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GEMS FROM THE POETS

WHITTLING: A NATIONAL PORTRAIT.

BY JOHN PIERPONT.

The Yankee boy, before he's sent to school,
Well knows the mysteries of that magic tool.
The pocket knife. To that his wistful eye
Turns while he hears his mother's lullaby;
His hoard cents he gladly gives to get it,
Then leaves no stone unturned until he can whet it;
And in the education of the lad
No little part that implement hath had.
His pocket knife to the young whittler brings
A growing knowledge of material things.
Projectiles, music and the sculptor's art,
His chestnut whistle and his shingle dart,
His elder popgun with its hickory rod,
Its sharp explosion and rebounding wad,
His cornstalk fiddle and the deeper tone
That murmurs from his pumpkin-stalk trombone,
Conspire to teach the boy. To these succeed
His bow, his arrow of a feathered seed
His windmill, raised the passing breeze to win,
His water-wheel, that turns upon a pin:
Or, if his father lives upon the shore,
You'll see his ship, "beam ends upon the floor,"
Full rigged, with raking masts and timbers stranch,
And waiting near the washtub for a launch.
Thus, by his genius and his jackknife driven,
Ere long he'll solve you any problem given:
Make any gimerack, musical or mute,
A plow, a couch, an organ or a flute;
Make you a locomotive or a clock,
Cut a canal or build a floating dock,
Or lead forth beauty from a marble block
Make anything, in short, for sea or shore,
From a child's rattle to a seventy-four.
Make it, said I! Aye, when he undertakes it
He'll make the thing and the machine that makes it.
And when the thing is made—whether it be
To move on earth, in air or on the sea;
Whether on water, o'er the waves to glide,
Or upon land to rool, revolve or slide;
Whether to whirl or jar, to strike or ring;
Whether it be a piston or a spring,
Wheel, pulley, tube sonorous, wood or brass,
The thing designed shall surely come to pass:
For, when his hand's upon it, you may know
That there's go in it, and he'll make it go.

JOHN PIERPONT.

INDUSTRIES.

A talk by Miss Wood, to the student in the Auditorium.

The tendency to do things is instinctive in the human breast. There are evidences of it even in primitive man, and from that time down to the present, until now even the unbeeile is trained to do a few simple things automatically in which he seems to take great pleasure. According to Matthew Arnold "Educated mankind is governed by two passions; one the passion for pure knowledge, the other, the passion for doing good or being of service."

From the earliest times also labor has been held in honor. The man who could do things has always been a leader among his kind.—admired, respected, looked upon with pride by his fellow men. The high esteem in which labor was held by King Solomon is illustrated by the following legend:

"When Solomon had finished the temple, he called all the architects and chief artificers to a great feast and they gathered there. When they were seated and the festivities fairly begun, some one knocked loudly at the door and entered the banquet hall. Solomon was wroth and asked, "What manner of man art thou?" and the man answered, "When men wish to honor me they call me the "Son of the Forge" but when they desire to mock me they call me blacksmith and I desire no better name." Then said Solomon, "Why comest



SPRING AT THE FARM

though here? I invited only the chief workmen of the temple." And he who carved the cherubim, cried out, "This fellow is no sculptor!" and he who had inlaid the roof with gold said, "He is no worker of fine metals!" and he who had raised the walls said, "He is no stone-cutter!" and he who made the roof said, "He is not cunning in cedar wood!" Then said King Solomon, "What hast thou to say that thou shouldst not be driven out? "Then said the blacksmith O king, live forever! I am their superior. Before they lived, I was created. I made the tools with which they all have worked." And Solomon replied "Enough, go, wash the sweat of the forge from thy face and come and sit at my right hand."

For many years during the middle ages, working people were mostly slaves, at least very ignorant and labor was regarded with contempt, but since then they have steadily fought their way to the front and now there is no man more highly esteemed than an intelligent, skilled workman. The most useful man is considered the most valuable one to society. Mr. Carrol, Superintendent of public instruction in Worcester, Massachusetts has said, "If I were to speak for my own boy, I should earnestly desire that he might be master of some mechanical art, as the best safeguard against poverty and as the best assurance that he would become and remain a self respecting citizen." Said Rev. Robert Collyer, the famous preacher, who began life as a blacksmith, "When once in awhile, I happen to light on a hammer I made twenty-six or twenty-seven years ago, I feel prouder of that old hammer than I do of any sermon I ever wrote".

The wisdom or necessity of giving special training for the development of the moral and mental activities, has long been recognized and consequently a large number of schools have been organized for that purpose, but the necessity of special training for the development of physical forces has been slow of recognition to any extensive degree.

The first provision for public education incorporated in a State Constitution, was brought about by John Adams in 1780. It provided for the promotion of agriculture, science, art, commerce, trades and manufactures. Only a few years later Thomas Jefferson in Virginia advised cutting out some of the higher branches, that there might be time to meet the practical needs of those students who were to become farmers, tradesman and other laborers, that they might learn to do their work more intelligently.

The oldest mechanic institute in this country is Franklin Institute of Philadelphia, founded in 1824 by Benjamin Franklin. A year later came the Maryland Institute of Baltimore. After that followed one in New York City, one in Ohio, Girard College in Philadelphia, Cooper Union in New York Pratt Institute in Brooklyn, Drexel Institute in Philadelphia in 1791, and about the same time Armour Institute in Chicago. Now industrial training schools are established in nearly all large cities, and many of the public schools have adopted manual training as a part of the course.

The object of Franklin Institute was the promotion of science and the useful arts. It began with a small library, a collection

of minerals and models of machinery. Drawing classes, probably for mechanical drawing were organized in 1824 during the first year of its existence, and in 1850 there was added a "School of Design" for women for which two hundred fifty students were soon enrolled. The humble beginning of Franklin Institute, Philadelphia's first industrial school is a striking contrast to Drexel Institute with its artistic building, complete equipment and rich endowment.

The history of Girard College, founded in 1847, may serve as a fair example of many others which though differing in detail, yet have the same general object in view—to improve and dignify labor. This college was founded by Stephen Girard who came to Philadelphia in the early part of the 19th century, a very poor boy. But by industry thrift and homely common sense, he amassed vast wealth which upon his death, he largely bequeathed to the founding of a college for orphan boys where they might be trained to self support, and more than that to become skilled workmen in some one of the industrial arts. The plant consists of several fine large buildings scattered

Continued on 4th page.

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Miscellaneous Items

→ Lystia Wahoo has returned from the country.

→ Our Relay team was defeated at Philadelphia last Saturday.

→ Mr. Henderson is assisting Mr. Colegrove in the large boys quarters.

→ Miss Goytney has all of No. 3 pupils in the A.M. and No. 4 in the P.M.

→ Mr. Philips of Dickinson College gave an interesting talk Sunday evening.

→ Mr. Stauffer has gone out for a short vacation and will be back next week.

→ Mr. Weber and his boys are busy cleaning out the boilers in the boiler house.

→ We all enjoy seeing the beautiful scenery of our campus, especially the flowers.

→ The band is practicing hard on Marches which will be a part of the program for some engagements.

→ Tennyson Berry one of our old student writes from Fort Cobb, Okla. that he is well and is getting along well.

→ The members of the Junior Varsity base ball team have elected Mr. Robert Davenport for their captain.

→ The girls are glad to see Theresa Brown back in the dressmaking class after working in the dining room for a month.

→ Mr. Thompson, Supt. of Industries, and Mrs. Thompson have gone to their home Albany, New York, for a few day.

→ The Juniors and Seniors were out at the new orchard, Friday, to study pruning with Mr. Wise. It was very interesting.

→ We are pleased to hear of Lewis Nash, joining the Bachalors Base-ball team, which has been gotten up by Henry Gordon.

→ Mr. Addison Johnson, of Harrisburg, spent Saturday and Sunday here at the school. His many friends were glad to see him.

→ Clement Iron Shield, who went home about a year ago to North Dakota on account of ill health, died the 14th of last month.

→ We are in receipt of a copy of the finely printed Easter Service of the Cincinnati Refuge Home. It is an excellent piece of printing.

→ Myrtle Ingram and Ethel Bryant are to live in town, and we hope to see them often as they are to live with Mrs. Lindner, of Carlisle.

→ Andrew Balcolm one of Carlisle's old students writes in renewing his subscription to the Arrow that he is well and is getting along nicely.

→ The members of the Y. M. C. A. base-ball team are going to elect another Captain as their Captain Grover Long has left for the country.

→ Nancy De Lorimiere works at the club and the employes were glad to see her back again. The dressmaking class will miss her very much.

→ Mr. and Mrs. David Abrahams are in Hatboro, Pa. housekeeping. They are enjoying life pleasant hours together. They wish to be remembered to their many Carlisle friends.

→ The monthly review and inspection of the squadron was held on the Athletic Field last Saturday. It was a great improvement over last month's inspection.

→ Pascovia Tiedoff, one of our Alaskan girls, died Sunday from consumption. She had been a patient suffer for a long time. Rev. Dr. Shriner of the Methodist Church conducted the funeral services.

→ The Normal pupils are doing their share toward keeping our grass beautiful. A part of each half day finds groups of happy children out picking the dandelions that look so pretty but spoil our lawn.

→ The Seniors elected the following officers

President,	Arthur Doxtator.
Vice President,	Frances Ghangrow.
Secretary,	Freeman Johnson.
Editor,	William S. Jackson.
Critic,	Archie Libby.

→ Frank T. Long better known as Big Thunder, ex-governor, nominal chief and oldest resident of the Indian reservation near Old Town, Maine, is dead. He was about 80 years of age, though he claimed to be 90.

→ David Johnson who left Carlisle in 1898 stopped over on his way to Washington to visit Carlisle. David is from Oklahoma and was going to Washington on business for his tribe. He expressed great pleasure at seeing so many improvements since he left Carlisle.

→ The selections were all good at our school entertainment last Thursday evening, but many of the speakers could not be heard by the pupils who sat in the back part of the room. John Farr, Cecilia Baronovich, James Mumblehead and Morris Raub were exceptions however and spoke very well indeed. Several of the other speakers spoke nicely and showed excellent training but it was all lost because half of the school could not hear them.

The dialogue was enjoyed. We should learn to control our laughter however until the speakers have finished. The greatest surprise was a beautiful motion song by the nine small girls from the Normal room. They looked very quaint in their caps and gowns. The orchestra is always enjoyed and added greatly to the pleasure of the evening. Enunciate clearly, speak slowly and loud enough to be heard in every part of the room and you will succeed.

AN INDIAN STORY OF THE ROBIN.

WHEN an Indian boy was eleven years old, he was sent into a forest far away from his home.

He had to stay there all alone and fast for seven days and nights.

The Indians thought that at this time a spirit came into the youth which helped him to become a great chief and warrior.

The spirit also told the boy what his name should be in the tribe.

Once there was a fierce Indian war chief who had only one son.

The little boy was not strong, but his father loved him more than anything else on earth.

When this boy was eleven years old, the chief went out into the forest and built a small lodge for him to stay in.

In it he placed a mat of reeds which his good squaw had woven with great care.

By the side of the mat he laid a bow, some arrows and his own great tomahawk.

Next he painted pictures upon the trees along the path leading from the wigwam to the lodge.

He did this that the little boy might easily find his way home.

When everything was ready, he sadly sent his son away into the forest.

He missed him so much that he went every morning to look at him.

Each day he asked him if the spirit had not come to him.

Each day the little boy shook his head without opening his eyes.

On the fifth day his son said to him, "Father, take me, home or I shall die. No spirit will come to me."

The old chief's pride was greater than his pity and he said, No, my son, you must not be coward. You shall be as wise as a fox and as strong as a bear.

"Better that you should die than that boy and squaw should cry 'Shame' upon your father's son. Be patient, I will come in two days and bring you food."

The sixth day came and the little boy upon the mat white and still. On the seventh, when the chief came with the sun's first rays, his son was not in the lodge nor about it.

Above the door sat a bird with brown coat and red breast, which until this time had been unknown to man.

Sadly the chief listened to the bird and understood its message. "Mourn me not, great chief," it sang. "I was once your son. I am happy now and free.

"I am the friend of man and shall always live near him and be his companion.

"I shall bring the tidings of spring."

"When the maple buds shoot and the wild flowers come, every child in the land shall know my voice. I shall teach how much better it is to sing than to slay.

"Chief, listen, chief,
Be more gentle; be more loving.
Chief, teach it, chief,
Be not fierce, oh, be not cruel;
Love each other!
Love each other!"

—Maryland Buletin

GOOD ADVICE FOR BOYS

NO BOY can be depended upon who does not finish the task he sets his hands to do. However disagreeable your work, do it thoroughly. Do it better than the average boy will do it. In that way you will become a dependable boy. Men everywhere are looking for capable, honest, gritty, dependable boys. The sooner you let people know you are that kind of a boy the sooner you will get a better job.

And don't be in a hurry to give up the work you already have. Be sure something better is offered. Wait awhile.

Do your work well. Promotion will come.—The Pioneer.

PANSY BEDS ADVICE

A PERFECT pansy is primarily a large one. They may be grown without trouble, but the choicest seed and the best care are necessary to produce the large perfect blooms that every one loves. The flowers should not be less than one and one-half inches across; they may be much larger than that. Flowers should be round and full and when fully grown quite flat. Every tint of color in a perfect pansy blossom is clear, soft and deep, never indistinct or hazy. A clear rich bed located in a cool spot with plenty of moisture will grow extra large flowers, finely marked and as nearly perfect as possible. The essential to success with pansies are the choice of the best seed, sowing at the proper time and a cool, moist bed. Hard baked soil or dry, parched beds, are fatal. Pansies must be fed to grow, and so they cannot thrive in bed which has not been fertilized or enriched since the growing of a dozen previous crops. Where the Summers are dry and hot, planting in half shade or where only the morning sun will strike them, is advocated, as well as supplying deep soil and mulching the surface in dry weather.

But should be filled about a foot deep with rich, loamy soil. Leaf loam from the woods is excellent, as is well-rotted chip manure.

If these are hard to obtain, a good substitute is plenty of old rotted manure stirred through and through the soil. Give plenty of water, soaking through the bed thoroughly in a dry time. Too little water is worse than none at all. Water always at sundown.

One of the worst enemies of the pansy plant is the cutworm, which prompt and through attention, once his appearance is noted. With a sharp stick stir up the surface about the plants, doing this early in the morning. Worms will not have had time to go far into the ground, for they only feed during the darkness. They can easily be dug out in a few minutes and destroyed.

Be generous with pansy blooms. Don't try to save the seed. The more you pick the pretty blossoms, the you will have to pick. Keep all the weeds pulled and after blossoms begin to appear you will have them constantly, till very cold weather. A healthy pansy plant will endure a great amount of cold. They are about the last flowers to say good-bye in the Fall, and the first bluebird of Spring always finds pansy blossoms to greet him.—The Press.

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DON'T WAIT TO BE TOLD.

IF you would advance rapidly in your position, or get on faster in the world, don't acquire a habit of waiting to be told what to do. Anticipate the wants of your employer. Use your common sense and ingenuity in trying to solve the problems that come up from day to day. Nobody ever advances who constantly waits for direction. It is the man who decides promptly and with precision, without being told what to be done, and then does it who gets on in the world.

A habit of doing nothing without orders or directions is paralyzing to one's faculties and individuality and originality. Don't labor under the delusion that to imitate the actions and methods of those above you is all that your position requires. Original work commands attention, and will be of great service in helping you to advance in your position, or in directing work of your own. The valuable employe is the one who anticipates the needs of his position, and attends to them before he is told.

Keep your eyes wide open for the things which need to be done, and do them before you are asked to. You may think that actions which are not prompted by the presence of your employer will never be heard of by him. Put aside this delusion. There are innumerable ways in which an employe's habits of work are brought to the attention of your employer; and, in the near future, the right person will be sure of reward.

—The Kansas Childrens Home Leader.

SAN ANSELMO, CAL.

Dear Mrs. Canfield:

We escaped safely from the city the second day of the fire with our family of fifty children through the crowded streets without injury, but we saved absolutely nothing except the little we could carry in our hands.

We moved the first day to a place of seeming safty but the fire came near us again and we then crossed the Bay.

San Anselmo Seminary where we are camping in a barn, so far we have secured plenty to eat and we cook on a wood fire out of doors. I lost all of my personal things everything is gone.

At first I sent my trunk to the church where we spent the first night but could get it moved no more. Indeed we were fortunate to escape from the city. Thousands are camped in the park and at the Presidio without a roof and to day it rains hard.

The Indian baskets that I collected so eagerly in Arizona are gone, all of my underwear and the lunch cloth you gave me Mrs Crosby's towel, Miss Woods' tatting collar and numbers of other things. I have only one collar left, my silver spoons and all of my new waists that I had just bought for the summer.

The dressmaker had just finished my summer wardrobs and it is all gone but a few pieces.

Indeed I can not bear to think of all if it were not that we are safe and that we escaped with our lives and none of the children were lost. Only Miss Amerson and my self to take the children out of the city, we walked blocks through the burned district crossing and recrossing the streets to miss the hot pavements, some burning under neath.

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YE TAILORS! of ancient and noble renown,
Who clothe all the people in country and town,
Remember that Adam, your father and head
Though lord of the world, was a tailor by trade.

Ye shoemakers! noble frages long past
Have defended your rights with your awl to the last
And cabbiers as merry, not only stop holes,
But work night and for the good of our soles.

Ye hatters! who oft with hands not very fair,
Fix hats on a block for a blockhead to wear,
Though charity cover a sin now and then,
You cover the heads and the sins of all men.

And carders, and spinners, and weavers attend,
And take the advice of "Poor Richard, your friend;
Stick close to your looms, your wheels and your card,
And you never need fear of the times being hard.

Ye coopers! who rattle with drivers and ads
A lecture each day upon hoops and on heads,
The famous old ballad of Love in a tub,
You may sing to the tune of your rub-a-dub-dub.

Each tradesman turn out with his tools in his hand,
To cherish the arts and keep peace in the land;
Each 'prentice and journeyman join in my song,
And let hebrisk chorus go bounding along."

Concluded from first page.

ed over a beautiful campus of forty acres which are enclosed by a massive stone wall about twelve feet height. There are over a thousand boys enrolled and usually there are about four hundred awaiting admission. Pupils from six to ten years of age are admitted and are not allowed to remain after attaining the age of eighteen years.

The students are given a thorough course in English, French and Spanish. The method of industrial training is as follows; First the student is taken to the draughting room where he makes a drawing of some simple article or piece of machinery; next he goes to the wood-working department where he makes a wooden model; next he goes to the foundry and casts it in metal; and lastly he takes it to the metal bench where it receive the finishing touches which complete it. This process is repeated over and over until the boy is a draughtsman, wood-worker, forger and skilled workman, ready to go out into the world to become a useful citizen. If he does all this before he reaches the age of eighteen, he is allowed to perfect himself in any line he desires. Nearly all the graduates find positions in mechanical pursuits or build up an industry of their own.

With industrial training introduced discipline has been much easier. During the ten years from 1867 to 1877 one boy in every fifty-eight had to be expelled. During the ten years from 1877-1887 only one in one hundred thirty-three, and now expulsion is very rarely necessary. The president of the college makes this statement;—"As a result of the industrial training, in addition to the education of the hand and eye, which it gives, the physical exercises of it enproves the health, clears the brain, and puts the boy in a better frame of mind toward his other school tasks and school restrictions."

All endowed and Government schools of this class have a distinct advantage over the public school. In the former, the students are held for a long term, sometimes from childhood to mature years, while in the public school attendance is uncertain and intermittent. When the Carlisle Indian Industrial Training School, was established, it was hailed with delight by educators, not simply because of the general interest in the "Red Man" but as an experiment in industrial training on a large scale and with almost ideal conditions. This school has no doubt served as an inspiration and

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a model for the establishment of similar schools for white boys and girls and also for the negroes.

An Orphan's Home in Baltimore does for girls what Girard College does for boys.

Drawing is carefully taught with the common elementary English studies. Besides all are trained in the knowledge and practice of household affairs and instructed in domestic economy. Then if any girl shows a preference or aptitude for any special line of work she is given a full course in that.

In very early times the wisdom of training girls to work was advocated. This opinion is very quaintly expressed in an old volume entitled "Johannes Vives," published in 1540. A brief extract is as follows.

"When the girl is ready let her both learn her book and besides that to handle the wool and flax.—I would in no wise that a woman should be ignorant in those feats that must be done by hand, no, not though she be a princess or a queen. Queen Isabel, mother of Queen Catharine of England, taught her daughters to sew, spin and paint.

Add to these, teaching of cookery, not the slubbing (in a slovenly manner) and excess in meats."

There is perhaps greater need for industrial training for girls than for boys because boys can always find something to do and girls cannot always. Besides a competent statistician has found that \$500,000,000 are wasted annually in the United States by ignorant cooking and bad management in providing food. A still better reason is that uneducated, idle-girls—girls untrained in housework and other useful employment are a positive danger to a home, a school or a community. Upon the wisdom and industry of the woman depend the peace and happiness of the home whether it be rich or poor.

At the present time nearly all the avenues of trade, the professions and other employments are open to women, but they especially excel where deft fingers and refined taste are required.

In Porto Rico, industrial training has made a good beginning. Besides the trades, the boys are taught typewriting, stenography and book-keeping; they will in time manufacture some of the articles now imported.

The girls are taught general housework, cooking, sewing, knitting, darning, needlework and basketry. In these schools only two hours a day are spent in the classrooms; the remainder of the time is spent in the shops. One of the leading industries on the island, having made the ability to read one requirement of their employees, the night schools are crowded with men of mature years who work in the day time.

In the Philippines, there has been some difficulty in introducing industrial training, because the natives have an idea that an

education should relieve them from manual labor, and therefore ask for positions as clerks, teachers, priests, doctors, etc. However, in spite of the opposition, instruction is being given in agriculture, manual labor, telegraphy, carpentry, blacksmithing, plumbing and electricity. There is also a nautical school to train for the merchant marine.

European countries also have their trade schools. Some of them—Germany for instance, being far in advance of the United States in that respect. The pupils there are more likely to be trained along special lines, to become skilled in some definite trade for which there is special demand in the community. We have a few such schools in this country as the "Carriage Builders School" of New York City and the "Hebrew Educational Society" in Philadelphia.

Industrial training is advocated by all up-to-date educators but from two distinct points of view: The one that an increase of industrial skill better fits the student for industrial pursuits, as Felix Adler has said "The ability to do one thing well is the beginning of doing all things well." The other that the education of the hand promotes the education of the brain. For it is a fact that accurate work with the lathe, hammer and other tools, trains well the nerves and ganglia with which we do our thinking.

The wise educator works for both results for both hand and brain should receive careful training. No matter how well educated boys and girls are, if they do not put their knowledge to some practical use for the good of the world it loses much of its value.

Emerson taught "that the acquisition of some form of manual skill and the practice of some form of manual labor were essential elements of culture," while the bookworm has never been a type of a cultivated man. "Culture does not demand a knowledge of everything not even a little of everything, but it does demand a general knowledge of some things and a real mastery of a portion of it."

On the other hand if the brain is untrained, the hand works almost automatically. Too often the workman in a factory toils as a machine and his mind grows dull from disuse; his work is mere dudgey. But if this man could only know something of the wonderful laws which govern the movements of the machinery, of their invention, of the material which he uses, and of the great busy world outside for whose benefit he is working, he would become an independent thinking, reasoning, appreciative human being who would not only recognize the dignity of labor, but feel it and glory in it. Another argument in favor of giving our tradesmen an academic education is that, understanding the laws that govern mechanical forces, they will be much more likely to improve machinery or invent new. Besides they would be more ambitious to rise in their trade to become overseers of manufactories and practical mechanics of the higher class. The large number of college-bred men who have specialized along industrial lines and joined the great army of workers, have made the latter feel the difference between skilled and unskilled labor with the result that they too are clamoring for an education. And to meet this demand many night schools have been established which are crowded with men, who after a day of hard work are eager to spend their evening hours in study.

The only difference between skilled and unskilled labor is the amount of thinking or brain power that is put into it. In skilled labor, the mind is trained to direct every movement of the hand, while in the unskilled labor, the mind is inactive. Also the only difference between the skilled workers in agricultural and mechanical industries and the workers in the professions as the doctors, lawyers and so forth, is exactly the same. It is the degree of brain power used not the kind of labor. The training of the mind must be a part of both.

Many thousand years ago in the early infancy of the human race, rude clubs and smooth stones were used as weapons of defense and implements of toil, but it was not very long before clumsy attempts at ornamentation, were made. The results were certainly not beautiful, but they nevertheless proved an inherent love of the beautiful and this same crude and blind reaching out for the beautiful has given us our statuary, paintings and the other works of art which we so much admire.

In America, when our people first began to make machinery, they went wild in their love of ornament. Steam engines and other articles of use were made in strange and uncouth shapes and brilliantly decorated in bright colors and gilt. Foreigners pronounced us savages and lacking in taste. Finally, due largely to the World's Fair and other great expositions where we have been able to study foreign art expressed in common things, we have made much improvement until now our colors and designs are usually adapted to the use and nature of the thing manufactured.

The study of the beautiful in articles of use, which are the creative works of man, is as much a feature of art education as the study of the beautiful in nature, for the "love of the beautiful is the outgrowth of the useful." Industrial art has also an economic value which the American manufacturer is beginning to realize. Many articles such as glassware pottery, furniture, laces, dress materials and so forth command a much higher price if the designs and coloring are artistic than if they are ugly and this preference for the beautiful will increase as the artistic sense is cultivated in our schools.

A shoe firm in New York city pays a man a yearly salary of \$5000 for designing shoes alone; another firm pays \$4000 annually for a designer of other articles and all this goes to foreigners. Here is a fine field of usefulness for aspiring artists even those here at Carlisle. Drexel, Pratt Institute and other large industrial schools are giving much attention to this line of work and soon it will not be necessary to go abroad for artistic designs.

These early founders of industrial training builded better than they knew. They had in view the improved opportunities of acquiring skill in the useful arts, that the youth of the future might be more skilled than they themselves had been. "As our political independence was announced by the embattled farmers who fired the shot heard round the world" so these men, also heroes for all time sounded our industrial independence. "The wisest of all charities is to teach self-help to men. It brings out the best citizens and the truest men."

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