

THE ARROW

ART
INDUSTRY
SCIENCE

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No. 33

EASTER

Ye mighty angels that did herald in,
With joyful song, the sweet Advent of Love,
O, let your golden voices ring anew,
Proclaim Love's triumph to the hosts above.

Love's triumph that throughout the ages stands,
Love's triumph that upon this Easter morn
Wakes in our souls a rapture that shall live,
The glory of the centuries yet unborn.

Love's triumph, Love, the chain omnipotent
That bends this world of ours to that on high.
O hark! how now upon its wondrous links
The strains celestial reach us from the sky.

With spellbound ear we hear the music float
Down through the darkness over land and sea;
Our hearths, the angels echo, thrilling o'er
With that great burst of tranced melody.

O angels, in our dreams we oft have seen
Your welcoming faces, in this hour draw near;
Life's conflict past, upon the wings of faith
We upward mount, then mystery grows clear.

Then fear turns pale and fades, and hope supreme
Doth reign, while Death, transformed beneath his
feet
Lies lily white as joyfully we kneel,
For Love sits smiling on the judgment seat.

—Agnes M. Matthews.

Text-Books For Indian Schools

(M. FRIEDMAN, in *The Southern Workman*)

From time to time during the past fifteen years there has been much serious discussion, by people actively engaged in Indian work, of the text-book question. Do we really need a new set of text-books? Can not the existing text-books be improved in some important particulars? These and other questions have been asked and answered and, in a way, the subject has been sufficiently threshed over. Nevertheless, judging from concrete results, little real response has been made to the crying need that has hampered teachers throughout the service. I do not recall any text-books especially prepared with a view to adapting them to the peculiar needs of Indian education. Today, as in years gone by, we are using text-books prepared for white schools.

The great demand for text-books in public and private institutions has brought about what really amounts to an inundation of text-book literature. Every pedagogue is impelled by a desire to contribute in some way to the already enormous supply of school literature. Every superintendent, every school board, receives large numbers of these books for critical examination. Some of course are good. A great many are not only useless but actually injurious. I say injurious because anything that impedes the natural progress of the child in school, that does not make for lasting advancement, that imparts fallacious ideas concerning man, nature, and events,—anything, I say, of that kind is an absolute injury to the mental development of the child.

Little can be said against the better class of text-books sent out by the large publishing houses, which are now being used in the public schools. Most of these have been written by men who have been trained educators, acute thinkers, and experienced teachers. They understand the mind of the student as completely as the machinist understands the mechanism of a machine. Fundamental laws of educational doctrine and child psychology have no doubt determined the method in these books. Modern educational thought has been closely adhered to. For the use for which they have been prepared they are the most excellent series of text-books to be found anywhere. Many of them have been translated and are now in common use in other countries. The best brains of the nation were occupied in their preparation. In mechanical excellence they are without equals. But, as I say, they have been prepared for white schools. The men and women of real genius who wrote them had the white child, or rather, the group of children who attend our public schools, in view when the books

were prepared. The Indian was given no consideration.

There are one or two essential differences between the public schools for white children and the Indian school for the training of the red. In the first place the children who attend the public schools have been trained from their very youth to speak the English language. They have spoken no other. Of course, I except the large cities. Furthermore the parents of these children, as a whole, are American citizens and, as such, are above the moral and mental plane of any native people. Our white children have been brought up amid the beneficent influences of a white civilization. The various states do not believe that the province of publicly supported education includes the teaching of trades. That, to my mind, is the fundamental difference between the public school and the Indian school. It is the defined policy of the administration to "place the Indian on his own feet" and let him stand or fall by his own efforts. In order that this may be expeditiously accomplished, every Indian student, whether boy or girl, is trained in some useful occupation. This difference in the practices governing Indian education and public work is brought about by the peculiar needs of the two races. For a long time, at least since the Government assumed the role of parent, the Indian race has been dependent. The white race, as long as we can remember, has been independent. The Indian is a primitive man; he will confine his operations for many years to come to the West. I go into these details to show how unadaptable, and why, our text-books are for the specific purposes of Indian education.

Let us briefly review some of the text-books now in use with a view to ascertaining if there are not some things in which they are deficient.

To the Indian teacher of experience it is a known fact that the material in the arithmetics that we use is not well adapted for the purpose we have in hand. This has not only been recognized, but the Department, by persistent propaganda and the distribution of practical information concerning arithmetical teaching, has endeavored to infuse common sense into the num-

ber work. The examples used in many of the arithmetics, especially Milne's, are not applicable to Indian conditions. The problems are based on matters entirely foreign to Indian life. The sums used are out of proportion to the simple business dealings which will take place in the life of the Indian for years to come. The illustrations are rather scarce and badly selected. If there is one text-book that needs revision it is this arithmetic. We need a book which will gradually lead the child to understand the fundamentals of arithmetic, and will contain problems based on the elemental things that the child ought to know. The problems should be real problems which they will encounter in their everyday life at home. The element of interest should be strong. I think that it was Aristotle who said, "The mind grows as the body grows, by taking proper nourishment; not by being stretched on a rack." Commissioner Leupp is a keen observer concerning the needs of the Indian and he sees the lamentable waste of time in burdening the mind of the Indian child with cumbersome non-essentials. He says: "Now if anyone can show me what advantage will come to this large body of manual workers from being able to reel off the names of the mountains in Asia or extract the cube root of 123,456,789, I shall be deeply grateful."

Miss Flora Low of Hampton Institute has already taken steps to relieve the situation. She is preparing a series of problem sheets which are based on the domestic and industrial life of the common people. There are problems relating to all the trades, to agriculture, to stockraising, and to the various domestic arts. These problems are invariably simple, and should be so because the life of the returned students will be a simple life. Any text-book that is prepared on this subject should be profusely illustrated and the illustrations should be especially selected for the book. A judicious combination of the spiral and topical methods would be of advantage to the teacher and would be welcomed by the pupil. Let the keynote be practical business and industry. Right here is a chance for some energetic, competent teacher in the Indian Service to make a name and earn an additional income.

Without the active assistance of teachers in the field this text-book problem will never be solved. I believe the Department would grasp the opportunity of placing a really adaptable arithmetic in every school in the Service.

I pass now to the series of readers used in Indian schools. I come to one, a reader and language-lesson book, by Charles DeGarmo. A number of the first lessons are very good and the material from which they are selected is simple. They contain information which the child ought to know. But in the second part I see stories—page after page of stories—based on such remote personages as Ulysses, Diogenes, Zeus, and Socrates, and stories of the distant Alps and of the wild beasts of foreign lands. These things, of course, are all very interesting, but would it not be infinitely better if stories were selected from material nearer home? Are we not in danger of teaching the Indian a number of things about foreign countries to the exclusion of necessary knowledge about his own home, the community in which he lives, and the nation at large? At best the only thing that could be claimed for such a book would be that it develops the mind, but while we are developing the mind it is highly desirable that the pupil be furnished with a storehouse of information about things that he will come into contact with when his school days are past, instead of a lot of abstract matters that he will never think about after he leaves the schoolroom. As I have already stated, these books were prepared for white children. White children go to school anywhere from five to fifteen years. Indian children have not the time. Their school days are short. Every moment is precious to them.

A special series of text-books has been prepared for the Philippine Islands. They had the same trouble over there. They were using a number of text-books in which the authors spoke of snow, wheat, apples, electric cars, and deserts—things which the Filipino never comes in contact with—so the present series of books was published to meet actual conditions in the Orient. Just so a special series of readers is necessary for the Indian service. While learning how to read, the child can gain information concerning innumerable things which he will need to know. The elementary readers might have Indian names in the text. There is nothing harsh or rasping in an Indian name. The photographs and pictures should be selected with great care. They should illustrate the things spoken of. Are we not, in a way, giving a wrong impression when we always select white men and women for our illustrations? We want the Indian to be proud of his ancestors—not ashamed of them. There is little hope for a people if they lack race pride. Would it not be conducive to race pride if the finer type of Indian were used in illustration? Not the Indian, mind you, who is bedecked with feathers and savage finery and smeared with paint, but the industrious and frugal Indian, whether he be engaged in one of the professions, in business, or on the farm. This policy in text-book making has been followed in the Philippine Islands and I know from personal experience that a languid indifference to matter found in unadapted text-books, has changed to great interest, and there are probably no people in the world, not even excepting the Japanese, who are more desirous than the Filipinos to learn to read and write the English language.

Comenius has said, "The subjects taught must not be too hard for the learner's comprehension and the more entertaining parts of them must be especially dwelt upon. The method must be natural, and everything that is not essential to the subject,

(Continued on Page 4, second column)



Glenn S. Warner ("Pop")
Athletic Director

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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., APRIL 17, 1908

A Boy's Best Creed

Be true—there's nothing half so grand
As character of truth;
Let never trace of falsehood stain
The glory of your youth.
Let every thought you harbor be
As clear and pure as day,
Sincerity of purpose gleam
In every word you say.
Be honest, lad, in word and deed,
In all you say and do;
Treat others in your walk of life
As you'd have them treat you;
Don't steal another's precious time.
Or blot a spotless name—
You may not think that stealing 'tis
Dishonest just the same.
Be brave—don't be afraid to stand
Up boldly for the right
And evil firmly to oppose.
With all your fearless might,
For real courage only fears
What is wrong to do—
To live a hero's life, my lad,
Be honest, brave and true.

An Expert on Immigration

In the eastern part Connecticut still exists a remnant of the aboriginal Indian tribe whom the people refer to as "the last of the Mohicans." They are quietly progressive and have their own church and pastor of the native stock.

Judge Harrison, one of the Connecticut delegates to the immigration conference, tells that he sounded all sorts of people in his state on the question of the further restriction of immigration, among them the Indian pastor.

"Well," said the aboriginal clergyman, "I'm in sympathy with your idea of restricting immigration, but I hope you have better luck than my ancestors had two hundred and fifty years ago."—*Woman's Home Companion.*

Mercers

The Mercers elected their officers last Friday evening. The following are the officers: President, Elizabeth LaFrance; Vice president, Rose LaRose; Secretary, Emma Newawshe; Corresponding secretary, Achsa Lunt; Treasurer, Susie Porter; Reporter, Thirza Bernal; Critic, Anna Rolette. The program committee are chairman Theresa Brown; Associates, Louisa Chubb and Clara Hall.

Basket Ball Fizzle

The game between the Seniors and Juniors on Saturday evening last was not finished, owing to a misinterpretation of the intent of the rules as understood by the referee and one of the teams. The score stood 13 to 9 in favor of the Juniors when the Seniors forfeited the game, which some claim was already lost.

Carriage Making

Carriage making was of little importance until the dawn of the sixteenth century when its development was apparent by the increased number of vehicles in use. It is probable that the first instrument used in carrying burdens was the sledge which in a later period was modified by rollers made of trunks of trees. Carvings of these sledges are found on the ancient Egyptian monuments along the Nile river. The simplest kind of wagon is the cart which is so much used in America as a dump cart. The cart originated from the Egyptians' combination of the sledge and a roller. The roller was cut transversely and fitted to an axle; the solid wheel and axle turned together like those of a railroad car. The chariot of classic Greece and other ancient countries was the cart somewhat modified. It had smaller wheels than the cart and the body opened at the rear with room for two persons. The body and wheels were richly carved and decorated, especially those that were used for state occasions. They were used for war and hunting also. An addition of two more wheels to the cart was an improvement which made the carriage run easier. During the middle ages leather springs came into use and the front wheels of the carriage were made smaller in order to make shorter turns. In the sixteenth century, the increased number of good roads and the advance in civilization requiring more travel made the carriage the most important means of conveyance on land. The year 1700 brought the steel springs which are now used in preference to all others. The 20th century brought the rubber tire and today with the advent of the automobile the carriage industry will have plenty of work in the future.

In early times the method use in building carriages was simple, the tools used were few and rude, and everything from the bottom of the vehicle to the top was made by hand. As a result they were clumsy; the hubs were not lined with the exception of a few bolts. When leather springs came into use the skill of the manufacturer began to develop and about this time the increased use of carriages gave him the practice. Since then the inventions and improvements of both the carriages and their accessories have been progressive. In 1700 the invention of the steel spring brought about a vast change. The ease with which the steel spring carriages ran made them more generally used. The present use of the rubber tire has created the rubber culture on an extensive scale in the warmer parts of the world.

The methods of building carriages today are accurate and thorough. In the smaller shops they are made partly by hand and partly by machinery while in the larger factories everything is done by piece work, that is each workman makes only a certain part. Today it is very difficult to find a carriage maker who can make a whole wagon alone: but most of them are experts along their line. In the large factories a model is first made by hand according to the draft or the designer. It is then taken apart and each piece is a pattern for as many carriages as are to be built. The various parts are all cut out by the machines so that the workman has only to put them together and finish off.

In our own shop we make everything by hand. It is better training for us to learn to use our hands and brains and not let the machine do everything for us. Five years of practical training will enable a boy to be independent. On entering the shop the first thing I had to do was to get familiar with the tools, to learn how to sharpen them, and use them. After a few weeks I was put at repairing chairs, tables and many other things about the grounds.

As time went on I began making the different parts of a carriage and now I am able to make all the wood work myself. This industry is a very profitable one, more so since the automobile came into use. The skill of a workman is best indicated by the many fine carriages and automobiles about the country, of which the American manufacturer may be justly proud.

Although I probably may not follow this trade after leaving school, the knowledge of the tools and how to use them and the skill acquired will be of great value in other industrial lines.—CHARLES MITCHELL, '09.

Lon Hill, Choctaw Millionaire

According to the New York Press (March 1, 1908) the richest Indian in the world is a Choctaw who owns 300,000 acres of the best land in the valley of the Rio Grande, Texas. He is a full-blood and proud of the fact that he is an Indian, as also that he has never received anything from the Government.

A conservative estimate of his fortune places it at \$6,000,000, but six years ago he not only had no money, but was \$200 in debt. He had been practicing law at Beeville, Tex., and made a good reputation as a lawyer, but the fees were not sufficient for his family expenses. At that time he moved to Brownsville, a town on the Mexican border. He knew that all that was needed to make that region pulsate with life was railroad connection with the markets of the country.

When Mr. Hill had got settled in Brownsville he set to work to interest capital in building a railroad to that town. He enlisted the efforts of wealthy landowners, a party of whom he escorted to St. Louis, in order to put his plan before capitalists of that city. There Mr. Hill saw Mr. B.F. Yoakum, "now chairman of the Executive Committee of the Rock Island and Frisco systems," who, after hearing what his visitors had to say, undertook to enlist the necessary capital and build the railroad desired.

Hill immediately set about to secure options on the rich valley land adjacent to Brownsville, and when owners put the price at from \$1 to \$1.50 per acre they thought they were robbing the prospective purchaser. The land at that time gave no indications to the casual observer of the fertility that has since been developed by Mr. Hill through the application of modern agricultural methods. Though Hill agreed with them on this point he continued to get options on all the valley lands he could obtain.

Then the St. Louis men engaged Hill to contract for the purchase of large tracts of land for them, paying him well for his work; and he continued to buy more options for himself all the time. Before the railroad reached Brownsville, land for which he had paid \$1 and \$1.50 an acre was worth \$5 per acre.

Hill introduced the first automobile seen in that region, for his business trips—especially between his home at Harlingen and his office at Brownsville—a distance of twenty-five miles. He is said to have broken all records of fast running for this distance.

He is now completing an irrigation system for 40,000 acres of his land, on which three sugar mills are to be erected for the cane crops that are to be raised. Each acre produces on an average sixty tons of cane each season. The cane is worth about \$4 per ton. One acre of cane will make about 12,000 pounds of sugar, worth about four cents per pound.

In addition to his vast landed holdings, he owns the townsite of Harlingen, situated at the junction of the main line of the St. Louis, Brownsville & Mexican Railroad and its branch to Sam Fordyce. His enormous wealth is not speculative or "on paper." He has the land and other property to show for it. His vast holdings are in his own name and he has paid for them.

As a man, his integrity gives him the highest standing among the business men of the region. He is plain and unpretentious in dress and speech, while his personal courage has been shown several times in encounters with desperate characters of the border. He is devoted to his wife and children, who are surrounded with all the comforts he can bestow upon them. He is forty-nine years old and says, concerning his earlier years: "I punched cattle in Indian Territory when a young man. I saw the need of an education, and had acquired a fairly good knowledge from books when I entered the University of Texas. I was twenty-seven years old when I began to study law. I went through the University of Texas and graduated in the law department of the University of Virginia."—*Indian's Friend.*

Always know more than you are expected to know.

Remember that difficulties are only made to be overcome.

The Immigrants

(Boston Traveler)

Our Uncle Sam's a kindly man—
He said to all who roam,
"Come hither, stay with me a while,
And I'll give you a home."
And when he called from other lands
There came a motley crew;
His farm they coveted, and so
The long procession grew.
A fine domain had Uncle Sam,
Beneath a kindly sun;
To each he gave a slice, and then
They bade their cousins come.
His children cried, "Stop, father, stop!
What will our children do,
If you their birthright give away
To each who asks of you?"
"You're sturdy lads—just hustle 'round,
And each one help his brother;
And when they crowd you from one place,
Why, then, just try another."
So some went off to Canada,
And some to Mexico;
Some to the islands of the seas,
And some to—Jericho.
And still they come—Like some mad stream
In its tempestuous flow;
Poor children of the Puritans,
You've surely got to go!
In some museum soon you'll find—
Or in some travelling show—
One Yankee and one Indian,
And one last buffalo!

Geronimo Can't Go With Shows

Old Geronimo, the Apache chief, must remain on the reservation near Lawton, Okla., this summer says the Commissioner of Indian Affairs. At least he will not be permitted to travel with a wild west show. Application was made by the 101 Ranch to the Indian office for permission to take Geronimo, as a special feature of their wild west show. Commissioner Leupp denied the application. He said that while he was in favor of the Indians getting out and making a living for themselves, he was opposed to parading before the American people such Indians as Geronimo who were noted only for their belligerency and the number of white scalps they have taken.—*Indian School Journal.*

Indians Print Prayer Book

An interesting piece of work, which shows the improved state of civilization among the Indians at the mission at Fort Totten, has been completed at a Grand Forks book bindery.

Four thousand prayer books have been printed in the Sioux tongue, and will be distributed at Pine Ridge, Rosebud, Cheyenne, Stephen and Standing Rock agencies. The typesetting and the press work were done entirely by the Indians.

New Concrete Walk

The mason's detail under Mr. Lamason have completed a fine stretch of concrete walk between the store house and the carpenter shop, which is a great addition to the appearance of that end of the grounds. The boys in this work are doing a fine and lasting work.

Hop Lee on the Printers

Workee, playee, all make gayee;
Type no settee, Farmer gottee
One day farree, no do harmee,
Next day flowee, one day plowee.
In the winter, all day plinter.

Baseball Schedule

April 3. Western Maryland Univ. at Carlisle Won 9-2
" 4. Franklin and Marshall " " Won 16-2
" 10. Trenton Tri State League at Trenton Rain
" 11. Lehigh at South Bethlehem Lost 5-0
" 15. Mercersburg Academy at Carlisle Won 2-0
" 17. University of Pennsylvania at Atlantic City
" 18. " " " " "
" 21. State College at Carlisle
" 23. Villanova " "
" 25. St. Marys College at Emmittsburg
May 1. Washington College at Carlisle
" 6. Dickinson at Indian field
" 8. Holy Cross at Worcester, Mass.
" 9. Brown at Providence
" 14. Syracuse University at Elmira
" 16. Cornell at Ithaca
" 21. Albright at Carlisle
" 22. Open
" 30. Collegiates (2 games) at E. Orange, N. J.
June 3. Mercersburg Academy at Mercersburg
" 5. Louisiana University at Carlisle
" 6. Dickinson at Dickinson Field
June 8. Albright at Myerstown
" 10. Franklin and Marshall at Lancaster
" 11. Western University of Pa. at Carlisle
" 13. University of Pa. at Philadelphia
SECOND TEAM
April 4. Mercersburg Academy at Mercersburg Lost 7-4
" 11. Shippensburg Normal at Shippensburg Won 7-1
May 9. Harrisburg High School at Harrisburg
JUNIOR VARSITY
May 9 Chambersburg Maroons at Carlisle
" 16. Scotland " "
" 23. " at Scotland
" 30. Chambersburg Maroons at Chambersburg

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.]

→ Mr. Venne lead the Y. M. C. A. meeting last Sunday. His subject was temperance.

→ Wilson Charles has signed a contract to play base-ball for Pennsylvania State league.

→ Grover C. Long, President of the Sophomore class, visited his country home last Sunday and reported a very enjoyable time.

→ "Honey boys" are certainly going some lately. Watch and take notice. They defeated the Normal nine of Shippensburg by 7 to 1.

→ Lizzie Hayes who has been in the hospital for a few days is out again. Her friends and classmates are glad to have her with them again.

→ Harry Shawbush, who has been a student here for some years, left last Sunday morning for his home in Michigan. We all wish him success.

→ Henry Law gave an interesting talk in the Standard Literary Society last Friday. The members were greatly pleased and hope to hear from him again.

→ Our game was lost to Lehigh because we could not hit the ball at the right time and place. Did we quit? No. Let us get revenge on "Willie Penn."

→ Levi Williams, after a short absence from the school has returned. The Junior class are glad to welcome back their excellent little basket-ball player.

→ The friends of Lonnie Patton are glad to learn that he has improved rapidly and will soon be dismissed from the hospital where he has been since commencement.

→ Our farmer, Mr. Gray, is a busy man nowadays getting ready for the planting of different materials of farm produce. The boys under his direction are doing excellent work.

→ The Freshmen played the No. 10 Preps. a fast game of basketball on Saturday evening, winning by a score of 19 to 7. The Preps. did good work but the Freshies were "too many" for them.

→ Mrs. Friedman took a crowd of girls to the farm last Sunday and they enjoyed the walk very much. They all hope she will take them again sometime and offer many thanks to her for her kindness.

→ Mr. Stauffer entertained some of the girls this week with an exhibition of tight rope walking and high and lofty tumbling. It has been some time since Mr. Stauffer was with the circus but he is as graceful as ever.

→ Lehigh University surprised our team last Saturday when we met our Waterloo. The boys thought they were easy, but they outplayed us fair and square; no one individual to blame. We all had an off day. —Fan.

→ Elizabeth LaFrance, a faithful officer of Co. D, was elected President of the Mercer Literary Society. She conducted the meeting in a pleasing manner for the first time last week. Congratulations are extended to Miss LaFrance.

→ We learn through letters that after returning home a few weeks ago Rollo Jackson, one of our Cavalry boys, was engaged on a trolley line running between Buffalo and Niagara Falls. Of course we all wish him success in his new undertakings.

→ Last Sunday evening the Y. W. C. A. meeting was led by Miss McDowell. The subject was Temperance. Miss Kaup and Miss McMichael both gave us some very helpful words. Most all of the girls took part and this made the meeting very interesting.

→ The oldest Indian of the Chippewas died last winter. He is supposed to have been about one hundred years old. His name was Me-king-wan. He lived in Glover, Wisconsin on the reservation. The village is better known as Trading Post. The people used to come from Lake Superior loaded with things which they traded with the Indians. The old Indian who died last winter was one of the leaders of the Chippewas in conducting the trade. The Indians gave furs to the white people and the village became known as Trading Post. —W. Y. J.

→ Mr. Weber and his boys have painted and repaired the farm engine. It is now in good condition.

→ James Thorpe was the feature of the Saturday's game by knocking a three bagger at Shippensburg.

→ A martin has been seen flying about the campus. This is really a sign that pleasant days are near.

→ Members of the Sophomore class are glad to have Minnie White with them again. She enjoys going to school.

→ Through a friend, we learn that Cain Tewartley, who is out in the country, is well and getting along splendidly.

→ Our baseball team did not play the Trenton Tri-state team, on Saturday on account of the rain they had there.

→ A letter was received from Jno. Kennedy, stating that he is getting along nicely on his father's farm near Gowanda, New York.

→ Rufus Youngbird, who has been out in the country for a year, came in last week, and his many friends are glad to see him looking well.

→ All the Susans are very proud of their little president, Olga C. Reinken. We all hope she will do fine work. "Keep it up, little Senior."—09.

→ The Freshmen held their first class meeting on Monday evening. Their object was to organize, choose colors, and motto which will lead them to 1912.

→ Through a letter we learn that Maggie G. Reed, who went out with the first party, reports having a good country home and will go to Atlantic City Friday.

→ Lillian Leonard and Helen Pickard, who have been out for several years, are getting along splendidly in their High school studies. Both are ahead of their class every month.

→ The Normal children are studying about toads. They find it very interesting as they have the toads, eggs and tadpoles by which to note the different stages a toad goes through.

→ Albert H. Nash, graduate of Carlisle Indian School and also noted as a great runner, is now here with us to coach the track team. We are expecting a good track team this year.

→ Eudocia M. Sedick and Susie Whitetree left Wednesday morning, for Lawrence, Mass. Eudocia will live with Miss Barr, our former nurse, and Susie will live with a sister of Miss Barr.

→ Last night the Presbyterian girls were taken down town to the meeting that was held in the Presbyterian church. They heard some very interesting remarks which will be of great help to them.

→ Mr. Kensler together with his clerks is now very busy gathering and destroying the condemned articles which may be found on the premises of the School. Already five tons have been disposed of.

→ Susie Whitetree, who has been spending a month with her friends, will leave on Wednesday for Massachusetts, where she expects to spend the summer. We shall miss Susie and wish her success.—Chum.

→ The second party of girls that are to go out in the country have already signed papers. When these girls are to go it means hard work for the dressmakers as each girl has to have two new dresses and a uniform.

→ Many beautiful postals were received from Chas. H. Huber and Jefferson B. Smith, who left the school a short time ago for their homes in North Dakota. Both of these gentlemen were also members of the Carlisle Indian Band.

→ The members of the Senior class held their first class meeting as Seniors on last Thursday evening in the music room. There being no program it was entirely a business meeting. George Gardner was elected captain of the track team for class contest day.

→ Ella A. Johnson, who went to the country last fall, likes her place in Moorestown, N. J., very well and will stay out for the summer. She lives near Helen Pickard and Lillian Leonard, and they expect to go to the Relay races in Philadelphia on the 25th of April.

→ The second team went to Shippensburg last Saturday to play with the State Normal of that place. They played snappy ball and had the Normal lads going all through the game. Much credit should be given to Thorpe, the twirler, who did his best to keep them down to only one run.

→ To-day is Good Friday.

→ The first game was lost by our baseball team last Saturday to the Lehigh team.

→ The No. 8, pupils are studying the map of South America and find it very interesting.

→ Society work in the four societies is beginning to show the effort of absentees on outing.

→ The band, depleted as it is, is giving a good account of itself at the flag salute each fair evening.

→ The Dickson Society elected their new officers, and they will take their respective places at the next meeting.

→ Mr. Henderson, the outing agent is busy again gathering the farmers to sign for the next country party, which may be on the first of May.

→ Charles Mitchell, '09, delivered a very interesting discourse on carriage making in the Auditorium this week, which is published in another column.

→ The baseball squad left for Atlantic city on Thursday. They hope to show "Willie Penn" a trick or two about baseball on Friday and Saturday.

→ Henry Law, who has been out in the country during the winter, came in last week. He gave an interesting account of his experiences to the Standards last Friday.

→ Mr. Hoffman and his boys are busy preparing the grounds and sowing grass seed about the new hospital and also setting out various kinds of plants about the grounds.

→ James Osborne, who has been in the hospital for some time with a broken leg, is improving very rapidly. He says that in a few weeks he will be out again in a good shape for a foot race.

→ Last Saturday the Junior Varsity of the Small Boys' quarters defeated the Blair team from town by the score of 10 to 1. Axtell B. Hayes showed himself to be a fine catcher and a batter, he made two home runs and he now goes by the name of "Home-run Hayes."

Customs of Eastertide

Easter is the chief festival of the Church, and of course, the Little Men and Women always look forward to it with pleasure. Festivals of some kind seem to be necessary to all the members of the human race, big or little, and nothing could be more natural than that there should be one at this time of the year, when nature is waking up from her long winter sleep to put on new life. There has perhaps never been a time when there was not a celebration of some kind at the end of winter, for people must express their joy in one way or another, even if it is only as the little girls do, when, at first signs of spring, they invariably with one accord get out their skipping ropes, which may have been laid away and forgotten for eleven months.

The word Easter is probably derived from Eastre, the name of the Saxon goddess of spring, and it is easy to imagine that before our heathen ancestors were converted to Christianity they used to have a great spring festival in honor of the goddess. With the advent of Christianity the same season, when all nature suggests joyous thoughts, would naturally be selected for the festival that commemorates the resurrection of Christ.

At first there was great disagreement as to the exact day that should be set for this great festival. The Jewish Christians wanted to have it at the same time as the Feast of the Passover, but others would not agree to that, and the result was that for hundreds of years different branches of the Church celebrated Easter on different days. It is because a part of the Church did at one time keep Easter at the same time as the Jewish Passover that the word "paschal" is now used in reference either to Easter or the Passover. The question as to the particular day on which Easter was to be celebrated was discussed in Church councils, and all the learned men of the Church gave it their most serious consideration, until it was finally decided that Easter Day should be "the first Sunday" after the full moon which happens upon or next after March 21; and if the full moon happens upon a Sunday, Easter Day is the Sunday after." No one is expected to understand this except the astronomers and mathematicians, who discover and announce to the general public

on what particular day Easter will fall each year.

The only reason for mentioning this bewildering decision of the Church is that it gives a hint of the connection between Easter and rabbits. It must first be explained that the rabbit is all a mistake, and the animal that appears in our Easter pictures and done in sugar in the windows of the confectioners should really be a hare, instead of a rabbit. The hare has from time immemorial been the symbol of the moon, and, as the moon decides the time of Easter, it is quite proper and natural that the hare should be associated with this season. In Germany the Easter hare is almost as important a personage as St. Nicholas, and its habits somewhat resemble those of that much loved saint. On the night before Easter a white hare enters the homes of all children who have been good and hides in all sorts of out-of-the-way corners any number of beautifully colored eggs. Anyway, the children find the eggs when they hunt for them, and it would perhaps be presumption on the part of any one who is not a German to express an opinion as to where they really come from.

A rabbit is not a hare, although they are cousins. There is one marked difference between them. The baby rabbit, as all know who keep these little animals as pets, comes into the world blind and helpless, while the baby hare has its eyes open from the beginning, and is soon able to take care of itself. It has been believed that the hare never closes its eyes, and that is one reason why it is chosen as the symbol of the moon which always has its eyes open and sees everything that goes on at night. Just how the rabbit error was introduced is not known. It may have been all the fault of the confectioners, who no doubt thought they could make candy without studying nature, and therefore never learned that there was any difference between a rabbit and a hare.

The use of eggs in the celebration of spring is an ancient custom, for the egg has always been the symbol of creation and new life. It is easy to understand why this should be, for every one knows that all the downy little chickens and ducklings come out of eggs, as well as a multitude of other birds that don't look so pretty because they are in such a hurry to get out that they won't wait to put on their downy garments. The egg had been used in the Jewish Feasts of the Passover, and when the Christian festival of Easter was established its use was retained with an added meaning, for it became the symbol of the Resurrection.

Teachers' Club

At a meeting of the Teachers' Club held on Wednesday evening, the report of the Auditors showed the club to be in good condition.

The resignation of Mr. Wise as president was offered and accepted, and Superintendent Friedman was elected to serve the Club as president.

Dr. Shoemaker, who has been the treasurer and manager for some time, also offered his resignation, which was accepted. Mr. Walters was unanimously elected to serve as treasurer and manager.

The members of the Club then went into a "love-feast session" and congratulations were extended.

Adjournment followed.

Base-Ball Victories

On Tuesday the Indians crossed bats with Conway Hall and vanquished that strong team of ball tossers with a score of 8-0.

On Wednesday the Mercersburg Academy boys fell before the Indians, after a fine game in which many brilliant plays were made, to the time of 2 to 0. Let the good work go on!

Raising Chickens

Recent letters from Frances Ghangraw, who graduated with the class of 1907, and one of our most promising alumni, state that she is "making garden, raising chickens, and doing fancy work," away up in Oregon, and that she is preparing for a future which is most promising.

EASTER

Lol the earth is risen again
From the winter's bond and pain;
Bring we flower and leaf and spray
To adorn our holiday.

Once again the word comes true,
Lol He maketh all things new.
Now the dark, cold days are o'er,
Light and gladness are before.

How our hearts leap with the spring,
How our spirits soar and sing!
Light is victor over gloom,
Life triumphant o'er the tomb.

Change, then, mourning into praise,
And, for dirges, anthems raise;
All our fears and griefs shall be
Lost in immortality.

—Samuel Longfellow.

Mercers

The meeting of the Mercers' Society was held Friday evening at the usual hour.

The house was called to order by the President, next roll call, each member present responded with an interesting quotation. After the reports of different committees and transaction of unfinished business the minutes of the previous meeting were read.

The following program was well rendered:—Song, Mercers; Select-reading; Eunice Passadoah; Vocal Solo, Thiriza Bernel; Clara Hall gave a Pen Picture; Anecdote, Mary Harris.

The next was the debate which read as follows: Resolved "That the United States should have control over the Philippine Islands." As the debaters went to the country, Rose Hood and Anna Rollette volunteered for the affirmative side, while Julia Hemlock and Emma Newashe also a volunteer upheld the negative side.

The judges for the evening were Theresa Brown, chairman; Rose LaRose and Bessie Saracino, associates.

The debate was equally good. The judges after a long discussion decided that both sides gave the same number of points which made a tie.

The society was favored by having a few visitors, each giving encouraging remarks. The Critic gave her report, after which the house adjourned.—C. C. H.

It's the Hit that Counts

"Boys, it is the hit that counts," said President Roosevelt recently to some mid-dies at a target practice.

The hit counts everywhere. There is such a thing as honorable failure, but honorable success is better. And, do you know, my lads, that success is very much a matter of habit. The habit is usually formed at school, and when once formed, it abides. It is true that some boys who were failures at school have succeeded fairly well in after life, but they succeeded not because of the failure, but in spite of it and failure is always hard to overcome. On the contrary, you watch the lad who succeeds in all his undertakings at school in the classroom, in his examinations, in classroom contests and field contests, and if you will follow that lad in his after career you will be apt to find a successful man. It is the habit he formed of hitting and not missing.

Matron McDonald

Claudia McDonald, of the Class of 1908, left last Wednesday for Mount Pleasant, Michigan, to take a position as assistant matron in the Indian school at that place. Miss McDonald is a member of the Chippewa tribe, her home being at Cass Lake, Minnesota. She came to Carlisle in September, 1906, and since that time has made very rapid progress in her school work, being advanced from the Junior to the Senior class last fall. She has many friends at Carlisle who wish her unbounded success in her new work.

Ex-Student Married

Word has been received that Juanita Robie, one of our students who went home to Oregon about a year ago, was married on March 28 to Mr. Price Todd, an estimable young man of Pendleton, Oregon.

Congratulations.

Hop Lee on Teachers

Teachers, teachers, all day teachers,
Night marks papers, nerves creepees,
No one kisses, no one huggies,
Poor old maid—on, no one loves.

Text-Books For Indian Schools

(Continued from Page 1)

or is beyond the pupils, must be omitted." Although written several hundred years ago this advice still holds good. Let the stories in these various readers speak of the things in America. As far as possible, the life that we wish the Indian to lead should be woven in. Examples of industrious Indians could be used in order to describe the simple cottage and tell of its interior arrangement. Stories could be written about the farm and the garden. General facts concerning industries would prove of interest. There is an enormous field from which to gather material for such readers. Above all else remember that the Indian is an Indian and not a white man. He is a member of a distinct race and has certain characteristics—a number of poor qualities but certainly a number of good ones.

In looking over "Easy Experiments in Physics" by Smith, a book used in Indian schools, I am reminded of a little bulletin written by George P. Phenix of Hampton Institute. It is an excellent pamphlet, has many bright suggestions, is of an experimental nature, and is practical. The simpler ideas of light, heat, and power are carefully developed. Indians have long had the reputation of being close observers but either this quality has been over-estimated or the race has degenerated in recent years in this respect. Careful attention should be given to cultivating the powers of observation. The elementary sciences, conducted along interesting and practical lines are admirable for work of this nature.

There is but one other subject that I wish to take up and that is geography.

There is some difference of opinion as to whether Indian children ought to know the facts concerning foreign geography or not. It is undoubtedly true that the real purpose of teaching foreign geography is not always brought out. It is a good thing for children, whether white or red, to know what is going on about them, and there are certain lessons, historical, political, geographical, and industrial, which could be brought out that would be helpful to the Indian. He can be taught, for example, the real reason why certain nations have succeeded and grown to greatness and, furthermore, the reason for the downfall of others. These would be object lessons, it seems to me, of untold value. The Department, however, is of the opinion that the geographical teaching has been disconnected and that these foreign matters have been taught with no relation whatever to conditions at home; and that, so far as that has been done, it has been time wasted for the Indian. There is a chance for a good geographical reader, one that will tell in a simple way the geographical story of the United States, its resources, its industries, and its people. I have not dwelt on text-books of industries because that is an entirely open field. At present there are few text-books of industries which could be considered desirable for our purposes.

Throughout this discussion it might be asked, "Would the accomplishment of such a task pay? Is it worth while? I am sure it would pay and is worth while. The elevation and Americanization of these 270 000 members of a primitive race is not a task of a year or a decade. It will take a long time, certainly a longer time, if no special arrangements are made and no definite study is made of these people. I think it is agreed that every Indian will make for good or bad in American civilization. Every Indian child has the subtle potentiality to either add to or detract from the sum total of American progress.

I remember the words of Commissioner Leupp when, some months ago, I had the pleasure of a conversation with him in Washington, concerning rational and common sense methods of dealing with the Indians. Upon this topic he said, "I consider it (the making of new text-books) one of the important things which must be done in our work of educating the Indian. It is directly in line with my policy."

It Is Wrong

To be rude to those who serve you, either in shop or at school.

To refuse ungraciously when some body wishes to do you a favor.

Track Schedule

- March 31. Annual Cross-Country Races.
April 25. Relay Races at Philadelphia.
May 2. Annual Class Contests at Carlisle.
" 9. Dual Meet with State College at State College
" 14. " " Syracuse University at Elmira
" 23. Three cornered meet with Swarthmore and Dickinson at Carlisle.
" 30. State Intercollegiate Championship meet at Harrisburg.

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