

THE ARROW

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

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No. 22

The Little Things

(By J. GRACE MUNCIE)

There's never a grain of sand so small,
Not an atom that can be lost;
Washed and tossed by the waves
Of the great rolling sea,
Trodden down 'neath the feet
Of the throng it may be—
There's never a grain of sand, so small,
Not an atom that can be lost.

There's never a dainty flower so frail,
That is lost in its mission of cheer;
Breathing fragrance from nooks
In the rock-ribbed hills,
Or fringing in beauty
Low-murmuring rills—
There's never a dainty flower so frail,
That is lost in its mission of cheer.

There's never a loving smile, so faint,
That is lost in this world of care;
Like a ray of Hope
From a brighter clime
It beckons the soul
Unto heights sublime—
There's never a loving smile, so faint,
That is lost in this world of care.

Congressman Olmstead Favors Carlisle

The Carlisle Indian School was warmly defended in the House today by Representative Olmstead, of Harrisburg, who assailed the plan of the Senate Committee on Indian Affairs to abandon the institution in 1908. Mr. Olmstead asked leave to discuss this question, fearing that there would not be adequate time when the amended bill came back to the House from the Senate. His action is based on the possibility that the Senate would vote to close the school as proposed, in which case the fight for its maintenance would be made in the House. Sentiment strongly favors Carlisle, but Mr. Olmstead preferred to give immediate prominence to the issue so that friends of the school might make assurance doubly sure by rallying to its support.

Mr. Olmstead told the history of the school and continued:

"The school was a success and people all over the land watched with pride its growth and great usefulness. They maintained that the Indians were educated there at much less expense than in any of the ninety reservation schools or the other twenty-four nonreservation schools."

Replying to the objection that "higher education" was not good for the Indians, he contended that it was not objectionable or detrimental "higher education" to teach Indians to curry a horse or milk a cow, or make wagons and harness, furniture, etc., to cultivate gardens, to become blacksmiths, carpenters, stone masons and to learn all the other useful trades.

Referring to the Indian Band, he thought it was commendable "higher

education" to teach an Indian to blow his own horn. He said:

"That Carlisle Indian Band did not suffer by comparison with the Marine Band or any other musical organization as it passed by President Roosevelt in review on the occasion of his inauguration. And the regiment of Indian cadets was not put in the shade by the United States military cadets from West Point or the naval cadets from Annapolis, but elicited rounds of applause all along the lines and comment from President Roosevelt and his Cabinet. Institutions

at Carlisle do not cost the Government a cent. They are entirely paid for by the gate receipts."

Mr. Stephens, of Texas, thought that under recent rulings of the Supreme Court most of the Indians were now citizens, and asked if Mr. Olmstead, as a lawyer, thought that it was proper to maintain a school for one class of citizens. Mr. Olmstead said that was a question which it might be profitable to discuss if ever it was proposed to abolish all the Indian schools, but it had no particular application to the Carlisle School.



CONGRESSMAN OLMSTEAD

of learning are now judged largely by the success of their football teams. Measured by that standard, Carlisle not only outstripped all the other Indian schools, but many of our large colleges and universities and stands close to Harvard, who in this game scored only six points against the Indian team."

At this point Mr. Payne of New York, asked if it was desirable that the Government should maintain a school to teach football to the Indians.

"Not exclusively for that purpose," said Mr. Olmstead: "neither would I advocate the maintenance of large universities at Yale or Harvard simply for the teaching of football. But I believe that athletics are just as good for Indians as for white pupils. Furthermore, the athletic

Being asked by a member whether the Indian ought not to be educated with the whites, Mr. Olmstead said:

"That has been tried to a certain extent in the public schools near the reservations, but I learn from the report of the Commissioner of Indian Affairs that it has not been a success. There is considerable race prejudice against them on account of their diseases, their filthy condition and their morals. None of these things exist at Carlisle. The pupils are healthy, neat and orderly and their morals are carefully looked after. There is no race prejudice against them and no complaints on that score have been heard from the inhabitants of the Cumberland Valley."

It was doubtless true, he admitted, that some of the Carlisle Indians went back to

the blanket; but it was also true that some graduates of Yale and Harvard and Princeton failed to live up to their opportunities and went back to lives of indolence and uselessness. In conclusion, Mr. Olmstead said:

"I feel very certain that any attack or criticism of the Carlisle School must be made without a full understanding of the great work it is doing. It is certainly entitled to the confidence of every person interested in the welfare of the American Indians and of the United States, whose wards they are."

The applause with which the speaker was greeted was generally considered as indicating that if the proposition to close the school shall come to a square vote in the House it will be voted down.—Exchange.

The Carlisle Indian School.

The fight against the Carlisle Indian school, which has been of frequent recurrence in recent years, is, or should be, foredoomed to failure. Opposition to the school is confined almost exclusively to the western Congressmen, who says it is too far from the reservations to be of practical and lasting benefit to the children who are sent there for instruction.

That is an absurdity. If there is any benefit derivable from location that benefit must naturally increase with the school's distance from the reservation and freedom from the influence of the untaught Indians. Conditions at Carlisle are of the best, the environment is all that could be desired and the influences could not be improved upon. In many cases it has been proved that reports that Indian desperadoes were Carlisle graduates were absolutely false. But if some of the graduates relapse into semi-barbarism, that is to be expected, and such retrogression is not confined to the Carlisle students. If some of them become criminals, it can be answered that among the whites the same failure of education to eradicate criminal tendencies is noticeable. It is demonstrable that the Carlisle school offers to the students superior opportunities to acquire a practical education in all that can be of advantage to them. The school has attained such importance and such prominence that a large majority of the people in the eastern section of the United States have no knowledge of any other.

The fight for the retention of this institution is not, or should not be, a Pennsylvania affair altogether. The proposed and temporarily halted scheme to abolish it should concern all the people and especially the Federal government.—Washington Ex.

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[All items preceded by an arrow found in the columns of the paper are furnished by the pupils and published, as nearly as possible, just as they were handed in, with an eye toward the cultivation of the student's use of words and language and represent the idea and intention of the writer alone.]—ED. NOTE.

CARLISLE, PA., JANUARY 25, 1907

PROVERB

Few things are brought to a happy issue by impetuous desire, but much by calm and prudent forethought.

Military Training in Schools

(Lieut. B. O. Davis, Professor of Military Science and Tactics, Wilberforce University)

Our history gives abundant proofs that the soldier has been an important factor, indeed at times, and indispensable one, in our national life. At present we occupy an important place in the family of nations, therefore it is necessary that all of our departments, civil and military, be kept up to a standard in keeping with our place. We should not only be willing to do our share toward maintaining a state of peace, but should have in our possession at all times the necessary forces to accomplish it.

American traditions show that we are opposed to large military force. Compulsory military service in time of peace is contrary to our idea of liberty. The strength of our armies in time of war is limited to necessity. The increase consists of volunteers from the ranks of the citizens. All of our wars from the revolution up to and including the Spanish American War show that many lives and much treasure was expended before the raw levies who respond to the calls for volunteers could be molded into anything like the soldiers required in modern wars. The recent wars show that the modern soldier must be more than a man in the uniform of his country, armed with a gun, and backed up by patriotism. Soldiering is a profession and in order to make a success in any profession, one must be properly trained both theoretically and practically.

In view of the above, the question is how can we always have in our possession the forces necessary and at the same time not resort to a policy distasteful to the people? This being a government by the people, military forces are organized and supported by the will of the people. We have long since recognized the superiority of the educated citizen to the uneducated and for that reason schools have been provided for all citizens regardless of race or previous condition. Therefore in order to improve the military will of the people and to secure to them the necessary number for duty with the colors when the emergency

arises, they should be provided with facilities for acquiring military knowledge. In deed, owing to our peculiar policy, we must do more. We must not only provide schools but we must offer inducements to our young men to become proficient in military science.

The average young man in selecting a profession considers the returns offered and his personal like or dislike for the profession. In order to increase the returns from the military profession, the government should make the pay and allowance of military men at least equal to that derived from other professions requiring the same degree of professional knowledge. At present the soldiers amenability to the orders of his government begins at the moment he complies with the laws relative to his entry into the service and continues until his legal separation from the service. In other words a soldier is for duty twenty-four hours in every twenty-four. In other words, the citizen devotes to the service of his employer about seven in twenty-four hours.

The remainder of the time he disposes of to suit his convenience. His pay and allowance are in keeping with his surroundings. It is impossible to maintain proper military discipline and keep the soldier up in his profession unless amenable at all times to the order of his superiors, and we cannot keep him at work all of the time. The soldier must be given something for diversion as well as his brother in civil life; therefore since all of his time belongs to the government, it is the duty of his government to furnish him the facilities for acquiring the necessary diversion and amusement at the place where he is stationed. The service must not only be attractive but troops must be stationed near our large cities in order that the soldier can keep constantly before the people, so that they can observe the advantages offered by the service.

Having provided the necessary inducements to cause the people to educate their children in military science, the next question is to consider a course that would secure the military ends and necessitate an entire change in our school systems. The course must not be so military as to be repulsive to the masses. One of the most important things the modern soldier must be proficient in is rifle fire. The recent wars have emphasized this fact. It was due to their proficiency in rifle fire that the Boer farmers proved to be a difficult problem for the British Regular. The duration of the Santiago Campaign was due to the ability of our small regular army to make their hits count. In the early days of our existence, the surroundings forced upon our ancestors the training of their children in marksmanship for their own protection. Lexington, Bunker Hill, and New Orleans testify to the effect of this training. Shooting galleries should be provided for our smaller schools and ranges, a liberal allowance of target material and ammunition should be provided for the larger schools. In lieu of the physical culture course for boys, let them be given calisthenics and infantry drill. If our troops are stationed near large cities as advocated above, officers could be used as instructors at the larger schools and intelligent non-commissioned officers at the smaller. This also would tend to bring the soldier in contact with young America and therefore foster the military spirit. In our larger institutions the course could be enlarged so as to give the student a military foundation broad

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enough to enable him to enter the Military Academy or other purely military schools.

The tasks of the purely military institution would be greatly lessened as they could then do away with the preliminary training and spend all the time in the technical work of the profession.

We as a people should bear in mind that peace is enervating and none of us are wise enough to foretell when soldiers may be needed. We of this generation owe it to our posterity to adopt such a policy that will give to them a system of training that will guarantee to them their national existence and that all other things being equal the citizen proficient in military science and tactics is more useful to his country.

Lubo Elected Captain

At a meeting of the members of the Carlisle Indian football team, Antonio Lubo, a Mission Indian, from Lower California, was elected captain for the ensuing year. Lubo is 22 years old, and was born at Craftonville, Cal., where his parents still reside. He entered Carlisle four years ago.

Captain Lubo played his first football four years ago when he took his brother's place on the team and has been tried at guard, tackle and end. Since 1903 he has played baseball several times in left field. With a view to taking up electrical engineering he is now doing supplemental work at Dickinson College, Carlisle.

Lubo is a most polished type of Indian, quiet and reserved in demeanor, and probably one of the most universally liked Indians who has ever attended the Carlisle school. The other prominent football players who received complimentary votes for the captaincy this year were Frank Mt. Pleasant and Archie Libby both well known as representative Indian athletes.—*New York World.*

Y. M. C. A.

The Y. M. C. A. had its business meeting on Wednesday evening. The committee on membership presented twenty two names. The boys who have joined the association include: John Godfrey, Leslie Nephew, Edward Sorrell, Jacob Ascher, George Thomas, Foster Schenandore, Ambrose Miguel, Victor Irons, Clarence Woodbury Dana Mitchel, Fred Tallcrane, Jacob Bero, Samuel Freemont, Clarence Smith, Christopher Dalton, Hugh Wheelock, Fred Mart, Louis Island, Robert Friday, William S. Jackson, Thomas Yellowbull, Eugene Geffe, Elias Williamson, Arthur Mandan.

The boys are to be congratulated for the interest which is shown by many of them. The Y. M. C. A. is the only organization purely voluntary, and we are always glad to see the boys help to carry on the good work which is a strong foundation for character.—*CARL.*

Lucky 13

On an American twenty-five cent piece there are thirteen stars, thirteen letters in the scroll held in the eagle's beak, thirteen feathers in each of the eagle's wings, thirteen tail feathers, thirteen parallel bars in the shields, thirteen horizontal bars, thirteen arrow heads, thirteen leaves on the branch, and thirteen letters in the words "quarter dollar."—*Ex.*

We will be pleased to see you!!

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Carlisle Indian School Wins.

A Washington dispatch of January 21st says: Friends of the Carlisle Indian School have won their fight for the institution, and the members of the Senate Committee on Indian Affairs who wish to abolish it and transfer its pupils to the reservation and other school in the Far West have been compelled to abandon their purpose.

The Indian bill was reported to the Senate today, with the provision against Carlisle adopted by the sub committee in charge of the measure stricken out. Such pressure upon members of the Senate and House from prominent men throughout the country had been brought to bear in behalf of the school that when the full Committee on Indian Affairs took the bill up the action of the sub-committee was reversed, and the appropriation for the school, as it passed the House, was restored to the bill. So signal a victory, it is now thought, precludes the possibility of another attempt to abolish in the immediate future.—*Herald.*

The Susans

The house was called to order by the president. Business was carried on in regular order. The election took place, and following officers were elected: President, Alice Denomie; Vice-President, Clarissa Winnie; Recording Secretary, Vera Wagner; Corresponding Secretary, Savannah Beck; Reporter, Martha Day; Critic, Lottie Styles; Marshal, Minnie White; Treasurer, Stella Sky; Programme Committee: Chairman, Martha Cornsilk; Associates, Josephine Gates and Mary Redthunder.

Upon taking the Chair, the new president, Miss Denomie, gave some very interesting remarks which were cordially accepted by the Susans. The following programme was then rendered: Susans Song, by the Susans; Recitation, Josepha Maria; Select Reading, Lizzie Hayes; Piano Solo, Florence Hunter; Essay, Margaret Fremont. The features of the evening were the essay on "Flowers" by Margaret Fremont and the Select Reading by Lizzie Hayes. The evening being taken up by the election, the debate was postponed. After a few interesting remarks from the visitors and the assurance of Joseph Libby that the Susans had elected good officers, the house adjourned.

Does this apply to Carlisle?

Occasionally, very seldom however, some students so far forget their position as students as to act in a very discourteous manner towards members of the faculty. Nothing of this kind should be tolerated. If any student has been unintentionally wronged by any member or members of the faculty he should make his complaint in a gentlemanly manner, and he may rest assured that he will be treated fairly. On the other hand, if any student conducts himself in an ungentlemanly or impertinent manner towards the faculty, the student-body should either force him to apologize or induce him to seek another abode without burdening the faculty with the matter.

That kind of students are not needed here, and right thankful are we that very few are among us.—*Exchange.*

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LOCAL MISCELLANY

Items of Interest Gathered by our Student Reporters

→ Hugh White is out again after being in the hospital a week.

→ The Juniors are very much interested in writing essays on Home Government.

→ Mr. and Mrs. Colegrove visited the Invincible society last Friday evening.

→ Mary Murdock is working in the laundry and she says she enjoys her work very much.

→ We are all anxious for the rapid recovery of Isaac Gould who is on the sick list.

→ We are glad to see Mr. Weber out again. He has been ill for the last few days.

→ We are all glad to see the skating pond frozen again. We hope we will have fine skating.

→ Every room and hall in the hospital has been calsonimed and looks very much improved.

→ More snow; more colds and more skating, now let us try not to be the first victim on the ice.

→ Delia Quinlin came in from the country last week. Her friends were glad to see her looking well.

→ The Junior class misses Louis Chingwa who is ill in the hospital. The class wishes him a rapid recovery.

→ Isaac Powlas, who is at Haskell, writes that he is getting along fine and wishes to be remembered to his friends.

→ Daniel Earring, is becoming an expert in dairying and he expects to establish a dairy farm when he goes home.

→ Edith Miller, who went home two years ago, is now married to Mr. Lewis. All her friends wish her a successful life.

→ Number 10 pupils are pleased to welcome Mae Rogers to their class room. She is a new student from Oklahoma.

→ Clarence Rainey, an ex-student of Carlisle, is working at his home in Idaho as a plumber. We wish him success.

→ Rose McFarland, Class '06, writes from Requa, California, saying that she is well and wishes to be remembered to her friends.

→ Edward and Henry LaBelle and Henry Greybuffalo arrived here Monday noon from Sisseton, So. Dak., to enter as students.

→ Joseph Ross, who has been working at the studio is now in the harness-shop, and he says he enjoys working in the shop best.

→ Spencer Patterson is gaining knowledge about chicken raising as he expects to set up a poultry farm soon after leaving the school.

→ Ralph B. Waterman, who was home for the holidays brought a trunk full of apples back which he willingly shared with his friends.

→ The Susans appreciate Katherine Weber as their little visitor; she has often been asked to give a piano solo but she is a little timid as yet.

→ Joseph B. Mills, who has been assisting Mr. Jas. B. Driver with the dough mixer, has been transferred to the electrical department we all wish him success.

→ A letter was received from William Scholder, class '06, stating, that they had snow in California, which is the first snow they have had for several years.

→ Mr. Egolf, the dairyman, is having his busy days when the gasoline engine goes on a strike, and has to take his coat off to do his churning by hand.

→ Emma Kickapoo writes to a friend saying she is well and happy at her home in Shawnee, Oklahoma, and wishes to be remembered to her old friends here at Carlisle.

→ Augustine Knocks, James Crow, Thomas Wood, Lewis Tarbell, Solon Fox, Stafford Elgn and Cornelius Jackson, of No. 3, were entertained by Miss Gedney on Thursday evening.

→ I work in the Carpenter Shop I like to work there because I can make hockey sticks to play hockey with. I am not a very good skater but I have a lot of fun playing hockey. The ice on the pond is very smooth. -James O'Brien.

→ A game of basket-ball was practiced between the Junior and Senior girls. The score was 17-0 in favor of the Juniors. What the Junior boys can't do the girls of class 1908 try their best to make good their defeat.

→ Miss Cutter led the large girls' prayer meeting last Sunday evening.

→ Charles McDonald is enjoying being an orderly this month at the Administration Building.

→ At 4 o'clock last Friday P. M. the afternoon school division enjoyed skating after a rest of a few weeks.

→ Several of the boys at the paint-shop are trying to find out how they can destroy all the rats that are so numerous in the shop.

→ Alice Denomie, a pupil teacher, substituted in No. 5 school room one day last week. It is a good class and she enjoyed teaching.

→ The Seniors are having interesting studies just now. They are making plans for a house, furnishing it and making out the bill of fare.

→ Joseph Arcasa has joined the green house detail, and he intends some day to be come one of the leading florists, near his home in Washington.

→ Ette Crowe writes from Embrieville, Pa., that she is in the best of health and spirits and hopes to be with us at Commencement time.

→ Archbishop Ryan one of the Indian's best friends is expected here on the seventeenth of February, it is hoped that the silver tongued orator will address the school.

→ The Seniors defeated the plucky Sophomores in a game of basket-ball before a large aggregation of students last Saturday evening to the tune of 20-5. The game was clean and sportsmanlike.

→ Joseph Libby and Edward Sorrell, members of the Standard Society, visited the Susans society last Friday, and gave interesting speeches. Joseph is to be especially complimented on his little speeches.

→ Through a letter we learn, that Roger Venne, a member of the class '08, is doing well as a disciplinarian. He wishes to be remembered to all his class-mates. We hope he will live up to his class motto, "Excelsior."

→ The interest in the basketball game between the classes is very keen; each team having supporters among the student body making it so. As yet, the Seniors are ahead and they are confident of so finishing their school career.

→ Mr. Fillman, of Dickinson College led the large boys' prayer meeting last Sunday evening. He spoke very earnestly on "Faithfulness" to do our duties as followers of God. "We must not ask God to forgive us in our sins, but ask him to forgive us from our sins"

→ Seven Indians came from the State of Utah to visit the School for a few days. Some of the little boys were very much afraid of them. Some of the boys thought they used the same language too. They found out their mistake when they tried to talk to them.

→ Miss Emma Webster one day last week made some delicious candy. It was much enjoyed by those who by chance got a taste of it. Said her fault was not letting it get hard but that was to her friends pleasure, as they did not fear getting their teeth pulled out.

Home Again.

Mr. Thompson, Superintendent of Industries, and Miss Bowersox, Principal Teacher, who for the past ten days have been on a tour of inspection of other schools in the South, returned on Thursday and are now busy getting the material ready for an exhaustive report on their observations to be submitted to the Department. Both returned enthused with the idea that Carlisle will stand a favorable comparison with any school in the United States, and both felt it an honor to represent the interests of the Indian School.

Ex-Student Married

We are pleased to acknowledge the receipt of an announcement of the marriage on December 27th last at Philadelphia, of Paul Segni, one of the Porto Rican contingent, who attended Carlisle. Paul was one of the "typos" while here at school and was a bright enthusiastic student. He married Miss Katharine Gibbons, daughter of Mr. and Mrs. Joseph C. Gibbons, of Philadelphia. THE ARROW wishes the new couple all success.

THE BANQUET

The Football Banquet Proves to be the Social Event of the Season.

To the Athletic Association of the Carlisle Indian School belongs the honor and the glory of carrying through to perfection the crowning event in the social calendar of our little school circle.

On Thursday evening the Gymnasium was the scene of a most joyous occasion, to which the fortunate look forward to with a great deal of pleasure. The annual banquet of the Football Squad had been announced for that evening and all day long the decorators had been busy arranging the interior effects, that the affair might go down into school history as the affair to be remembered. The gymnasium was beautifully festooned with the national colors, entwined with the Red and Gold, and the banners and pennants of Old Carlisle were everywhere in evidence. "Cosy corners" were tastefully arranged as lounging places and the pennants of the other schools and colleges with whom we have had athletic relations were hung in compliment to the absent ones.

On the floor the scene was a veritable reflexion of Fairyland. Handsomely gowned Indian maidens were flitting hither and thither amid the joyous throng and the gallant braves were ever on the alert to anticipate "mi ladye's" slightest desire. The orchestra was in fine trim and to sweet strains the devotees of Terpsichore chased the fleeting hours with flying feet until the hour for the banquet arrived.

Forming for the march, about a hundred couple led by Major W. A. Mercer and his daughter (Mrs. Capt. Gossman) after executing several intricate and graceful figures filed into the banquet hall. Here the eye was greeted with a vision that exceeded even that of the gymnasium.

The hall had been bedecked in its holiday attire and vari-colored electric lights were festooned from the pillars to the sides, giving a most beautiful effect. The columns were trimmed with smilax and maiden hair fern, and flags, banners, and pennants were everywhere to be seen. The tables were arranged in such a manner that ingress and egress were facilitated and everyone had full view of the speakers. A long line of "scalps" were silent witnesses to the valor of the foot-ball boys. Covers were laid for 250 people and they were all there.

The tables were beautifully dressed and the banqueters thoughtfully discussed the following was thoroughly discussed:

MENU	
Fruit Cocktail	Cold Ham
Roast Turkey	Cranberry Jelly
	White and Brown Bread Sandwiches
	Shrimp Salad
Olives	Wafers
Ice Cream	Fancy Cakes
Neuchatel Cheese	Bent's Crackers
Nuts	Bon Bons
	Coffee

When proper justice had been done to the above, Mr. Colegrove, as toastmaster, arose and in a few well chosen remarks introduced the first speaker, ex-Captain Exindine, who with a justifiable pride responded to the toast "Our Record." "Prospects" was ably handled by Captain Lubo, and if we may be permitted to judge by determination on his part the prospects for the squad are great. "Our Friends, the enemy" was gracefully handled by Mr. Venne and after a selection by the Foot-ball Quartette, Mr. Denny in a humorous little dissertation gave us the "Bright Side of Indian Football." Then came the explanation of "Carlisle Spirit" by that grand old war-horse, "Pop" Warner. Recently having returned to Carlisle as the Athletic Director, no one knows better than he the value of true Carlisle Spirit. His advice and encouragement to the foot-ball boys was in the nature of a heart-to-heart talk and was received in true Carlisle spirit.

Major Mercer, the Superintendent, but in Athletics "the noblest Roman of them all," then presented the "C's" to the successful athletes of 1906. A diploma was handed to each of the winners stating that they were entitled to this distinguished honor and were received by "the boys"

amid great applause. The Major made a few remarks calculated to enthrone the boys in honest sport and stated that it was a pleasure to hand out diplomas to what he believes is the best squad in College athletics to-day. The following were thus rewarded: Bowen, Dillon, Dubois, Exendine, Gardner, Hendricks, Houser, Hunt, Lubo, LaRoque, Libby, A., Mt. Pleasant, Porter, Winnie. There are others on the list who have done good work but under the rules they get their "C" only on certain games.

After the singing of the School Song, from the pen of Mr. Glenn S. Warner, the football banquet of 1907 became only a pleasant memory.

SCHOOL SONG

(By Glenn S. Warner)

Nestling 'neath the mountains blue,
Old Carlisle, our fair Carlisle.
We n'er can pay our debt to you,
Old Carlisle, our fair Carlisle.
While the years roll swiftly by,
In our thoughts thou 'rt always nigh.
To honor thee we'll ever try,
Old Carlisle, our dear Carlisle.
All your precepts we hold dear,
Old Carlisle, our fair Carlisle.
The world we'll face without a fear,
Old Carlisle, our fair Carlisle.
Rememb'ring thee, we'll never fail
We'll weather every storm and gale.
While o'er life's troubled sea we sail
Old Carlisle, our dear Carlisle.

Now, all this pleasure for us cost some one a vast amount of work, and much credit is due to Mr. Warner and Mr. Venne for untiring effort and actual labor performed in preparing for this event; to Mr. Hoffman, for tastefully arranging the floral effects. To all the faithful workers from the student body who worked untiringly for the success of the banquet, and last but not the least to that little army of faithful workers under charge of Miss James, who acted as waitresses. It is indeed a sacrifice for the young ladies to give up the pleasures of the sociable and of the banquet to give their assistance so cheerfully, that others may enjoy themselves. To the following the participants are truly grateful:—Misses Elizabeth Penny, Stella Bear, Elsie Valley, Josephine Nash, Dora Allen, Mary Cooke, Melissa Cornelius, Vera Wagner, Ogla Reinkin, Minnie Rice, Mary Redthunder, Clara Smith, Irene Brown, Elsie Schenandore, Lelia Schenandore, Edith Ranco, Grace Primeaux, Etta Hatteywinney, Clara Spotted Horse, Elizabeth Baird, Minnie White, Elizabeth LaFrance, Bessie Charley, Martha Day, Virginia LaRocque.

Somebody said there was a very pretty Souvenir at each plate, but the modesty of the boys at THE PRINTERY, forbids mention of it.

Ute Indians See the President

Washington, Jan. 15. President Roosevelt gave audience to six Ute Indian Chiefs, who left their reservation in Utah last summer, went on a rampage and are being held as prisoners at Fort Meade, South Dakota. They told the president they are anxious to settle among the Cheyenne river Sioux in South Dakota, being willing to purchase lands from their funds. The president promised to take up the matter with Mr. Leupp, the commissioner of Indian affairs. N. Y. World.

At this moment they are visiting the Carlisle Indian School under good care of the government. They are a lively set of old Chiefs and says they are very much pleased with this school and of the progress made within the last few years. The oldest Chief says that he remembers well of how this place looked some eighty years ago.

A young reporter being very fortunate in getting their names, here presents them as given by the interpreter, Chief Charley Sreech:

Chief, Eppe, meaning (Moccasin), Robert Povador, Jimmie, Miessa, Moccisco, and Spheris.

Among them is Miessa the oldest Chief being nearly a hundred years old, and Charley Sreech is the youngest of the six Chiefs.

Mr. Stauffer invited these Chiefs over to listen to the famous Indian Band Wednesday morning. As they entered, they were given the front seat, and as the band played through several pieces they showed their appreciation by greeting each other, with a smile.

The band master presented each one a large picture of the band.

Children's Song.

Father in heaven who lovest all,
O help Thy children when they call;
That they may build from age to age
An undefiled heritage:
Teach us to rule ourselves always,
Controlled and cleanly night and day;
That we may bring, if need arise,
No maimed or worthless sacrifice.
Teach us to look, in all our ends,
On Thee for judge, and not our friends,
That we, with Thee, may walk uncowed
By fears or favor of the crowd.
Teach us the Strength that cannot seek,
By deed or thought, to hurt the weak,
That, under Thee, we may possess,
Man's strength to comfort man's distress.
Teach us Delight in simple things,
And Mirth that has no bitter springs:
Forgiveness free of evil done,
And love to all men 'neath the sun!

—Rudyard Kipling.

Rev. Mr. Burrows Praises Carlisle School

NEW YORK, Jan. 10.—“It would be to the everlasting disgrace of the Fifty-ninth Congress to even seriously consider the abolition of the Carlisle School for Indians. I can't believe that it is true. Surely there must be some appreciation of the work of this institution. All educators will unhesitatingly denounce any effort to close it.”

This declaration was made by Rev. S. J. Burrows, secretary of the State Prison Association and former Congressman, and a recognized authority on reformatory education, when he was told that a move had been made to abolish the school.

The subcommittee of the Senate Committee on Indian Affairs, in the Indian appropriation bill, has cut off funds for the continuance of the Carlisle School on the argument that higher education, in the case of the Indian, has failed. This subcommittee is composed of Senator Clapp, chairman; Senators Dubois, Teller, McCumber, and Long. The bill doubtlessly will meet with a storm of disapproval.

“One might as well say that Columbia or Harvard would accomplish as much good if they were cut into fragments as to say that Carlisle will serve as well as reservation schools,” said Dr. Burrows. “In the first place, the Indians were so few that even if segregated there would be but few to each county. There is a small problem, racially speaking, but it is one requiring the best educational effort.

“At the inauguration of McKinley, in all the great parade, not a division gave him greater pleasure than that of Carlisle. Those Indian boys and girls held aloft the product of their labor, the results of the teachings of Carlisle, that reservation schools never could duplicate.

“As to the claim that the students lapse and go back to the ways of barbarity, there are fewer lapses among the students of Carlisle than among students of any of our educational institutions. The purpose of the school is to prepare the Indian that he may be assimilated in our growing population.

“This purpose has not failed. You can find among the graduates of Carlisle the most proficient men in this country. Reservation schools are a necessity. There are many

that will not or cannot leave the reservations. These have need of the isolated schools. But for those who can get away it is to the everlasting credit of this nation that Carlisle existed to receive them.

“As a member of the Mohonk Indian conference, it has been our aim to prevent the return of the educated Indian to his original home. Not for fear of a lapse, but because he is a desirable citizen. The Indians are spread over an area greater than that of New England, New York, and Pennsylvania, and it would be impossible to establish reservation schools of the scope of Carlisle.

“With a view of teaching the Indians the advantages of our civilization, the students of Carlisle are sent to farms and homes during the vacations, and you never hear of trouble from them. They are anxious students. Their valor has been shown in athletic contests. They are Americans, and it surely seems that a Congress that probably will pass the billion dollar mark would be in better business than attempting to end such a work as this, when its cost to the nation is about 2 cents per capita.”

A Word to the Wise

We noticed recently in one of our exchanges a comparison which should make college men think a little. There is a good deal of talk nowadays about clean athletics, about keeping professionalism out of college sports, about keeping football a little above the level of professional baseball. We seem, however, to overlook the fact that in one respect at least professional baseball is a little above the level of amateur college football. This is in regard to the matter of deportment on the field. Rowdiness on the part of a professional baseball player is not only censured, but the offending player is “benched” for several days, and generally pays a neat little sum as a fine. And mind you this is for nothing more than the use of profane, or foul language. But what do we find on the college gridiron? There men are quite frequently caught, not only using “foreign” language, but carrying on regular fistfistic contests as side issues to the game—which many believe is brutal in itself—yet there is nothing done about it. Now, we believe in athletics. We believe in football. But we do not believe in prize fights. And if the game of football is to be continued as a college sport, it is evident that a little soap and sapolio will need to be used. We might therefore take a lesson from the standard of sportsmanship which prevails on the professional baseball field, and enforce a rule on the college gridiron which would disqualify a “dirty” or “slugging” player from future participation in football games, at least for the remainder of the season.—*The Weekly Student.*

Another Carlisle Defender

The following is taken from the *Lancaster New Era*, issued of January 11:

Sectional rivalry seems to be at the bottom of the attempt to discontinue the noted Indian School at Carlisle, this State. It was founded in 1879, and has been in continuous operation ever since. It has turned out many thousands of graduates and there are at the present time more than nine hundred pupils in the various classes. The opposition to the school has developed in the Senate, and all the opponents are men from the Western States. The reason they give for their opposition is that the higher education which is given to the Indians at Carlisle is not so well adapted to the needs of the Indians as the common branches taught at the schools on the Indian reservations. They say that, in spite of their superior education, the Indian boys and girls upon going to their homes fall away from their school training and revert to the life and habits to which they were accustomed in earlier life.

That many of the pupils do not follow up the training at the Eastern schools is no doubt true, because there is no proper field in which to exercise them among their own people upon their return. But, is not that also the case with the young Indians who attend schools on the Indian reservations?

Unquestionably it is, and to a far greater degree than in the case of those who are sent to the East for their schooling. The latter are far removed from all tribal surroundings by their life among the whites, and where they see none of their own people except at rare intervals. In addition to this removal from the reservation influences which are far from desirable, during the vacation season, in summer time, hundreds of the Carlisle Indians of both sexes go to live with white people on farms, where they are taught all kinds of work and household duties, which certainly has the result of fixing and confirming the civilized life that has been their lot while going to school.

The reservation pupils cannot enjoy these advantages. They attend school during the day and see nothing but the old Indian life when they return to their homes after school hours. After all, their school life is little but learning to read and write. Of civilization and the higher education that goes with it they do not and cannot learn anything. They are consequently, far more prone to revert to the ways and habits of their parents—if, indeed, they ever left them—than those who have been taught farming in the best of all schools and how to be skillful housewives in the homes of Pennsylvania women.

The very weak excuse is offered that the entire tribe is benefited by the reservation schools. We do not believe it. It is hardly likely that the adult Indians will learn

anything from their young children. All experience with the Indian tribes for a hundred years goes to the contrary. The testimony is all in the other direction, that the children follow in the ways of their nomadic parents, and not otherwise. The already alluded to argument that Carlisle Indians often take up their earlier tribal life when they go home shows the fallacy of the argument that the influence of the children on parents is greater than the influence of the parents on children. It also proves that there are other reasons, sectional, no doubt that lie at the bottom of the proposed abolition of the old school at Carlisle which has been of such incalculable good in the cause of Indian civilization.

Standards

The house was called to order by the Vice President, Isaac Gould, and the Standard Song was sung with much spirit while Paul White as musical director led.

Before entering on the regular program the Standard band favored us with a selection; an encore followed.

The program was well rendered as follows: Declamation, Joseph Libby; Essay, Jacob Taylor; Impromptu, Simon Hemlock; Oration, John Feather; Debate, Resolved, “That the United States Senators should be elected by the direct vote of the people.” Affirmative, Titus Whitecrow, John Waterman, Joseph Sheehan. Negative, Isaac Gould, Spencer Patterson, Reuben Sundown.

The affirmative side won. Two of the debaters being absent, two of the members kindly consented to fill the places, Joseph Sheehan for the affirmative and Reuben Sundown for the negative.

An interesting report of the Editor was well rendered.

Mr. Walters and Mr. Henderson were the visiting committee.

They were called upon to make a few remarks and their speeches were well received. In looking around the room the members saw two more visitors. Theodore Owl and Albert Screamer, representatives from our brother society, the Invincibles. They were called upon to make a few remarks and their speeches was well received.

Vocal solo by John Waterman made a hit. Another selection from the Standard band was given. An encore followed.

Next came a trombone solo by Thomas Eagleman.

The new members who were on the program performed their parts well.

The meeting was very interesting from beginning to end.—J. S.

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