

THE ARROW

Publication of the United States Indian School, Carlisle, Pa.

Vol. II

FRIDAY, JUNE 1, 1906.

No. 40

THEIR DAY.

"And this day shall be unto you for a memorial."
—Exodus XII, 14.

The day that is meant for silence; the day that is set apart
To show all the love and honor that throb in the nation's heart;
To show that we still hold sacred their hope, and their faith, and trust
By placing the tender tribute of roses above their dust.

The day that is meant for quite, except that the muffled drum
Shall thrum to the whispered fife that tells when the marchers come,
Except that the soft voiced bugle shall sing of the growing gaps
In the ranks of the living comrades—that lullaby low of "Taps."

The day that is meant for silence; a day that is meant for thought;
The flag as a sign and symbol of all that these dead have wrought;
And roses and waxen lilies, a-drip with the dews of dawn,
To gleam in the silent places where slumber the soldiers gone.

This day—it is meant for stillness, for stillness on land or sea,
For hushes on hill, in valley—wherever their place be;
For some rest below the billows and some sleep beneath the sod,
But all have a country's honor, and all have the peace of God.

—W. D. Nesbit.

THE CARE OF THE EYES OF SCHOOL CHILDREN.

A talk given to the student body by
S. S. Bishop, M. D. Harrisburg, Pa.

THE EYE is an optical apparatus in the body—a camera composed of living tissue. The retina is to the eye what the sensitive plate is to the camera. It is the brain looking out upon the world to receive impressions. The nerves of the retina pass through the optic nerve to the brain, as the wires, from the switchboard in a telephone office, pass through a cable to the town.

The cornea, or the transparent part of the eye, which resembles a watch crystal, is to the retina what a window is to an individual in a room; the iris, much like a window shade, by regulating the size of the pupil, adjusts the eye for diffused or bright light, and when the lids are closed the retina is shut off from the world, as shutters close a room in darkness.

Immediately back of the pupil is the crystalline lens, a living sun glass, which brings light, entering the eye, to a focus. The lens is surrounded by a muscle, and when this circular muscle contracts it decreases the circumference of the lens, with a relative increase in its convexity according to the degree of muscle action.

A convex lens will bring light to the focus, and as light coming from infinity, or from all objects beyond twenty feet from the eye, is in rays parallel to each other, the normal standard is based upon the con-



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struction of the eye being such that the rays are brought to a focus on the retina by the crystalline lens without the aid of the ciliary muscle.

Rays of light from near points are divergent, and, as all light must be focused on the retina to produce vision, relatively a stronger degree of retractive power is required for near vision, which condition is met by the action of the ciliary muscle on the crystalline lens, called the muscle of accommodation.

A normal eye is so constructed that all its functions as an organ of vision can be performed without violating the laws of sight or the laws which govern the system. Unlike the opera glass which is adjusted by a metallic screw, the eye is adjusted by muscles and their capacity for work must be respected.

Obviously an individual, with normal eyes, when looking at objects beyond a distance of twenty feet, or when gazing into space, is resting his ciliary muscles, just as the muscles of his arms rest when they hang by his side; and as he called the muscles of his arms into action to hold a book before him he calls the muscles of his eyes into action to read.

If the pupils' eyes are normal, with or without glasses, the teacher can rest them by diverting attention from books.

ABNORMAL EYES.

The eye is no exception to the rule of imperfection in nature. All men do not grow six feet tall, so all eyes are not the exact normal length. They may be shorter or longer, or they may be astigmatic or irregularly shaped. The majority are born with short eyes, requiring muscle adjustment of the lens for distant and near

THE DESERT SHOWERS.

A cloud crept up o'er the desert,
And none was there to see;
To long for the spray on that desert way
Or pray its waters free.
No herb lay parched in the burning
To crave the cooling shower;
No withered blade, to bless its shade,
No eager, upturned flower.

Beyond, in the land of verdure,
Broad fields all thirsty lay,
And they sent a cry to the arching sky
To swing the cloud that way:
"We have fruits and grain that languish;
The desert needs you not.
She will drink your rain and will nothing gain,
Cloud, shun the cursed spot."

The cloud swung low o'er the desert,
Nor heard the green fields' call,
But upon the sand of the thirst-cursed land
It let its water fall.

The sands, as the fields, had uttered,
Drank deep of the potion cool,
Save one stony spot, which drank it not,
But save a tiny pool.

Next day a fainting, thirsting man,
Lost in the desert plain,
Voiced to the air a woe-fraught prayer
Of agony and pain.

And lo! his prayer was answered,
For there, just at his feet,
His life to save, the boon God gave,
The pool of water sweet.

—Arthur J. Burdick.

vision, and children having this defect enter school with their ciliary muscles already weary from work and in consequence become incapable of meeting the demands made upon them for continuous near work.

Like the general system, the eye is strengthened and developed by work, but, like a machine that is run when out of balance, so the eye, when used without respecting its muscle capacity for work, tension or muscle exhaustion will be the result, and unless the congenital defect is corrected by properly fitted glasses the child cannot do his best work in school and may fail in adult life, especially if his work be of a clerical nature.

Binocular vision, or both eyes working together as one, is controlled by twelve external muscles, the balance of which is often broken by optical defects, but reciprocally muscular equilibrium is established as the logical sequence of their correction.

THE ADJUSTMENT OF GLASSES.

By the adjustment of glasses to the eyes the optical defects can be corrected and the eyes made normal. The eye being part of the body, the optical and medical can not be divorced, and the correction of its optical defects, as well as the treatment of its diseases, must be brought under the physician's skill, for the eye is in full sympathy with and sometimes its optical defects are the exciting cause of diseases. Consequently as much knowledge of the system is required to adjust glasses to the eyes as is required to treat a fracture by the aid of a splint.

The oculist or ophthalmologist is a trained physician who devotes his time to the treatment of the eye, including the cor-

(continued on page four.)

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PROVERB.

Habit determines what we are.

THE FOLLOWING CIRCULAR LETTER HAS BEEN RECEIVED FROM THE INDIAN OFFICE.

TO AGENTS AND SUPERINTENDENTS:

Arrangements were practically completed for holding an institute at San Francisco, Cal., in July in connection with the annual convention of the National Educational Association, but on account of the terrible catastrophe there it will not be practicable to carry out this plan. It has been decided, however, to hold local institutes during the fiscal year 1907 at Standing Rock, N. Dak., Pine Ridge, and Rosebud, S. Dak., Riverside, Cal., and Chilocco, Okla. The dates of these meetings will be announced later.

The usual Pacific Coast Institute will be held at Tacoma, Wash., August 20—24. A general session will be held each morning, at which subjects of interest to all will be discussed. On the afternoon of each day the following round-table conferences will be held: officials and superintendents' section, physicians and nurses' section, teachers' section, matrons' section, and industrial section. At these meetings subjects of especial interest to the respective sections will be discussed. Model classes, with Indian pupils, will be conducted at the teachers' sectional meetings. The evening sessions will be devoted to addresses by prominent educators.

Certificates of attendance will be furnished to all Indian school employees, enabling them to claim pay on the dates they attend the meetings. These certificates will be issued at the close of the meetings, and immediately upon return of employees to their respective schools must be turned over to the agent or superintendent for transmission to the Indian Office, or pay for the time consumed will not be allowed. Employees will also be allowed pay for the time necessarily consumed in going to and returning from the meeting.

The Office desires to emphasize the great benefit to be derived by teachers and other employees as a result of attending these institutes, where, through interchange of thoughts and experiences, and listening to instructive papers and addresses by leading educators, they are stimulated by new ideas and enabled to keep abreast of the times in educational methods.

You are requested to bring this matter to the attention of each employee under your supervision, and it is hoped that as many as can do so will take advantage of the opportunity to attend these meetings.

Very respectfully,

C. F. LARRABEE,

Acting Commissioner.

concluded from last page

had never gone to school, 2.6 per cent. were nervous. The author believes that the chief cause of development of nervous diseases in school children is found in inherited tendencies to which the school acts as an active awakening to congenital defect."

In America the per cent. is much higher. A statement has been published recently that out of the one hundred and sixty-two thousand school children in Philadelphia, eighty thousand were nervous or had eye trouble. Dr. Darlington, health commissioner of New York City, made the statement within the past month, before the Academy of Medicine of Harrisburg, that 40 per cent. of the school children and 98 of the truant children of that city were physically defective.

* THE TEACHER'S DUTY TO THE CHILD.

It does not fall within the province of the physician to sit in judgment upon the methods adopted by the teacher in the school; but when physical injury is likely to occur as a result of methods that are, or are not employed, the medical profession should insist upon the abandonment, or adoption of methods which will prevent injurious effects of school life.

For when we consider that the destiny of this nation will be committed to those who are now in its schools; that a happy and useful life, and a peaceful senescence depends upon the health of the individual, it is obviously important that every effort should be put forth, to prevent physical degeneracy, and, as far as possible, side track inherited tendencies during the years of physiological growth, which are the years of school life. A child should not be allowed to drift down the stream of life to physical inefficiency, but the teacher should come to his rescue in any moral, mental, or physical defect which has been acquired or inherited, by piloting him up stream to the hills where lie the hidden treasures of physical strength.

Education does not consist simply in the acquisition of knowledge. The great idea underlying all instruction should be to fit and stimulate the scholar, according to his individual ability; this of course requires teachers of intelligence and discernment, to whom their calling is not merely a routine business; many who are well qualified for the moral and mental training of children accept the important responsibility with no knowledge of physical condition; or whether a child is physically equal to the requirements of school life. The teacher should see that the book is held at a proper distance, in a good light, and a study of facial expression and head posture be made. He should familiarize himself with symptoms of eye, ear, nose and throat defects, so that while he can not make a diagnosis, he can know when there is something wrong. Subjective observations of physical defects are much more practical and trustworthy than a few stilted questions concerning objective conditions; therefore the teacher, who is in constant touch with the development of the child, can make the main examination much better than an oculist detailed to the school for that purpose, and whose examination must necessarily be made while the child is more or less under the influence of nervous fright.

Children should never be condemned or discouraged on account of any weakness, but should be encouraged by an extra effort being put forth to strengthen weak points. Much depends upon the way a child is started. It may be thought he has no turn for mathematics, when the sole trouble is that he does not see the figures correctly; some children with astigmatism can not distinguish 3 from 5, 6 from 8 or 9, and consequently never have the correct answer to an example. A philosophic and intelligent dealing with this condition would prevent many from selecting a vocation in life which is distasteful, and which was chosen by them from supposed necessity; from this cause the shore of life is strewn with wrecks,

J. A. STAMBAUGH

HATS and MEN'S WEAR

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Carlisle, Pa.

In 1881 a publication appeared on "Weak Eyes in the Public Schools of Philadelphia," by S. D. Risley of that city. In 1893, twelve years later, Dr. Risley inquired of the supervising principle of the Francis M. Drexel School about the condition of the eyes of the thirteen hundred children under her care. She replied as follows: "We have much less difficulty in that respect than formerly. Almost daily some child is sent to me complaining of his eyes. In all such cases I send them home with a note requesting their parents to have their eyes examined. We miss them from the class for a few days, when they return with a pair of spectacles, and we hear no more complaint."

It is not enough, however, when dealing with children to simply adjust glasses suitable for the correction of the error of refraction, for while the eye is strained, and disease produced as the result of optical defects, the eye trouble may be due, in part, or entirely to enervation of the eye muscles from constitutional causes. Many children are either under or over fed, or are allowed to eat candy in excess; others live in unsanitary houses, or are victims of unwholesome habits. Some are ambitious and pour over books in the evening, often in a badly ventilated room and with a poor light, or rush to school in the morning without breakfast, and in consequence are not able to stand the strain of school life. In nearly every one of these cases an error of refraction exists, but in many it is so slight that in all probability, were the habits correct, the eye would give no trouble, and under these circumstances the relief afforded by glasses only encourages the child to struggle on to a more serious breakdown. This is nothing less than the removal of nature's red flag of warning. Glasses should never be prescribed without taking the physical condition into serious consideration.

In a conversation with Dr. Berry of Edinburgh upon this subject, he remarked that the simple natural life of the people of Scotland made it unnecessary to prescribe glasses so generally, and added, however, in strenuous America, with your habits of rush and hurry in every department of life, and in consequent wear and tear upon the nervous system, the use of glasses to relieve strain may be an imperative need.

From twenty-one years experience in the medical profession, twelve of which have been devoted to the eye, I am convinced that if our school curriculum was reduced, or made more elastic, or the school work made partly industrial, it would be much better for our country.

When a child enters school an estimate of his general strength should be made, for it is most important to remember that though the demand made by work, upon the muscles of the eye, may not be unreasonably great in itself, yet it may be altogether excessive in relation to the individual to whom it is made. Many children enter school in more or less enfeebled health, and their work must be adjusted accordingly, or they will be condemned to the stern law of the survival of the fittest. Children having sore or inflamed eyes should not be allowed to enter school without a certificate from a physician to the effect that the disease is non-infectious. Unless the child has a certificate stating he is under the care, or has been treated by a competent oculist, the acuity of vision should be taken by the teacher when he enters school, or at any time when there is suspicion of something being wrong. For the purpose of testing the acuity of vision, a test card should be in every room; the child seated twenty feet from the card, and each eye tested separately, by holding a small card over one eye. If the twenty foot line can not be read at twenty feet by both eyes an oculist should be consulted, as near-sight is in all probability developing. If the twenty foot line is read by both eyes, they may, and they may not, be normal; the acuity of vision may be abnormally maintained by muscle adjustment, which will sooner or later result in eye strain.

If the fifteen-foot line is read at twenty feet, in my experience it has indicated an alert active brain and retina; but if the ten foot line is read at twenty feet the family physician should be consulted, as

the retina is irritated, and very probably from constitutional disturbances.

A child should be encouraged to form regular habits. The world does not depend upon the genius; nor should the prodigy in the class, who studies at the expense of his health for the popular applause, be set upon a pinnacle as an example for other pupils. Regularity of habit, work well done, promptness, should be the standard, and if a child falls behind, lacks ambition, is listless, drowsy, has symptoms of eye strain, or manifests any nervous symptoms, his parents should be urged to have him intelligently looked after and treated.

Parents invariably feel grateful when interest in their children is manifested. I never knew one to object to, or resent an approach of this kind, unless it was done in a spirit of fault-finding, or pointing out defects in a way which savored of criticism, ridicule or condemnation. Careful observation, intelligent care and treatment, will amply repay the teacher, not only by the increased learning capacity of the pupil, resulting in much less tax on the teacher's own time patience and endurance, but he can enjoy the far greater reward of knowing he has helped to properly equip children for useful life work.

Athletics

➔ The Junior Varsity lost to the Scotland Soldiers' School at Scotland last Saturday.
➔ Our first team won from Albright college on our grounds last Friday by the score 3 to 1.
➔ Villinova won an interesting game from our first team at Atlantic City last Wednesday. Score 7 to 3.
➔ Our second team went to Millersville last Saturday and met defeat at the hands of the Millersville State Normal School by the score 4 to 3.
➔ The second team played the Shippensburg Normal School on our grounds Decoration Day. It was an interesting game and was won by our boys. Score 8 to 3. Frank Mt Pleasant who had not played before this year, played an excellent game at shortstop, surprising all the "fans" by his clever work. The team as a whole played well.

BASEBALL AND TRACK SCHEDULE.

April 7, Franklin & Marshall here. Won 10 to 3.
" 11, Ursinus College here. Won 5 to 0.
" 14, Lebanon Valley College at Annville.
Won 7 to 6
" 16, Mercersburg Academy here. Lost 12 to 5
" 17, Villa Nova College here. Lost 6 to 4
" 18, George Washington Univ. at Washington
Won 9 to 8
" 19, Univ. of Virginia at Charlottesville Va.
Lost 11 to 3
" 20, " " " " " "
Lost 3 to 1
" 21, Washington and Lee at Lexington Va.
Lost 7 to 6
" 23, Georgetown at Washington Lost 7 to 1
" 27, Bloomsburg Normal here Won 17 to 6
" 28, Lebanon Valley here Won 10 to 5
" 28 Penna. Relay Reces Lost
May 2, Niagara University here Rain
Lost 2 1-2 innings
" 4, Susquehanna College here Won 10 to 3
" 5, Ursinus College at Collegeville
Won 5 to 1
" 5, State College track, here Lost
" 7, Washington and Jefferson at Washington
Lost 13-5
" 8, Waynesburg College at Waynesburg
Forfeited game
" 9, East Liverpool at East Liverpool. Rain
" 10, West Va. University at Morgantown
Won 12 to 8
" 12, Annapolis at Annapolis Lost 5 to 3
" 19, Lafayette track, here Won
" 25, Albright College here Won 3 to 1
" 26 Millersville N. S. at Millersville 2nd team
Lost 3 to 4
" 28, Mercersburg Academy at Mercersburg
Rain
" 30, Villa Nova College at Atlantic City
Lost 7 to 3
" 30, Shippensburg N. S. 2nd team here
Won 8 to 3
June 1, Gettysburg College here
" 2, Susquehanna College at Selins Grove
" 6, Bloomsburg Normal School at Bloomsburg
" 8, Mt. St Mary at Emmitsburg
" 9, Gettysburg College at Gettysburg
" 11, Albright College at Myerstown
" 12, Lehigh at South Bethlehem
" 13, F. and M. at Lancaster
" 15, Burnham A. C. at Lewistown.
" 16, Burnham A. C. at Lewistown.
" 19, Lafayette College at Easton
" 20, Keystone State Normal School at Kutztown
May 19 Junior Varsity vs Scotland here
Won 12 to 4
" 26 " " at Scotland

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Miscellaneous Items

➔ Miss Wood took the girls out walking on Sunday.

➔ The boys are glad to get their army shirts again.

➔ Mrs. White is visiting her little daughter Florence.

➔ Steam the last week of May is rather unusual at Carlisle.

➔ The band played at Mount Holly Park on Decoration Day.

➔ Frank Mt Pleasant has gone to his home for the summer.

➔ Wednesday the 30th being Decoration Day was observed as a holiday.

➔ Several car loads of coal have arrived during the past two weeks.

➔ The road from the academic building to the coal house is being improved.

➔ Bids for our yearly supplies were opened the 23rd instant by Major Mercer.

➔ The social last Saturday evening in the gymnasium was enjoyed very much by all present.

➔ Lost:—A gold ring belonging to Olive Wheelock. The finder will be rewarded for its return.

➔ The regular monthly inspection which was to have taken place last Saturday will take place tomorrow.

➔ Bert Miller writes from his country home that he likes his place very much, and enjoys farming.

➔ We learn through a letter, to a friend, that Miss Lucy Nauwegesic, is well and happy, at her home in Michigan.

➔ Miss Hill who has been quite ill is convalescing at York, Pa. Miss Bowersox spent Decoration Day with her.

➔ The orchestra furnished the music for the graduating exercises of Dickinson Preparatory School last Tuesday evening.

➔ Grover Long writes to Ernest Sutton that he is working in the back woods but has a nice place and likes his employer.

➔ Charles Carson, class 1900, stopped over for a short time last week while on his way to Philadelphia. We were glad to see him.

➔ Miss Marian A. Powlas of the class of '06 writes that she is enjoying herself in Wisconsin. She wishes to be remembered to all her friends.

➔ Congratulations are due Victor Johnson, a senior in Dickinson Preparatory School, for winning the second prize in the declamatory contest.

➔ Florence Sickles writes from Nevada that she has passed a civil service examination and is teaching in Nevada. We congratulate Florence on her success.

➔ Oscar Warden a former Carlisle student who went home several years ago, in writing for THE ARROW intimates in his letter that he is getting along well. We are glad to hear from Oscar.

➔ The Freshmen class are looking forward for a good banner, which is nearly completed and is in the hands of Misses Elizabeth Webster, Annie Buck and Florence White. All are members of the Freshmen class.

➔ Mr. Stauffer made a flying trip to Long Branch a few days ago to complete arrangements for the care of the band which has been engaged by the city of Long Branch to give daily concerts during July and August.

➔ John Greensky who is working at Oxford Valley, Pa., writes to a friend that his home is situated on top of a hill, which gives him a pleasant view of different places where Carlisle boys are working. He wishes to be remembered to his friends.

➔ In a letter from Charles Foster a former student we learn that he is working at White River Arizona, and is getting along well. He says the Indians have planted a great deal of corn, and expect good crops. He often feels lonesome for Carlisle and wishes he were back again.

➔ Among the graduates from Dickinson Preparatory School this year are Frank MtPleasant, the first Carlisle boy to receive a diploma from the Prep. School, and Miss Eva Foster, daughter of Mrs. Foster teacher of school No. 5. It is with great pleasure that we extend congratulations to Miss Foster and Mr. MtPleasant on their success.

Academic Notes

➔ The sophomores cotton plant is coming up very nicely.

➔ Victor Johnson, left for his home in Washington on Monday evening.

➔ Thomas Premo, a member of the sophomore class, has gone to Lake Mohawk for the summer.

➔ Albert Simpson, a member of the senior class will spend his vacation at his home in North Dakota.

➔ The seniors are studying the ancient history of Greece and comparing it with the early history of the Indians.

➔ The freshmen are glad to see Ruben Ridley take up his studies again after a long absence caused by sickness.

➔ While all appreciated the recent heavy rains, the upper four grades are especially pleased because of the noticable growth in their gardens.

➔ During the last month or two, the seniors seemed to have been taking turns having the mumps. Elizabeth Walker is the present sufferer. Who'll be the next?

➔ The library will be open through vacation during the following hours: Monday and Wednesday evenings from 7:30 to 8:30 for girls only.

Tuesday, Thursday, and Friday evenings from 8:15 to 9:15 for boys only. Saturday morning from 10:00 to 12:00. The library will not be open Saturday afternoons.

Fourth Grade Language Work
Uncorrected.

CORNMEAL MUSH.

By Margret McKay. School No. 5.

This is the way to cook cornmeal mush. First we put a pot of water on the stove and let it stand until its boiling then put some salt in the water and than take the cornmeal with your left hand than put the meal in the water and be stirring it at the same time as you put the cornmeal in but we don't put to much meal because it will be thick when it boils. Than sat in on the top of the stove lid and let it boil and stir it once in a while until its cook. When its boiling about an hour it is well cooked and ready to put on the table.

HOW I PLANT CORN.

By James T. Kowice.

when I am going to plant corn, First thing I clean my field and then plow. After I plop. I use the harrow make smooth my field. After I am through harrowing. I mark them three feet wide. And I put corn in a hill, cover with a hoe. Some time I use a corn planter. After I plant corn I have to wait until the corn comes up. I plant three or four kernels same time they all come up. Well after the corn up I take a cultivator and go out and cultivator them.

HOW I PLANT CORN.

By Oscar Raise Wing. School No. 5.

I plow the ground after the ground is plowed then harrow and go over it with a roller to make the ground smooth. Then I mark it, and plant the corn two or three kernels in each hill. When the corn grows about four or six inches high then I cultivate it three or four times before they get tall. The last thing I do is to husk corn.

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INDUSTRIES.

➔ Mr. Leaman is away on a few days leave.

➔ Mr. Hudson has returned from a few days leave.

➔ The trimmers are at work on Major Mercer's cabriolet.

➔ William Nelson says he is glad to be in the black smith shop again.

➔ Ferris Pasiano of the Junior class, says he enjoys working for Mr. Leahman the florist.

➔ Ethel Bryant who is one of the specials at the laundry, says that she enjoys her work very much.

➔ The walls of the boiler house are being blue-washed and the boilers painted by Mr Gottsworth and the boiler house details.

➔ The sewing room details are quite small since the several country parties have gone out. The work, however, is very plentiful.

➔ The ditch which has been open for some time across the road between Mr Weber's house and the studio has been filled and the road made as good as ever.

➔ The print shop has finished souvenir cards of the guard-house, administration building, class 1906, the campus in summer, and the campus in winter. They are sold two for five cents.

➔ Juan Osif, James Wind, Charles La Mere, Frank Keshena, Simon Blackstar, St. Elmo Jim, Clifford Taylor, and George Gardner, are whitewashing the fences. It adds greatly to the appearance of the grounds.

➔ Mr Weber is placing two basins on the first floor and one the second floor of the gymnasium. These will be connected with the cold water supply and will furnish water for drinking purposes—a long felt want at our social and other gatherings.

➔ The print shop has turned out a very neat job of printing on the cards to be used in the academic department. The pupils' record in conduct, application, class standing, ability, hearing, sight and general health will be marked in each room as they are promoted. These cards, in addition to the monthly reports, will furnish a record as complete as it is possible to make it.

GOOD READING URGED.

THOMAS NELSON PAGE the author of "Mars, Chan," and other tales of the South in the days "befo' de wah," made an address to the pupils of the Washington high school in which he strongly commended the sort of education that comes through the reading of good literature.

"Read good books," said Mr. Page. "By this I don't mean religious books, but works by men of letters, written in both English and other languages. Read and search for books containing genuine heart interest, for they are those in which an education deep as they may be found.

"Right here I want to say a word about the way to read. Most people are sadly ignorant on this point. Literature and history are closely allied, but let me advise young men and women starting out in life not to burden their minds with an absolutely useless array of dates. Get the sense of things, the human interest, and let the dates and valueless names take care of themselves. What you want is a good comprehension of things, not the date of the battle of Marathon or the siege of Troy."

—Pathfinder.

Religious Notes

➔ It will soon be time for open air meeting.

➔ Topic for Sunday—Faith: what it is, what it does. Heb. 11: 1-40; 12:1-2.

➔ The meeting Sunday evening was held in the Auditorium. Miss Bowersox and Mr. Venne gave interesting talks. The singing of the Y. M. C. A. quartette consisting of Isaac Gould, Archie Dundas, John White, and Lewis Chingwa was greatly enjoyed.

A LESSON IN MANNERS.

A WELL-KNOWN lawyer is telling a good story, about himself and his effort to correct the manners of his office boy. One morning not long ago, the young autocrat of the office blew into the office and tossing his cap at a hook, exclaimed: "Say, Mr. Blank, there's a ball game down at the park today and I'm going down." Now, the attorney is not a hard-hearted man and was willing the boy should go, but thought he would teach him a little lesson in good manners. "Jimmie," he said kindly, "that isn't the way to ask a favor. Now, you come over here and sit down and I'll show you how to do it.

The boy took the office chair and his employer picked up the cap and stepped outside. He then opened the door softly and, holding the cap in his hand, and said quietly to the small boy in the big chair: "Please, sir, there is a ball game at the park today. If you can spare me I would like to get away for the afternoon." In a flash the boy responded, "Why, certainly, Jimmie, and here is fifty cents to pay your way in." There are no more lessons in manners in that office.—*Brooklyn Citizen.*

LONG LIVE THE BICYCLE.

BICYCLING as a fad appears to be entirely over — and well for it; there is no real virtue in a fad. When bicycles first came around we paid \$150 for them, and they were made like lumber wagons. When pneumatic tires were first introduced they cost \$25 extra on a bicycle; pedals cost \$10 a pair, and everything else was in proportion. Many people scoffed when the price of wheels came down to \$100, and it was declared to be impossible to make a good machine for so little money. Then the drop came, and now you can buy an up-to-date bicycle for \$10.95! Automobiling is now catching the same class of people that patronized bicycling at such big cost in the early days. During the bicycle boom the League of American Wheelmen had over 100,000 members; now it has only about 5,000. Yet the bicycle is not doomed. It is a legitimate and most useful vehicle, and it will continue to be honored—not as the universal fad it once was but as a plain, sober-going, faithful servant of man—the poor man's carriage. In bicycling, when not overdone there are vast possibilities for time saving, health and pleasure.—*Pathfinder.*

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continued from page 1
 rection of its optical defects. The optician makes and sells glasses, but when he attempts to adjust them to the eyes he does that which a druggist attempts when he presumes to treat pneumonia or reduce a fracture. The optician is to the oculist what the druggist is to the physician.

Tampering with the order of so delicate and important an organ—one so fearfully and wonderfully made—by commercial spectacle dealers, who could not be trusted to adjust properly a dead metallic optical apparatus, are to-day doing an injury to humanity that is not dreamed of by the public. The from-door-to-door spectacle vendor is not the only faker trading in spectacles and consequent suffering. The "Eye Sight Specialist," the "Optometrist," the "Optical Graduate," the "Ophthalmologist," etc., are some of the terms skillfully selected on account of their professional sound, but have no professional meaning, and those using them, while some may be more ignorant than dishonest are nevertheless carrying on entirely a commercial business, and consequently one which is a detriment to an unsuspecting public. The fact that weak, convex glasses will relax the muscles, and in many cases give temporary relief to the eyes, makes it possible for spectacle vendors to make a favorable impression for a time.

To measure the eye in order to adjust glasses so that the ciliary muscle will not be called into action for distant vision without controlling that muscle by atropia or some other drug, in other words attempting to adjust the defect when the muscle is in action, is just as absurd as to attempt to repair a watch while it is running. When the muscle is at rest it can be seen at once if the acuity of distant vision has been depending upon muscle effort, and if it has the defect can be remedied by spectacles. Glasses should never be prescribed by any one, even if the defect is measured, without taking the condition of eye and system into intelligent consideration. Children may outgrow some of their far-sightedness, the ciliary muscle may be exhausted or it may be enlarged from work like the blacksmith's arm; the near-sighted eye is a process of stretching or the strain may be partly due to systemic causes, all of which facts must be taken into serious consideration when glasses are prescribed.

When glasses are adjusted, the ciliary muscle may resist them from force of habit, and glass and muscle correction combined will cause the patient to think he can see better without than with the glasses, but every time they are removed another struggle between muscle and glass will be required. Atropia does not affect the eye, but only the muscles, and is used as much to control and break up old abnormal muscle habits as for the purpose of measuring the defect. It is to the eye what a sling is to the arm, a blessing to be tried, or an irritable eye.

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If the importance of correcting eye defects at an early age was more generally recognized by parents and teachers, we would hear much less of the harmful influences of our schools on the eyesight of children, and the number who pursue the course to the end would be materially increased.

Many parents, though interested in the welfare of their children in all other respects, neglect this most important duty or object to them wearing glasses on sentimental grounds, not appreciating the fact that a large number who are not up to the average in the class or who suffer from car sickness, weak indigestion, St. Vitus' dance, epilepsy, headache and physical breakdown, owe their ills to some eye defect. If a child attempted to take a book from a shelf too high for it to reach, a step would be supplied whereby he could reach it with ease; or if one foot was an inch shorter than the other, the defect would be remedied by adding extra leather to the sole. Then, why, if a child's vision is short, should there be an objection to supplying a step by which he can see? He is given a trowel to dig in the garden instead of being allowed to use his hands; should there, then, be an objection to providing a glass which will do the extra work—instead of the muscles of the eyes—thus favorably influencing physical and mental development?

THE EFFECTS OF EYESTRAIN.

The falling of water drop by drop, upon the head of a victim, is said to be practiced by the Chinese as the most cruel form of punishment. The wretched victim goes mad in three days and expires in about a week. If this be true, it is not hard to realize that the brain and nervous system can be irritated and disease produced by the constant nagging at so delicately constructed an organism as the eye, compelling the muscles to work when out of balance and without intervals of rest. By holding the arm out at full length until it is compelled to drop from muscle exhaustion, one can gain a faint idea of the cruelties imposed upon children who are compelled to use the muscles of their eyes sixteen long hours daily without the power to relax. The body stretches out to take hold of material objects by the arm and hand, but the eye is the brain reaching out by the optic nerve and retina for vision. The bony orbit, having an open front, protects the eye and is the anteroom to the skull, within which the brain has its observatory. The retina, as part of the brain, is protected by the eye walls like a room with a glass front; it is also protected by the lids, as shutters, and the iris as an inside shade. With this protection the retina views the world with its telescope, the crystalline lens, which is adjusted by the muscles.

The muscles of the arm manipulate bone, but the eye muscles are so related to the brain that eyestrain is muscle fatigue, also nervous exhaustion, and its persistence will result in untold ills to body and mind.

Disease is not an entity which takes possession of the system, requiring powerful drugs to remove it, but it is Nature gone wrong, a natural process perverted. To treat disease intelligently, the cause should be searched for and removed, and to do this the assistance of drugs is, of course, often required. The correction of refractive errors early in life will not only prevent dis-

ease, but by favorably influencing physical and mental development will side track inherited tendencies.

It is a well-proven fact that many nervous wrecks who are supposed to be invalids from inherited causes have inherited only defective eyes, which, like those of their parents, have not been corrected. The continued leak of nerve force from this cause and from the nightmare of the thought that sooner or later they will be compelled to surrender to the inevitable, so reduces the reserve force that, if called upon to go through a great strain, they collapse, when under other circumstances the trial may have strengthened them.

One of the most celebrated physicians of this country whose reputation as a neurologist is world wide gives the medical profession his own history as a victim of eye strain in the following statement:

"Personally, I suffered thirty years from terrific headaches, frequent attacks of uncontrollable vomiting and extreme nervous debility at times. These attacks began in full severity when I was but 4 years of age. They persisted in spite of drugs until I found by accident that eyestrain was the exciting cause. Yet during all these years of acute suffering that terminated finally in complete physical collapse, when I was still a young man, I never had an eye symptom of which I was conscious and I had remarkably acute vision. The correction of my own eye defects restored me, as by a magic, to health and a capacity for labor that I had never before known. My poor abused liver that had been stirred up by drugs for years to abort the paroxysms of pain must bless the day that revealed the actual cause. At different times in my life my headaches had been diagnosed as due to cerebral congestion, fermentation of food, insufficient bile secretion and many other speculative conditions, while the actual cause was discovered by myself almost by accident, and my life's work became an outgrowth of my recovery and restoration to health. Had I lived as a child in the present age of enlightenment I would have been spared weekly attacks of pain that frequently made suicide attractive to me, that robbed me of the ability to fill my engagements for nearly ten years (in the aggregate) out of thirty, that made me prematurely gray, and that in the end brought me to a condition of despair, without evidence of organic disease to account for my collapse."

This is but one of hundreds of similar cases on the records of the profession who are the class of unfortunates branded too often by church and state as degenerates and who drift from the want of proper physical help to periodical sprees, to the asylum or selfmurder.

There are three results of eyestrain: The muscles may fag and produce poor vision. If the vigor of the eye structure is reduced, and the book constantly held too close to the eyes, the eye wall will stretch and produce near-sight; or it may result in irritation, a sense of fatigue of the eyes, a feeling as of sand in the eyes, pain in the tem-

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ples, browache, peculiar or unnatural attitudes of the head, wrinkles of forehead of general headache. There are many headaches due indirectly to disorders of the accommodative apparatus of the eyes, in which the brain symptoms are often the most important and sometimes the sole effects of eye trouble, so that while there may be no pain or sense of fatigue in the eyes the strain with which they are used may be interpreted solely by occipital or frontal pain, pain on top of the head or along the spine; if this strain be long continued, it may be the unsuspected cause of peculiar sensations in the head, vertigo, nausea, dyspepsia, chorea, insomnia, epilepsy, hysteria, nervous prostration, insanity and general failure of health.

These are not high spun theories, but knowledge gained from enlightened experience. The relation between eye strain and nervous diseases, as cause and effect, is too well established to permit of any further discussion in the medical profession; but it can not be too widely disseminated among teachers and parents.

It was recognized as early as the beginning of the last century that the requirements of school life resulted in injury to the eyes of many of the pupils, and in the year 1800 A. G. Beer published a treatise on "Weak and Healthy Eyes," which gives much instruction to teachers.

From that time to the present investigations have been made at intervals. At the end of the century there were on record the results of the examination of the eyes of more than two hundred thousand school children; and the past five years it has been the rule to have the eyes examined of all the school children in the large cities, largely due to the untiring efforts of Dr. Frank Allport of Chicago.

The result of these examinations shows that many children who enter school in apparently good health soon begin to manifest impaired general vigor and near-sight, which was rare or entirely absent before the beginning of the school career, was found to progress with the progress of the scholars in the school.

In 1875 the Board of Public Education of Philadelphia proposed a series of questions to the teachers of that city, one of which was as follows: "How many children in in your school are known to you to have weak or sore eyes, near-sight, or other defects of vision?" To which one teacher closed her reply with the following statement: "You will notice that at present, in the second division, only two pupils' eyes are affected; by the time that class is ready for promotion, as many as one-third of the whole number will be so suffering from weakness of vision as to occasion considerable maneuvering on my part to seat them in such positions as to enable them to copy from the blackboard."

Within the past year the following statement was made by an eminent German doctor, Meyer, in a German medical journal: "The nervous diseases of school children is an interesting question from a point of view of one who has had exceptional opportunities to observe the frequency with which children are affected with nervous affections. Eighteen hundred and fifty-seven school children were so examined, with the result that one-hundred and thirty were found to be nervous, which is 7 per cent., and out of a material of one thousand and sixty-eight that (continued on page 2 column 2)

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