put that archive information --

24 MS. McLAUGHLIN: Okay.

25 MR. GILFILLAN: -- at some point, whether

1 it's the original list. You know, I'll let you nail  
2 down the right list because --

3 MS. McLAUGHLIN: We have multiple lists.  
4 We do have version control issues right now with  
5 multiple lists. And that's why we were hoping in this  
6 archival report that we'll have that annotated inventory  
7 of students, and that will be pulling in information  
8 from the various sources and indicating where it came  
9 from.

10 MS. ISOM: That's good.

11 MR. GILFILLAN: And it's best to stick  
12 with the 181 list and really not go too far outside of  
13 that at all.

14 MR. BULLER: Right.

15 MS. McLAUGHLIN: But I thought that when  
16 we sent out that letter a year ago at the very least we  
17 had sent out --

18 MR. GILFILLAN: I think you are correct.

19 MS. McLAUGHLIN: -- this. (Indicating)

20 MR. BULLER: Oh, that list absolutely  
21 went.

22 MS. McLAUGHLIN: Yeah. And this list  
23 does list quite a few affiliated with the Apache. And I  
24 will let you have this copy.

25 MS. GOODNYWARE: Okay.

1 MS. McLAUGHLIN: And there are others  
2 that we have been able to assign into an Apache tribe  
3 through cross referencing. So this is not complete, but  
4 this was our starting point, because this is what was in  
5 the initial database that the cemetery had.

6 MS. GOODNYWARE: Do you have an age? Are  
7 there ages on here?

8 MS. McLAUGHLIN: There are not ages on  
9 there. We were able to obtain the age for some of the  
10 students. For instance, this -- the Dickinson College  
11 death log that they transcribed, it does have an age  
12 listed.

13 MS. GOODNYWARE: Okay.

14 MS. McLAUGHLIN: And on some of the  
15 student cards and on some of these student -- I'm  
16 calling them death cards -- as opposed to the log. And  
17 it says when the student arrived and it has an age, and  
18 generally that seems to be the age of the student when  
19 they arrived at the school. And then it provides a date  
20 of when they passed away.

21 And sometimes this can be cross  
22 referenced with this. And that seems to support that  
23 the age on here is when they arrived. And the age as  
24 recorded on this is their age when they passed away.  
25 And again, that information should be in that annotated

1 inventory when we get that archival report published.

2 MS. ISOM: So maybe they are listed as  
3 the Apache Tribe instead of the Fort Sill Apache Tribe?

4 MR. GILFILLAN: Yeah. Other than San  
5 Carlos Agency, I don't believe we have any other tribal  
6 affiliation identified for the 45 or so Apache.

7 MS. McLAUGHLIN: Right, yeah. Now, in  
8 some of the student publications they gave, perhaps, a  
9 little more detailed information for some students. It  
10 was inconsistent. It was just students publishing a  
11 newsletter.

12 But, for instance -- and this is  
13 incomplete. This was just looking at the, basically,  
14 the Sioux and the Arapaho. And in some places it tells  
15 us it was the Rosebud or they were the Sisseton Agency,  
16 Pine Ridge Agency, or it indicates maybe Northern  
17 Arapaho. So it provides a little bit more information  
18 in some other sources. But, for the most part, that  
19 initial list that we started with was very broad, and in  
20 some cases that's problematic. It's challenging if all  
21 it says is "Alaska" or "Pueblo."

22 MR. GILFILLAN: Right.

23 MS. GOODNYWARE: Were there any small  
24 children, do you know, that are buried there?

25 MS. ISOM: Babies?

1 MS. McLAUGHLIN: Babies?

2 LTC. HOWSER: Soldiers' children.

3 MS. McLAUGHLIN: Well, but not Native  
4 American. I mean, there were children that -- on some  
5 of these cards I have seen children that were as young  
6 as, you know, six or seven when they entered the school.  
7 But they were, I think, what we would consider school  
8 age children.

9 MS. ISOM: I think there are several  
10 people that think that since they are buried they  
11 shouldn't be moved, and then there are some people that  
12 want them moved, I mean, they think it's a big deal. I  
13 don't know if we would actually -- most of our tribe, we  
14 believe that when you're buried you don't get dug up and  
15 moved. So I don't know.

16 I'm not sure if we would be interested,  
17 but -- and that's just my opinion. There's a lot of  
18 different opinions. So I don't want it on the record.  
19 But I don't know what we will do.

20 MS. McLAUGHLIN: And, again, that's why  
21 we are working with tribal families and leaving it to  
22 the families to make the request.

23 MR. BULLER: I want to really emphasize  
24 the Army has no predetermined outcome here. As far as  
25 we are concerned, this is a family matter and the



1 families need to make those determinations, and then we  
2 will honor the family's decision.

3 MS. ISOM: What were most of the ages of  
4 the students at the school?

5 MR. BULLER: They range widely. They  
6 range from being, you know, your typical beginning of  
7 grade school age. Seven, eight is about the youngest  
8 that I have generally seen, right around there.

9 MS. McLAUGHLIN: Right. I think most of  
10 them were probably in their teens when they arrived at  
11 the school.

12 MR. BULLER: Like preteen, early teen,  
13 12, 14, 15 kind of range is what I have seen.

14 MS. McLAUGHLIN: Right. But I have seen  
15 some that entered at 18.

16 MR. BULLER: Oh, yeah. We know there is  
17 one young man who is in the cemetery that died in his  
18 early 20s. So there is kind of a range there.

19 MS. McLAUGHLIN: The oldest one that I  
20 see that had a recorded age -- the oldest recorded age I  
21 see is 27 and a couple 26. And then -- oh, no. Here is  
22 someone who was 28. But generally I think mid to older  
23 teens is recorded on here as age of death.

24 MS. ISOM: With that age of kids and that  
25 many kids, were there very many babies born or probably

1 none?

2 MS. McLAUGHLIN: I haven't seen any  
3 primary source documentation to show that there were any  
4 infants born to any of the young students who were  
5 attending the school. Now, I mean, I have seen  
6 references in some of the news articles about if  
7 students got married. But then a lot of the information  
8 that was in these papers was also in that the school  
9 would send out questionnaires to former students to ask  
10 where are you and what are you doing now.

11 And so some of the information in here is  
12 referencing, well, the student is back home or the  
13 student died at home or died after having entered the  
14 Army. And so not every reference within those news  
15 articles or papers or publications is what had happened  
16 at school, but it was things that had happened to,  
17 perhaps, former students.

18 I did see -- and I'm sorry, I don't have  
19 it with me. There was a reference to a student -- to  
20 two students that had been married and it did talk about  
21 them having a child, but they had already moved back,  
22 they had moved away from the school, and so it was  
23 talking about the child they had had just as an  
24 interesting article for students who were still  
25 attending the school and may have known them when they

1 were there.

2 MS. GOODNYWARE: So those are the ones  
3 that are on the Dickinson College --

4 MS. McLAUGHLIN: Yes, ma'am.

5 MR. BULLER: It is rather interesting to  
6 me that you have a lot of students who are in their late  
7 teens and early 20s and that there isn't any record, at  
8 least that we have found, of children being born,  
9 because you would kind of think that that would be a  
10 logical outcome.

11 But I have seen absolutely nothing,  
12 anything. And I have read a fair amount of the  
13 available research out there and have seen no evidence  
14 of that either.

15 MS. McLAUGHLIN: Right. There may have  
16 been references that we don't have access to, if, in  
17 fact, there were letters written home or diaries or  
18 journals kept. We haven't found that type of record.  
19 But everything we've seen hasn't mentioned at all births  
20 at the school or infants that had been born and passed  
21 away.

22 MR. GILFILLAN: And that's an interesting  
23 aspect of the hospital, who might have different records  
24 on a different subject matter of birth, but isn't part  
25 of what we're looking at as death record, which is how

1 they were moved from sickness, through the hospital, to  
2 the grave locations. You would think the hospital would  
3 have multiple use, birth, death and treatment, triage.

4 But I don't think -- I have actually  
5 never even seen that at Dickinson.

6 MS. McLAUGHLIN: I haven't seen any  
7 hospital records at Dickinson.

8 MR. GILFILLAN: Me either.

9 MS. McLAUGHLIN: And that's been our  
10 primary source is Dickinson College with their archival  
11 records that they have. The National Archive and  
12 Records Administration that had the records from the  
13 Indian Bureau, you know, archived their records at the  
14 National Archives and Records Administration, and then  
15 the local -- is it Cumberland County Historical Society  
16 has some original records as well as some of these  
17 original school publications?

18 And that was part of -- looking at those  
19 was part of what the historians were researching as they  
20 are pulling together that archival report for this  
21 effort. And, again, when those -- when that report is  
22 complete, that will go on that website. And it will  
23 contain -- it will give you the citations of where the  
24 records were found.

25 And I've also -- I'm not sure if we're

1 going to get electronic scans of all of that primary  
2 source documentation, but I know that's something that I  
3 had wanted to get copies of so that we can help  
4 disseminate those.

5 LTC. HOWSER: And we have asked for it  
6 too. And when this becomes available, that will be  
7 posted to the website. I keep referring back to the  
8 website. There are about two documents that are on it  
9 now, but please let everyone know to check it now for  
10 the next year, because we continue to post new  
11 information that we find as we continue with our  
12 archival research.

13 MS. GOODNYWARE: So I wonder if the  
14 counties kept records of anything?

15 MR. BULLER: That is one of the things  
16 that, you know, the historians are looking at, whatever  
17 the source documentation is. Once again, we're dealing  
18 with such an old subject and with such a small window in  
19 time. You know, unfortunately, often no records were  
20 kept, or what were kept were ultimately destroyed for  
21 one reason or the other, so it does lead to these gaps  
22 in information.

23 MR. GILFILLAN: Kathleen, both the GPR  
24 and the archival, when it's pushed up to the database,  
25 will cite all primary sources, whether we have them in

1 the web link or not?

2 MS. McLAUGHLIN: Right. It will source  
3 everything that they looked at, you know, whether or not  
4 we have a copy of it. It will at least provide that  
5 citation and where they found it.

6 MR. GILFILLAN: So you can reference that  
7 link if you want to.

8 Christopher, can I ask you a question  
9 about the relationship to the deceased on the required  
10 documentation?

11 LTC. HOWSER: Um-hum.

12 MR. GILFILLAN: What does that look like?  
13 Let's say a tribe has a -- has found a family member  
14 related to someone deceased on this list and they are  
15 fourth generation, twice removed, could be maybe even on  
16 another tribal roll. Does it matter? How do you  
17 identify -- is there any specific relationship that's  
18 necessary?

19 MR. BULLER: No. I can answer that  
20 question very easily. No. They just need to be a  
21 family member. And so we're looking for the closest  
22 known living relative of the deceased.

23 I mean, as of right now we have no  
24 evidence that any of the persons buried in that cemetery  
25 have any descendants because they died young. And as to

1 the question you were discussing a minute ago, we have  
2 no evidence they had children, especially the younger  
3 ones I will presume didn't.

4 And so, as such, we know there isn't  
5 going to be, you know, a great-grandson or something of  
6 that nature. There certainly could be nephews, nieces  
7 at various levels of removal and that's perfectly okay.  
8 We understand that it is a unique situation where we are  
9 dealing with persons that almost uniformly have been  
10 deceased for more than 100 years, so that's a big a  
11 chunk of time. So we're very willing to work with you  
12 on that point.

13 And so my recommendation is, you know, if  
14 you do have family members that come forward in their  
15 interest in this, I am happy to talk personally with  
16 anybody about this as the legal counsel. I am probably  
17 the best person to talk to them so they can reach out  
18 through -- we have an email box that's on there. And so  
19 that is monitored all the time and they will forward to  
20 me any questions of a legal nature and I can certainly,  
21 you know, draft a response, as well as I'm happy to talk  
22 on the phone with somebody if it's a very complex  
23 matter. We can search through it. We have very little  
24 issue with the Northern Arapaho, working through it with  
25 them.

1                   So I'm very confident in our ability to  
2 easily solve that problem, Mark. Great question.

3                   MR. GILFILLAN: Yeah, thanks.

4                   MR. BULLER: Oh, no, I realize --

5                   MR. GILFILLAN: It's years worth and  
6 extended family and no direct decendents.

7                   MR. BULLER: It's a challenge.

8                   MR. GILFILLAN: It is.

9                   MR. BULLER: But it's very solvable is  
10 what we're finding.

11                   MS. GOODNYWARE: So you are the attorney  
12 for the --

13                   MR. BULLER: For the cemetary's program.  
14 The Army actually has hundreds of private cemeteries on  
15 their property -- I'm sure you are familiar with the one  
16 at Fort Sill for example -- as well as a variety of what  
17 we call post cemeteries, which are like the main  
18 cemetery right in the middle of Fort Sill as Chiefs  
19 Knoll and that area. That's the post cemetery there.  
20 And then we also have two national cemeteries, Arlington  
21 National being the largest.

22                   So in total the Army has some variety of  
23 cemeteries, you know, well over 700 in total across the  
24 United States, to include Alaska and Hawaii. So it kind  
25 of keeps a full-time job for a lawyer.



1 MS. McLAUGHLIN: But the majority of  
2 those are private cemeteries --

3 MR. BULLER: Private family type  
4 cemeteries.

5 MS. McLAUGHLIN: -- that are on Army  
6 land. And when the Army expanded it's training needs in  
7 the buildup, like, to the world wars it acquired land,  
8 and that land very often had existing cemeteries, either  
9 small community or family cemeteries, and so there are  
10 hundreds of those.

11 And we try to -- well, we don't try to.  
12 We do. We keep those up. We make sure they are tended  
13 to. But we -- we don't treat those as Army post  
14 cemeteries. They are private.

15 MS. ISOM: She was showing me on her list  
16 that one of the girls that married is buried at  
17 Carlisle, and the person she's married to is at Fort  
18 Sill.

19 MS. McLAUGHLIN: Oh, wow.

20 MS. ISOM: We had a couple on our list --  
21 well, we have a list of who all went and who came back  
22 and who died there. There were some that died and they  
23 didn't know if they died at Carlisle or somewhere else.  
24 One of those is on that list. So they did -- they are  
25 at Carlisle.

1                   What's the majority of people? Do they  
2 think they should be moved or they should be left?

3                   MR. BULLER: I have seen no real  
4 consensus, honestly. It really varies. And I think a  
5 contributing factor to that are two things. Number one,  
6 that -- there's probably three.

7                   One, the passage of time. So, you know,  
8 this isn't somebody -- there's no one alive today that  
9 knew these children, and so I think that certainly  
10 influences things.

11                  Number two, the varying difference in  
12 personal beliefs. As you the spoke to very eloquently a  
13 moment ago, there is a vast difference in what people  
14 believe, so that will influence this. Some people  
15 believe very strongly that they need to be home, where  
16 they came from; and others feel that where they are  
17 properly buried, they should remain wherever they are  
18 properly buried.

19                  And I think the time factor that also  
20 makes this a challenge is this is certainly a -- it's a  
21 well-kept cemetery where they are interred with proper  
22 headstones and that sort of thing, so they are buried in  
23 a respectful and appropriate manner knowing they are in  
24 the area in which they died. So all of those things, I  
25 think, contribute to this wide variety of opinions on

1 it.

2 MS. McLAUGHLIN: And the requests that we  
3 have received so far have been that, you know, at least  
4 two tribes want to have the children disinterred and  
5 moved. Another tribe has asked us to replace the grave  
6 markers with corrected information because they intend  
7 on leaving the children in place.

8 And then a third tribe has indicated that  
9 they are thinking of that. They said if there's -- if  
10 the cemetery is going to still be there, and it will,  
11 then they are leaning more towards leaving them in place  
12 and -- since it will still be, you know, a respected  
13 area, it's not going to be impacted by future work at  
14 the installation. It's a protected spot.

15 MR. GILFILLAN: I would actually throw a  
16 fourth thing in just for fun. Geographically several of  
17 the tribes that I have talked to in the Kansas,  
18 Oklahoma, Nebraska area would generally consider  
19 Carlisle to be aboriginal lands of long ago as they were  
20 moved west.

21 So many tribes may not elect to disinter  
22 a family because, in their mind, they are on original  
23 homeland. However, a few of the folks that we have  
24 talked to in Alaska would not come to that conclusion.  
25 And I would say that many tribes west of the Rocky

1 Mountains may not come to that conclusion as eastern  
2 homeland. So that has some merit to consider for  
3 individuals and family.

4 It is interesting to note that my tribe,  
5 the Sac and Fox, is actually two tribes in three  
6 locations, Iowa, Kansas and Oklahoma. Of the four folks  
7 that are on the list identified as Sac and Fox, I'm not  
8 sure -- well, at least Sac and Fox in Kansas where I'm  
9 from, they are not likely going to elect to disinter,  
10 even though they know one of the individuals came from  
11 that specific location, mostly because our THPO can  
12 claim that's our original homeland in Pennsylvania at  
13 one point or another. So to go through the level of  
14 effort to disinter doesn't equate to the benefit that  
15 they can come up with in the family.

16 But I would say quite a few folks,  
17 especially the Northern Arapaho that have stepped up,  
18 have an incredible interest to disinter immediately, as  
19 quickly as possible. So I think it runs the whole range  
20 of family desires and benefits to pursue disinterment  
21 over no action and leaving in place.

22 Whether that's a collective tribal  
23 government decision plays, in some part, a role. But  
24 generally the family that can ascribe descendancy is  
25 obviously the player that we are looking for to make the

1 decision.

2 MS. ISOM: We still have members now that  
3 have died and they are still being buried on Fort Sill  
4 Cemetery, our cemetery there. Lori is on the Cemetery  
5 Committee, so we don't have a problem with them being  
6 buried on military cemeteries. We're still not really  
7 back where we came from.

8 You all gave us a lot of information and  
9 we'll probably be checking out that website and checking  
10 our information and working on our listing. This is --  
11 we had some other lists, too, and information. So we  
12 will probably be going through that and double checking  
13 all of it first.

14 MS. McLAUGHLIN: Okay.

15 MS. ISOM: This has been helpful and it's  
16 a lot of information.

17 MR. BULLER: Great. Well, I'm glad we  
18 could be of assistance. If you collectively decide that  
19 you can share some information with us, I'll say in  
20 advance we would be most appreciative. You know,  
21 anything we can do to get as correct a record as  
22 possible would be fantastic, because we do want to allow  
23 the public to see the background on these children.

24 And I think, if nothing else, it's a good  
25 story to let people know kind of the rest of the story

1 and that they aren't just 181 headstones. There is  
2 people behind those headstones.

3 MS. ISOM: I think we have stories and  
4 interviews and things, but trying to make sure  
5 everything is correct.

6 MR. BULLER: Fantastic.

7 Well, I'm afraid that that's probably all  
8 the information that we have that we can share with you.  
9 You know, we're a little limited, obviously, and we're  
10 still working on that, but don't hesitate to reach out  
11 to any of us. We'll be happy to get back with you and  
12 try to work with you on any questions you may have.

13 MS. ISOM: Okay. Thank you for your  
14 time.

15 MS. GOODNYWARE: Thank you.

16 MR. BULLER: Thank you. We really  
17 appreciate it.

18 (Proceedings concluded.)  
19  
20  
21  
22  
23  
24  
25

C E R T I F I C A T E

STATE OF OKLAHOMA )  
 ) ss.  
COUNTY OF OKLAHOMA )

I, Trena K. Bloye, Certified Shorthand Reporter within and for the State of Oklahoma, certify that the proceedings were taken in shorthand and thereafter transcribed; that it is true and correct; and that it was taken on March 28, 2017, in Oklahoma City, County of Oklahoma, State of Oklahoma; and that I am not an attorney for, nor relative of any of said parties or otherwise interested in the event of said action.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal this 3rd day of April, 2017.



Trena K. Bloye  
State of Oklahoma  
Certified Shorthand Reporter  
CSR # 1522  
My Certificate Expires **12-31-2017**

Trena K. Bloye CSR  
Certificate No. 1522  
Expires 12/31/17

STENO SERVICES, LLC  
100 Park Avenue, Suite 700  
Oklahoma City, Oklahoma 73102  
Phone: 405-796-8681  
Fax: 405-796-8653  
Www.StenoServices.com

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>1</b>	<b>60</b> 26:19	<b>addresses</b> 5:20	<b>appreciative</b> 53:20
<b>10,000</b> 28:8,9	<b>7</b>	<b>Administration</b> 44:12,14	<b>approval</b> 8:5
<b>100</b> 47:10	<b>7</b> 8:1	<b>administrative</b> 25:17	<b>approved</b> 4:10 11:5 32:11,15
<b>12</b> 41:13	<b>70</b> 13:1 26:19	<b>advance</b> 53:20	<b>approximately</b> 28:7, 9
<b>120</b> 33:16,22 34:4	<b>700</b> 48:23	<b>affiliated</b> 37:23	<b>Arapaho</b> 4:7 6:4 9:6 33:24 39:14,17 47:24 52:17
<b>14</b> 41:13	<b>9</b>	<b>affiliation</b> 19:20 20:25 39:6	<b>archeologist</b> 24:24
<b>15</b> 41:13	<b>90</b> 33:16	<b>afraid</b> 54:7	<b>archeologists</b> 33:19 34:6
<b>1750s</b> 18:4	<b>A</b>	<b>age</b> 38:6,9,11,17,18, 23,24 40:8 41:7,20,23, 24	<b>archival</b> 6:23 12:10 28:17,19 37:6 39:1 44:10,20 45:12,24
<b>18</b> 41:15	<b>ability</b> 48:1	<b>agency</b> 19:23 20:3 39:5,15,16	<b>archive</b> 36:23 44:11
<b>181</b> 3:16 16:17,19 17:6,24 37:12 54:1	<b>aboriginal</b> 24:6 51:19	<b>ages</b> 38:7,8 41:3	<b>archived</b> 44:13
<b>1870s</b> 18:22	<b>absolute</b> 33:23	<b>Alaska</b> 39:21 48:24 51:24	<b>Archives</b> 44:14
<b>1927</b> 15:19 18:19	<b>absolutely</b> 8:6 10:21 25:3,21 37:20 43:11	<b>alive</b> 50:8	<b>area</b> 11:8,24 14:17 15:3 18:14,23 24:1,7, 13,24 25:1 48:19 50:24 51:13,18
<b>2</b>	<b>access</b> 43:16	<b>American</b> 3:16,23 15:18,25 17:10,15 20:20 40:4	<b>areas</b> 14:4 23:5
<b>20-meter</b> 14:18	<b>accommodated</b> 31:15	<b>amount</b> 12:16 28:10 33:17,18 34:5,18 43:12	<b>Arlington</b> 48:20
<b>2018</b> 34:21	<b>accomplish</b> 35:5	<b>ancestor</b> 7:17	<b>Army</b> 3:22 4:3,23 5:19 8:24 11:20 15:4 18:17, 23 22:17 28:24 29:21 30:2,9 31:24 32:2,3,4 35:5 40:24 42:14 48:14,22 49:5,6,13
<b>2022</b> 35:8,12	<b>account</b> 16:16	<b>ancestors</b> 34:9 35:12	<b>Army's</b> 7:7
<b>2023</b> 35:10	<b>accurate</b> 20:16,20 21:20,24 25:18	<b>annotated</b> 7:4 37:6 38:25	<b>arrange</b> 11:19
<b>2024</b> 35:10	<b>acquire</b> 21:14	<b>anomalies</b> 14:20,22, 25 23:2,8,11,16,20 24:11,13	<b>arrived</b> 38:17,19,23 41:10
<b>20s</b> 41:18 43:7	<b>acquired</b> 18:11 49:7	<b>anthropologists</b> 34:7	<b>article</b> 42:24
<b>26</b> 41:21	<b>action</b> 4:20 9:20 30:3 33:5 52:21	<b>anticipate</b> 3:9 4:14	<b>articles</b> 42:6,15
<b>27</b> 41:21	<b>actions</b> 8:7 9:11	<b>anybody's</b> 3:14	<b>ascertain</b> 8:21 23:20
<b>28</b> 41:22	<b>activities</b> 35:3	<b>anytime</b> 23:12	<b>ascribe</b> 52:24
<b>3</b>	<b>activity</b> 18:5	<b>Apache</b> 19:20 20:2 37:23 38:2 39:3,6	<b>Ashland</b> 18:24
<b>30</b> 25:2,3	<b>actual</b> 4:13	<b>apparently</b> 18:22	<b>asks</b> 35:10
<b>4</b>	<b>add</b> 5:5 6:9 22:1	<b>applies</b> 5:25	<b>aspect</b> 43:23
<b>40</b> 25:2	<b>added</b> 7:8 17:12 32:2	<b>appreciated</b> 21:23	
<b>40-year</b> 25:3	<b>additional</b> 6:20 17:11 22:4		
<b>45</b> 39:6	<b>Additionally</b> 31:7		
<b>6</b>	<b>address</b> 4:25 9:22 16:23		
<b>6</b> 15:11			



CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>assign</b> 31:11 38:2	<b>blank</b> 32:17	46:24 49:16 50:17,18, 22 53:3,6	46:24 48:18,19 50:21 51:10 53:4
<b>assist</b> 5:15 7:21 8:11 33:21	<b>blanks</b> 26:15	<b>business</b> 8:25 26:5 36:4	<b>certificates</b> 26:12
<b>assistance</b> 53:18	<b>blueprint</b> 15:11		<b>chairmen</b> 9:15
<b>assists</b> 7:15	<b>bore</b> 8:19	<b>C</b>	<b>challenge</b> 48:7 50:20
<b>assumptions</b> 21:2	<b>born</b> 41:25 42:4 43:8, 20		<b>challenges</b> 11:11
<b>attempt</b> 9:22 13:16	<b>bottom</b> 8:2	<b>calendar</b> 35:1	<b>challenging</b> 39:20
<b>attending</b> 3:24 42:5, 25	<b>bought</b> 17:24	<b>call</b> 48:17	<b>chance</b> 24:1
<b>attorney</b> 48:11	<b>boundary</b> 24:4	<b>called</b> 18:14 29:9	<b>chances</b> 24:17
<b>attributed</b> 18:20	<b>bounds</b> 14:24	<b>calling</b> 38:16	<b>charge</b> 12:7
<b>August</b> 4:15 34:1,2, 14,21,25	<b>box</b> 47:18	<b>card</b> 13:2,6 26:16,21 36:4,9	<b>charging</b> 12:2,3
<b>automatic</b> 29:4	<b>bring</b> 20:13 33:18	<b>cards</b> 20:1,16 26:15 38:15,16 40:5	<b>check</b> 24:10 45:9
<b>aware</b> 9:10,17 11:23 25:5	<b>British</b> 18:6	<b>care</b> 22:16,18,21 23:17 30:7 32:20	<b>checking</b> 53:9,12
	<b>broad</b> 20:25 39:19	<b>Carlisle</b> 3:15,24,25 4:2 5:14 9:11 11:8,24 14:16,19 15:3 18:3,24 20:10 24:7 28:10,15, 16,22 29:5,8 35:3 49:17,23,25 51:19	<b>Chiefs</b> 48:18
	<b>brought</b> 21:5	<b>care</b> 22:16,18,21 23:17 30:7 32:20	<b>child</b> 6:3 15:18 16:14 20:10 30:13 42:21,23
	<b>buck</b> 13:17	<b>Carlos</b> 19:23 20:3 39:5	<b>children</b> 3:17,21,23 4:9,16,21 5:24 6:5 17:10,15 21:5,6,16 29:7 30:6 39:24 40:2, 4,5,8 43:8 47:2 50:9 51:4,7 53:23
	<b>build</b> 25:16 27:16	<b>cases</b> 7:10 13:1 20:25 30:13 39:20	<b>Chiricahua</b> 19:16
	<b>building</b> 24:15,22	<b>casket</b> 15:24	<b>choice</b> 22:21
	<b>buildup</b> 49:7	<b>caskets</b> 15:25 16:2, 10,19 17:24	<b>choose</b> 33:13
	<b>built</b> 15:5 24:23 25:1	<b>Caucasian</b> 30:13	<b>choosing</b> 4:18 5:15
	<b>Buller</b> 3:2,3 6:8 8:6 9:13,19 10:1,6,11,16, 21 11:1 12:10 13:13 15:22 16:12,24 17:3,5 19:10 20:15 24:12 25:9,12,21,24 26:2,7, 10 28:3 29:25 30:4,12 31:1,22,25 32:6,22 37:14,20 40:23 41:5, 12,16 43:5 45:15 46:19 48:4,7,9,13 49:3 50:3 53:17 54:6,16	<b>cemetery's</b> 48:13	<b>Christian</b> 31:8,10,14 32:2,10
	<b>Bureau</b> 44:13	<b>cemeteries</b> 18:15,21 22:18,19 48:14,17,20, 23 49:2,4,8,9,14 53:6	<b>Christopher</b> 4:11 5:4 11:20 16:18 35:4 46:8
<b>babies</b> 39:25 40:1 41:25	<b>burial</b> 7:8 14:17 18:14,18,23 28:24 29:3,19	<b>cemetery</b> 3:15,17,18, 20,22,23 5:22 7:5 9:11 12:1 13:20 14:16,19, 23 15:8,13,15,16,18, 25 16:5,9,11,14,18,21 17:6,7,9,10,12,19,21, 24 18:1,6,9,12,16,17, 18,24 19:11,12 22:14, 17 23:9 24:4 25:6 28:16 29:6,22 32:19, 24 33:3 38:5 41:17	<b>chunk</b> 47:11
<b>back</b> 4:4,9,17 5:9 7:3 18:3 22:6 29:14 32:3,8 33:10,11 34:4,22 36:7 42:12,21 45:7 49:21 53:7 54:11	<b>burials</b> 18:23 19:7,10		<b>circular</b> 10:1
<b>background</b> 3:15 53:23	<b>buried</b> 3:17,18,19,21 4:22 7:5,17 15:18,20 17:9 18:25 20:13 22:12 25:5 26:20 28:4, 16,21 29:1,5,13,21 33:7 39:24 40:10,14		<b>circumstances</b> 5:23
<b>bare</b> 33:23			<b>citation</b> 46:5
<b>barracks</b> 4:2 35:3			<b>citations</b> 44:23
<b>basically</b> 39:13			<b>cite</b> 45:25
<b>basing</b> 24:20			<b>citizens</b> 11:24
<b>beginning</b> 41:6			<b>claim</b> 52:12
<b>beliefs</b> 50:12			<b>clear</b> 13:22 19:1
<b>benefit</b> 52:14			
<b>benefits</b> 52:20			
<b>big</b> 40:12 47:10			
<b>birth</b> 43:24 44:3			
<b>births</b> 43:19			
<b>bit</b> 33:3 39:17			

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>click</b> 27:24	<b>contribute</b> 50:25	<b>deal</b> 12:3 40:12	<b>disagreement</b> 9:2
<b>closed</b> 4:5 28:9	<b>contributing</b> 50:5	<b>dealing</b> 21:13 45:17 47:9	<b>disagreements</b> 8:23
<b>closest</b> 4:21 8:8 46:21	<b>control</b> 37:4	<b>death</b> 13:2 20:1 21:13 26:12 28:22 31:15 38:11,16 41:23 43:25 44:3	<b>discuss</b> 25:20
<b>collaboration</b> 36:1	<b>copies</b> 12:2,16 13:9, 11 45:3	<b>deceased</b> 4:21 46:9, 14,22 47:10	<b>discussed</b> 23:4,9 26:5
<b>collective</b> 52:22	<b>copy</b> 13:12 15:10 37:24 46:4	<b>decendants</b> 48:6	<b>discussing</b> 23:10 24:5 47:1
<b>collectively</b> 53:18	<b>correct</b> 22:7 26:4 28:17 30:21 32:8 37:18 53:21 54:5	<b>decide</b> 53:18	<b>discussion</b> 33:1
<b>college</b> 13:3,4 15:4,5 26:25 28:23 38:10 43:3 44:10	<b>corrected</b> 51:6	<b>decided</b> 5:25 14:5 16:13	<b>discussions</b> 35:22
<b>Comanche</b> 28:12	<b>correspond</b> 17:18	<b>decision</b> 22:13 41:2 52:23 53:1	<b>disinter</b> 4:8 30:5 34:21 35:12 51:21 52:9,14,18
<b>comfortable</b> 25:13, 25	<b>cost</b> 5:25 6:2 14:9	<b>Default</b> 31:22	<b>disinterment</b> 4:20 5:8,16,20 6:5 8:5 11:6, 19 33:13 34:1,3 52:20
<b>commercial</b> 5:9	<b>costs</b> 5:10	<b>define</b> 19:8	<b>disinterments</b> 4:13 5:18 11:14 32:23 33:6 35:6
<b>Committee</b> 26:6 53:5	<b>council</b> 33:10 35:21	<b>definitive</b> 33:15	<b>disinterred</b> 51:4
<b>communication</b> 36:1	<b>counsel</b> 47:16	<b>descendancy</b> 52:24	<b>disparage</b> 12:20
<b>community</b> 29:10 49:9	<b>counties</b> 45:14	<b>descendants</b> 6:13 46:25	<b>disparity</b> 28:14
<b>complete</b> 7:2 11:4 21:24 38:3 44:22	<b>County</b> 44:15	<b>desires</b> 52:20	<b>disregarded</b> 21:8
<b>completed</b> 6:24	<b>couple</b> 29:2 41:21 49:20	<b>destroyed</b> 45:20	<b>disseminate</b> 45:4
<b>complex</b> 47:22	<b>create</b> 8:22	<b>detail</b> 14:2	<b>disturbance</b> 24:1,10
<b>computer</b> 6:22	<b>created</b> 21:24	<b>detailed</b> 39:9	<b>disturbed</b> 24:14,21
<b>concerned</b> 40:25	<b>cross</b> 6:18 7:15 27:12 28:24 29:22 31:8 32:2, 5,10 38:3,21	<b>details</b> 8:19 36:2	<b>document</b> 27:18
<b>concerns</b> 3:14 5:1,2 9:21 29:25	<b>Cumberland</b> 44:15	<b>determinations</b> 41:1	<b>documentation</b> 6:18 7:10,23 8:4,13 19:22 29:24 42:3 45:2,17 46:10
<b>conclusion</b> 51:24 52:1	<b>current</b> 14:16 19:12	<b>dialogue</b> 3:14	<b>documents</b> 12:10,16 21:18 26:24 45:8
<b>condition</b> 32:25	<b>cutting</b> 24:16	<b>diaries</b> 43:17	<b>double</b> 53:12
<b>conducted</b> 14:6	<hr/>	<b>Dickinson</b> 13:3,4 26:24 28:23 38:10 43:3 44:5,7,10	<b>download</b> 14:9
<b>confident</b> 15:17 48:1	<b>database</b> 6:21 13:2 22:2 27:1,2 38:5 45:24	<b>died</b> 3:24 27:10 29:16, 18 41:17 42:13 46:25 49:22,23 50:24 53:3	<b>downloadable</b> 14:8
<b>consensus</b> 50:4	<b>databases</b> 12:17	<b>difference</b> 20:22 50:11,13	<b>downloaded</b> 13:8
<b>construction</b> 15:2 24:22,25	<b>date</b> 34:2 35:15 38:19	<b>digging</b> 4:15	<b>draft</b> 47:21
<b>consultation</b> 20:8 23:25 24:5,9 35:23	<b>David</b> 32:10	<b>direct</b> 9:7 48:6	<b>drop</b> 11:9
<b>continue</b> 36:1 45:10, 11	<b>day</b> 3:10 16:1,2,10,11 32:8	<b>directly</b> 8:18 12:6 14:1	<b>dug</b> 40:14
<b>contractor</b> 6:24 14:4	<b>days</b> 4:16 22:5 33:16, 22 34:4		

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<hr/> <p style="text-align: center;"><b>E</b></p> <hr/> <p><b>earlier</b> 3:2 24:9</p> <p><b>early</b> 4:15 41:12,18 43:7</p> <p><b>easily</b> 18:20 46:20 48:2</p> <p><b>eastern</b> 52:1</p> <p><b>easy</b> 9:8 22:5</p> <p><b>efficient</b> 12:6</p> <p><b>effort</b> 8:21 44:21 52:14</p> <p><b>efforts</b> 14:15</p> <p><b>elect</b> 51:21 52:9</p> <p><b>electronic</b> 13:5,10,11 45:1</p> <p><b>electronically</b> 7:24</p> <p><b>elects</b> 22:13</p> <p><b>eloquently</b> 50:12</p> <p><b>email</b> 35:25 36:6 47:18</p> <p><b>emphasize</b> 4:19 8:14 25:13 40:23</p> <p><b>end</b> 36:3</p> <p><b>engage</b> 35:20</p> <p><b>engagements</b> 19:4 35:13</p> <p><b>engaging</b> 33:13</p> <p><b>ensure</b> 9:1 33:20</p> <p><b>ensures</b> 22:19</p> <p><b>entered</b> 7:7,12 21:12 40:6 41:15 42:13</p> <p><b>entire</b> 14:6</p> <p><b>entrepreneurial</b> 13:16</p> <p><b>equate</b> 52:14</p> <p><b>era</b> 32:12</p> <p><b>err</b> 20:24</p> <p><b>essentially</b> 8:20 35:13</p>	<p><b>established</b> 19:1</p> <p><b>estimates</b> 18:25</p> <p><b>event</b> 5:11</p> <p><b>evidence</b> 32:6 43:13 46:24 47:2</p> <p><b>exact</b> 16:9</p> <p><b>examples</b> 8:9 12:24</p> <p><b>excavations</b> 33:21 35:1</p> <p><b>exceptionally</b> 24:18</p> <p><b>executing</b> 11:6</p> <p><b>existing</b> 15:16 49:8</p> <p><b>expand</b> 18:18</p> <p><b>expanded</b> 49:6</p> <p><b>explanation</b> 27:6</p> <p><b>extended</b> 48:6</p> <p><b>extent</b> 19:19</p> <hr/> <p style="text-align: center;"><b>F</b></p> <hr/> <p><b>fact</b> 7:16 15:9 16:23 17:23 18:16 19:25 24:20 43:17</p> <p><b>factor</b> 50:5,19</p> <p><b>fair</b> 43:12</p> <p><b>fairly</b> 9:5,8</p> <p><b>faith</b> 8:21</p> <p><b>fall</b> 24:3</p> <p><b>familiar</b> 3:25 48:15</p> <p><b>families</b> 4:9,17 5:7, 10,12,13,17,20 7:15, 21 20:9,12 21:22 22:9, 10 23:17,23 29:14 33:12 34:23 35:9,21 40:21,22 41:1</p> <p><b>family</b> 4:18,23 5:21 6:3,6,12 7:20 8:23,24, 25 18:9,11 19:4 22:22 23:14 29:10 30:18,24 31:3 35:10 40:25 46:13,21 47:14 48:6 49:3,9 51:22 52:3,15, 20,24</p>	<p><b>family's</b> 41:2</p> <p><b>fantastic</b> 53:22 54:6</p> <p><b>fast</b> 21:4</p> <p><b>father</b> 7:20</p> <p><b>father's</b> 7:11</p> <p><b>faxed</b> 9:9</p> <p><b>federally</b> 9:15</p> <p><b>fee</b> 13:14</p> <p><b>feel</b> 5:2 25:13,25 50:16</p> <p><b>fenced</b> 24:4</p> <p><b>figure</b> 16:13 23:3</p> <p><b>file</b> 10:2</p> <p><b>files</b> 27:22</p> <p><b>filled</b> 26:16</p> <p><b>final</b> 6:25</p> <p><b>finally</b> 21:12</p> <p><b>find</b> 7:9,10,19,23 16:15 17:16 29:23 45:11</p> <p><b>finding</b> 23:16 48:10</p> <p><b>firm</b> 24:10</p> <p><b>fit</b> 16:6</p> <p><b>flexible</b> 8:16</p> <p><b>flyer</b> 9:9</p> <p><b>focus</b> 24:6</p> <p><b>focusing</b> 23:17 33:5 34:25</p> <p><b>folder</b> 27:17,19</p> <p><b>folks</b> 25:4 51:23 52:6, 16</p> <p><b>foremost</b> 20:19</p> <p><b>Fort</b> 19:15 20:5 39:3 48:16,18 49:17 53:3</p> <p><b>forward</b> 4:6,24 11:2, 6,17 47:14,19</p> <p><b>found</b> 9:6 12:11 14:20 23:2 24:25 25:2 43:8, 18 44:24 46:5,13</p>	<p><b>fourth</b> 46:15 51:16</p> <p><b>Fox</b> 52:5,7,8</p> <p><b>Frankly</b> 12:11</p> <p><b>free</b> 5:2 12:15,19,23 13:19 14:9</p> <p><b>friendly</b> 27:25</p> <p><b>friends</b> 21:15</p> <p><b>front</b> 19:14</p> <p><b>frozen</b> 11:10</p> <p><b>full</b> 5:25</p> <p><b>full-time</b> 48:25</p> <p><b>fully</b> 11:4</p> <p><b>fun</b> 51:16</p> <p><b>fundamentally</b> 11:2</p> <p><b>funds</b> 12:22</p> <p><b>funeral</b> 5:10 33:22</p> <p><b>future</b> 11:17 51:13</p> <hr/> <p style="text-align: center;"><b>G</b></p> <hr/> <p><b>gaps</b> 45:21</p> <p><b>gathering</b> 10:23</p> <p><b>gave</b> 39:8 53:8</p> <p><b>general</b> 9:19 18:15 25:1 34:24</p> <p><b>generally</b> 7:11 11:12 38:18 41:8,22 51:18 52:24</p> <p><b>generation</b> 46:15</p> <p><b>Geographically</b> 51:16</p> <p><b>GILFILLAN</b> 6:10 7:25 19:15,18,24 28:13 30:2 33:9 35:16 36:19, 22,25 37:11,18 39:4, 22 43:22 44:8 45:23 46:6,12 48:3,5,8 51:15</p> <p><b>girls</b> 49:16</p> <p><b>give</b> 36:4 44:23</p> <p><b>glad</b> 6:11 10:19 53:17</p>
---	--	--	---

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>goal</b> 20:14	42:15,16	<b>hoping</b> 7:14,21 21:23 22:7 35:5,8 37:5	<b>indicating</b> 14:13 15:12 19:2 37:8,19
<b>goals</b> 20:8	<b>happening</b> 10:25	<b>hospital</b> 29:17,18 43:23 44:1,2,7	<b>indication</b> 27:2 28:25
<b>good</b> 8:20 13:13 15:7, 25 16:10 36:23 37:10 53:24	<b>happily</b> 12:14	<b>Howser</b> 4:11,12 5:6 13:25 14:3,14 15:23 23:4,7 27:14 28:5 32:1 33:14 35:8 40:2 45:5 46:11	<b>individual</b> 36:5
<b>Goodnyware</b> 9:12, 18,24 10:3,9,14,17,22 12:8 14:12 15:20 19:17 20:4 22:25 23:5 25:7,10,19,22 26:1,3, 9,11,18 28:1,11 30:24 31:20,23 36:10,14 37:25 38:6,13 39:23 43:2 45:13 48:11 54:15	<b>happy</b> 8:17 9:22 12:19 13:10 47:15,21 54:11	<b>Howser's</b> 8:11	<b>individuals</b> 6:13 8:18 12:13 28:15 35:19 52:3,10
<b>government</b> 18:11 32:12 52:23	<b>hard</b> 21:4	<b>huge</b> 13:4	<b>industrial</b> 3:24 4:1,4 14:19 15:4 23:8
<b>GPR</b> 13:20,24 14:4 45:23	<b>hat</b> 11:9	<b>human</b> 15:1 24:2,18	<b>infants</b> 42:4 43:20
<b>grade</b> 41:7	<b>Hawaii</b> 48:24	<b>hundred</b> 24:14,22	<b>influence</b> 35:2 50:14
<b>grandfather</b> 28:11	<b>headstone</b> 15:16 30:21 31:9 32:9,12	<b>hundreds</b> 48:14 49:10	<b>influences</b> 50:10
<b>grave</b> 22:21 28:25 30:7,10,11 44:2 51:5	<b>headstones</b> 31:13,16 32:4 50:22 54:1,2	<b>hustle</b> 13:16	<b>information</b> 6:20,21 7:9,15 8:10,17 9:8 10:23 12:1,2,5,8,14 13:4,7,14 19:19 20:9 21:4,8,11,14,16,20,22 22:2,4,6 25:18 26:4, 15,21 27:2,12 29:23 30:11,18,20 31:5 33:2 35:18 36:6,23 37:7 38:25 39:9,17 42:7,11 45:11,22 51:6 53:8,10, 11,16,19 54:8
<b>graves</b> 13:23 16:17 17:21,25 19:12	<b>hear</b> 3:13 35:9	<b>I</b>	<b>informing</b> 33:10
<b>great</b> 12:3 22:17 32:22 48:2 53:17	<b>heard</b> 10:18	<b>identified</b> 39:6 52:7	<b>initial</b> 38:5 39:19
<b>great-grandson</b> 47:5	<b>hearing</b> 9:25	<b>identify</b> 6:13 7:16 25:14 27:9 46:17	<b>input</b> 33:8
<b>ground</b> 11:10,11 14:18 18:14 23:10,20, 25 24:10,16,21	<b>heavily</b> 24:14,21	<b>identifying</b> 19:19	<b>inquiring</b> 6:12
<b>guaranteeing</b> 21:20	<b>helpful</b> 25:16 31:6 33:11 35:17 53:15	<b>II</b> 32:12	<b>insert</b> 4:22
<b>guarantees</b> 20:15	<b>hesitate</b> 54:10	<b>ill</b> 29:12	<b>installation</b> 32:3 51:14
<b>guess</b> 24:17	<b>Hey</b> 30:19	<b>immediately</b> 52:18	<b>instance</b> 30:12,17 38:10 39:12
<b>guys</b> 10:24 12:21 13:17 22:23	<b>high</b> 22:20	<b>impacted</b> 51:13	<b>intend</b> 51:6
<b>H</b>	<b>hired</b> 14:3	<b>importance</b> 26:4	<b>intent</b> 14:10
<b>handwritten</b> 8:15 13:6 26:22	<b>historians</b> 44:19 45:16	<b>important</b> 15:6 33:15,16	<b>interest</b> 47:15 52:18
<b>hang</b> 3:10	<b>historic</b> 31:2	<b>inaccurate</b> 21:16,17 30:11	<b>interested</b> 40:16
<b>happen</b> 11:15 30:22	<b>historical</b> 12:5,17 31:5 33:2 44:15	<b>include</b> 5:10 14:18 48:24	<b>interesting</b> 42:24 43:5,22 52:4
<b>happened</b> 15:3	<b>history</b> 18:2 20:9 28:18	<b>includes</b> 16:24 17:1, 3,6	<b>interim</b> 4:2
	<b>hold</b> 11:24	<b>incomplete</b> 39:13	<b>interject</b> 9:3
	<b>home</b> 5:10 20:13 27:4 29:3,17,19 42:12,13 43:17 50:15	<b>inconsistent</b> 39:10	<b>interments</b> 16:23 17:18 18:19
	<b>homeland</b> 51:23 52:2,12	<b>incorrect</b> 21:11	
	<b>homes</b> 33:22	<b>incredible</b> 52:18	
	<b>hone</b> 27:23	<b>Indian</b> 7:11 14:19 15:4 28:16 44:13	
	<b>honestly</b> 50:4		
	<b>honor</b> 34:14,20 41:2		

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>internal</b> 25:9 36:19	<b>knowledge</b> 11:25	<b>location</b> 4:18 17:13 52:11	<b>maps</b> 18:14
<b>interred</b> 15:8 16:20 22:15 50:21	<hr/> <b>L</b> <hr/>	<b>locations</b> 44:2 52:6	<b>Marion</b> 20:5
<b>interviews</b> 54:4	<b>land</b> 18:3,8,9,10,11 24:6 49:6,7,8	<b>log</b> 13:6 26:22 38:11, 16	<b>Mark</b> 6:8 48:2
<b>introduced</b> 20:18	<b>lands</b> 51:19	<b>logical</b> 43:10	<b>marked</b> 17:21
<b>invasive</b> 13:21,22	<b>largest</b> 48:21	<b>logistical</b> 11:11	<b>marker</b> 30:11
<b>inventory</b> 7:4 37:6 39:1	<b>late</b> 43:6	<b>logistics</b> 35:23	<b>markers</b> 30:10 32:5,9 51:6
<b>inviting</b> 9:20	<b>lawyer</b> 48:25	<b>long</b> 8:16 21:25 24:15 32:14 51:19	<b>married</b> 42:7,20 49:16,17
<b>involved</b> 14:1	<b>lead</b> 33:15 45:21	<b>looked</b> 46:3	<b>match</b> 36:13
<b>iowa</b> 52:6	<b>leaning</b> 51:11	<b>Lori</b> 53:4	<b>matter</b> 4:23 5:16 8:25 11:22 40:25 43:24 46:16 47:23
<b>Isom</b> 25:11 32:19 36:10,16 37:10 39:2, 25 40:9 41:3,24 49:15, 20 53:2,15 54:3,13	<b>leave</b> 22:11 32:17	<b>lot</b> 15:2 40:17 42:7 43:6 53:8,16	<b>McLaughlin</b> 6:16 8:3 10:7,19 12:24 16:22 17:1,4 18:2 19:21,25 20:6 23:24 26:14,19 28:7,19 30:9 34:24 36:3,9,11,18,21,24 37:3,15,19,22 38:1,8, 14 39:7 40:1,3,20 41:9,14,19 42:2 43:4, 15 44:6,9 46:2 49:1,5, 19 51:2 53:14
<b>issue</b> 20:7 47:24	<b>leaving</b> 40:21 51:7,11 52:21	<b>loved</b> 22:11,14	
<b>issues</b> 5:2 8:23 37:4	<b>left</b> 50:2	<b>low</b> 24:18	
<hr/> <b>J</b> <hr/>	<b>legal</b> 47:16,20	<b>Ltc</b> 4:11 5:6 8:11 13:25 14:3,14 15:23 23:4,7 27:14 28:5 32:1 33:14 35:8 40:2 45:5 46:11	
<b>job</b> 48:25	<b>letter</b> 9:14,16 35:25 37:16	<hr/> <b>M</b> <hr/>	<b>means</b> 13:22 16:3
<b>jobs</b> 33:20	<b>letters</b> 43:17	<b>made</b> 21:3	<b>meet</b> 9:22 35:21
<b>journals</b> 43:18	<b>level</b> 52:13	<b>main</b> 48:17	<b>meeting</b> 10:13
<b>July</b> 34:25	<b>levels</b> 47:7	<b>maintained</b> 20:19 22:19 32:24	<b>member</b> 7:20 46:13, 21
<b>Justin</b> 3:3 8:3 14:8	<b>limited</b> 12:22 13:18 54:9	<b>maintaining</b> 21:3	<b>members</b> 3:19,20,21 5:14 6:3,4,6,12 47:14 53:2
<hr/> <b>K</b> <hr/>	<b>link</b> 46:1,7	<b>majority</b> 49:1 50:1	<b>mention</b> 33:22
<b>Kansas</b> 51:17 52:6,8	<b>list</b> 25:9 29:15,21 36:13,15,16 37:1,2,12, 20,22,23 39:19 46:14 49:15,20,21,24 52:7	<b>make</b> 3:8 9:16 13:16 14:10 24:9 25:17 27:24 30:22 35:6 40:22 41:1 49:12 52:25 54:4	<b>mentioned</b> 14:8 43:19
<b>Kathleen</b> 45:23	<b>listed</b> 13:1 19:13 38:12 39:2	<b>makes</b> 50:20	<b>merit</b> 52:2
<b>Kathleen's</b> 27:16	<b>listen</b> 10:23	<b>making</b> 8:20 20:15 23:9	<b>method</b> 16:13
<b>kids</b> 41:24,25	<b>listing</b> 25:8 26:13 53:10	<b>man</b> 41:17	<b>Methodist</b> 29:18
<b>kind</b> 12:8 23:1 25:16 27:11 28:14 31:18 33:5 41:13,18 43:9 48:24 53:25	<b>listings</b> 20:3	<b>manager</b> 4:13	<b>mid</b> 41:22
<b>kinds</b> 25:20	<b>lists</b> 37:3,5 53:11	<b>manner</b> 16:6 50:23	<b>middle</b> 8:24 48:18
<b>knew</b> 50:9	<b>living</b> 4:21 8:8 29:8,9 46:22	<b>map</b> 8:1 15:15 19:13	<b>military</b> 3:19 18:5 53:6
<b>Knoll</b> 48:19	<b>local</b> 44:15		<b>mind</b> 51:22
<b>knowing</b> 50:23	<b>located</b> 24:13		

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>minimum</b> 33:23 34:5, 18	<b>nephews</b> 47:6	<b>opportunity</b> 35:18,25	<b>period</b> 4:2
<b>minute</b> 47:1	<b>news</b> 10:11 42:6,14	<b>opposed</b> 38:16	<b>perpetual</b> 22:16
<b>misinformation</b> 20:17	<b>newsletter</b> 39:11	<b>order</b> 8:5 18:18 35:1	<b>perpetuity</b> 30:8
<b>moment</b> 23:10,22 50:13	<b>newspaper</b> 26:22	<b>organize</b> 13:10	<b>person</b> 47:17 49:17
<b>money</b> 12:16 14:9	<b>newspapers</b> 26:24	<b>original</b> 13:5 14:19, 23 15:8,10,12,13,15 17:13 23:8 32:5 37:1 44:16,17 51:22 52:12	<b>personal</b> 5:16 50:12
<b>monitored</b> 47:19	<b>nice</b> 32:19	<b>outcome</b> 40:24 43:10	<b>personally</b> 12:13 47:15
<b>months</b> 31:16 33:17 34:1,4,12,17,25	<b>nieces</b> 47:6	<b>outing</b> 29:9	<b>persons</b> 3:8,18 16:20 20:19 21:3 25:5 33:7 46:24 47:9
<b>mountain</b> 27:21	<b>no-cost</b> 5:11	<b>outreach</b> 23:25	<b>Philadelphia</b> 29:11, 17,18
<b>Mountains</b> 52:1	<b>non-indian</b> 7:12,18	<b>overseeing</b> 24:24	<b>Phoenix</b> 10:10,15
<b>mouse</b> 27:24	<b>Northern</b> 4:7 6:4 9:6 33:24 39:16 47:24 52:17	<b>owned</b> 19:5	<b>phone</b> 47:22
<b>move</b> 11:5 17:13	<b>note</b> 52:4	<b>owner</b> 18:8	<b>phonetic</b> 29:17
<b>moved</b> 15:19 16:17 17:22,24 18:17 19:2 32:21 40:11,12,15 42:21,22 44:1 50:2 51:5,20	<b>notice</b> 9:19	<b>P</b>	<b>piece</b> 13:25 16:19
<b>moving</b> 4:6,24 11:2, 17 17:7	<b>number</b> 15:11 16:10, 20 17:6,8 26:23 27:5 50:5,11	<b>package</b> 8:9	<b>Pine</b> 39:16
<b>multiple</b> 37:3,5 44:3	<b>O</b>	<b>paper</b> 27:4	<b>place</b> 10:5,17 27:17 31:17 35:22 36:23 51:7,11 52:21
<b>N</b>	<b>obtain</b> 12:16 38:9	<b>papers</b> 27:5 42:8,15	<b>places</b> 39:14
<b>NAGPRA</b> 4:19 8:7 23:25 24:5	<b>obvious</b> 8:25	<b>part</b> 14:12,14 39:18 43:24 44:18,19 52:23	<b>plan</b> 27:15,22
<b>nail</b> 37:1	<b>occupied</b> 4:3	<b>parties</b> 13:15	<b>planning</b> 23:12 35:15
<b>names</b> 15:14 27:5 29:20 36:12,13	<b>occurred</b> 10:16	<b>passage</b> 50:7	<b>plans</b> 23:2,10 24:10
<b>national</b> 44:11,14 48:20,21	<b>offhand</b> 24:1	<b>passed</b> 28:9,15 29:4, 12 38:20,24 43:20	<b>plat</b> 15:12
<b>native</b> 3:16,23 15:17, 25 17:9,15 20:20 30:16 40:3	<b>office</b> 31:2	<b>past</b> 25:2,3	<b>play</b> 34:10
<b>nature</b> 33:2 47:6,20	<b>officially</b> 30:3	<b>pattern</b> 16:7	<b>player</b> 52:25
<b>NCAI</b> 10:4	<b>Oklahoma</b> 51:18 52:6	<b>pay</b> 5:21,22,25	<b>plays</b> 52:23
<b>Nebraska</b> 51:18	<b>older</b> 18:20 41:22	<b>paying</b> 5:8,10,13 6:2 11:20	<b>plots</b> 28:25
<b>necessarily</b> 21:4 30:3 31:10 32:1	<b>oldest</b> 41:19,20	<b>peace</b> 30:6	<b>point</b> 11:5 22:8 35:5, 18 36:25 38:4 47:12 52:13
<b>needed</b> 31:19	<b>ongoing</b> 9:11 35:2	<b>pending</b> 9:20	<b>position</b> 9:1
	<b>open</b> 3:14	<b>Pennsylvania</b> 52:12	<b>possibly</b> 22:24
	<b>opened</b> 28:8	<b>people</b> 3:9 14:21 15:7 40:10,11 50:1,13,14 53:25 54:2	<b>post</b> 3:22 45:10 48:17,19 49:13
	<b>operated</b> 4:1	<b>people's</b> 13:15	<b>posted</b> 14:7 45:7
	<b>opinion</b> 40:17	<b>percent</b> 13:1 26:20	<b>potential</b> 20:23
	<b>opinions</b> 40:18 50:25	<b>perfectly</b> 47:7	<b>potentially</b> 22:4 34:11
	<b>opportune</b> 35:22		
	<b>opportunities</b> 21:11		

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>precise</b> 21:1	<b>publishing</b> 39:10	<b>recognized</b> 7:17 9:16	19:3,6 24:2,18,25 25:3 34:8,22 35:6
<b>predetermined</b> 40:24	<b>Pueblo</b> 39:21	<b>recommendation</b> 47:13	<b>remember</b> 9:25
<b>preference</b> 32:18	<b>pulling</b> 37:7 44:20	<b>record</b> 3:4,7 13:2,5 15:8,10,24 20:1 22:7 25:17 28:14 30:15 40:18 43:7,18,25 53:21	<b>removal</b> 47:7
<b>present</b> 17:13	<b>purchased</b> 12:13 15:24 16:19	<b>recorded</b> 38:24 41:20,23	<b>removed</b> 46:15
<b>preservation</b> 31:2	<b>pursue</b> 52:20	<b>records</b> 7:8 17:15,21, 23 18:5,7,24 19:2,22 20:7,16,19 21:3,12,13, 24 23:14 28:22,23 36:7 43:23 44:7,11,12, 13,14,16,24 45:14,19	<b>replace</b> 51:5
<b>presume</b> 47:3	<b>pushed</b> 45:24	<b>reference</b> 27:7,13 29:22 42:14,19 46:6	<b>replaced</b> 30:10,21 31:13,16 32:4
<b>preteen</b> 41:12	<b>put</b> 20:25 21:1 22:2,5 27:22 31:8 32:9 36:23	<b>referenced</b> 28:24 38:22	<b>report</b> 6:23 7:1,3 28:17,19 37:6 39:1 44:20,21
<b>pretty</b> 12:15	<b>putting</b> 6:25 33:1 35:14	<b>references</b> 42:6 43:16	<b>repository</b> 13:4
<b>previous</b> 18:21	<hr/> <b>Q</b> <hr/>	<b>referencing</b> 6:19 7:15 38:3 42:12	<b>represents</b> 19:15
<b>previously</b> 19:5	<b>question</b> 46:8,20 47:1 48:2	<b>referring</b> 45:7	<b>request</b> 4:8 8:8 11:4, 16 14:5 30:3,5,25 31:18 34:11,14,19 35:7,12 40:22
<b>pride</b> 22:17 32:22	<b>questionnaires</b> 42:9	<b>reflects</b> 33:3	<b>requested</b> 6:4
<b>primary</b> 6:18 7:9,22 19:22 29:23 42:3 44:10 45:1,25	<b>questions</b> 4:25 9:21 22:23 30:1 47:20 54:12	<b>registry</b> 26:22	<b>requests</b> 4:7,9,20 5:20 11:3 23:14 31:4, 12 33:25 51:2
<b>prior</b> 18:25 23:25	<b>quickly</b> 16:7 52:19	<b>regulation</b> 5:25	<b>required</b> 46:9
<b>pristine</b> 32:25	<hr/> <b>R</b> <hr/>	<b>reinter</b> 5:11	<b>requirements</b> 23:18
<b>private</b> 18:8 48:14 49:2,3,14	<b>range</b> 41:5,6,13,18 52:19	<b>related</b> 46:14	<b>research</b> 43:13 45:12
<b>problem</b> 26:2 48:2 53:5	<b>re-interred</b> 16:5	<b>relates</b> 27:19	<b>researching</b> 6:17 44:19
<b>problematic</b> 39:20	<b>reach</b> 33:4,6 47:17 54:10	<b>relationship</b> 46:9,17	<b>resodded</b> 32:24
<b>program</b> 22:18 48:13	<b>reaching</b> 20:11	<b>relative</b> 8:8 20:13 46:22	<b>resources</b> 13:18 33:17,18
<b>project</b> 4:12	<b>read</b> 43:12	<b>relatives</b> 4:21 8:22	<b>respected</b> 51:12
<b>proper</b> 8:12 50:21	<b>real</b> 30:19 50:3	<b>relay</b> 33:11	<b>respectful</b> 50:23
<b>properly</b> 34:21,22 50:17,18	<b>realize</b> 48:4	<b>religion</b> 31:11	<b>response</b> 47:21
<b>property</b> 4:1,3,4 18:6, 9 48:15	<b>reason</b> 3:6,13 14:25 16:16 17:14 23:13,15, 21 31:7 45:21	<b>religious</b> 31:13,17 32:8,11,15	<b>responsibilities</b> 23:23
<b>protected</b> 51:14	<b>reasons</b> 8:25 21:7	<b>remain</b> 22:14 30:6 50:17	<b>rest</b> 30:6 53:25
<b>provide</b> 8:5 12:4,19 21:22 22:4 30:18 46:4	<b>receive</b> 8:7 9:13 11:4, 16 34:11	<b>remains</b> 4:14 5:9,18, 23 6:1 15:1 16:4 17:17	<b>results</b> 14:6
<b>provided</b> 13:14 36:9	<b>received</b> 4:7 9:9,24 11:3 33:25 51:3		<b>return</b> 4:8,14 5:18,22 6:1 34:22 35:6
<b>public</b> 14:11 22:3,6 53:23	<b>recently</b> 13:24		<b>returned</b> 4:17
<b>public-facing</b> 22:3			<b>reverted</b> 32:3
<b>publications</b> 39:8 42:15 44:17			
<b>published</b> 26:23 39:1			

CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<b>revisions</b> 6:25	<b>shared</b> 12:12	<b>sources</b> 6:19 37:8 39:18 45:25	<b>student</b> 7:4 26:16 27:3,10,17,19,21,23 28:2 29:1,4,6 32:17 38:15,17,18 39:8 42:12,13,19
<b>revisit</b> 23:20	<b>sharing</b> 25:13	<b>space</b> 16:15	<b>student's</b> 7:6 30:19
<b>Revolutionary</b> 18:13	<b>short</b> 34:15	<b>speak</b> 20:6	<b>students</b> 7:5 13:1 26:20,23 28:6,9,20 31:10 37:7 38:10 39:9, 10 41:4 42:4,7,9,17, 20,24 43:6
<b>rhyme</b> 16:16	<b>show</b> 15:10 17:24 42:3	<b>specialties</b> 6:14	<b>study</b> 13:20,24
<b>Ridge</b> 39:16	<b>showing</b> 49:15	<b>specialty</b> 6:17	<b>stuff</b> 12:11 26:4
<b>robust</b> 22:18	<b>sickness</b> 44:1	<b>specific</b> 25:4 46:17 52:11	<b>subject</b> 10:5 43:24 45:18
<b>Rocky</b> 51:25	<b>side</b> 28:12	<b>specifically</b> 25:15	<b>successful</b> 35:24
<b>role</b> 52:23	<b>sign</b> 33:2	<b>specifics</b> 36:12	<b>suddenly</b> 9:2
<b>roll</b> 46:16	<b>significantly</b> 25:2	<b>spending</b> 12:21 13:17	<b>suggest</b> 12:3 21:6 24:12
<b>Rosebud</b> 39:15	<b>Sill</b> 19:15 39:3 48:16, 18 49:18 53:3	<b>spent</b> 12:15	<b>suggestion</b> 27:16
<b>Rozine</b> 29:17	<b>simple</b> 9:5	<b>spinning</b> 11:19	<b>summer</b> 4:11 6:5 11:16,17 14:6 34:25
<b>runs</b> 52:19	<b>simply</b> 3:7,16 17:19 21:19 32:17	<b>spirit</b> 13:16	<b>summertime</b> 11:13
<b>rush</b> 23:16,22	<b>single</b> 15:9 31:8	<b>Spokane</b> 10:7,12	<b>support</b> 38:22
<hr/> <b>S</b> <hr/>	<b>Sioux</b> 39:14	<b>spoke</b> 50:12	<b>supporting</b> 30:20
<b>Sac</b> 52:5,7,8	<b>Sisseton</b> 39:15	<b>spot</b> 51:14	<b>supportive</b> 22:12
<b>San</b> 19:22 20:3 39:4	<b>site</b> 30:7	<b>spouses</b> 3:20	<b>supposed</b> 10:4
<b>scanned</b> 13:3,9 20:1 26:25 28:23	<b>sites</b> 22:21	<b>Springs</b> 19:16	<b>surrounding</b> 14:17 29:10
<b>scans</b> 45:1	<b>situation</b> 47:8	<b>staff</b> 6:14 33:10	<b>survey</b> 14:7,15,21
<b>schedule</b> 33:19	<b>sizable</b> 12:16	<b>standard</b> 22:20	<b>surveyed</b> 14:17
<b>school</b> 3:24 4:5 7:7, 13,20 12:25 14:19 15:4 18:16 19:1,11 20:10 23:9 24:4,8 26:22 28:8,16 30:14 38:19 40:6,7 41:4,7,11 42:5,8,16,22,25 43:20 44:17	<b>slide</b> 15:11	<b>standpoint</b> 11:7	<b>surveys</b> 14:4,21
<b>schooling</b> 28:10	<b>small</b> 26:24 39:23 45:18 49:9	<b>Star</b> 32:10	<b>symbol</b> 31:14,17
<b>search</b> 47:23	<b>snow</b> 11:10	<b>start</b> 4:15	<b>symbols</b> 32:11,15
<b>sections</b> 17:9	<b>Society</b> 44:15	<b>started</b> 39:19	<b>system</b> 29:9
<b>send</b> 35:11 36:6 42:9	<b>Society</b> 44:15	<b>starting</b> 38:4	<hr/> <b>T</b> <hr/>
<b>separate</b> 19:10	<b>sold</b> 18:10	<b>States</b> 18:10 48:24	<b>takes</b> 22:17
<b>service</b> 3:19,20,21	<b>soldiers</b> 18:19	<b>stenographer</b> 3:3,7	<b>taking</b> 23:17
<b>session</b> 10:4	<b>Soldiers'</b> 40:2	<b>stepped</b> 52:17	<b>talk</b> 13:25 14:1 20:11 28:18 42:20 47:15,17,
<b>sets</b> 17:17	<b>solely</b> 24:20	<b>stick</b> 37:11	
<b>share</b> 3:8 13:10 35:18 53:19 54:8	<b>solvable</b> 48:9	<b>stop</b> 35:13,14	
	<b>solve</b> 48:2	<b>stories</b> 54:3	
	<b>sort</b> 12:11,17 18:4 24:6,16,23 31:4 50:22	<b>story</b> 53:25	
	<b>source</b> 7:9,23 19:22 20:23 27:18 29:24 42:3 44:10 45:2,17 46:2	<b>straightforward</b> 9:6	
		<b>streams</b> 27:11	
		<b>strongly</b> 50:15	



CARLISLE INDIAN INDUSTRIAL SCHOOL CEMETERY - CARLISLE, PENNSYLVANIA

<p>21</p> <p><b>talked</b> 10:14 51:17,24</p> <p><b>talking</b> 28:20 42:23</p> <p><b>target</b> 11:12</p> <p><b>team</b> 8:11 35:20</p> <p><b>teen</b> 41:12</p> <p><b>teens</b> 41:10,23 43:7</p> <p><b>tells</b> 39:14</p> <p><b>tended</b> 49:12</p> <p><b>term</b> 21:25</p> <p><b>thing</b> 11:23 12:18 24:16,23 35:17 50:22 51:16</p> <p><b>things</b> 5:6 12:25 23:1 25:20 27:14 34:9 42:16 45:15 50:5,10, 24 54:4</p> <p><b>thinking</b> 51:9</p> <p><b>thought</b> 37:15</p> <p><b>thoughts</b> 5:2</p> <p><b>thousands</b> 28:5</p> <p><b>THPO</b> 52:11</p> <p><b>throw</b> 51:15</p> <p><b>ties</b> 24:7</p> <p><b>time</b> 11:7,10 15:3 16:4 24:15 31:14 33:11,15, 21 34:2,5,15,18 35:22 45:19 47:11,19 50:7, 19 54:14</p> <p><b>timeframe</b> 11:13</p> <p><b>today</b> 3:8,13 4:12 6:15 16:1 50:8</p> <p><b>tomorrow</b> 34:19</p> <p><b>total</b> 6:6,7 48:22,23</p> <p><b>town</b> 27:4</p> <p><b>tracking</b> 25:4</p> <p><b>training</b> 49:6</p> <p><b>transcribed</b> 27:1 38:11</p> <p><b>transfer</b> 16:4</p>	<p><b>transferred</b> 6:22 18:10 34:9</p> <p><b>transferring</b> 18:23</p> <p><b>transport</b> 34:22</p> <p><b>transportation</b> 5:9</p> <p><b>transported</b> 29:14</p> <p><b>travel</b> 5:14,21</p> <p><b>treat</b> 49:13</p> <p><b>treatment</b> 44:3</p> <p><b>triage</b> 44:3</p> <p><b>tribal</b> 6:3,6 20:9 39:5 40:21 46:16 52:22</p> <p><b>tribe</b> 4:8 5:15 9:10,17 25:5,15 27:4,9 30:18 31:1,3,12 33:12 34:7, 12 38:2 39:3 40:13 46:13 51:5,8 52:4</p> <p><b>tribes</b> 5:7,8 9:16,20 12:2,12,15 14:5 20:11, 22 21:22 22:10 24:6 28:14 33:4,7 51:4,17, 21,25 52:5</p> <p><b>truth</b> 23:10</p> <p><b>truthing</b> 23:20</p> <p><b>turn</b> 35:11</p> <p><b>turns</b> 35:10</p> <p><b>type</b> 8:9 12:10 43:18 49:3</p> <p><b>typical</b> 41:6</p> <hr/> <p><b>U</b></p> <hr/> <p><b>U.S.</b> 3:18 4:23</p> <p><b>ultimately</b> 45:20</p> <p><b>Um-hum</b> 9:12 25:10 46:11</p> <p><b>understand</b> 5:16 20:24 25:25 26:3 32:7 34:8 47:8</p> <p><b>understanding</b> 20:21</p> <p><b>undertaking</b> 4:13</p>	<p><b>uneducated</b> 24:17</p> <p><b>uniformly</b> 47:9</p> <p><b>unique</b> 47:8</p> <p><b>United</b> 18:10 48:24</p> <p><b>unknown</b> 18:19 19:7, 12</p> <p><b>unknowns</b> 16:25 17:2,3,5,7,8,11 19:7, 11,13</p> <p><b>user</b> 27:25</p> <hr/> <p><b>V</b></p> <hr/> <p><b>valid</b> 35:11</p> <p><b>varied</b> 18:25</p> <p><b>varies</b> 50:4</p> <p><b>variety</b> 48:16,22 50:25</p> <p><b>varying</b> 50:11</p> <p><b>vast</b> 50:13</p> <p><b>vastly</b> 32:15</p> <p><b>verification</b> 14:15</p> <p><b>version</b> 37:4</p> <p><b>versus</b> 7:11</p> <p><b>vicinity</b> 15:5 18:15 19:6</p> <hr/> <p><b>W</b></p> <hr/> <p><b>wanted</b> 45:3</p> <p><b>war</b> 15:4,5 18:4,13 19:4 32:12</p> <p><b>Warm</b> 19:16</p> <p><b>wars</b> 49:7</p> <p><b>Washington</b> 10:8</p> <p><b>ways</b> 20:17 32:14</p> <p><b>weather</b> 11:7 35:2</p> <p><b>web</b> 36:22 46:1</p> <p><b>website</b> 7:1,24,25 12:6 14:7 22:3 27:15, 22 44:22 45:7,8 53:9</p>	<p><b>well-kept</b> 50:21</p> <p><b>west</b> 51:20,25</p> <p><b>whatsoever</b> 12:7</p> <p><b>wide</b> 50:25</p> <p><b>widely</b> 41:5</p> <p><b>window</b> 25:3 34:15 45:18</p> <p><b>woman's</b> 29:16</p> <p><b>word</b> 35:14</p> <p><b>work</b> 8:11,12,17 9:4 11:12,21 21:21 30:22 31:1,3,18 34:16 47:11 51:13 54:12</p> <p><b>working</b> 6:24 9:5 27:15 29:7 34:7 40:21 47:24 53:10 54:10</p> <p><b>works</b> 11:7</p> <p><b>world</b> 32:12 49:7</p> <p><b>worth</b> 48:5</p> <p><b>wow</b> 49:19</p> <p><b>written</b> 43:17</p> <p><b>wrong</b> 28:18</p> <hr/> <p><b>Y</b></p> <hr/> <p><b>year</b> 4:15 9:14 10:4 11:10,18 23:19 35:1,4 37:16 45:10</p> <p><b>years</b> 24:14,22 25:2 47:10 48:5</p> <p><b>Years'</b> 18:3</p> <p><b>young</b> 29:16 40:5 41:17 42:4 46:25</p> <p><b>younger</b> 47:2</p> <p><b>youngest</b> 41:7</p> <hr/> <p><b>Z</b></p> <hr/> <p><b>zone</b> 14:18</p>
--	--	--	---