

THE ARROW

INDUSTRY SCIENCE

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No. 4



A GROUP OF CHEROKEE STUDENTS AT CARLISLE

CHEROKEE PROGRESS

What Carlisle Has Done For The North Carolina Cherokees

Albert M. Screamer, Class '09, a Cherokee of North Carolina, a member of the Carlisle Indian Band, contributes the following to THE ARROW on the success which has rewarded the efforts of many former Carlisle Students.

The Cherokee boys and girls who have attended the Carlisle Indian Industrial School and who have gone out into the world to rely upon themselves, are highly creditable to the school, to themselves and to their race. We need not go far to see Cherokee boys and girls at their post of duty.

In Philadelphia you have simply to step into the shipping station to see a Cherokee boy at his desk as one of the clerks. In the same city walk to the Y. M. C. A. building and there you will see a Cherokee Indian girl performing her work faithfully. Crossing the Delaware into Camden, in one of the well-to-do people's homes a Cherokee girl is head cook.

In the State printing office, at Harrisburg, Penn., is a full-blooded Cherokee boy drawing the same salary as his wise Caucasian companions, who have had centuries of education. This young man is not a graduate of Carlisle, but nevertheless he is a state printer. He has a business college education and besides he has in him the push which is so essential to success in life.

In Altoona, Penn., there stands a car shop where none but skilled workmen are needed. This railroad company secured a Cherokee boy and now Samuel Saunook is eagerly and vigorously working his way up as an expert machinist.

In Carlisle Indian School a very conspicuous young man is employed as a fine loafer. Some one has said that a baker is the only loafer that deserves to be respected. He is one of the many good bakers who are employed in that institution. In the same school there is another young boy who is employed as one of the instructors in the industrial department. He holds a position as a head man in the tin shop. His reputation is not to be spoken of lightly.

In Chicago there lives a Cherokee lawyer who carried off a diploma from the Dickinson

law school some years ago and now has a large law practice. Nearby in a large railroad print shop is another young man who carried off a post graduate diploma and a certificate from the print shop for having completed the necessary course in printing in the Carlisle Industrial School.

Going west, you will find a number of these Cherokee young men and women who are holding responsible government positions as teachers and clerks.

In Cherokee, North Carolina, there are a number of these ex-students of Carlisle who are holding good positions as seamstresses, cooks, instructors in the Cherokee Training School, carpenters, blacksmiths and storekeepers. The chief electrician at the Cherokee school in North Carolina, is a full-blooded red man.

Joseph Saunooke, who left Carlisle to go west to act as industrial teacher at one of the western Indian schools, returned to the east and settled down at his native home in Cherokee, North Carolina. He now owns a most valuable farm.

William Ratly, who for some years was a student at Carlisle, is now a well known Baptist preacher in the Cherokee community.

Chiltoski W. Nick, who graduated at Carlisle in 1905, enlisted in the United States army in the cavalry branch as a private and later went to the Philippine Islands. He returned to this country as a corporal. Corporal Nick is a musician and played in the Carlisle Indian band for years, and later in the United States Seventh Cavalry Band.

Joseph C. Washington enlisted in the United States army several years ago and also served most of his time in the Philippines. Washington returns to America in October. In addition to his former name he will bring with it the title of quartermaster sergeant. These are but a few of the many proofs that Carlisle is repaid for the effort she has made to train the students to a higher standard of living.

The Indian is a man. He has hardships to overcome which white boys and girls don't have. He has got to learn the almost universal language of the country before book education can come.

Of course, some fail in life, but there is nothing strange about that, the influences are not the same wherever one goes. As Hon. Mr. Olmstead of Pennsylvania, said

in his thrilling speech in the Senate, "Even some of the university men fail."

I am glad that men lived and are living today who sympathize with the red man's condition.

I have only to turn back the history of the past and find that Indians when they saw strangers coming here displayed noble social traits. But through selfishness we learn that new settlers finally outnumbered the natives, consequently, the history has been handed to us to this day telling us that had the white man sided with the Indian and had worked together with him the Indian problem would have been unknown. Both would have been ruling this great and prosperous country of to-day. "In unity there is strength."

A few words about the Cherokee boys and girls who are still connected with the school. While at school privileges are granted to them; if they wish to go out on the farm and earn a little money for the winter's use they can go. Some of these boys and girls may be found in Pennsylvania, Delaware, Maryland and New Jersey, the boys doing farm work, girls housekeeping and other light work, and are doing splendidly.

A Burden Bearer

A boy at seventeen can practically determine for himself whether he will be a simple burden bearer for others as long as he lives, a leech on society, or whether he will be a broad-minded, useful and successful man. If the boy at this age has no ambition to be anybody and is content to simply let things flicker and take his chance with others just like him, frittering away his opportunities to acquire knowledge, and caring only for the trivialities of life, he can make up his mind to carry a load, ride the brake beam of a freight car or dodge the police as long as he lives, or he can resolve to be a man in the highest sense, seek every means for physical, mental and moral growth and development and must graduate into the ever widening field of utility and success, says the *Pittsburg Press*. It matters little what his boyhood environment may be, if he but has the ambition and well grounded purpose he will climb out of it.

If it is a sin to be selfish, then where do most of us get our credentials.

Standards

The meeting was called to order by the President at the regular time and place. It being the first meeting of the year was short and full of life. The house decided to give a musical entertainment next Friday instead of the regular program. Thos. Eagleman led the most interesting half of the evening's program by telling some of his exciting as well as profitable experiences. Lonnie Patton, his team-mate, John Feather, Ernest Sutton and Francis Gardipee all gave interesting accounts of the summer's outing. Too much cannot be said in behalf of the splendid opportunities afforded by the Outing System. Any one listening to the above speakers would readily see what the summer homes are to the Carlisle students.

An address by Victor Johnson '04, given in the good old Carlisle spirit, helped each one present in his resolution to overcome the dark side of his school life. Victor is a Sophomore at Dartmouth College. The Standards all join hands in wishing him a successful year. The Standard band boys say "Gesundheit." Every body is invited to attend the next meeting. The following is the program for this Friday evening:

Selection	-	-	-	Band
Trombone Solo	-	-	-	Thos. Eagleman
Mandolin	-	-	-	Patrick Verney
Oboe Solo	-	-	-	Eugene Geffe
Vocal Solo	-	-	-	Archie Dundas
Clarinet Duet	-	-	-	Chas Mitchell
				Alonzo Patton
Trombone Duet	-	-	-	Thos. Eagleman
Clarinet Solo	-	-	-	James Johnnie
Vocal Solo	-	-	-	Chas Mitchell
				Patrick Verney
Song	-	-	-	Eagleman
				Winnie
				Patton
Duet	-	-	-	Ernest Sutton
				Benjamin Penny
Selection	-	-	-	Band

Football Schedule, 1907

Sept. 21,	Lebanon Valley College, Carlisle.	Won 41-0
28,	Villanova, at Carlisle.	
Oct. 5,	Susquehanna University, at Carlisle.	
12,	State College, at Williamsport.	
19,	Syracuse University, at Buffalo.	
26,	Bucknell University, at Carlisle.	
Nov. 2,	University of Penn., at Philadelphia.	
9,	Princeton University, at New York.	
16,	Harvard University, at Cambridge.	
23,	University of Minn., at Minneapolis.	
30,	University of Chicago, at Chicago.	
SECOND TEAM		
Oct. 5,	Reading Y.M.C.A., at Reading.	
12,	Wyoming Seminary, at Kingston.	
19,	Open.	
Nov. 2,	Frankford Athletic Club, at Philadelphia.	
9,	Steelton Y.M.C.A., at Steelton.	
16,	Susquehanna University, at Selin's Or	
23,	Altoona, at Altoona.	
30,	Thanksgiving. Open.	

THE ARROW

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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., SEPTEMBER 20, 1907

PROVERB

The day I break my faith with
friends, That day my right
to friendship ends.

Villa Nova Saturday

Tomorrow afternoon we will clash with
Villa Nova College for football honors, and
the visiting team come to Carlisle this year,
with last year's game fresh in their memory.
The game last September was no "cinch"
by any means, and Villa Nova has a linger-
ing idea that they can vanquish the Indians.
The game has been very extensively adver-
tised and a large crowd is expected.

It is to be a game, really the first real
game we play, and the boys should go into
the fray with the firm determination to win
and win we will. Roll up a score that will
thoroughly and finally remove from the
Villa Novian cranium the idea that they
are in our class as "foot-ballists."

Every student who goes out to the game,
and every one should go, should root, and
root hard. Help the boys win. Pull for
the Red and Gold. The Indians must win.
The Indians will win.

Captain Gosman Returns

Captain G. H. R. Gosman, Assistant
Surgeon, U. S. A., is visiting at the
Superintendent's residence.

Captain Gosman is the son-in-law of
Major Mercer and is just back from the
Philippines where he has been in the service
for the past three years. The Captain has
been assigned to duty at Columbus Barracks
Ohio, which by strange coincidence was
Major Mercer's first station as a second
lieutenant years ago, and at which point
the Major's daughter, Mrs. Gosman, was
born.

The Captain is just now giving his entire
attention to getting acquainted with his
little son Mercer who arrived on the grounds
here a few weeks ago. A complimentary
band concert was tendered to the Captain
on Thursday evening, at which Professor
Stauffer's band discoursed the sweetest of
music for a welcome home.

Notes from the Quiver

A friend who is willing to touch you
knows the value of sympathy.

To be able to inherit money is a mark of
great ability as the world views it.

There are two sides to all questions ex-
cept the one in which a man is personally
interested.

Yell, ye Indians, Yell

Carlisle! Carlisle! Hear the people say
Carlisle! Carlisle! All along the way.
You're the team we'll cheer for,
You're foot-ball players to the core,
You'll make old Villa Nova sore,
Carlisle! Carlisle! Is what the people call,
Carlisle! Carlisle! Your eye is on the ball,
You're the Indian team all glorious,
You're the Carlisle team victorious,
You'll make old Pennses feel uproarious.
Min-i-wa-ka-Ka-wa-wi.

Employees' Corn Roast

On Wednesday evening the employees
assembled in the grove back of the Indus-
trial buildings and enjoyed a real old-fash-
ioned corn roast *al fresco*.

The night, though cold, was enlivened by
the warmth of the gathering and all seemed
to enjoy themselves for an hour or two.

Three large fires were built in convenient
places and after the preliminaries were done
with, the corn was roasted and a large
number of the staff laid all formalities aside
and entered into the spirit of the occasion.
Hot corn, sweet cider and old-fashioned
doughnuts were discussed and disposed of at
an alarming rate, and after the wants of the
inner man had been satisfied all gathered
around the fire, where wierd tales were told
by various of the group.

The thanks of the entire staff are extend-
ed to the Major for all courtesies rendered
tending to the success of the roast, and to
Mr. Taylor (the 'gemmen' from Kaintuck)
Miss Mayham and all others for the assist-
ance rendered and articles loaned for the
occasion. After the roast various parties
were formed and "corn pops," cider part-
ies, card parties, etc., took up the balance
of a very pleasant evening.

The County Fair

The entire school will visit the Country
Fair this afternoon and the regiment will
give an exhibition drill on the fair grounds.
The drill performed by the Indian boys has
lately been a feature of the Fair and the
boys have always put their best foot for-
ward to uphold the reputation of the Car-
lisle Indian. This year will be no exception
and each boy should be on his mettle and
feel that the appearance of the squad or
troop depends on him in particular, and if
each boy does his part we have no fear of
the result.

After the drill the school will have the
freedom of the grounds.

The parade through Carlisle has been
prepared for by the citizens and the streets
have been decorated with the Red and Gold,
and when our band plays and our boys
march by, remember that on you depends
the good name of the School.

Display Your Energy

Sir Thomas Buxton said, "The longer I
live, the more I am certain the great differ-
ence between men, between the feeble and
the powerful, the great and the insignificant,
is energy—invincible determination—a pur-
pose once fixed, and then death or victory!
That quality will do anything that can be
done in the world; and no talents, no cir-
cumstances, no opportunities will ever make
a two-legged creature a man without it."

Sir Thomas must have had in mind the
contrast between the student and the weak-
ling that is always "going to get at it next
month." Are you lazy—too indolent and
listless to use your energy? Do you keep
lolling around and putting off your studies?

Gone into Business

George Balenti, '04, is now located at El
Reno, Oklahoma, where he is to embark on
business on his own account on October 1.
George has purchased the Opera House Ci-
gar Store in that city and has the prospect
of a fine trade. In a recent letter he sends
his regards to all the friends and former
schoolmates.

New Arrivals

The following young Sioux stopped off at
the school last Monday evening while en-
route to Washington, D. C.: Jesse Picott,
J. Lambert and Clement Smith. These
boys were accompanied by Mr. C. C. Smith
of S. Dakota, and intend to return on
Saturday in time for the game and will
enroll as students.

ARROW HEADS

Personal and Impersonal—Wise and Otherwise

- ➔ Mr. Carter, the small boys' disciplina-
rian, is ill.
- ➔ David F. Guthrie has joined the band.
We all wish him success.
- ➔ The band has been replenished by a
number of new members.
- ➔ Mitchell Pierce arrived recently from
his home in New York State.
- ➔ Susan M. Twiggs, who went home last
June, is expected to return soon.
- ➔ Albert Simpson and Arthur Sutton
have entered at Haskell, to take Commer-
cial Course.
- ➔ Joseph Libby, class of 1907, arrived
here last Friday. All his friends were glad
to see him again.
- ➔ Mitchell Peirce, who went home this
summer, returned last Saturday, and is
looking well.
- ➔ Marie McCloud gave an interesting ac-
count of her trip on Sunday evening, in the
Y. W. C. A. meeting.
- ➔ Rose Beck is expecting to come in for
a short visit to the school. We are all an-
xious to see her come.
- ➔ Troop F of the small boys quarters is
trying very hard to make a good showing
for the Fair on Friday.
- ➔ Laura Bertrand was changed to the
opposite division in school, and some of her
classmates miss her very much.
- ➔ Spencer Patterson has returned from
his home and is looking well after enjoying
the things around his home.
- ➔ St. Elmo Jim is getting to be expert to
making trousers. He says he is going to
follow his trade when he leaves the school.
- ➔ Preparations are all made for today at
the County Fair. Students, employees and
others are looking forward to the afternoon
with much interest.
- ➔ About nineteen girls went to early
Mass Sunday morning. It seems strange
to see some of those jolly girls serious but
it is a duty that few neglect.
- ➔ Alfred Degrasse, the tall, lanky half-
back of the Carpenters, says he is in good
shape for the foot ball season. He has
played already and showed up well.
- ➔ Charles Holstein who arrived here at
Carlisle two weeks ago last Saturday, is
now working in the printing office, and he
says, "He enjoys his work." Hang to it,
"Charles."
- ➔ Winnie Hale, who is working at the
quarters, says she likes her work very
much. All the girls report that the house
has been brightened up since Winnie has
worked there.
- ➔ The Foot Ball Club is being put into
tip-top order, being equipped with a nice
Reading Room and two first class Pool
tables where our foot ball heroes may spend
and enjoy their moments of leisure.
- ➔ Last Friday, Joseph Libby '07, return-
ed to get a little more "knowledge" as he
expressed it. He is soon to enter "Prep"
in town. He has spent most of his
summer in the lumber camps of Minnesota.
- ➔ Most of the soloists that were with the
band at Long Branch have left for other
positions in the music world. They are
missed very much by every member of the
band that went to the seashore, for there
it was they learned to love with brotherly
love.—Bandman.
- ➔ Joseph Belcourt, who arrived here two
weeks ago last Saturday with Scott Porter
and a bunch of others from northern Minn-
esota, is on the sick list this week. All
friends wish Joe a quick recovery. "Nick"
Belcourt also a member of the White Earth
bunch is taking up the harness trade.
- ➔ Last Saturday, the Indians met with
the Lebanon Valley football team. Just
before the game started the rain began to
fall. But the redskins kept on the go?
rain or shine. The game was very inter-
esting even if the rain did fall. The score
was 40 to 0 in favor of the Indians.—F.E.C.
- ➔ The opening meeting of the Susan's
society was on Friday 21st. New business
seemed to be the principal action taken.
Miss Wood brought before the society the
plan to organize a similar society to the
Susans, for the benefit of the lower grade
girls. We Susans think it a fine idea, and
are willing to help them.—'11.

➔ Ask Laura Bertrand where the Belle
of Carlisle's "brains" are?

➔ Mrs. Titus Whitecrow left for Chamber-
lin, South Dakota, during the week.

➔ A postal was received from Dora
Snyder, saying she is well and enjoying her
country home.

➔ Joseph Blackhawk is teaching in the
academic department in the position former-
ly occupied by Mrs. Whitecrow.

➔ Fred Sickles was promoted to No. 8
school room. Fred is a bright boy and he
is getting along finely with his studies.

➔ Miss Hobson, of Frankfort, Kentucky,
who has been the guest of Miss Gaither, of
the outing department, left for home during
the week.

➔ Many visitors to the county fair this
week have visited the school and were very
favorably impressed with the work being
done here for the Indian.

➔ Cornelius J. Petoskey '02, in a letter to
a friend says he is getting along very nicely
at his home in Michigan. He wishes to be
remembered to his friends.

➔ In spite of the heavy shower we certain-
ly enjoyed the football game. It was the
first game I have been to out east, but hope
it won't be the last, says a westerner.

➔ The regiment was out for a little prac-
tice drill on Thursday afternoon and was
commanded by the Major. Movements were
executed to refresh the boys for to-day's
drill.

➔ Miss Blanche Warner, a cousin of Mr.
Glenn S. Warner, ("Pop"), is visiting at
the Warner domicile for a few days. Miss
Warner is a great admirer of Carlisle and a
strong supporter of "Pop's Indians."

➔ Fannie Keokuk, who came last Wednes-
day from Stroud, Okla., entered the Junior
room. All of her Oklahoma friends were
very glad to see her looking so well. She
says that there is no place like dear Carlisle.

➔ Lieut. Cooley and Sergeant Glori of the
Infant Class enjoyed the hospitality of Cap-
tain Robert Davenport of the Small Boys'
Quarters, in the shape of a hearty feast of
preserves and other goodies which the Cap-
tain had brought from his home in the wilds
of Michigan.

➔ By a recent decision of the Athletic
Committee the Junior Varsity foot-ball
team must be composed entirely of boys
from the small boy's quarters, barring the
commissioned officers from the team. Jun-
ior Varsity must be Junior Varsity. There
is plenty room for all players on the
different shop teams.

Y. M. C. A.

A very interesting meeting was held in
the Y. M. C. A. hall last Sunday evening.

The meeting was conducted by Mr.
Venne, who called on Victor Johnson of
Dartmouth College to speak. Mr. John-
son gave a very interesting talk on the
"Students returning to the reservation."

We were all glad to see so many of the
football boys present. Remember, boys,
you are all invited.

Next Sunday we intend to have a union
meeting of the Y. W. C. A. and the Y. M.
C. A. The meeting will be in the Y. M. C.
A. hall.

To Foot-ball Aspirants

We learn that some of the boys who are
now in the football squad are thinking
about leaving the squad and working with
the shop teams.

This is a matter of choice of course, but
the Athletic director informs us that any
student quitting the squad without notify-
ing Mr. Warner of his intention, will be
barred on shop teams. This is only just,
as some of the good men are being solicited
to come in the shop teams and quit the
squad. The material in the shop will all
have opportunity to "work out" their
abilities but each boy should remember
that the squad represents the entire institu-
tion and comes in for first consideration.

Think it over a while before you lose the
opportunity to become an athlete under the
best coach in the collegiate world.

Guard Thy Tongue

Never permit yourself to comment un-
favorably upon a friend. If you have a com-
plaint, carry it in person to the individual
concerned. Loyalty is the life breath of real
friendship; and if there was more loyalty
there would be fewer broken friendships.

ROUND TABLE CONFERENCE

NOTE This conference was conducted by the Hon. Francis B. Leupp, Commissioner of Indian affairs, during the Institute held at Los Angeles, Calif., July 2-12, 1907, and was held immediately after the adjournment of a general session, which concluded with a paper on Native Indian Art, read by Miss Angel DeCora, and a lesson demonstrating practical orange culture, presented by Miss Maggie Naff with a class of Indian pupils, and the preliminary remarks of the Commissioner refer to these exercises.

Nearly everybody else has had a demonstration here, and now I want one of my own. These two boys (calling two pupils to the front) are from Oraibi, where the old Hostile chief, Yukeoma, told me last year that his followers were not going to let us have any children from their Pueblo. I ventured to disagree with him: I thought we should continue to have Oraibi pupils in our schools. These two boys are here, as you see, and have been showing you what they have learned during the last year. *Quod erat demonstrandum.*

These boys, like the others at Sherman Institute, are learning not simply the lessons taught in books, but more valuable things how to carry responsibility, how to take care of themselves, how to hold their own against the whites. I am glad to see that monogram on the Sherman Institute banner (pointing to the Sherman flag containing a monogram composed of the letters S. I.) It comes pretty near being a dollar mark. Sordid as it may sound, it is the dollar that makes the world go around, and we have to teach the Indians at the outset of their careers what a dollar means. That is, in some respects, the most important part of their education. We are doing it everywhere. Last year we sent about forty boys from Fort Defiance, Navaho boys, into the beet fields of Colorado. They came back a month or two afterward with some \$1600 jingling in their pockets. Every one of those boys learned a lesson. Moreover, every one of those dollars has been invested in sheep; and when those boys come to make their homes they will have something to start on, something they own themselves, and something that they got by their own labor. That is the reason we are trying to teach these Indians such practical lessons as we have had here today.

I want to say just a word about Miss Angel DeCora's address. When it is printed I hope you will all read it, because Miss DeCora could not speak loud enough for all of you to hear, on account of the condition of her throat. Somebody came to me this morning and wanted to know if I had seen an article in the local press in which doubt was expressed whether she would have the support of the authorities in such work as she is doing! As the idea of reviving, or perpetuating, Indian art and its ideals, was one of my earliest aspirations and as I had to struggle hard with Miss DeCora to induce her to leave the private practice of her profession and come in with us and take up this task because I thought her better fitted for it than anyone else I knew, I feel that I am reasonably safe in prophesying that, through this administration at least, she will have "the authorities" behind her.

Now I shall be very much pleased to hear from anyone who has any critical or other thought to express, or any inquiry to make; and I hope you will forget all about our relative official rank, and treat me with perfect freedom. We are all here together as fellow-workers, standing on the same footing, trying to do something for our Indian people; and if we can help each other in an out-and-out talk in this way, it certainly will be a very well spent time for me and I trust will be for you.

Question from the audience. For how long a time has this idea of teaching the Indians to take care of themselves been agitated?

Answer. In a theoretical way, it has been worked on for a long time, but we have been trying lately to carry it out in a more practical fashion. For example, instead of herding the Indians together and keeping them away from the whites, we have tried to get them mixed in with white people, in the hope that they will absorb a good deal of valuable knowledge from experience—not always the best that the whites have, but something of importance to their life work. Instead of shutting them up in a hot-house and trying to train them artificially by furnishing them with special implements and teachers and everything else, we are trying to make them learn right out in open, as people of other races do. We sent last

year a thousand or more Indians away from the reservations and into the world to tackle all branches of labor. We sent them into the Colorado beet fields; we sent them to dig on the irrigation ditches; we sent them where they could work at building railroad embankments, and in all those ways tried to accustom them to the working habits of the white man.

It does the boys and girls good to go out to work away from the schools even during the school months. I am perfectly willing to credit a school with all their children put out in this way, because it is quite as essential a part of their education as anything they can learn from books. My policy includes not only the sending of Indians out among the whites to learn their ways and break away from reservation life, but I have procured from Congress, as probably some of you do not know, two or three pieces of legislation covering other phases of the subject but all pointing in the same general direction. One, for instance, permits us to give an Indian, as soon as we are satisfied of his capacity for taking care of his own affairs, his patent to his land in fee; another, to give any Indian, when we are satisfied of his ability to care for himself, his share of the tribal fund. In that way we are trying, just as fast as we can, to take each Indian out of the mass and set him on his feet as an individual citizen just as soon as he is able to take care of himself. We should do for the Indian precisely what we are doing for the white man give him the rudiments of an education, teach him what money is, teach him the value of things, and then let him dig out his own future. Of course it means that a considerable number will go to the wall, but those who survive will be well worth saving.

Q. What is being done in the schools and on the reservations in the way of temperance work?

A. Only the general teaching of temperance. I think perhaps the most valuable work for temperance is to get hold of a conscienceless dramseller here and there and put him in the penitentiary. That is a more practical lesson, as a rule, than teaching what are the ingredients of alcohol and what effect it has on the human system. We were beaten in one big legal fight on this subject in the spring of 1905. But although the dramseller in that case won, the Government had at least the satisfaction of learning that it had put him out of business and left him \$1500 in debt. If we could simply break up the trade of every one of these fellows, I think we could keep them from debauching the Indians with impunity.

Q. I was reading an article the other day in which it was said that the present idea was to transfer the Indian schools from the jurisdiction of the United States Government to the care of the different States. Is that so?

A. That is in a measure true, but of course no such sweeping statement should go unchallenged. What I am aiming to do is to take the non-reservation schools—which, as I said a day or two ago, are on the road leading downward—and turn them over to the State or local authorities. A plan I should like to pursue is this: to get the States to take any of the non-reservation schools which we can spare (and there are about twenty of these) with the understanding that they shall be preserved as educational institutions by the State or local authorities, and that for, say, the next ninety-nine years, any Indian who wants an education there shall have his tuition free—he to furnish his own board and clothing, books, etc. If I could induce the States to take them in this way, and the United States Government to give them up, I should achieve something I have been looking forward to for a long time. Dartmouth College in New Hampshire started as an Indian school, and I believe it has in its charter as a college a provision that any Indian who wishes an education there can have his tuition free. That was what gave me my idea many years ago, for I saw that in that way we could get out of the tangle into which we have fallen. The non-reservation schools, most of them, are simply kept in existence by sending out runners in every direction to gather the children in by main strength, if they have to be half-torn to pieces in the process

when two or more emissaries get after them at the same time. I want to get rid of that sort of thing as quickly as I can, and bring our work down to the point where every school will stand on its own two feet, and derive its support from the fact that it is actually needed and fills the want. The resolution of nineteen or twenty of our non-reservation schools into State schools for Whites and Indians indiscriminately would tend to the same end as the labor program already described, of mingling the races together.

With regard to the schools on the reservations, they will gradually merge into State and local institutions also. In time we shall put one reservation boarding-school after another out of commission. Then will come the question: "What shall be done with it?" The local authorities will probably say "We would like this for such-and-such an institution," and the government will simply sell it for that purpose; or, if it is to be continued as an educational institution with such a proviso as I spoke of, the Government would doubtless be willing to make a present of it to the State. Finally our little day schools, which are at the foundation of our whole system, will in all probability merge, in the course of twenty or twenty-five years, into little village schools, continued by the local white government, but conducted for all the people alike; they will become a part of the great common school system of the United States, which has done so much to make our country what it is today.

Q. You spoke of putting the Indian upon his own feet so that he can take care of himself and children. When we give the Indians land and tell them to work for themselves, it seems to me there should be someone to look after them and see that they progress in the right direction—someone to look after the old Indians. It seems to me that there should be white people on the reservation from whom the Indians can learn how to live, and do things properly not because they are forced to.

A. If I understand you correctly, you have struck the right note. It is good, sound sense to let the Indians do their own self-improvement just as far as it can be done. Bring in among them the whites who will guide them and steer them, withdrawing the guidance and steering as it becomes less and less necessary, and the Indians will learn in that way that they must take care of themselves. There is nothing in the world that does a boy or a girl, an Indian or anyone else, so much good as taking care of himself. The Indians will never get one step further up while someone else is taking care of them. My notion is to put them on their feet and let them do for themselves, with only a little encouragement—as we hold out a finger before the tottering child that cannot quite walk. Let them go on in that way instead of being tied to the apron strings of the Government.

Q. If the Government physician on a reservation could be made a health officer, authorized by law to see that things are kept clean and make the Indians understand that his sanitary rules come from the Government, I think the question of sanitation would be greatly improved. I find that the Indians on our reservations think that everything that comes from the Government is the thing to do. Often when I ask them to do things, they say, "Maybe Washington not like it." If the physician can be made a health officer, then he can go further, with the aid of the field matron or missionary, toward helping the Indian.

A. That is a good idea. I shall be glad to have you write me a letter about it when I get back to Washington, and I will take it up at once. The agency physician is already, by virtue of his office, the health officer of the reservation, and ought to be so understood and respected; but if it is necessary to clothe him with more of the insignia of authority, I will give every physician a large parchment with a broad blue ribbon and a big red seal attached to it, and if that does not impress our red brother I do not know what will.

Q. You spoke about giving over certain schools to other authority. Did you mean that the Indian pupils must furnish their own books, board and clothes?

A. I meant just that. The present prac-

tice of feeding and clothing and lodging an Indian free in order to make it easier for us to force upon him a degree of learning which he does not wish, and of which in most cases he can and will make no use, is all folly. It only cultivates the spirit of pauperism in him. A ground in the rudiments he should have, whether he seeks it or not; but everything above that he should aspire to, and be willing to work for, just as the white youth does.

Q. Now in regard to the allotment question. Do you think the Indian ought to have been made to earn his own land just like others in this country?

A. Most assuredly. I don't mean the old Indians—the able-bodied ones. We began all wrong, by giving the Indian his home whether he wished it or not, and then telling him he must work and earn his living on it. That is reversing the process of natural evolution. But an earlier generation did just that; we inherit the system, and now, as President Cleveland once expressed it, it is a condition and not a theory that confronts us. We have got to make the best of a bad situation we didn't create for ourselves.

The old fashioned Indians we cannot hope to do anything with; they will have to be gently eased down the steps to the grave; but as they pass away other generations come in after them whom we can steer aright because we can begin while they are still young enough. The initial mistake was made long ago, before any of us were handling affairs. Let me show you the logic of it. The Government started out with the idea that the Indians at one time owned all the land, so, when the land was to be divided up, every Indian must have a piece of it. Now as that piece of land is not going to be in the city but in the country, what shall the Indian do with it? We must require him to farm it, of course, because farming is the only use the open country can be put to. So it was decreed that every Indian must be put upon his piece of land and required to make his own living there.

Now what would happen to us if we were each set down upon a piece of land and told to make our living out of it regardless of our wishes or abilities? I know what would happen to one man—I should starve to death. It is the same way with the Indians as with us; they have as great a diversity of talents as we. One is a mechanic, another is an artist, another takes kindly to the law, another does clerical work exceedingly well. To take all these people indiscriminately and say, "You must plow your land and sow it, and reap and market your provisions, and in that way make a living," is about as sensible as to decree that all the people of the world should follow one pursuit. What we ought to have done in the first place was to absorb the Indians into our civilization, never recognizing them as a separate people, never making special laws for them, but making them subject to all the laws that were made for all the people. We ought to have treated the Indian just like any human being, just as we treat any foreigner who comes to this country, only showing him a little more favor, perhaps, because he was here first. Had we started with him in that way, as soon as he had come to want land and a home he would have earned them by his own right arm, as other men do. Then he would have appreciated them, because the impulse to own his home would have come from within and not been forced upon him by an overcharitable Government.

As I have said, we can't get away from the mistakes which an earlier generation made; we are obliged to deal with conditions just as we find them; but what we must do now is to work back by degrees into the right path, leaving the Indians, as soon as practicable, to make their living for themselves. And that is why, when some of you superintendents call on me to allow you to erect new buildings, to establish an electric lighting plant, to install a new laundry or a steamcooker because it saves labor, or to buy something else which the Indian will never have or see at his home on the reservation, I do not allow you all you think I ought to. When you feel, sometimes, that I do not treat you generously, it is not because your request is bad in itself, but because the particular principle

that I am struggling to carry out is exactly opposite to that represented by your request. We are trying to deal with the Indian just as we find him on his own ground—to frame his schooling with a view to what he is going back to when he leaves school. By the same process of reasoning, I want to put the Indian back upon the same footing with the white man, and with every other man of any race or color in this country—where he must, if he goes to school, pay for his own board and lodging and clothes. Unless the local government extends some special privilege to all its people I don't want the Indians to get it. I want to take him out of the category of currios and make a man of him!

Q. I have read several things that you have said in regard to abolishing all the non-reservation schools, and we at Haskell have been quite anxious about it. There has been considerable unrest; the people don't know whether the school is going to be abolished next year, or whether it is going to stand for a number of years. Is your policy a sweeping one? Do you believe in abolishing all, or do you believe there is a place for a few?

A. As I was telling the superintendents the other day, I should like to make the descent gradual. I should prefer to get rid of one school at a time, and should put Haskell among those last on the list to be abolished. I want to say in regard to Haskell that it is doing good work, just as Riverside is doing good work. I have seen Riverside's demonstrations here, and have no doubt that Mr. Friedman could get up and give some from Haskell just as good. Haskell is making quite a specialty of its clerical course, which is one that I like very much indeed, because there are a great many young Indians who are taking most kindly to different sorts of clerical work. They make excellent stenographers as well as bookkeepers, and they write well, as we all know—doubtless due to the manual training the Indian has had through his many generations of ancestors who have had to make everything they used with their own fingers. Haskell, I feel safe in saying, will be among the last to be abolished, because its geographical position is such that it ministers to a large population of Indians who are likely to take to clerical occupations. I think that by degrees some of the branches which are now taught at Haskell might be turned over to some of the other schools, but I don't think Mr. Friedman need pack his trunk for some time to come.

Q. Do I understand you to say that the outing system should be extended to all boarding schools?

A. The outing system I should be glad to see extended to every boarding school in the Service. Indeed, I believe the outing system is the best feature for our schools. I think it is a great deal better than all the learning we can cram into the children from books. In the first place it takes a child at an age when his disposition and his impressions of life are being formed, and puts him among white people in a family, where he learns to know them and not to fear them. It also has a great influence on the white people; it teaches them that not every good Indian is dead—a fact which is very important they should learn. But the outing system is a limited one; it is bounded by neighborhoods. Therefore, I am applying the outing principle on a large scale—getting children out from the schools and into the actual big world among white laborers, just exactly as white boys go out from school to earn their living. I should be glad to see every teacher adopt a little outing system of his own if he can, with a view in the future of sending the children into the large activities of the world beyond the neighborhood in which the school is situated.

Q. Would you consider that practicable in a day school? One of the first questions asked by inspectors is: "Let me see your enrollment; let me see your attendance." And unless I can count the outing pupils I cannot show the required attendance. What should I do in such case?

A. Refer him to the Commissioner! I think it highly beneficial to the children to go out to work, for it keeps them often from unfortunate associations on the reservation. We know that for the ten months of the school year they are under good

influence. If they had homes to go to which were like the homes of our Caucasian children, I should say that a school year of ten months was too much. I think it is just as well to send them out for a couple of months during the school year, giving them as much liberty as is compatible with the running of the school; send them out, and let them get that vital contact with the world which does us all so much good; let them learn their lessons of industry on a farm, for instance, where farming is carried on in earnest, and not in the imitation way in which it is done at the school or on an agency farm. Send them into shops where real shop-work is real dollars, not merely to preserve school discipline. I want the schools credited with the attendance of the pupils for all the time they are out on these little journeys into the world, for the children have simply changed teachers; they have passed from the teacher who is salaried by the Government to the teacher who is training them because of the actual value he gets from their labor.

Q. How about sending them to the public schools?

A. In regard to the public schools, I will say that the more Indian children we can get into them the better it will suit me. I should like to have every one of them in a public school instead of a Government school.

Q. When the pupils' term is up, which is usually three years, would it not be a good plan to let them go out and work, and cut them off from their school supplies during the time they are out, not letting them come in for their board and clothes, and to lie around the school all day Sunday, going back on Monday morning? I have seen this done in the school where I am. They will go out and come back on Sunday with the excuse that they are sick, when really nothing is the matter with them. Would it not be well to make them go out and stay out during the two months, providing their own clothing and everything they need?

A. Yes, if they can earn them. That suggestion is all on the same line along which I have been talking. The Government has, with the best of intentions, pauperized the whole race of Indians. It is our business to try to neutralize this influence and reverse the practice.

Q. Are the larger pupils enrolled in a day school to be continued on the roll and counted as in attendance when they are out at work?

A. Yes, if it is not done surreptitiously. Be candid with the Office, tell us what you are doing, and ask authority. I purpose to carry out these ideas to the fullest extent, and give our teachers the benefit of every child constructively in attendance, if they will simply take charge of the children and see that they get out and work at some gainful occupation. Such outside work is much more valuable than any they could do in the class-room. I shall every time be very glad to give the teacher the credit of having done his or her whole duty if the children are brought to the school, started in the rudiments, and then sent out to places where they can be taught actually to do something for profit.

Q. Should the old Indians and their children be educated, and is it to be forced on them?

A. Some of the old Indians have learned a thing or two of late years, particularly those who have come into close contact with a school. That is where the day school is doing the great work. It is right under the nose of the old Indian, and after a while he learns to respect it. Of course, there is still, among some of the old Indians, a very great opposition to education, or to what we style education. The old-fashioned Indian wants his child to follow the old Indian ways, and believes they are better for it. We have to put the school proposition on very practical ground with him. First we appeal to his instinct of self-protection. We say: "The white people are coming into your country, and unless you and your people know the English language and are able to read and write and cipher a little you cannot hold your own against the whites. Now it will do no good for you to say the whites ought not to come—that they ought to stay away and leave you alone—for they are coming, and are here."

After we appealed in that way, if he still resists, we say plainly to him that his children must go to school long enough to learn the simple things, whether he likes it or not. And if he then still does not listen to the words of the Government, we send the policeman or the soldier to show him that we mean business.

Q. Is there uniformity in the treatment of the different tribes throughout the United States? And how, for instance, does the treatment of the California Indians by the Government differ from that of the more savage tribes?

A. A full answer to that question would be very complex. The tribes differ, of course, as do different peoples of the Caucasian race, and we have to adopt a variety of methods suited to the respective tribes. We treat an agricultural people like the Hopis, who for many years have been subsisting in a poor way by their own labor, in a very different fashion from that in which we treat the proud and warlike Sioux. The California Indian, in my judgment, is in a better position today than nine-tenths of his brethren in the United States, and he is so because the government has done less for him. He has been stripped of pretty nearly everything—a blessing in disguise, for by virtue of that he has been obliged to get down and work for a living; and I look to see more Indians of the California tribes saved than of any other group in the United States.

Q. I have been very much interested in the outing system, and I should like to ask you this question: Suppose a person comes to a large school to get fifty pupils to work for him, what is the basis of choice by which a superintendent or teacher should choose those fifty? What should lead him in his choice?

A. I will tell you what rule I should apply: I should study my children to know who among them would receive most benefit from going out—that is, which ones show some capacity for appreciating the advantages of such a chance to touch elbows with the world. When a child shows a disposition toward progress, he should have the benefit of the outing rather than the one who will simply take a lesson because you require him to, and let it run out of his mind as water runs off a duck's back. It is a mighty good plan whether you are dealing with children or with adults, to give your help not to the inert but to those who show some interest in helping themselves.

A Few Grinds

Ask Ira Spring who wrote "Mis," for "Miss?"

What girl was it that heard a screech owl and exclaimed "Oh! please close the window, I heard they would carry people off?" Ask Esther Moose.

William B. Zahn, says he enjoyed last social night very much. This is one of the most enjoyable socials he has had since he came in from the country. Ask M. M.

If you want to know what a mountain is ask Peter Gaddy.

What girl was it that would not eat ice cream, because she was afraid it would make her fat? Ask Naomi Greeneye.

Who was it that was leaning against the steam pipes, back of the waitress' table when she found that the steam was on?

Ask Bessie Charley what was the matter with her "little nose," one morning when she awoke?

Evans Phillips says he enjoys going to town. I wonder why?

Ask James O'Brian what kept him awake last Sunday night?

Ask Peter Thomas how did he lose his dollar?

Ask Arthur Smith why it comes handy to be tall?

Ask Fred Sickles who are new members in the Band?

Improvement on Bleachers

Mr. Gardner, Mr. Lau and Mr. Herr are busy with the carpenter detail putting a roof over the open bleachers on the Athletic Field, and indications are that the work will be completed before the Villa Nova game tomorrow.

The rain during Saturday's game was the settling point and with an eye to the comfort of the students the Major at once ordered the work done. Rain or shine we will be there.

Lebanon Valley Sclaped

Last Saturday in the heavy rain which drenched the spectators but did not dampen the enthusiasm of the student body the first game of our schedule was played, resulting in a score of 40 to 0 in favor of the Indians.

The team from Lebanon, although a good football team, was no match for our big braves, and the way we ran over them was pitiful to witness. They are certainly a game little bunch of players, averaging 145 lbs., and when the two teams would come together it was simply "eating 'em alive." The Indians played football and several of the new members of the squad showed up to good advantage and will have no difficulty in making the first teams.

Now the schedule is open and in the game to-morrow it is expected that the new aspirants will show all there is in them.

A Roll of Honor

Miss Gaither, the Girls' Field Agent of the Outing System, has finished her tour of visiting the homes of the outing girls. Among her other duties, she inspects the clothing and apartments of the girls in their outing homes, when least expected.

On her trip Miss Gaither was most favorably impressed with the appearance of the girls in general, but dropping in upon the girls, unexpectedly, she has found the rooms of many of the girls in true inspection order, and the neatness and tidiness of the girls is a grand recommend for the students of Carlisle.

Most of the rooms were what could be termed "good" but the following girls received the mark "Excellent" in all details:

Julia Janes, Felicita Romero, Sara Jackson, Ella Saracino, Elsin Smith, Lilian Leonard, Louise Thomas, Mattie Ten Eyck, Edith Harris, Mary Tallchief, Nina Tallchief, Nannie Saunooke, Helen Picard, Jennie Blackshield, Sara Mansur, Anna Sampson, Rosina Peters, Clara Henault, Stella Laughlin, Rose Beck, Marcia Meloviddoff, Sara White, Mary McDonald, Grace Kieh, Ollie Chisholm, Mary La Doucner, Nancy DeLorimere, Minnie Dextator, Theresa Brown, Louise Kenney, Ella Johnson, Evelyn Pierce, Eliz. Johnson Elizabeth Lavatta, Emma Newaushe, Iva Metoxen, Grace Sampson, Minnie Billings, Bertha Hawk, Georgiana Bartlett, Virginia Grant, Josephine Nash, Margaret Delorimere, Minnie Black Hawk, Mary Amera, Ruth Moore Charlotte Tarbell, Rose McArthur, Lizzie Fish, Sara Chubb, Anna Paul, Emily Mitchell, Virginia La Roque, Clara Ellis, Rose Simpson, Zoa Acton, Fanny Charley, Agnes Norton, Elizabeth LaRoque, Annie Dibow, Mary Cooke, Texie Tubbs, Delia Johnson, Edith Bartlett, Clara R. Smith, Lavina Harris, Mary Silas, Leila Schenandoah, Etta Hatyewinney, Cora Elm, Sara Shaycaw, Electa Metoxen, Izon Tallchief, Alta Thompson, Paul Pauline, Julia Jackson, Ruth Lydick, Rachel Penny, Minnie White, Clara Spotted Horse, Lottie Trumper, Stella Skye, Katie Wolfe, Stella Bear, Laura Bertrand, Naomi Greensky, Maggie Flaming, Josephine Smith, Alice Morris, Flora McDonald, Phoebe McDonald, Jean Harris, Josephine Goodiron, Stella Laughlin, Martha Cornsilk, Josephine Charles, Vera Wagner, Agnes Tarbell, Margret Fremont, Olga Reinken, Mary Sawatis, Helena Lane, Della Carter, Elmira Jerome.

Uncorrected Language

THE STRIKE ON SHANE'S FARM.

If you want to hear about the strike on Shane's farm, ask one of the boys or girls that go to school in room 5. They can tell you every thing about it. They can tell you just where the animals and the birds met at, and held a council to decide what would be the best course to follow, we will hear about the conclusion of this story in the ARROW next week.

Room 5 Issac E. Wilson

Since school was opened, I read the story of Columbus, how he was doing during his boyhood and also manhood.

I found something, that is I never know before.

And now I would like to be like him, and not be great sailor as he was, but stick to the things that are right for me to do.

Room 5 O. B. Nateroak

LOCAL MISCELLANY

Items of Interest Gathered by our Student Reporters

[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.—Ed.]

→ The plasterers are plastering the Florist's cottage.

→ David and Frank Lonestar have been promoted from No. 9 to No. 10.

→ Rosetta Peirce is now working in the bowling alley and enjoys her work very much.

→ We learn through Wesley Tallchief that May Wheelock, '11, will soon return and join her class.

→ Peter Gaddy is hoping to be captain of the western football team in the small boys quarters this year.

→ Harry W. Wissel remembered his classmates by sending them pretty postals of his country home.

→ Every time you go in girls quarters you will find a house girl scrubbing. Cleanliness is a prime virtue.

→ We learn through a letter that Annie Bero who is living in Glenside, Pa. has a pleasant country home.

→ Daniel Eagle, one of the Carlisle graduates, has been appointed as assistant clerk at Red Lake Agency.

→ The girls are looking forward for the day to come to go to the fair as they all expect to have a good time.

→ Rose McArthur leaves for home next Monday. All are sorry to see her go and hope she will come back soon.

→ Joseph Twohearts who is working at the Bakery, says that he likes the work because he never gets hungry.

→ A letter from Susan Twiggs to her friend says she may return to Carlisle. She also states that Bessie Jordan is married.

→ Virginia T. Gaddy, Class '11, one of the dress-makers, is taking special lessons in the fancy work department. Do good work, Virginia.

→ An exciting football game is expected Saturday, with Villa Nova College team. Prospects indicate an enthusiastic crowd from Carlisle.

→ James C. Johnnie says that he enjoyed his life in the band very much and he hopes to go home before 1909 in order to see the Alaska fair.

→ The members of the Sac and Fox tribe, were made happy by the arrival of Fannie Keokuk, from Stroud, Oklahoma. "Osaukies."

→ The second team of the football squad are all looking eagerly ahead for their first game, that with the Reading Y. M. C. A. October 5th.

→ Sadie Dunlap, who is a special sewing room girl, is taking a thorough course in cutting shirts and says she enjoys her work very much.

→ Paul Belcourt, the crack fielder of the Northern Valley League this summer, arrived here three weeks ago to learn the blacksmith trade.

→ Elizabeth La France, who has been working in the clothing room for several months, says she likes it very well in the clothing department.

→ William C. Yankee Joe, the quarter back for the reserve football team, is busy practicing drop kicking. A drop kick is not an easy thing to make.

→ Last Friday Zoa Acton gave an ice cream party. The invited guests were Emenda Wolfe, Marica M. Louisa, Thomas, Bessie Saracino and Naomi Greensky. All spent a very enjoyable evening.

→ Alfred Locust Degrasse is giving Junior Varsity second team a hard practice this week for the games against the pick up teams. He would like to hear from a team to have a game with Young J. V.

→ Peter Thomas has been working on the first farm through the summer. He expects to become a first class farmer. When he returns to his home in California he intends to show his friends how to farm *a la Carlisle*.

→ Miss McMicheal led the Y.W.C.A. Sunday evening. She gave a very interesting talk upon "Christ's love and goodness to His people." She is ever willing to help us in our needs, and we are always glad to see her among us.

→ The band started its daily rehearsal last week.

→ The girls enjoy the time that is given them in the Gymnasium.

→ The masons are busy placing a concrete floor in the blacksmith shop.

→ The steam had to be turned on Monday, for the second time this year.

→ Susie Whitetree, now at State College, writes that she is beginning to feel at home.

→ Christina Mitchell, who has been in the Hospital the past week, is getting better.

→ William B. Zahn says that he is enjoying his work at the studio. "Keep it up! Bill."

→ The Normal children are learning about corn for their language lesson and they seem to be interested in it.

→ Percy Nephew is practicing every night and hopes to make a strong player for the blacksmiths this fall.

→ Ira Walker, who is working in the tailor shop, says when he goes home he is going to have a shop of his own.

→ Mitchell Pierce returned Saturday morning, after having spent a most enjoyable summer at his home in New York.

→ Through a letter to a friend, we find that Della Carter has a nice home but would rather be here at the school.

→ Mr. Stauffer has reorganized the band, and we are expecting to hear a nice concert in the near future, says Peter Bero.

→ Iren Bearsghost, an ex-student of Carlisle, was recently married to Mr. Reuben Duckett, of Elbowoods, N. D.

→ At the Y. W. C. A. meeting on Sunday evening Marie McCloud gave a very interesting account of her trip to Alaska.

→ If any one wishes to know anything about the little sweethearts we buy at the store sometimes, please ask Laura Bertrand.

→ Vera Wagner, one of our pupil teachers, substituted in No. 2 school-room last Friday. She said she enjoys teaching in there.

→ The speech delivered in the Standard Hall last Friday by the orator Capt. Ambrose G. Miguel was greatly enjoyed by all who were present.

→ Jonathan Printup is detailed in the small boys' clothing room. Jonathan expects to be a good business man as well as the good clothing room boy.

→ We learn through a letter from May Wheelock, that she is enjoying herself at home; but longs for the time to come when she can return to Carlisle.

→ The steam fitters expect to have a strong foot ball team this fall, Alfonso Carnon is the Captain and Alexander M. Cadott is elected as the coach.

→ Mr. Venne has been working hard for the boys drilling, so as to have them in good shape for the Carlisle fair on the twenty-seventh of this month.

→ All pupils from Alaska are proud of Paul White who was promoted to cornet soloist. This is one more proof that an Alaskan can master anything if he sticks to it.

→ Joseph B. Poodry, member of the Freshmen class, who left us a short while ago, says, he had a very pleasant trip and arrived safely at his home in Basom, New York.

→ We are all glad to see Frances Charbonneau out of the hospital, after being there for almost a week. She says it is quite a place, despite the kind attention received.

→ James L. Miller, a former student and now of Morris, Minn., in a letter to a friend says he is getting along very nicely. He wishes to be remembered to his many friends.

→ Fannie Keokuk, the sister of Robert arrived here last week from Stroud, Oklahoma. She thinks Carlisle is a nice place and hopes to get acquainted with the Carlisle way soon.

→ Ambrose G. Miguel was invited to the Standard Society last Friday evening. When he was called upon, it was noticed that he had a lady's coat on. Why Ambrose! whose was it?

→ Among the boys that have returned from their vacation spent at their homes, are Mitchell Pierce, and Spencer Patterson. They are both looking well and expressed themselves as having spent a most enjoyable summer.

→ The girls had a fire drill last Sunday morning about half past eight. If there was a real fire at the girls building, some believe the first girl that came out of the door would have been in flames, for at the rate the girls were moving, it certainly would be hot.

→ Nancy Delorimiere is now an officer of Co. "D."

→ Ask Alice Denomie why she wears so many smiles.

→ The students expect to visit the Carlisle county fair to-day.

→ Will some of our correspondents please tell us why the sky is blue?

→ In spite of the rainy weather, the bakers continue to make dough.

→ The coats and the steam-pipes have come into good use lately.

→ The masons are about to finish the new addition to the blacksmith shop.

→ The Seniors have taken up commercial Geography and find it very interesting.

→ Mark Mato, a member of the Sophomore class, left for his home last week.

→ We are very glad to hear Simon Blackstar is coming back to join the track team.

→ What gridiron hero was playing pool while sociable was in full swing? Ask Wauseka.

→ Ira Walker, class '08, is collecting all the popular airs, so there must be something doing.

→ Clara Trepania arrived last Tuesday from Wisconsin. She has entered the Junior class.

→ The Juniors welcome Fannie Keokuk, a new student from Oklahoma, as a member of the class.

→ The Sophomores wrote compositions on Agriculture, for two of their grammar lessons last week.

→ John Aiken, one of our foot-ball men, has begun his school year at the Dickinson preparatory school.

→ Which Sophomore was that, who having entered the barber shop asked to have his head cut? Ask Mike.

→ Levi Hill is getting to be an expert plasterer. He has indeed done fine work at the Doctor's cottage.

→ Since the band has returned from Long Branch, the people there find that it is very lonesome without music.

→ William H. Weeks, who went home, sent some beautiful postal cards to his friends at the school while on the road.

→ The Juniors are studying the Babcock Tester and are having some experiments under Mr. Taylor, our Agriculture teacher.

→ Miss Sara Isham, '07, has accepted a position as teacher in one of the districts at Edgewater, Wis. Her friends wish her success.

→ Who was the boy that got in the trolley car, thinking it was coming up to the school, but which was going to Harrisburg? Ask I. W.

→ We learned through a letter from one of the boys in Kansas that Kollo Jackson expects to make a visit at Carlisle the latter part of March.

→ John Greensky, who has been working in the clothing-room is back in his shop again in his accustomed place and the tailors are glad to see him.

→ Laura Bertrand has changed from the P. M. division to the A. M. division, and although she missed her friends she says she likes school in the afternoon.

→ Francis X. Guardipee, the critic of the Standard Society, gave an inspiring speech at the experience meeting held in the Standard Hall last Friday evening.

→ Through correspondence we learn that Nellis A. Johnson is working for a company in Rochester, New York. Nellis is doing well and we are glad to hear of his success.

→ Myrtle Evans has been promoted to the Freshmen class. Myrtle has an ambitious character and always looks forward with willingness to succeed. We all wish her success.

→ Victor Johnson, an ex-student and now of Dartmouth College gave a short but encouraging talk to the members of the Standard Literary Society at their first meeting on Friday evening last.

→ Bessie Charley and Tempa Johnson, who have been working at the Teachers' Club for the past month, are now working in the laundry, and say that they enjoy the change of work, but now and then a vacant feeling steals over them.

→ A special meeting of the Susans Longstreth Literary Society was called last Friday evening. Miss Wood was present. This meeting was called in order to think about getting another Literary Society for the lower grade girls, so that they might get help.

→ Mr. Herr and his boys are busy making new tables and other cabinet work.

→ Sheila Guthrie, '10, is on the sick list. Her classmates wish her a speedy recovery.

→ In a letter to a friend Stacy Beck, class 1910, says she will soon return to Carlisle.

→ A letter was received from Esanetuck saying that she has a nice home in Downingtown.

→ James R. Sampson is now taking up the piccolo, and has been practicing hard every day.

→ A letter received from Jennie Warrington to one of her friends states that she has a fine country home.

→ Little Octave Stuauff, who has been laid up with a broken leg, is recovering and will soon be back at the quarters.

→ A letter received from Elsie Skenandore, states that she is having a good time at her home, but often thinks of Carlisle.

→ Ruth Moore, who is out in the country near Riverton, N. J., says she and Clara Ellis are having grand times together.

→ Henry R. Chapman one of our new students from Oklahoma, has taken up the blacksmith trade, all wish him success.

→ In a letter to a friend Oleana Yarkoff says she is enjoying life at Seattle, Wash., and wishes to be remembered to her friends.

→ Wm. Newashe, our noted baseball player, cannot only play ball, but he is also an old timer with the mouth organ.—PETER BERO.

→ Achsa Lunt seems to be getting along nicely in sewing. Last Saturday she asked where the shutter was. She meant the shuttle.

→ A letter has been received from Elizabeth LaRocque stating that she is having a good time at her home and does not expect to return.

→ On account of the rainy weather Monday the boys detailed on both farms reported to their different shops, except the regular farm boys.

→ Through correspondence with one of his friends we learn that Charles Dillon is well contented with Montana's atmosphere and its surroundings.

→ The Studio boys are working at small footballsouvenirs which, when finished, will contain the players, scrimmages and other things in the line of football.

→ Louise S. Soldier, who recently went to her home in North Dakota, writes that she is having a good time and wishes to be remembered to her many chums of Carlisle.

→ The Junior girls are more than making use of their study in Orthography. One girl made a remark as to a certain football boy in the "Acme" of the crowd. Ask E. J.

→ Virginia Gaddy, one of the dress makers, is now taking lessons in fancy work. She says she enjoys it, and is glad to have a little change as she has been working in the dress making class all summer.

→ Last Sunday evening, in the Y. M. C. A. hall, an interesting meeting was led by Mr. Victor Johnson of Dartmouth College. He talked on the subject of "The Indian as a Representative of his Race."

→ Mr. Taylor, our scientific agriculture teacher, made an interesting scientific demonstration as to how the milk should be tested. The Babcock milk tester was used for this purpose. The Juniors enjoyed it immensely.

→ A letter was received from Gordon Shaw who went out in the country, stating that he is getting along nicely, and expects to attend school in the near future. He wishes to be remembered to all his classmates and friends.

→ George R. Gates, gave an ice cream party the other day to some of his friends. His friends left him with heartfelt thanks for his hospitality. All remarked that George's ice cream tasted extra good. "Good boy, Give us more."—Ajax.

→ Claudie Marie has again joined in the shirt making class and is doing well in making white shirts, including buttons and button holes, and after she made her first shirt she exclaimed: "Now if I only could mark this for the boy I'd like to have wear it."

→ Katie Wells gave a watermelon party last Thursday. The invited guests were Rosina Peters, Mamie Cooke, Susie Puncho and Minnie Billings. All report of having a good time and had plenty of watermelon. Rosina told the girls if they washed their face with the juice they would get white. Did every one try it?

Burial of Moses

(By MRS. CECIL FRANCES ALEXANDER)

I
By Nebo's lonely mountain,
On this side Jordan's wave,
In a vale in the land of Moab,
There lies a lonely grave,
And no man knows that sepulcher,
And no man saw it e'er;
For the angels of God upturned the sod,
And laid the dead man there.

II
That was the grandest funeral
That ever passed on earth:
But no man heard the trampling,
Or saw the train go forth—
Noiselessly as the daylight
Comes back when the night is done,
And the crimson streak on ocean's cheek
Grows into the great sun.

III
Noiselessly as the spring-time
Her crown of verdure weaves,
And all the trees on all the hills
Open their thousand leaves;
So, without sound of music,
Or voice of them that wept,
Silently down from the mountain's crown
The great procession swept.

IV
Perchance the bald old eagle,
On gray Beth-Peor's height,
Out of his lonely eyrie,
Looked on the wondrous sight:
Perchance the lion stalking
Still shuns that hallowed spot;
For beasts and bird have seen and heard
That which men knoweth not.

V
But when the warrior dieth,
His comrades in the war,
With arms reversed and muffled drum,
Follow his funeral car:
They show the banner taken,
They tell his battles won,
And after him lead his masterless steed,
While peals the minute gun.

VI
Amid the noblest of the land
We lay the sage to rest,
And give the bard an honored place,
With costly marble dressed,
In the great minster transept,
Where lights like glories fall,
And the organs ring, and the sweet choir sings,
Along the emblazoned walls.

VII
This was the truest warrior
That ever buckled sword;
This the most gifted poet
That ever breathed a word;
And never earth's philosopher
Traced with his golden pen,
On the deathless page, truths half so sage
As he wrote down for men.

VIII
And had he not high honor—
The hill-side for a pall,
To lie in state while angles wait
With stars for tapers tall,
And the dark rock-pines, like tossing plumes,
Over his bier to wave,
And God's own hand, in that lonely land,
To lay him in the grave!

IX
In that strange land without a name,
Whence his uncoffined clay
Shall break again, O wondrous thought!
Before the Judgment day,
And stand with glory wrapt around
On the hills he never trod,
And speak of the strife that won our life,
With the incarnate Son of God.

X
O lonely grave in Moab's land!
O dark Beth-Peor's hill!
Speak to these curious hearts of ours,
And teach them to be still.
God hath his mysteries of grace,
Ways that we can not tell;
He hides them deep, like the hidden sleep
Of him He loved so well.

The School Army

With September opens the school year in the United States for twenty million children. These mornings we can imagine the little brown-skinned fellows trudging down the pikes and the mud roads, across the fields, through the woods, over hills, climbing fences, etc., in childish prattle at every step. Those were glorious days when we, too, looked years into the future and saw our own picture of a renowned school-teacher, a wealthy farmer, or some eloquent statesman, when we master the Herculean task of repeating the multiplication tables, or spelled down an entire school, or received the teacher's public approval for conduct or good lessons.

And these little urchins are Uncle Sam's chief assets today. No other wealth of his is to be compared with them. On the playground of one of our little, red schoolhouses by the crossroads today walks and plays a future president; in some little breast are the elements that will help his nation to span the dark chasm of some national trouble. Then there is the genius, the poet, the laborer, the inventor, the missionary. Let us take off our hats in respectful salute to this army of little people,—some day they will rule the world.

Fortunate is a man who knows how big a fool he can be without trying.

Indian Band Entertained

One of the most delightful affairs of the season that the copper-shade musicians ever had while here in the city of Long Branch entertaining the people of all shades, was on the morning of September 8th. An invitation, which was extended to them by Mr. W. S. B. Parker, was read by one of the members of the band at breakfast and a large number of them accepted the invitation.

Arriving at Mr. Parker's residence the boys were given a cordial welcome by being met at the door by Mr. and Mrs. Parker and their daughter and son and their friends, Miss Mercedes Crum and Ortrude Crum. After some hearty intercourse some vocal solos were given by the boys with Mercedes at the piano as accompanist, and were heartily applauded. The male vocal quartet being mentioned, the boys responded by singing several selections. The red skins having no bass singer, Mr. Parker ably filled the vacant place, and his deep, melodious bass voice was immensely enjoyed by all his visitors, whose jaws dropped with interest while the selection was being sung. The quartet was made up of Mr. Parker, second bass; Lewis Chingwa, first bass; James Mumblehead, second tenor, and Albert Screamer, first tenor.

Then we were invited to the dining room, where photographer Mr. Jonas Homer, also a member of the band, took our picture while standing in one side of the room with the tempting watermelon and canteloupes ready cut up spread before us.

It was then the boys realized that it was a watermelon party after all. The only thing remaining to be done was to get away with the watermelons and canteloupes that Mr. Parker had so kindly provided for his Indian friends. The only thing for him to regret was that the boys didn't eat up as much as he thought we would. But to assure you the boys ate all they could possibly eat.

After the demands of our appetite were satisfied we proceeded to the sitting room, where an exceptionally fine speech on the line of our lives' activities was feelingly made by our ever true standby, Mr. Parker. May he, too, find many more friends who will ever standby him as the ones he has met this summer.

Such a kind deed by our honorable friend will always be looked back upon as one of the joys of life at Long Branch.

—A. M. SCREAMER, in the *Record*.

Do It Now

After a season of freedom from work and lessons it is always hard to fit into the requirements and discipline of the daily routine. If it were not for the monotonous grind and drudgery in attaining our purpose the effort would always be a pleasure. But the drudgery and grind must come; it is three-fourths of the process. In your literary work, both in class room and society, do not halt at the disagreeable point. Consider that the exercise develops your mental powers as the drill develops the muscle, and you will soon find your tasks easy and your progress great. Take an interest in your work from the beginning. Do not wait until you see the last half of the year coming around to make up what should have been a steady advancement. Get into your work now. Put in the foundation faithful daily work and the end of the year will find you stronger and richer both in knowledge and character.

New Resolves

At the beginning of the new school year when all feel fresh and buoyant after a rest from the stress of school life, is the time of great purposes and glorious ambitions. To Carlisle students these few words will not come amiss: Clinch the good impulses that come at this time; plunge into your work in all your classes with such force and vim you will have no chance of slackening; let the thought of doing the most possible in the given time be uppermost, and start each day with new determination. Thus you will make this year the best for yourself and the best for Carlisle.

Some people like to be good and others are glad they feel that way about it.

Indians Trained Their Horses

United States marshals have found it almost impossible to surprise an Indian who is on the "scent" when he has a good horse with him. It is claimed that this practice of the Indians training their horses to faithful watchfulness, rivaling that of a dog, was originated by Zeke Proctor, one of the famous Cherokees who eluded United States officers for several years after killing several Government men.

Proctor had a horse that he rode all the time. When he went on the scout he found that his horse paid no attention to the approach of a stranger. So he left his horse at his hiding place and loaded his gun with pop corn. After making a detour he stole up toward the horse and shot him with the charge of pop corn. This was repeated two or three times until the horse would snort and rear every time a stranger approached.

To the Girls

Sometimes our girls are in such haste to reach young ladyhood, and the advantages they imagine to be gained with it, that they forget the added burdens and trials that must necessarily follow its train. Speaking of this, a writer wisely says: "Wait patiently, my children, the whole limit of your girlhood. Go not after womanhood; let it come to you. Keep out of public view. Cultivate refinement and modesty. The cares and responsibilities of life will come soon enough."

When they come, you will meet them, I trust, as true women should. But, oh be not so unwise as to throw away your girlhood. Rob not yourself of this beautiful season, which, wisely spent, will brighten all your future life."

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