



The  
**Carlisle Arrow**

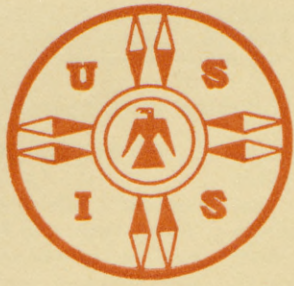
Commencement Number



Year Nineteen Hundred Nine









# The Carlisle Arrow

A WEEKLY NEWSPAPER EDITED AND PRINTED BY THE STUDENTS OF THE UNITED STATES INDIAN SCHOOL

VOLUME FIVE.

CARLISLE, PA., APRIL 9, 1909.

NUMBER 32.

## HISTORY OF THE CLASS OF 1909.

Four years ago in the Freshman room we organized as a class, adopted the class constitution and by-laws which have governed us in our class meetings, chose our motto "Onward," our class colors, Orange and White and our class song which was composed by Charles Kennedy. The tune is taken from the march "Our Director." The purpose of the organization was to stimulate and maintain class enthusiasm, to exercise and improve ourselves in public speaking and all literary work, and to provide for our general welfare. Like all other literary organizations, officers were elected. At present they are as follows: President, Michael Balenti; vice-president, Samuel McLean; secretary, Josephine Gates; reporter, Alonzo Brown; critic, Olga Reinkin. Our class meetings are held on the first Thursday of each month. The program consists of music, debate, recitations, declamations, essays, orations and so forth. Elections are held in March and September.

The following tribes are represented: Alaskan, Assiniboine, Cayuga, Cherokee, Cheyenne, Chippewa, Gros Ventre, Hyda, Lummi, Mashpee, Mohawk, Oneida, Pueblo, Sac and Fox, Seneca, Sioux, and Stockbridge.

On each Arbor Day we have planted a tree, three of which are quite thrifty, and we hope in time will materially help to beautify the grounds.

The many picnic parties, receptions and other amusements will stand out prominently in our memories of the happy days at Carlisle.

We have been known as the matrimonial class, two of our teachers and several of our ex-classmates having fallen victims to Cupid's darts.

Harmony is essential in the makeup of a good class. We can truthfully say the members have never had any ill feeling toward one another. Good will and loyalty have invariably prevailed among us.

1909 seemed far in the distant future, but it is here and those four long years of hard study will be among the sweetest memories of our lives. To us four years ago is only as yesterday.

We are ready to go out into the world to fight our own battles and to face our fortune as it comes. When we organized we were fifty strong. From time to time during these years, many of our classmates have left us. Not because they wanted to leave, but duty called them to more active labor. Many of them are in the Indian Service working among their own people. Some are employed by the government. Others are living on their small farms, earning their living by honest labor. We regret they are not with us at the finish.

The good received from this school cannot be overestimated.



## SENIORS A MUSICAL CLASS.

The Senior Class of 1909 has been well represented in almost every department of the school, especially in music. It is indeed a musical class and many enjoyable entertainments have been given by them. The following members have taken prominent parts in the various musical departments of the school: Band, Charles Mitchell, Alonzo Patton, Earl Doxtator, George Gardner, Wm. Weeks, Patrick Verney, and Reuben Charles; mandolin club, Cecelia Baronovitch, Olga Reinken, Josephine Gates and Elizabeth Webster; vocalists, Cecelia Baronovitch and John White. The latter sang bass in the First Presbyterian Church choir for two years, and the last year in the First Lutheran Church, Carlisle.

The man that hath no music in himself,  
Nor is not moved with concord of sweet  
sounds,

Is fit for treasons, stratagems and spoils;  
The motions of his spirit are dull as night,  
And his affections dark as Erebus:  
Let no such man be trusted.

—Merchant of Venice.

## THE AMERICAN INDIAN OF TO-DAY.

ALONZO A. PATTON, Alaskan.

The American Indian of to-day complains of not having an equal chance. In other words, he says, he is not given the chance of the white man to make himself a man among men. Of course, I do not mean to say that they all complain of this for there are some who have, step by step, made their way through the hardships and the difficulties of life. We honor them and are proud of what they have done, and are doing.

But there are many who do complain of not having the chance of bettering their condition and of improving themselves. It seems they want to jump to a prominent place among their fellowmen with no effort on their part.

It is easy to get down from the top of a pole, but it is only by downright hard work that we reach the top from the bottom. Surely we do not want to start at the top and slide down but let us build up from the very bottom of life. No race can prosper till it learns that there is as much dignity in being a common laborer as in being a great writer, philosopher or scientist. It is by grasping all things at the bottom of life, by doing the "little things that are not worth while," that we make something of ourselves. It is not by starting at the top. We should not permit, if possible, our grievances to overshadow our opportunities, for they are the greatest barriers to our advancement in life.

We demand equal consideration socially. I think we are entitled to such equality. But the enjoying of all the privileges that will come to us must be the result of severe and constant struggle and by no other means.

On the other hand if we must be separate in all things purely social from the Anglo-Saxon race, as the fingers from the hand, yet being

one as the hand, let us put forth our best efforts for the progress of this great country of ours.

It is important and right that all the privileges and the rights laid down in the Federal Constitution be ours, but it is vastly more important that we be prepared for the exercise of these privileges and these rights. Unless we fit ourselves to exercise them we have no right to demand them.

But how are we to fit ourselves to exercise these privileges and these rights, which only true American citizens really enjoy? I say through education. There is no race that has greater opportunities for learning than the American Indian of to-day. He receives a good common school education practically without any expense to himself. With this knowledge he is pretty fairly started, and can make a way in life if he has the backbone to do it. The advantages he has are much better, more promising and useful than those his father or grandfathers had.

What better chance does he want than the chance of getting an education? Is there anything that is more beneficial and helpful to mankind? No, for through education, nations have risen and have established more substantial, more fitting, better forms of government. If this acquired power of nations is due to education why should not the American Indian of to-day as an individual try to elevate himself by the same means? Education will give him strength and power, prepare and fit him for the battle of life.

The Indian has the privilege of going to school, thus opening and broadening his mind. Shall you and I grasp and make the best possible use of this grand opportunity given to the Indian race that many other races of people do not enjoy; or shall we avoid it and rather cling to the same old path which our people have been treading for centuries? This question which each and every one must answer for himself sooner or later, lies before us.

The American Indian of to-day is confronted by the greatest problem on the North American continent—the so called Indian problem. The solving of this problem depends upon you and me. We shall either constitute the ignorant and criminal element of the American people or its intelligence

and progress. We shall contribute either to the business and industrial prosperity, or we shall prove a depressing element, retarding every effort to advance this nation as a whole.

Among the Indian schools Carlisle is doing the greatest work for the Indian, trying to lift him up into that higher and nobler life. Every year it turns out between twenty and forty young men and women. Of these graduates, some go to work among their people; some are scattered in our cities and towns throughout the United States in homes of their own, and some are holding responsible positions.

Thus through education the Indian youth sees first hand what the world is doing. Discovering that the world opens wide its gates to him, he takes courage, renews his energies and resolves finally that he will gain still more useful knowledge of it. This proves that education is necessary for the American Indian of to-day. If he has an education he will obtain better work, draw larger salary than he ever had before, and will be able to support himself and family.

He will endeavor to keep up with the times by reading which is absolutely necessary if he wishes to be in touch with the daily problems of the world. By doing this, he will not only gain intelligence and wisdom, but he will be greatly aided in working out his own problems.

Through education he will stick to what he considers good principles and not feel his inferiority, but will be parallel with any man on the face of the earth.

As students of this great institution, let us work hard and resolve to make the most of ourselves in trying to get all the good there is in Carlisle. Then when our school days are over and we are thrown out into the world, let us make the best possible use of what good we have received, for the betterment of our race and in earnest service for this great, glorious, and just nation.



“Give the world the best you have and the best will come back to you.”



“I am not bound to win, but I am bound to be true; I am not bound to succeed, but I am bound to live up to what light I have.”—A. Lincoln.

## CHITAMACHE

OLGA C. REINKEN, Alaskan.

The Choctaws translated the name Chitamache to mean “cookingpot,” as these Indians had cooking vessels. The Chitamache at one time lived on the banks of the Grand Lake and Grand River in Louisiana but most of them at present live in St. Mary’s Parish, about ten miles from the Gulf.

The name which in their own language means “men altogether red,” was probably taken after the advent of the white people.

Very little is known about their early customs. In the early times, their food consisted of fish and roots of native plants, and later maize and sweet potatoes were planted.

The Chitamache were monogamists. The women had much authority in government.

The men wore their hair in a queue, at the end of which was a piece of lead. They tattooed their faces, arms and legs. Their chief diety was Kut Kahansh, the Noonday Sun, in whose honor they held sacred dances at each new moon.

The Chitamache villages are located along the west bank of the Mississippi River near Donaldsonville, Ascension Parish.

They are noted for making fine basketry.



## AMBITION MUST BE DIRECTED HONESTLY.

CHARLES MITCHELL, Assiniboine.

Ambition must be directed in much the same manner as a young tree is cultivated by a nurseryman. The end he works for is a beautiful, strong and well proportioned tree. From seedling to maturity he gives it good soil, plenty of sunshine and moisture, at the same time pruning away unsightly branches and spraying it to destroy injurious insects. Having done all this, he cannot fail to see his desire fulfilled.

So it is with our ambition. We must, like the nurseryman, direct it in the best way, cutting away all selfishness and killing every tendency to fraud or deceit. In the end a noble character is built up as a reward.



“The bravest thing we can do is to do nobly each day whatever is placed before the hands to do.”



CARLISLE INDIAN SCHOOL CLASS OF GRADUATES, 1909.

PERSONNEL OF THE CLASS: Michael Balenti, *Baker*; Alonzo Brown, *Wagonmaker*; Thomas Saul, *Printer*; George Gardner, *Blacksmith*; Charles Hill, *Farmer, Mason and Bricklayer*; Orlando Johnson, *Tailor*; Samuel McLean, *Blacksmith*; Charles Mitchell, *Wagonmaker*; Alonzo Patton, *Electrical Wireer*; Patrick Verney, *Printer*; John White, *Printer*; William Weeks, *Office Work*; Robert Davenport, *Printer*; Cecelia Baronovitch, *Normal and Housekeeping*; Savannah Beck, *Trained Nurse*; Georgia Bennett, *Sewing and Housekeeping*; Irene Brown, *Normal and Housekeeping*; Elmira Jerome, *Office Work and Housekeeping*; Helen Lane, *Office Work*; Marie Lewis, *Housekeeping*; Myrtle Peters, *Sewing and Housekeeping*; Olga Reinken, *Normal and Housekeeping*; Elizabeth Webster, *Sewing and Housekeeping*.



A CARLISLE GIRL IN THE HOME OF A PENNSYLVANIA FARMER—LEARNING BY DOING.

CLASS PROPHECY.

Mr. William Weeks, a hotel keeper in New York. Miss Olga Reinkin and Miss Irene Brown, teachers on summer excursion. Scene.—A parlor in Weeks' Hotel; Mr. Weeks seated by the window.

William.—Here come two ladies whose faces look familiar. Where have I seen them before?

Enter Irene and Olga. Irene.—Have nineteen years blotted out the memory of your class-mates? Do you not recognize us?

Olga.—Do you not remember Irene Brown and Olga Reinkin, your dear classmates at "Old Carlisle?"

William.—Is it possible that after so many years we should meet? Be seated and tell me how the world has treated you since our school days.

Irene and Olga are seated. Olga.—Well, Irene and I have been together ever since we left Carlisle. After graduation at the West Chester Normal we each received an appointment as teacher in Tokio, Japan. During our vacations we travel. We have met many of our classmates just as we have met you.

Irene.—A couple of summers ago we made a tour of the United States. At Seattle we met Patrick Verney, who is a job-compositor on "The Seattle Sun."

William.—Is he still single?

Olga.—No, he married one of the Carlisle girls shortly after he graduated. Whom do you think we met when about to board the train?

William.—I have no idea.

Olga.—Why, our dear teacher, Miss Wood.

William.—Really! what did she have to say?

Irene.—She told us she was no longer a teacher and was on a pleasure trip.

Olga.—She told us about a few of our classmates. She said that Charles Mitchell has made quite a fortune as a carriage manufacturer. He also runs a large farm in Montana and has a local reputation as an up-to-date farmer. You remember he studied agriculture at Carlisle. His wife, Savannah Beck, finds her hospital training of great service as her mother-in-law is a confirmed invalid.

William.—Have you heard from Lonnie Patton recently?

Olga.—No, but he is completely re-

stored to health and is the commander of a revenue cutter in Alaska.

Irene.—Who was it we saw when we passed through Washington, D. C.?

Olga.—Don't you remember? It was Robert Davenport.

Weeks.—What is he doing?

Irene.—He is the owner of a large cotton plantation in Georgia. He is no longer single.

Olga.—Living in this great city you ought to know something about our eastern classmates.

Weeks.—Alonzo Brown is an actor in the "Butt-Inski Comic Opera" and Reuben Charles is employed by the government in making Indian designs for a new book just out on Native Art. He is a great success. John White is following up his trade as a printer, but his fine bass voice which used to charm us at Carlisle has been his chief means of support. He sings in the Presbyterian church at Harrisburg in the morning and flies back to Carlisle for evening service. Earle Doxtator is married. He writes short stories founded on Seneca traditions. Georgia Bennett has a nice home in Buffalo which she keeps beautifully. I saw her at the last Carlisle commencement.

Olga.—Do you know anything about Margaret Delorimiere?

Weeks.—She is a matron at the Mount Pleasant boarding school, Michigan. How about Cecelia Baranovitch?

Irene.—She is down in Oklahoma keeping house for one of the world's greatest athletes. She is noted for the fine bread she bakes. Michael Balenti took a course in civil engineering. He is now a bridge builder in Oklahoma.

Olga.—Elmira Jerome is living in an eight-roomed cottage among the mountains of Montana. She became greatly interested in ornithology while at Carlisle and was captured by a "bird." Her sole object now is to make the bird sing.

Weeks.—How about the other North Dakota classmates?

Olga.—When we were changing cars at Bismarck we saw a tall well dressed man eyeing us intently. Instantly our thoughts went back to our classmate Samuel McLean. He is the owner of a store and engaged in selling Indian Curios. He also attends to his ranch nearby. He told us that Josephine Gates is a stenographer for the Governor of

North Dakota. She has the reputation of being one of the best in the state, and that George Gardner is a prominent farmer in that state and is no longer doing his own cooking.

Olga.—We heard that Helen Lane is settled down to a happy life in North Dakota.

Weeks.—Not long ago I received a letter from Thomas Saul who is in Philadelphia. He is one of the greatest Indian Artists known. He even ranks with his first instructor, Mrs. Angel Decora-Deitz.

Irene.—On our last visit to Carlisle we saw Marie Lewis. She is head clerk in the outing office. She told us that Myrtle Peters and Elizabeth Webster were in Wisconsin. Myrtle is a dressmaker and Elizabeth a stenographer for a large firm in Green Bay.

Weeks.—Have you ever heard from the shorty of our class?

Olga.—Who? Martha Day?

Weeks.—Yes.

Olga.—Oh! Yes, when we were down in New Mexico on a trip we visited Martha Day and Elizabeth Paisano. They are the owners of an ostrich farm and engaged in selling feathers. You remember Martha was always fond of feathers. From her we learned that Orlando Johnson, after graduating from Dartmouth College, became a prominent lawyer in Oklahoma.

Irene.—I believe we have heard something about all our classmates.

Weeks.—No, there is one more. Have you ever heard from Charles Hill?

Olga.—Charles, after graduating in '09, went directly to Bucks county, first as a farmhand, then as the owner of a large farm. He is now a highly respected truck farmer.

Irene.—We are so glad we came to this hotel. We never thought we would have the pleasure of meeting one of our classmates. If ever you should come to Tokio, be sure to call at the "Flower Bower" Mission.

Olga.—Oh, yes, do come and bring Clara. I am sorry she is out for we should like very much to see her.

Weeks.—I expect to go over to Japan next summer and if I do I shall be sure to call.

Irene.—Well, it is almost time for our boat to leave so we shall have to say "good bye."

All say goodbye and Mr. Weeks escorts them to the trolley.



GENERAL SCHOOL NEWS.

Susan Twigg has just returned from the country.

Franklin Pierce, who is working at Oakville, Pa., was here on a short visit last week.

The first baseball game this year was with Albright college and was won by the score of 11 to 4.

Clarence Falkner, who graduated with the class of '07, was a visitor during commencement week.

Mary Darden, who came in for commencement, left this morning for her country home in Downington.

Mrs. Rumsport, of Mt. Holly, our former matron of the Teachers' Club, was one of the welcome visitors to our school last week.

Edison Mt. Pleasant, a member of the sophomore class who went out to the country last fall, spent a few days here during commencement.

Olive Wheelock, who has been living with Senator Long's people at Washington, D. C., and Melissa Cornelius, were here for Commencement.

Mrs. Nettie LaVatta, mother of Emma and George LaVatta, who has been spending a few days at the school, left for New York City Friday morning.

Lloyd Nephew, an ex-student, paid the school a visit last Friday. Lloyd is a good baseball player and has signed with the York Tri-State team for the season.

During the commencement week quite a number of our country patrons were seen promenading around the grounds with students who were at one time employed by them.

Mr. and Mrs. Buzzard, of Martin's Creek, Pa., were visitors here during commencement week. They have had many Indian boys under their care during the summer and winter months.

The entire commencement has been a very successful one. The opera was one long to be remembered. The graduating exercises were pronounced among the best ever given. The speeches made by Senators Clapp and Payne, Representative Carter and President Reed, of Dickinson, were full of instructive thought.

Mrs. Runnels and her daughter Mary have been on the list of commencement visitors. Mrs. Runnels is a country patron from Westchester, with whom Stacy Beck lived last summer.

Mr. Carter, an Indian member of the United States Congress, was a speaker at our commencement exercises. He spoke largely about Indians and of the many advantages open to them.

Mr. and Mrs. Bowers, of Hope, New Jersey, at whose home Levi Williams and other boys have been splendidly trained in habits of industry, were visitors during commencement week.

The addresses which were delivered last Thursday afternoon by the committee from the United States Senate were very interesting and encouraging in the up-lifting of the red-man to a higher stage of civilization.

Mary Redthunder received a large box from her home last week containing a phonograph and two hundred records. Now, during her spare time, she entertains crowds of girls who gather in her room and round about her window on the porch.

Commencement is now over and it has been a great success. The main feature of the program was the presentation of the diplomas. The Juniors wish the graduates success wherever they may go, and may they never forget Carlisle.

Elizabeth Baird and Elizabeth Wolfe arrived at the school on Wednesday, just in time to attend the track and field sports on Indian Field. They are both graduates of class 1908 and have been living in Hershey, Pa., for a few months,

Edgar Moore has not been very well during the past week, and therefore failed to break the school record in the half-mile race on Wednesday. Nevertheless, he ran speedily and won in the fast time of two minutes, five and one-fifth seconds.

Among the visitors during commencement was Mrs. Walter Scott and daughter Beatrice, of Ivyland, Pa. Mrs. Scott is one of our devoted country patrons and always has warm interest in the Indian boys with whom she comes in contact.

She took home with her John White, '09, for a two weeks' visit.

Thursday evening the graduates were very highly entertained at the Superintendent's residence. Many distinguished guests were present, and the Seniors were especially delighted to meet the Honorable Mr. Carter, U. S. Representative from Oklahoma. The evening, which was spent in games and music, passed by all too quickly under the charming hostess, Mrs. Friedman.

Guy Cooley, who left here last spring to become a messenger boy for the Commissioner of Indian Affairs in Washington, D. C., was among the many visitors to witness the graduating exercises of class '09, of which class he was a member previous to going to Washington. Guy is quite popular among the pupils here and he was kept busy shaking hands with his fellow students and friends.



The 1909 Commencement.

Commencement week at Carlisle was a complete success. The opera given by the students the first three evenings showed that Mr. Stauffer's efforts to make it a success were not in vain. Wednesday afternoon was commencement day, the program arranged for the occasion being the best in the industrial line Carlisle has ever had. Patrick Verney illustrated his trade with the assistance of Stephen Glori, a fellow printer. Elmira Jerome took the subject of Indian Art, assisted by two rug-weavers and a basket-maker from the art department. Josephine Gates spoke on housekeeping and the three-room cottage erected and furnished for this was ideal in every respect. Margaret Delorimiere was housekeeper, Elizabeth Webster dressmaker, and Martha Day, cook. It proved that our girls acquire the art of housekeeping in its various phases under the outing system. There were several prominent men present from Washington who addressed us. Among them were Senator Clapp of Minnesota, Senator Page of Vermont, Commissioner Leupp and Mr. Carter, Representative from Oklahoma. Mr. Carter is a fair product of our people who have adopted the manners and customs of the whiteman and has proved our equality with them.

## MAKING OF WAGONS AND CARRIAGES.

(A Commencement Paper.)

CHARLES MITCHELL. Assiniboine.

When I first entered Carlisle, five years ago, I was required to select a trade. After going through the various shops, I chose carriage-making—and I have been working at it ever since. My first lessons were in the use and care of tools and in doing, practically, all kinds of repair work, besides making many things that are needed in a school of this size. After the first six months in the shop, I began on carriage parts, and at the expiration of the first year I was building bodies.

Last summer I worked in a carriage and wagon shop near Trenton, N. J. There I gained valuable outside experience, especially in the line of repairing.

The majority of the carriages made here at Carlisle are ordered by the Indians of the West and the people employed in the Indian Service. These carriages include corning and piano bodies, surreys, buckboards, spring wagons, market wagons, and wagonettes; but occasionally, more stylish vehicles are ordered.

I have on the platform a corning body partly finished to illustrate the various steps taken in its construction. It is made up of two parts—the body and the seat. Five steps are required in the construction of the body alone. They are: first, laying out a draft; second, getting out the materials; third, cutting and dressing the pieces to the desired lengths, widths, thicknesses, and shapes; fourth, assembling the parts and dressing off; fifth, putting on the panels, and finish for priming.

In the above, the first requisite pointed out was a working draft. This should be drawn to show at least the side and front views, in order that all necessary measurements may be readily obtained. In the second and third steps, the dimensions of all pieces are taken from the draft, with a rule, and laid on the lumber, sawed out, and dressed as required. In sawing out, about one-fourth of an inch is allowed for waste in dressing. When all the pieces are gotten out, those which are to have uniform thickness and width are squared, marked, and put through the planer. Curved

pieces, like the corner seat posts, are squared, gauged, and worked out by hand. When all the parts are ready, the next step is to put them together. All the pieces are lap-jointed, glued, screwed, and, when necessary, clamped. The sills are glued together first; then the two front body seat posts are glued to the front seat rail, and the two back body seat posts to the back seat rail. After this, these are fastened to the sills, and against each end of the body seat rails are fastened the panel seat rails. Next, the corner panel posts are fitted and fastened to each corner of the main frame, and when dry the whole frame is gone over and gotten ready for putting on the panels.

For this work, well-seasoned poplar and glue of good quality are required to insure against checking and warping. To put on the panels, cut to the desired shape and fasten them to the frame by means of clamps, and bore one-half inch plug holes every five or six inches on the line of the frame work. Then, with a smaller bit, bore through the panel into the frame work just enough to start the screws, and, also, to prevent their twisting off. Next, remove the panel and get all the necessary materials together—such as glue, clamps, and screws—preparatory to gluing, so that the work can be done more quickly; and be sure that the glue is hot and the room warm before proceeding.

To glue, take a sponge, dip it into hot water, and with it moisten the surface; then apply the glue and place the panel. With a few screws to hold it in place, clamp down tightly and let it stand for five or six hours; after which, screw down and plug the holes.

In finishing, plane and dress the panels to suit the eye, and smoothe off with sandpaper.

As time forbids a more complete demonstration of this important trade, I shall say that my own experience proves that any boy with ordinary ability and perseverance can learn in our shops, and under the outing system, enough of this trade to enable him to make his living by it when he leaves school.



WATCH the date of your subscription period and renew so you will not miss any issue.

## GENERAL SCHOOL NEWS.

Mrs. Lillian M. Yukantanche, a member of the class 1906, was here during commencement. She is now living in Jenkintown, Pa., with a good family. All her classmates and friends were delighted to see her looking so well.

Simon Johnson, who has been in the country for about three years, was here for a short visit during commencement. All his friends were glad to see him once more. Another Cherokee visitor was Samuel Sanooke, from Altoona, where he has been employed for the past two years.

Among the many excellent speeches given at the Graduating Exercises the one by Senator Clapp was especially enjoyed by the students from his state. Those from South Dakota were also greatly interested, for he has proven himself a sincere friend of the Sisseton Sioux, and always finds time to help them in Washington.

The Y. W. C. A. meeting was held in Society Hall Sunday evening. It was conducted by Fannie Keokuk, who carried out the following program: A hymn sung by the members, a chapter in the bible read by the leader, followed by the Y. W. C. A. quartette, Sara Hoxie then gave an excellent talk on the subject of Charity, which was very helpful.

Thursday afternoon the Seniors were ushered into the gymnasium by the Juniors. Both classes were warmly applauded as they marched in. A number of excellent addresses were delivered. Among the distinguished visitors who spoke was Congressman Carter from Oklahoma. Mr. Carter is a Chickasaw, and the origin of his tribe, which he spoke of, was very interesting.

Hugh W. Taylor, for two years instructor in agriculture at the Carlisle Indian School has resigned. His successor has not yet been appointed. Mr. Taylor and wife left for New York, from which place they sailed Saturday for Pretoria, South Africa, where Mr. Taylor will be an agricultural expert in the employ of the British government. Mrs. Taylor was formerly Miss Ellis, also a teacher at the school here, who wedded Mr. Taylor last August.—Carlisle Daily Volunteer.

## WEAVING, BASKETRY AND POTTERY.

(A Commencement Paper.)

ELMIRA C. JEROME, Chippewa.

Almost every people the world round seems to have known from a very early period, the process of plaiting together strips of bark or rushes for use as beds' covering and shelter, and from this crude knowledge was developed the three most important industries to man—weaving, basketry and pottery.

The first article of dress made by our primitive people was not a woven stuff, but, like basketry and pottery it began in plaiting. The discovery was made in a very simple manner by twisting grass and bark together.

Inclination and fancy as well as necessity have had much to do with development of the arts.

The Navajo Indians living on a reservation in north-eastern Arizona are noted as great and skilful weavers. Most of them are engaged in this industry, for the track of land they occupy is unfit for any purpose except for a little grazing. Shortly after they had settled there they secured a few sheep, and the industry of raising them has since grown in importance until now the tribe is entirely self-supporting.

They learned the art of weaving from the Pueblo in order to make use of their wool, and soon the Navajo blanket became an article of luxury to all civilized people as well as to the Indians themselves.

The Pueblo are also highly skilled in the art though they were teachers of the Navajo, they find it profitable to buy their rugs and blankets from neighboring tribes and devote their time principally to pottery. There may be a few men who take an interest in the art but most of the weaving is done by the women.

Navajo blankets are of many varieties in quality and are sold by weight at different prices. Many are bought for a very large sum and used as rugs in the homes all over the country. You will never see two designs alike and yet their figures are all made of straight lines, never a curved line being used.

The Hopi Indians are also excellent weavers, using the same methods as those used by the Navajo. Their rugs and blankets are distinguished from others, in that they

are much plainer, simpler in design and darker in color, dark blue and black being mostly used. The Hopi men do most of the weaving.

After the Indian learned to weave a mat he soon discovered that by turning up the edges it would serve as a receptacle, and from this step grew the art of basketry. Baskets have entered most intimately into the domestic and religious life of the Indian and may truly be said to serve him from the cradle to the grave. In infancy the papoose cradled in a basket was carried on long tiresome journeys, upon the mother's back, or in camp hung from some tree branch. The bronze baby's earliest recollection must have been associated with the basket and the blanket.

Basketry is chief among the Indian's handcraft the most expressive means of portraying his mythology and spiritual aspirations—in fact his very life is woven into the basket.

No one interested in the evolution of art can afford to neglect the Indian basket. Every line on an Indian basket is eloquent with meaning. A pattern which looks like a flash of lightning to desert Indians, whose every thought is directed toward signs of rain, may mean a mountain stream to a tribe living among the Sierras.

The Hoopa Indians of Hoopa Valley reservation in northern California are noted for their skill in making this art a profitable industry. Most any kind of American textile plant may be used, and the women do all the work of harvesting the material. They cut off all that can not be used, and make the rest soft and pliable, storing it away until needed. The decorations are usually made of quills, grasses, feathers, bits of silk, beads, and shells of different bright colors interwoven with the textile.

From British Columbia to the southern borders of Mexico, almost all the Indians are engaged in this industry and make a great deal of money by it, for they depend on this for a living.

Basketry and pottery go hand in hand. Even after the art of pottery was invented, basketry still continued to grow, for pottery could not take its place any more than it can at the present time.

That necessity is the mother of invention was proven by the Indians

to be true. As they were in great need of water buckets and cooking pots they lined their wicker jugs with clay to make them water tight. Perhaps a hunter returned home hungry one day in the far away past and his wife, anxious to hasten dinner for her husband covered her cooking basket with clay that she might set it over the fire. The fire naturally would harden the clay and burn the wicker framework. From this simple discovery grew the art of pottery.

By studying the impressions made on the pottery by the wicker framework we are able to discover the various stitches used in basket weaving. Pottery is almost imperishable and it is therefore an excellent way of studying the methods used in ancient basketry.

Some say that the art of pottery was discovered by a Chinese emperor in 1209, but it is certain that the art had reached a high stage of development among the Indians without the help of any civilized hand.

A tribe in order to be successful in this industry must live where there is plenty of good clay and in a dry climate, they can not roam all over the country. The art reached its highest development among the sedentary tribes, as it will be readily seen that the roving tribes could not carry the pottery about with them.

The Pueblo Indians as I said before devote their time to this industry and as they are surrounded by favorable environments they make it very profitable.

In this also the women are the workers. After the clay on the article made is dried the decorations are painted on in very beautiful designs of bright colors by means of a brush made of yucca fibre, thus making them ornamental as well as useful.

Weaving, basketry and pottery were the Indians' poems, the means of expressing his intellectual and spiritual nature.

"The poor Indian, whose untutored mind sees God in the clouds, and hears Him in the wind," has recorded his prayers and longings in his industries.

We are sure that no one can make a study of these native industries without admiring the Indian and his wonderful artistic handcraft. There is every reason to believe that our native arts will receive a fresh impulse from educated Indian Americans.

# The Carlisle Arrow

Issued Fridays from the Carlisle Indian Press  
About ten months in the year.

## Twenty-five Cents Weekly

Second-class matter—so entered at the Post-office at Carlisle, September 2, 1904.

Address all communications to the paper and they will receive prompt attention.

### ABOUT CARLISLE ATHLETICS.

The inter-class meet will be held on April 30. This gives only three weeks in which to train and the classes should get busy and get their athletes to work hard for the class championship. Special Carlisle Indian School Athletic Association medals will be given to winners of first, second and third places in each event. These medals are much nicer and more valuable than have ever been given for these games in previous years.

Owing to the fact that there was some mix-up and a difference of opinion as to whether or not the full distance was run in the two-mile race last week, the Athletic Committee has decided not to allow the record of 9 minutes, 55:4-5 seconds. Which was credited to Tewanima and the old record of 10 minutes and 8 seconds, held by Walter Hunt, still stands.

Mr. Crispin, who has had valuable experience in athletics at the Springfield Training School, has kindly consented to assist Mr. Warner in coaching the track team during the spring season. He will devote most of his attention to coaching the candidates for the field events.

Training table for the baseball and track teams will probably be started the first part of next week.

### TRACK SCHEDULE.

April 17, Pittsburg A. A. games at Pittsburg  
April 24, Relay Races.....at Philadelphia  
April 30, Inter-class sports.....at Carlisle  
May 6, Syracuse.....at Syracuse  
May 10, Penn. State.....at Carlisle  
May 15, Lafayette.....at Carlisle  
May 22, Swarthmore.....at Carlisle  
May 29, Intercollegiate meet.....at Harrisburg

### SECOND BASE BALL TEAM SCHEDULE.

April 10, Mercersburg.....at Mercersburg  
April 23, Massanutten Academy.....at Carlisle

April 24, Gettysburg second.....at Carlisle  
May 1, Shippensburg Normal.....at Carlisle  
May 29, Shippensburg Nor. at Shippensburg

### JUNIOR VARSITY GAMES.

May 8, Scotland.....at Scotland  
May 29, Scotland.....at Carlisle

### Opening of Baseball Season.

The baseball season opened here on last Wednesday when the Indians played rings around the Albright team, defeating them by the score of 11-4. Outside of the hard hitting of the home team was the effective pitching of Tarbell, who held his opponents down to one hit during the five innings he pitched.

On Saturday the Indians defeated Franklin and Marshall on the home grounds. The team's play was a vast improvement over their previous game and should it continue to improve they will make some of the big college teams hustle to win from them when they meet them later in the season.

Carlisle's hitting was hard and effective, while Peter Hauser's pitching was a revelation, striking out twelve batters and having but one hit chalked against him in five innings. Youngdeer and Libby also won honors with their bats, while Captain Balenti pulled down an apparently safe hit with his bare hand. The score was 9 to 2.



### Committees For Senior Arrow.

The students responsible for the matter in this issue of THE ARROW are:

To collect and arrange for essays: Josephine Gates, Elmira Jerome, Charles Mitchell.

Printing: Robert Davenport, Patrick Verney, John White.

Historians: Savannah Beck, Robert Davenport, Reuben Charles.

Prophets: Olga Reinkin, Irene Brown, William Weeks.

Athletics: George Gardner, Helen Lane, Georgia Bennett.

Trades and Occupations: Elizabeth Webster, Charles Hill, Martha Day.

Valedictory: Michael Balenti, Alonzo Patton, Orlando Johnson.

Quotations: Marie Lewis, Myrtle Peters.

Anecdotes: Margaret Delorimiere, Alonzo Brown, Samuel McLean.

Music: Cecilia Baronovitch, John White.

Current Items: Entire Class.



### Colors and Mottoes.

School Colors—Red and Gold.

Class Colors: Seniors, Orange and White; Juniors, Garnet and Gray; Sophomores, Lavender and White; Freshmen, Light Blue and Tan.

Class Mottoes: Seniors, Onward; Juniors, Reliance; Sophomores, Truth Conquers; Freshmen, Loyalty.

### GENERAL SCHOOL NEWS.

Tempa Johnson left for her home in North Carolina on Tuesday.

The track team began their regular practice on Monday afternoon of this week.

The sociable held in the gymnasium on Saturday night was enjoyed by all who were present.

Levi Williams has been elected captain of the base ball team organized by the band boys.

Orlando Johnson, a member of class '09, will start for his home in Oklahoma this evening. We all wish him success.

John White, Patrick Verney and Robert Davenport, members of class '09, are greatly missed by the Carlisle Indian Press.

The plumbers are working at the farmer's cottage on the first farm, putting in a new water system and other necessities.

The boys who are going out into the country for the spring and summer were examined Monday afternoon by the school physician.

Miss Wister took the girls for a walk down to the farm Sunday after services. The beautiful weather and fresh air made us enjoy it very much.

Those who are to take part in the class-day track meet will start in training this week and continue on until the twenty-ninth of this month.

Miss Shultz and the girls who work in the clothing room are busy getting clothing ready for the girls who go to the country with the first party.

A ring, supposed to be the property of a commencement patron, was found on the entrance road to the school, and can be had at Metzger College, if owner proves property.

Robert Davenport and Stanley Johnson, two of our boys, are working in the print shop of Cornman Printing Company, down town. They are getting valuable experience, besides good wages.

The graduates and ex-graduates were entertained by Superintendent and Mrs. Friedman last Thursday evening. Several returned students were also present. Each one had a very enjoyable evening.

**LINCOLN'S LEGACY OF INSPIRATION TO AMERICANS.**

IRENE BROWN, Sioux.

Abraham Lincoln was born in a cabin which stood in a desolate wilderness. His parents were very poor and uneducated. Left alone with his father, a lazy carpenter and farmer who did not believe in education, Lincoln had to work for his daily bread. He had no chance in life, even lacking the influence of educated neighbors. Although he disliked work he did every thing well. By thinking of others he forgot himself. The only amusement Lincoln had was listening to the debates at Circuit Courts. These probably led him to become a lawyer. At twenty-one he had earned nothing for himself, but he had formed a character.

What education Lincoln had he got for himself. He had read such books as he could get and learned from them. He was not a bright boy but he never forgot what he learned. He learned from his mistakes and associates. Thrown among men of all conditions he obtained a knowledge of humanity. Lincoln was broad minded and sincere. He did his own thinking. It was his heart not his brain that made him great.

In worldly goods, as a farmer, clerk and soldier, Lincoln was a failure. Although he did work well his heart was not in it. He was a candidate for the legislature but met with defeat and found himself penniless. He borrowed money and with a partner bought a store. His partner drank and he studied law, so the store failed. Berry died and the debt was left for Lincoln to pay. Legally, the debt could have remained unpaid, but a promise was a promise, so he paid it. These failures bought Lincoln's reputation. He became known as a man of truth and honest worth who would rather, "Make a life than a living."

Many things stood in Lincoln's way and his success as a lawyer, but as he worked for justice not money, and based his arguments on truths, he succeeded. He is an example for all who practice law.

Lincoln served four terms in the Illinois Legislature and one in Congress before the Civil War. He was an ambitious politician, but he was not greedy. His honesty kept him from succeeding. He was never

afraid to stick to his principles. Failures never discouraged him but won his success.

When Lincoln became President the country was in a grave condition. He was calm and courageous and managed his cabinet without quarreling. He always did independent work. He remained one of the people and worked for them.

His success was won by virtue of his moral rather than of his mental qualities. It was his unselfishness and kindness to others, his patience and perseverance in his daily work that brought him success. He did not pass the little things, but each day he did what he could. Great honors naturally followed.



**SCHOOL ATHLETICS.**

Both boys and girls of Class 1909 are well represented in athletics.

A track team and a girls' and boys' basketball team were organized in the Freshman year.

Among prominent football players are Michael Balenti, who is one of the star quarter-backs in the country, George Gardner and Samuel McLean.

Balenti and Gardner played football in the third team while Sophomores, but as a result of faithful practice, are now among the champion players of the 'Varsity.

Samuel McLean joined the team as a Junior. Being a typical giant he was an expert from the first.

Michael Balenti is at present captain of the baseball team for the second year.

The '09 boys are noted as fine basketball players. Each year has brought many victories. The team includes Captain Michael Balenti, Reuben Charles, George Gardner, Earl Doxtator, Alonzo Brown and Orlando Johnson.

In track sports, Charles Mitchell holds the school record in pole vaulting, 11 ft., and Reuben Charles 10 ft. 9 inches. Samuel McLean and Geo. Gardner have made records in hammer throwing.

While Sophomores and Juniors the girls' basketball team was very successful, but in the Senior year having lost our most experienced players all efforts to organize were abandoned.



"THE duty of every man is to do his best."

**THE CARLISLE INDIAN SCHOOL.**

ALONZO A. PATTON, Alaskan.

In September, of the year 1879, the Carlisle Indian School opened with about one hundred and twenty Indian pupils. That number has increased as the years have passed by until now more than one thousand students are annually enrolled.

The school had many obstacles to overcome, for from the opening of the school and for sometime thereafter, it had many enemies and but few friends.

Many of the officials as well as prominent men in different parts of the United States seriously objected to the transportation of the Indian youth from the reservations to a place so far away from his home.

The establishment of the Carlisle Indian School therefore aroused no little discussion and the various problems of the Indian race were thus brought to public view.

But Carlisle steadily gained many friends until to-day it has thousands all over the country, from shore to shore, and but few enemies.

This great change is caused by the fact that the Indian has shown the real stuff in him by what he has done and can do.

The aim of the school has ever been to teach English and give an elementary education in connection with some practical trade affording a means of self-support among civilized people. This prepares the Indian to become a successful citizen of the United States.

For several years the graduating classes have numbered from twenty to forty-eight boys and girls.

The student body is divided into two halves so that one-half of the students may attend school and the other may be at work in the various shops each half-day. This detail is reversed every month, so that those who have attended school in the morning one month may go in the afternoon the following month. In the same way the working detail is changed.

This system gives equal consideration to all. It is a great advantage to the students, to the teachers and employees and works well for the school in general.

The school has a printing department at which the "ARROW" a weekly paper, and the "Craftsman" a



CARLISLE CLASS RECEIVING INDUSTRIAL CERTIFICATES, 1909.

PUPILS RECEIVING INDUSTRIAL CERTIFICATES: John Corn, *Harnessmaker*; Jonathan Santiago, *Shoemaker and Harnessmaker*; Warren Jack, *Carpenter*; Jefferson Miguel, *Carpenter*; George Grinnell, *Blacksmith*; Foster Otto, *Tailor*; Charles Mitchell, *Wagonmaker*; Fred Schenandore, *Wagonmaker*; Charles Hill, *Mason*; Levi Hill, *Mason*; Arthur Smith, *Mason*; John McKinley, *Painter*; Owen McKinley, *Painter*; Jonathan Printup, *Painter*; John White, *Printer*; Patrick Verney, *Printer*; Robert Davenport, *Printer*; Stephen Glori, *Printer*; Jesse Young Deer, *Painter*; Louis Runnels, *Store Keeper*; George Gates, *Careful Driver*; Joseph Forte, *Driver and Harnessmaker*; Michael Balenti, *Baker*; Joseph Picard, *Steam-fitting and Plumbing*; Judson Caby, *Fireman*; Josephine Gates, *Plain Sewing*; Martha Day, *Plain Sewing*; Georgia Bennett, *Plain Dressmaking*; Myrtle Peters, *Plain Dressmaking*; Elizabeth Webster, *Plain Dressmaking*; Elmira Jerome, *Plain Dressmaking*; Margaret Delorimiere, *Sewing*.

*Farming*: George Dailey, James Luther, Jefferson Miguel, Benjamin Penny, Fred Sickles, James Crowe, Lewis Phillip, Noah Sequoyah, Francisco Pino, Bruce Goesback, John McKinley, James Paisano, John Santiago, Fred Tallerane, Simon Johnson, Chauncey Powlas, Jesse Young Deer, Jaunito Poncho, Walter Hunt, Owen McKinley, Ray Pedro, Benjamin Seoni, George H. Thompson, Charles Launderville, Jose Ray, Mitchell White, Jose Maria.

*Housekeeping*: Ethel Daniels, Etta Hatywinney, Rachel Penny, Dora Snyder, Cecelia Baronovitch, Martha Day, Elizabeth LaFrance, Olga Reinken, Minnie White, Helen Pickard, Ellen Grinnell, Marie Lewis, Josephine Smith, Sadie Dunlap, Stella Bear.

*Laundrying*: Nancy John, Irene Dunlap, Philomena Badger, Susie Porter.



A CARLISLE BOY ENJOYING THE PRIVILEGE OF THE OUTING SYSTEM.

monthly magazine, are printed by the students. There are carpenter, wood, tin, harness, tailor and blacksmith shops and an engineering department. In working in these different shops the Indian youth is taught to use his hands as well as his head.

Music and drawing including Indian art are also taught. The Carlisle Indian Band is quite famous. It has pleased its hearers wherever it has played.

It is not exaggerating to say that in the athletic world the Carlisle Indian has equaled his white brother. The football, baseball and track teams hold a prominent place in the history of the school. In the gymnasium both boys and girls are taught the various forms of gymnasium drills.

The students attend Sunday school and church in the town of Carlisle. They have a free choice of the church with which they wish to identify themselves. Religious meetings are held at the school also, in the forenoon, afternoon and evening. Afternoon services are conducted by pastors of the different churches in town and the evening meetings are under the care of the Y. M. and Y. W. C. A. but they are often led by students of Dickinson College. This college has been a great help to the school in many ways. Some of our students have attended it and have done good work while there.

Perhaps the "outing system" is its most important civilizing factor. It brings the student in contact with the white people and trains him to habits of industry, as he is expected to work regularly day after day.

Here he learns the white man's methods both of working and of living.

Non-reservation schools give the Indian a white man's chance. The opportunities it offers, the influences of those over him and the environment into which he is thrown accomplish a great change in his life and character.

He begins to think for himself.

He learns to work, read and write, and as he advances farther on he longs to learn more and more of what life really means. As he goes out into the world to look out for himself he understands what the world and its people are doing.

We Indian Americans are also proud

of this great Republic of ours which stands for justice. We are proud of our country because its government is, "of the people, by the people, and for the people." We love to think that we are free in the enjoyment of life.

That the Indian is a worthless man, and that he will not amount to anything, is an opinion.

That he is a man like other men, and that he has qualities which on development will make him a useful man, is a fact.

The Indian with proper education and training will prove himself as true a man and as loyal a citizen as the so called naturalized or native born American citizen.

### JULIUS CAESAR.

MICHAEL R. BALENTI, Cheyenne.

All nations upon the globe have their great men and Julius Caesar was the man who stood out most prominent among the Romans.

He was tall, rather slight, had a thick sinewy neck and a pleasant face.

In habit he was temperate. He rarely, if ever, drank wine and was rather careless with his diet. He was a great bather, believing, I suppose, in the saying, "Cleanliness is next to Godliness." In youth, he liked all manly sports and was a much admired athlete. His hobby was horse-back riding. In Gaul he rode a horse that he had bred and trained himself. This horse would not allow any other than Caesar to ride him.

In youth, Caesar proved to be a trustworthy friend, not easily offended and easy to appease when angry. He admired people who were temperate and morally, as well as physically strong. In speaking of any acquaintance he always made note of their sobriety. He was a man of action as well as a man of words. He made war on injustice and oppression, ever considering the interests and feelings of others.

When he spoke in the senate his voice was sharp and clear. Cicero said that he was a greater speaker than those who practiced no other art.

He never deceived his men as to the strength of the enemy, unless it was to exaggerate it. He never made his men risk unnecessary dan-

ger. Whenever anything of importance had to be done Caesar always chose the best man fitted for the errand, regardless of his other qualities. It was this method that crowned his efforts with success. There is no doubt whether any other general was ever loved by his soldiers as Caesar.

### GREETING AND FAREWELL.

This issue of the "ARROW" is presented to its patrons as both a greeting and a farewell from the Senior Class of 1909. The event which has served us as a goal the last few years is at hand. We are glad to behold the dawn of our hopes, glad that the time has arrived when we may tackle the great problems confronting us.

Onward is our motto. Onward we shall go. No obstacle shall be so great, no disappointment so bitter as to cause us to forget the motto which has inspired us in the past and which we as classmates hold in such fond reverence.

We wish to thank the faculty for the active interest taken in our welfare. Words are too feeble to express all we feel, but whatever our attainments may have been in any line, we realize that our success is due in a large part, to their kindness and encouragement.

We shall remember with ever increasing gratitude as the years roll by, those who have corrected us when we needed correction, who have sympathized with us in our trials and who have rejoiced with us in our triumphs.

We owe these friends not only our highest praise, but it should be the care of each member of the class to see that their efforts shall not have been in vain.

We are proud of the fact that Carlisle is our Alma Mater and we are determined to convince our critics that live Indians are far better than dead ones, especially those who have graduated from "Old Carlisle."

### SENIORS' CLASS SONG.

O, onward Seniors, onward to victory  
Bearing our standard of orange and white so  
fair,  
So fair the orange and white,  
May we be always loyal to our class—  
Onward our motto we'll always go.  
Though foes may try to bar the path we may  
tread  
Onward, remember right onward through the  
foe—  
Right onward through the foe,  
Stand like a mighty army, true to our class,  
Onward we're marching to nineteen nine.

MY RESERVATION.

THOMAS SAUL, SIOUX.

Crow Creek reservation, the smallest one of South Dakota, is situated on the east bank of the Missouri River between 45 degrees and 43 degrees of latitude and between 101 degrees and 99 degrees of longitude. It comprises an area of about 203,397 acres.

The Indian agency of this reservation is located about 25 miles north of Chamberlain, once the terminal station of the Milwaukee and St. Paul Rail Road. Six miles below the agency is Crow Creek, from which the reservation takes its name.

It empties into the Missouri river near the site of old Fort Thompson.

Along the Missouri is a strip of river bottom on which thrives a large grove of cotton-wood, box-elders, elm, ash, and along side of this, between the grove and cliffs, is a clean space about half a mile wide. Here the agency was established by Col. Clark Thompson, who at that time was superintendent of Indian affairs for the northwest. The Fort at this time was named after him. The Colonel captured 1300 Sioux and 1900 Winnebagoes shortly after the massacre in Dakota, and placed them on this reservation. They were prisoners of war. Just at this time the government had all it could do in the way of work. In 1864 these poor Indians were in a serious condition, approaching starvation. The Indians in the meantime were secretly plotting. While they were making the dugouts to live in, they also constructed rafts on which they secretly escaped by floating them down the river.

Four years after, in 1868, the government made a treaty with the Sioux nation. This treaty, agreed to and signed by the most prominent men of the Sioux chiefs, promised to issue annuities to those people for thirty years and to provide school facilities for twenty years, and to issue rations until at such time the Indians could ably support themselves.

These people are peaceable and friendly, never having been at war with the whites and many of them aided the government in the wars against other tribes by offering themselves as scouts for the United States soldiers.

Between the years 1866 and 1868 the Commissioners placed the Yank-

tons and their allied friends and relations on this reservation. It was thought best to let them stay on the east side of the river as this had always been their favorite hunting ground.



TRADES AND OCCUPATIONS.

There are thirteen girls in the class. All of the girls have been taught to keep their own room in order and have had training in the sewing room and laundry. Besides, they have received more practical training as house keepers under the Outing System. In addition to that they have all taken up some special trade or occupation so that in the future they may be able to support themselves in their chosen work. Five girls are taking office work: Elmira Jerome, Helen Lane and Elizabeth Webster are assisting the chief clerk, while Josephine Gates and Marie Lewis are assisting the Outing clerk.

The class will turn out at least four capable teachers for primary grades, Martha Day, Irene Brown, Olga Reinkin and Cecelia Baronovitch. One member, Savannah Beck, has for over two years lived at the hospital, learning to become a nurse. The remaining three, Margaret Deloimere, Myrtle Peters and Georgia Bennett, have chosen sewing as their occupation. They are trained to do all kinds of plain sewing, shirts, underwear, dresses and so forth.

Among the boys Charles Mitchell made a good reputation last summer as a carriage builder at Langhorné, Pa. John White, William Weeks, Earl Doxtator, Robert Davenport and Patrick Verney have made excellent printers' apprentices. Alonzo Patton made considerable headway at the Carlisle Axle Works and as an electrician. Orlando Johnson represents the tailor shop, Michael Balenti the bakery, Alonzo Brown and Reuben Charles have done well in the Indian art department, Samuel McLean and George Gardner are well trained blacksmiths.



"IT IS to the initiated, a self evident fact that for the thoroughly successful teacher there is but one standard: he must be an angel for temper, a demon for discipline, a chameleon for adaptation, a diplomat for tact, an optimist for hope, and a hero for courage"—*Meditations of an ex-School Committee Woman.*

MERCY IS SOMETIMES BETTER THAN JUSTICE.

IRENE BROWN, SIOUX.

The dictionary meaning of the word justice is "righteousness given to and receiving from your fellow men what is due, no more nor no less." Mercy means tenderness to an offender or an unwillingness to give pain to others who are in your power.

One can demand justice in all cases but can only ask for mercy, for no one is obliged to be merciful.

If a person does not get justice, feelings of anger and malice, which often lead to crime, are aroused. On the other hand when justice is given, even if the person does not get what he likes, no one is blamed for he has received all that was due.

Where a man, who is the sole support of a large family has committed crime and his just sentence is imprisonment for life, justice should be tempered by mercy, for, if not, the criminal's family is in danger of starvation. But if a man has been sinful all his life and has repeatedly escaped punishment, when he is finally brought to justice he should receive no mercy.

The following is given as an illustration: Once there was a young man named John who supported his widowed mother. His mother was taken ill. In order to secure good doctors John borrowed money which he agreed to pay in three months' time. Although he worked hard night and day, when the note became due, he lacked a little of the amount to be paid. He took all he had been able to save to his creditor, and asked him to wait a few days for the balance. The man selfishly refused and John was brought to trial. When he told his pitiful story in court, the old man's heart was softened and he agreed to let the debt stand as settled. Here is an instance where mercy proved to be better than justice. If the man had not shown mercy and John had been sent to prison, what would have become of his mother? She would have suffered from both grief and poverty.



"WHERE there is love there is happiness. Where there is happiness there is peace. Where there is peace there is God. Where there is God there is no need."









