

The  
**Carlisle Arrow**

Commencement Number



Year Nineteen Hundred Ten













# The Carlisle Arrow

A WEEKLY NEWSPAPER WRITTEN AND PRINTED BY THE STUDENTS OF THE UNITED STATES INDIAN SCHOOL AT CARLISLE, PENNSYLVANIA

VOLUME VI.

CARLISLE, PA., APRIL 8, 1910.

NUMBER 31.

## PRACTICAL TRAINING IN AGRICULTURE.

ALEXANDER ARCASA, Colville.

I came to Carlisle as a new student in the fall of 1906. Since entering Carlisle I have spent three summers and one winter on different farms under the Outing System where I gained some very valuable knowledge. The farm from which I derived the most benefit is near the town of Belvidere, New Jersey. I went to this farm in the early fall and remained there one year. Previous to this I spent one summer in Bucks County, Pennsylvania.

The reason I say I gained the most valuable knowledge on the New Jersey farm is because all the work was done in a systematic and up to date manner.

The first work I did was to help dig and market the potatoes from a 13-acre field. We used a late improved potato digger which made it much easier to handle so large a crop. This field produced a crop of 1600 bushels of potatoes. These were sold at 65 cents a bushel by the car load.

After digging and marketing the potato crop I was put to work preparing this same field for fall seeding of wheat. First I plowed the field then harrowed it twice in order to have a smooth and well prepared seed bed. The seeding was done about the last week in September. For this we used a combined fertilizer and grain drill.

Next we cut and husked the corn from this ten-acre field. This farmer did not plant large fields of corn as he found raising hay, wheat and potato crops more profitable.

The first of November I started to attend the district school. I was the only Indian in this school. This proved a very successful term of the school for me as my teacher seemed to take a personal interest in me. For

the privilege of living in this country home and attending the public school, I helped to do all the chores about the house and the barn before and after school. I was taught to keep everything about these buildings as clean and as in good order as possible, for cleanliness and order are followed on every well regulated farm. On this farm, as never before, I was taught to properly care for all the domestic animals. The horses were given careful attention, being regularly fed and curried. After having been exposed to the rain or snow they were blanketed when brought in to prevent them from getting cold. The horse and cow stalls were cleaned regularly each morning, and plenty of fresh straw was put in for bedding. The manure was taken out in a wheelbarrow and piled in the barn-yard. It was not allowed to accumulate in large piles and leach in the rain and snow, but was hauled out at regular intervals and spread over the fields.

We kept four milk cows and I did the milking mornings and evenings. Every precaution was taken while milking and straining the milk in order that it might be kept clean. The milk house was a stone building with a stone floor and fresh spring water flowing through it continuously. The milk was strained into pans and placed in the water. There were only three members in the family, including myself. After generously supplying the demands of the family the remaining butter was sold to private families at a good price and the milk was fed to the pigs on the farm.

We gave the cows a variety of feed. Morning and night we fed them a mixture of bran and Indian meal, also clover hay. Their noon feed usually consisted of corn fodder. This was given to them in the barnyard when the weather permitted,

The hogs and sheep were housed in comfortable houses and did not require much attention outside of their regular feeding.

The poultry was given much careful attention, as we raised fine breeds of white leghorn and barred plymouth rock. The chickens were given a variety of foods consisting of chopped corn and wheat, ground bone and oyster shells. The eggs were gathered regularly every evening. Every two weeks the chicken house was thoroughly cleaned and fumigated by burning sulphur inside with all the doors and windows closed. This was done to kill mites and prevent disease.

My patron took a number of agricultural journals and during the long winter evenings I added to my knowledge of practical farming some facts concerning scientific farming.

I stopped school the first of April. As the frost was not yet out of the ground sufficiently to begin plowing, I was set to work pruning the orchard. I used a hand saw to cut off the dead branches and all the superfluous growth that could not be cut off with pruning shears. In pruning I was taught to cut the branches as near the trunk of the tree as possible so that they would heal quickly. As soon as the ground would permit we began to prepare a field for oats. The last year's corn field was used, the manure having been hauled at intervals during the winter.

After the oats was sowed, I began plowing a sod field for corn and potatoes. The potatoes were planted with an adjustable potato planter with a fertilizer drill attached, which dropped the phosphate in the rows as the potatoes were planted. We used about 600 lbs. of phosphate to one acre of land. The remaining part of this sod field was planted in corn.

As soon as the ground was warm



we planted a small plot of ground in various garden seeds to raise vegetables for family use.

Most of our time during the summer was spent in cultivating our corn and potato crops. Before the potatoes came through the ground we harrowed the field twice to destroy the weeds and smooth the land which had been left in ridges when the potatoes were planted. The potato vines were sprayed twice during the summer with a mixture of paris green and water to destroy the potato bugs.

In your minds you may be asking how I am going to make use of this knowledge and experience when I return to my reservation home. It will be neither possible or practicable for me to make use of all the experience I have gained under the Outing System, but it adds to my store of knowledge and will better enable me to cope with and overcome the problems I will meet after leaving this institution. The Indians of my tribe have received very little aid from the government besides 80 acres of land each.

Our reservation, the Colville, is located in Northeastern Washington.

My allotment lies like this: About 15 acres is forest the most of which is pine and fir. When I begin farming, it is my intention to leave as much as possible of this timber, as lumber is becoming more and more valuable. However, it may be necessary for me to clear some of this woodland in order to have sufficient tillable land for a profitable farm. I can cut and log the lumber myself from the part I clear thus saving a considerable expense. I do not expect to sell the lumber but will use it erecting the buildings on my farm.

The principal crops raised in my locality are wheat, oats, potatoes, timothy and alfalfa. It is also a fine fruit country, and orchards yield enormous profits.

It is my intention to keep the best breeds of horses, cattle, sheep and hogs and only as many as I can properly care for.

One of the most important lessons I have learned under the Outing System at Carlisle is that one good horse or cow is worth more than two inferior ones. Also that not a single head of stock should be kept on the farm that is not constantly bringing in returns.

One great mistake of my people

is keeping large herds of useless horses that bring in very little returns and at the same time are eating the feed that might be used very profitably in feeding cattle and sheep.

There is no animal on the farm so expensive as the horse that is not in constant use.

When I entered Carlisle I chose carpentry as my trade. The knowledge I have gained at this trade will enable me to construct my house and barns myself, thus saving a large expense in a country where skilled workmen are few and the price of labor high.

Before I leave Carlisle I hope to spend a few months in the blacksmith shop, at least long enough to learn to shoe a horse and set a wagon tire.

Every farmer should have a collection of different kinds of tools so that he can do his own repairing and horse-shoeing when it is necessary. It is my purpose to own a chest of carpenter tools and when I go to the farm add to these a small forge and other blacksmith tools.

Perhaps you may think I have described the ideal farm conditions but that experience I have gained here should enable me to work out my problem with the conditions that surround me on my allotment.



### TRADES AND OCCUPATIONS.

CARLYSLE GREENBRIER, Menominee.

"Thirteen and seven equal just a score  
Who have forged their way from the ranks to the fore."

The members of the class of 1910 are all practical in their tastes, the girls showing a decided tendency towards domestic arts, and the boys pursuing the useful trades with a zeal and earnestness which betoken success in the future.

All of the girls have received under the Outing System—one of the wise and practical provisions which Carlisle makes for its students—practical lessons in home making and house-keeping. All are good cooks, and a few, notably Stella Bear and Selina Twoguns, excel in the art.

Mary Redthunder and Stacey Beck are noted for their taste and skill in dressmaking and have many opportunities to practise their art in the excellent Sewing Department at Carlisle.

Besides the domestic sciences in

which all the girls are expected to become reasonably proficient, there are special lines of work which may be taken up by those who show aptitude for them. For instance, five girls have taken office work; Inez Brown, the Outing System; Louise Kenney, the Chief Clerk's office; Katie Wolfe, the matron's office; Fannie Keokuk and Margaret Blackwood, the printing office. Mary Redthunder has received valuable training in the library and Stacy Beck has been assisting the matron at Girls' Quarters.

Besides those whom I have mentioned, Sara Hoxie, Evelyn Pierce, and Carlyle and Adeline Greenbrier have assisted in the Normal Department.

There are thirteen girls to uphold the honor and dignity of the class of 1910, and they are doing their best to be a credit to Carlisle now and to be such women in the future that their Alma Mater can point to them with pride and say, "It is such women as these that Carlisle sends out into the world."

Among the boys of the class, the industrial departments represented are: carpentering, John Bastian; painting, Joseph Loudbear and Johnson Enos; blacksmithing, William Nelson; plumbing and steam fitting, Louis George; printing, Raymond Hitchcock; masonry, Levi Hillman.

"Seven young men prepared to leave the fold.  
To fulfill life's mission like knights of old,  
With duty leading on to life's true quest.  
Their own true manhood will do all the rest."

The mere recital of the names of these trades and occupations which we are learning is sufficient to show what Carlisle is able to do for us if we will profit by the instruction received here and it must not be forgotten that along with all this there are, besides, regular lessons comprising a course similar to that pursued by all scholars of equal grade—not only our hands but our brains are trained in such a way that it rests with each one of us to make himself or herself a power in his or her own little corner of the world. All honor to Carlisle, and may every class she sends out be as loyal to her in thought and word and deed as the class of 1910 will always be.



"Only those who have high and lofty aims can gain anything worth while."



**SCHOOL ATHLETICS, 1910.**

JOHNSON ENOS, WILLIAM NELSON, Pimas.

When the class of 1910 has left Carlisle, the glory of Carlisle athletic contests will have vanished, for from the time it first entered the institution, the class of 1910 has been well represented in all lines of athletic sports. To be sure the varsity eleven does not include any members of this athletic class, but nature alone must bear the responsibility for that; for in foot-ball, Lewis George and Levi Hillman both played successfully on the second eleven of the famous Carlisle foot-ball teams, and both were excellent players; but being very light, they were barred from the first eleven—a loss to the varsity team that can hardly be estimated, in the opinion of 1910.

To Joseph Loudbear we point with pride, as our star performer in track events. In high and low hurdling, so great is his swiftness and agility that the spectators feel that a comet has flashed through the space and vanished, when they watch our classmate perform his wonderful feats. Mr. Loudbear too, is one of the star players on the shop football team, sharing honors with another member of the class, William Nelson.

But if we praise Joseph Loudbear for his hurdling, what must we say of Levi Hillman and John Bastian, the former of who is a veritable Marathon runner, and the latter a pole-vaulter of no mean ability. Nor do these end the class list of athletes. Has not Raymond Hitchcock the record of standing broad jump in the gymnasium, his distance being close to ten feet? Is it to be wondered at that the class of 1910 is proud of its athletic record or that the institution is proud of its graduating class?

In basket ball both sides of the class can take an active interest which accounts, in part, for its great popularity. From the Freshman year 1910 has had both girl and boy teams. The latter team points to Joseph Loudbear and Levi Hillman as its backbone, and these are ably supported by Lewis George, William Nelson, Ray Hitchcock, John Bastian and Johnson Enos. The boys have fought a winning fight against each new class team organized at Carlisle since our entrance here.

The girls are no less enthusiastic in this line of sport, and, as a result

of this intelligent enthusiasm they have always held the championship among the girls' teams. The star players are Louisa Kenny, Sarah Hoxie, Stella Bear, Stacey Beck and Frances Keokuk, of whom the last mentioned is a player without an equal.

That the class of 1910 numbers so many athletes is a proof that its members are well equipped for work as they leave Carlisle, that they possess "sound minds in sound bodies" and so will not easily succumb to the trials and difficulties of life.



**GREETING AND FAREWELL.**

LOUISA KENNEY, Klamath.

To the friends who have been with us through the years, to the members of the faculty who have been our guides, and to our fellow-students and classmates, we extend at once a greeting and a farewell. We have arrived at the parting of the ways and we are turning for one last look at the things we leave behind, before we take our next step forward into the untried future. As we look back over the varied experiences of our school life with its hopes and pleasures, its duties and generous friendships, we realize that the influences of our school days must leave a lasting impression upon our hearts and minds. The school and what it stands for have become guiding principles in our lives; an inspiration to the noblest and the best things that life has to offer.

We regret now that many duties have been indifferently performed and that we have allowed many opportunities to go by unheeded, but we feel that we have received in some measure, at least, the education for which we came here. To some of us that education is our only capital in beginning life; but with "Reliance" for our motto, and the Garnet and Gray to cheer us on, we shall go forth with hope and trust to meet new duties and assume our share in the responsibilities of life.

We bid fond farewell to "Old Carlisle;" we shall remember with ever increasing tenderness and gratitude all that she has done for us individually and for our race.



*"We have reached the foothills; the mountains lie beyond."*

**FACTS CONCERNING THE CARLISLE INDIAN SCHOOL.**

Compiled February 1st, 1910.

Founded, 1879.

First appropriation by Congress, July 3, 1883.

Present plant, 49 Buildings.

Campus and Farms, 311 Acres.

Academic Course comprises a graded school including a course in Agriculture, Teaching, Stenography, Business Practice, Industrial Art and Telegraphy.

Trades work comprises practical courses in Farming, Dairying, Horticulture, Dressmaking, Cooking, Laundering, Housekeeping, and twenty trades.

Total number of students who lived in families or worked in shops, manufacturing establishments, etc., during the year, 758.

Total earnings of Outing students last year, \$27,428.91.

Students have to their credit in bank at interest, \$46,259.20.

Number of students offered employment more than we could supply, 335.

Attending Public Schools during year, 238.

Value of products made by student labor in the school shops last year, \$69,867.71.

Faculty, 75.

Number of students now in attendance, 1,004.

Total number of returned students, 4,705.

Total number of Graduates, 563.

Cost per student for entire maintenance of Carlisle School last year, \$169.60.

Average per capita cost per year of education and maintenance at Carlisle for the past fifteen years, \$153.92.



**CLASS SONG.**

Go forth Seniors go today—

Brave, encounter every foe;

Our colors and our pride stay

Higher Seniors yet to go.

Fearless scale the height of time

Our banner with colors gay—

Our motto "Reliance" sublime,

Of the Garnet and the Gray.

With our hearts and voices blending

Wandering to the fields of gold,

In life we are ascending

Reliance strong and bold.

We will strive to do our duty

Straight forward as brave men—

Pressing to the goal of Honor,

In the year of nineteen ten.



DOING ONE'S DUTY.

EVELYN PIERCE, Seneca.

Doing one's duty should be the guiding principle of one's life, for life is an utter failure whenever a man or a woman deliberately evades that which he knows to be in the direct line of his duty. From the derivation of the word "duty", we learn that duty is a debt owed to someone; and we all have been taught that debts must be paid in full measure. Everyone owes duties which he cannot escape. No matter how little we know, or how little we can do, we know what our duty is and we are under obligations to do it. All duty is right; and therefore we need not be afraid to go where duty points the way, even if we cannot for the moment see where the path leads us.

As all our blessings come from God, so the path of duty, which is always the path of blessing, leads to God. The simplest form of love to our Heavenly Father involves many duties. (1) We owe the debt of praise to God. He does not need it; but we owe it to him in return for the favors that we have received at his hands; and, in the end, as is the case with all duties, we find that by paying the debt of praise we have benefitted ourselves and added to our own happiness. (2) We owe the debt of trust to God. This is a duty which is often lost sight of, especially in times of trouble and misfortune, when we lead ourselves to think that God is not all-wise; but it is a duty that must be constantly rendered if we would not prove ourselves the most thankless of God's creatures. Grateful prayer and hymns of thanksgiving must go to God in times of trouble, or else the prayer and thanksgiving offered in times of prosperity will be of no avail. (3) Yielding all we have to God is another duty. It is hard to do this cheerfully, but when we realize that God asks only what is His, and that every such surrender makes room in our lives for some new and greater blessing to fill its place, the payment of the duty becomes less difficult.



"HAPPINESS and success do not depend so much upon the views we take as upon the work we do and the way we do it."

Commencement Week.

Sunday—March Twenty-Seven.

- 3:15 P. M.—Baccalaureate Exercises in the Auditorium.
- 7:30 P. M.—Union Meeting of Y. M. C. A. and Y. W. C. A.

Monday—March Twenty-Eight.

- 2:30 P. M.—Exercises in Gymnasium for School.
- 7:30 P. M.—A Comic Opera—"The Captain of Plymouth." In the Auditorium. (School Only.)

Tuesday—March Twenty-Nine.

- 1:30 P. M.—Exercises in the Gymnasium for the Public.
- 7:30 P. M.—A Comic Opera—"The Captain of Plymouth."

Wednesday—March Thirty.

- 8:30 to 11:00 A. M.—Industrial and Academic Departments open to Visitors.
- 2:00 P. M.—Track and Field Sports and Lacrosse.
- 7:30 P. M.—A Comic Opera—"The Captain of Plymouth."

Thursday—March Thirty-First.

- 8:00 to 10:30 A. M.—Industrial and Academic Departments open to Visitors.
- 1:30 P. M.—Graduation Exercises and Presentation of Diplomas in Gymnasium.
- 8:00 to 11:00 P. M.—Reception to Graduates and Returned Students at Superintendent's House.

Friday—April First.

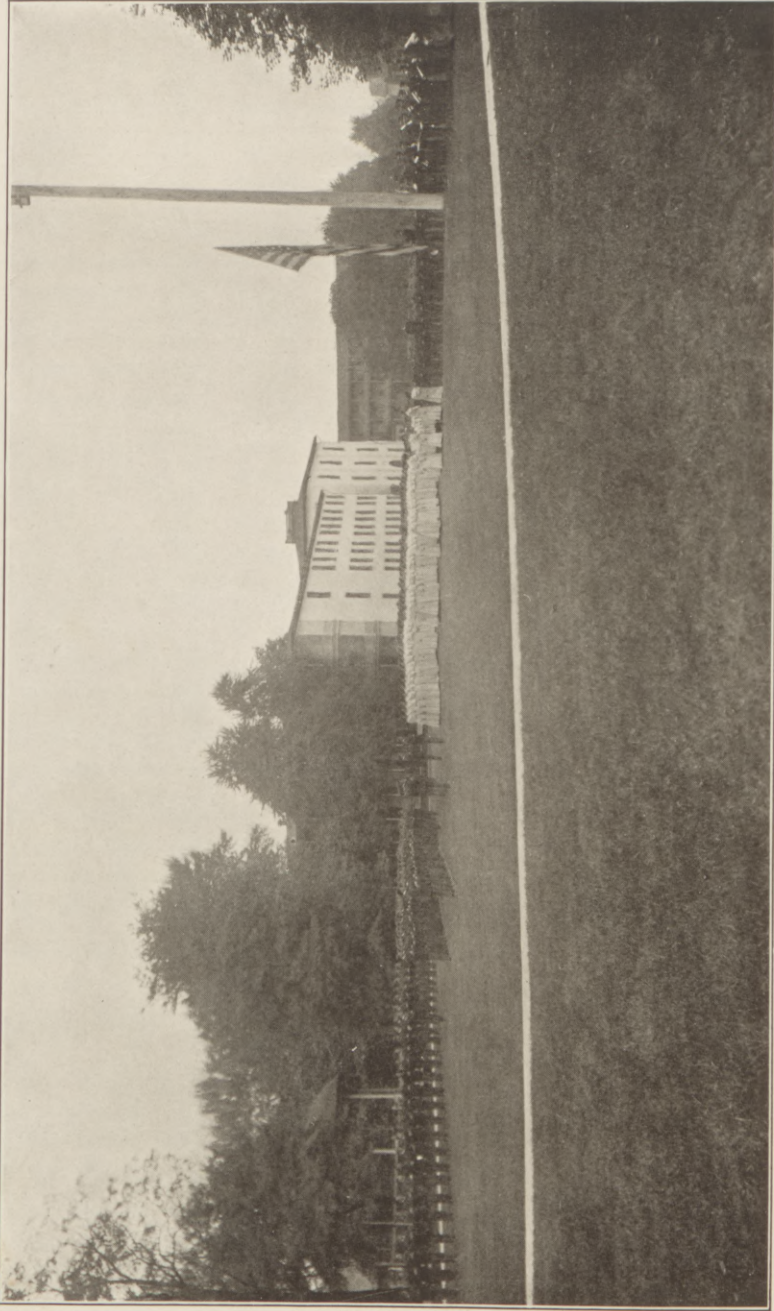
- 7:30 P. M.—Alumni Reception and Banquet.

Graduation Exercises.

Thursday Afternoon, 1:30—March 31, 1910.

- INVOCATION.....REV. CARL E. GRAMMER, S.T.D.  
President Indian Rights Association.
- OVERTURE—"NABUCODONOSOR".....SCHOOL BAND
- INDUSTRIAL TALK—FARMING MY ALLOTMENT:  
ALEX ARCASA.
- SONG—"SOLDIERS CHORUS" FROM FAUST.....SCHOOL  
(Band Accompaniment.)
- ACADEMIC TALK—PRACTICAL BUSINESS TRAINING  
PETER HAUSER.
- MAZURKA RUSSE—"LA CZARINE".....MANDOLIN CLUB
- ACADEMIC DEMONSTRATION—THE ART OF TEACH-  
ING.....SARA HOXIE AND EVELYN PIERCE
- SONG—"HAIL, ORPHEUS, HAIL".....DOUBLE QUARTETTE
- INDUSTRIAL TALK—PRACTICAL TEACHING OF THE  
INDUSTRIES.....LEVI HILLMAN
- ADDRESS AND PRESENTATION OF DIPLOMAS:  
HON. ROBERT G. VALENTINE,  
Commissioner of Indian Affairs.
- HUMORESQUE—"TEDDY AFTER AFRICA".....SCHOOL BAND
- ADDRESSES.
- SONG—"AMERICA".....THE AUDIENCE
- BENEDICTION.





THE STUDENT BODY OF THE CARLISLE SCHOOL SALUTING THE FLAG



# 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.

## RUDYARD KIPLING.

ADELINE GREENBRIER, Menominee.

Among the prominent literary men of today is Rudyard Kipling, who, because he has made his home in nearly every portion of the earth, is the most widely known of all our English speaking writers. Mr. Kipling was born in the city of Bombay, India, in the year 1865. His father was Lockwood Kipling, an art teacher and illustrator, while his mother was the daughter of a Methodist clergyman in London, England. From his parentage, one would naturally have expected Kipling to become an artist or a clergyman, but instead he wrote from his earliest years, and acquired such skill in his chosen profession that he is pronounced the greatest of English writers living today, and has been styled the "Laureate of the Empire."

Kipling was educated in England, but finished his studies at an early age, and returned to India, when but seventeen, to become a newspaper reporter, and, later, an editor. While engaged in newspaper work, he wrote many of his best and most interesting works.

At first his style of writing was greatly criticised by a public which was not used to the bold and startling manner in which he introduced his ideas; but this very boldness soon won the hearts of his readers especially of those among them who were lovers of adventure and of truth.

In his poems, of which his *Barack Room Ballads* are an illustration, Kipling portrays the life of the Soudan and of the British soldier in general, in the most realistic and convincing manner.

By his stories Kipling has tried to show to the world that there is good in everyone, no matter how hardened his circumstances have made him.

When Kipling left India, he came to the United States, seeking a pub-

lisher for his books. The publisher was quickly found and the young author—little more than a boy—became famous. In the course of time, he married Miss Josephine Balestier, of Battleboro, Vermont. On the Balestier estate, in one of the most beautiful spots in the country, Kipling built an Indian bungalow which he named the *Naulakha*, and there he and his wife lived for four years; when, grown restless again, he and his family returned to England.

No sooner had he reached England, than the Boer War broke out in South Africa. Kipling went to the scene of action at once, and, while there, he was so filled with the thoughts of the protection which we receive from our Heavenly Father in every crisis of life, no matter how fearful that crisis may be, that as soon as occasion for such a poem arose, he wrote the beautiful little hymn known as "The Recessional":

"Lord of our fathers, known of old,  
God of our far flung battle line,  
Beneath whose awful hand we hold,  
Dominion over palm and pine;  
Lord God of Hosts, be with us yet,  
Lest we forget, lest we forget."



## GENERAL SCHOOL NEWS.

Stacey Beck expects to spend a month with Mrs. Nori before going to the country.

Inez Brown has been detailed to the outing office where she will assist Mrs. Denny until July.

The sermon last Sunday afternoon was interesting and instructive and it will long be remembered by those who heard it.

William Nelson is now working in the blacksmith shop. He wishes to master that trade before leaving the school.

Some of our graduates resumed work at their trades so that they may be thoroughly prepared to start in life after school closes in June.

Evelyn Pierce is going out to Glenolden, Pa., to spend a few months before returning to her home in New York. The best wishes of every one go with her to her new home.

Adeline Greenbrier will continue with her work in the normal room in the morning and take business in the

afternoon until the close of school. Next fall she will enter one of the leading normal schools to finish her course.

Louise Kenney, class 1910, will leave for the country Thursday, where she expects to stay until June after which time she expects to return to her home in California.

Sarah Hoxie expects to go to Merchantsville, New Jersey to remain until June, in order to improve herself in domestic work before going back to California. We all hope that she will be as successful in house-keeping as she was in teaching.

Margaret Blackwood, one of the young ladies working in the business office of the Carlisle Indian Press, and a member of the senior class, will devote the rest of her time this term to her work in the Business Department, finishing type-writing under Mr. Ramsey.

James Mumblehead, Cherokee, a member of this year's senior class and one of the young men of the printing department, left school last Wednesday to accept a place as assistant foreman in The Halifax Gazette office, at Halifax, Pennsylvania. James starts in at \$12.00 per week, and if he doesn't suit his employer and be a credit to his Alma Mater, we will be greatly surprised. His classmates wish him all the success due him.



## IMPORTANT ANNOUNCEMENT.

A full and comprehensive account of commencement, including verbatim reports of the addresses of Commissioner Valentine, Governor Stuart, Hon. W. H. P. Faunce, and others, and accounts of all the events of the week, will appear in the May number of *The Red Man*. Illustrations also will add to the interest of these articles. We expect to print a large edition of this issue and will be glad to mail copies to any graduate, ex-student or other person interested in Carlisle and the Indian. If you have friends who will be pleased to obtain a fuller report of the exercises than we have room to print in *THE ARROW*, we will be glad to receive their names and to forward copies of the *May Red Man*, when it is published.



AT THE SHORE.

MARY M. REDTHUNDER, SIOUX.

Off the extreme southern coast of New Jersey, lies a little island called appropriately by the pretty name "Sea Isle." In the very center of this island, Sea Isle City is situated and it was there that I had my first experience of life on the sea shore; and the wonder and the beauty of it all are something that I can never forget. It is hard to put into words the impressions produced by such surroundings upon a girl who has spent all her life inland. The sea itself flashing before our eyes at every turn, never the same twice in succession, was a source of never-ending delight; and I never grew tired of watching the waves come rolling in and break upon the beach. It always seemed to me that just as soon as a great wave swept up to the beach, a mighty hand was stretched out to pull it back again into its place in the ever restless ocean.

Of course the ocean was the most fascinating feature of the island scenery, but the land itself was full of charm and interest. The island is about five miles long with a trolley line from one end of it to the other, so it was an easy matter to explore it from north to south. The northern end is marshy and sandy with but little grass and a few shrubs; but the southern end is higher, and to me it seemed covered with tall, woody plants bearing large pink blossoms in such profusion, that I named this part of the island "The Paradise of Flowers." I wonder if Florida, the real land of flowers, looked any more beautiful to Ponce de Leon on that day of discovery, than did the blossom-covered Sea Isle to me? Flowers, growing on the shore of the ocean, it seems, have a much richer and brighter color than similar flowers which grow inland.

But, although I may forget, sometimes, the glory of the ocean, and the beauty of the flowers, I shall always remember the wonder of the sunrise.

When it drew near the time for our return to school, we used to rise as early in the morning as half-past four, and go down to the beach to gather the shells left on the shore by the waves. Soon the sun would rise, and shells and all earthly things would be forgotten while, in silence,

we watched the beginning of a new day. The sunrise is a most beautiful sight viewed from any point, but on the shore it is more wonderfully beautiful than anywhere else. On a clear morning, the sun seems a ball of fire rising out of the ocean and tingeing with gold the waves which it has just left. On calm mornings, not only is the eye gladdened with nature's wonders, but all the other senses are filled to overflowing with unspeakable feelings. As we sat on the beach and watched the sun climb slowly up the horizon, we could hear the dashing of the waves on the rocks outside, the soft lapping of the water on the edge of the sand at our feet, and, above and around it all, the pleasant, busy sound of the fishermen's motor boats as they started on their day's cruise. In such a place and on such a morning, there is no place in one's mind and heart for anything but holy thoughts; one seems to stand all alone in the presence of the Creator of all this splendor.



THE INFLUENCE OF KIND WORDS.

INEZ BROWN, SIOUX.

"Love governs the world," we are told; and if this beautiful sentiment is true of the world at large, it must be true in some measure of our little world here at Carlisle.

As we look into the subject, from our limited experience, we see that our instructors and fellow students have won our friendship and love mainly by their kind words of sympathy and encouragement, and we realize that the only way in which we can win their friendship and love in return is by kindness and consideration on our part toward them.

The influence of a spoken word is beyond estimation. To speak a word seems a little thing; yet if that word is spoken kindly, it may make some one's whole day, or whole life, perhaps, happier, but if the word is spoken unkindly, it may wound the hearer's feelings and lose for the speaker a friend.

"What you keep by you, you may change and mend;  
But words once spoken can never be recalled."

Kindness must begin at home. If girls and boys are not kind to those of their own home circle, to those who care most for them, they will never be truly kind to anyone. Kind words in the home create an at-

mosphere of love and contentment and are an inspiration towards better things for every member of the household. A child never forgets the loving words of his mother; their influence follows him as he leaves the home nest and goes out into the world.

In the school-room, kind words from classmates and teachers help the student to do his very best, while unkind and impatient words will quench the pupil's enthusiasm and interest and lead him, in many cases, to say "I don't know," just because he thinks that the instructor does not really care whether he knows his lessons or not.

To our friends we must speak kindly, else we are no true friend; and strangers, or even enemies, are often converted into new and staunch friends by the magic of a kindly word spoken at just the right time. A child is the touchstone by which a person may test his character. Children are easily won by kindness and are quickly repelled by harshness; therefore if a boy or a girl is one whom a child loves, that boy or girl is sure to be kind and affectionate in his disposition. Every one who has any relations whatever with a child has a great responsibility towards it. Kindness, or lack of kindness, has much to do in forming a child's character; if always treated kindly, the child will have a frank, kind and loving attitude towards all his fellow men and will develop a cheerful, happy disposition, while unkindness will make him surly and distrustful—qualities which, later, will make of him a cruel, selfish man or woman.

Kindness towards those about us is the chief duty of man; and not to human beings alone does this duty extend. "A merciful man is merciful to his beast" is a saying often quoted, and it might be changed into "a kind-hearted man is considerate to all animals." Indeed, the way in which a man treats the animals which he owns is an index to his character.

"A kind word costs nothing yet its influence may last a lifetime" is a thought which should be always uppermost in our minds as we go about our daily tasks. Every hour in the day gives us an opportunity to test the value of a kind word; and every kind word, that we speak teaches us the lesson that "it blesses him that gives as well as him that receives it."





THE CARLISLE GRADUATING CLASS OF THIS YEAR—1910





A GLIMPSE OF THE CAMPUS AND THE SCHOOL BUILDING, U. S. INDIAN SCHOOL, CARLISLE.



SENIOR CLASS HISTORY.

SELINA TWOGUNS, Seneca.

Motto: "Reliance," Colors: Garnet and Gray.

"With full 'Reliance' in the principle that in organization there is strength, we the class of Nineteen Hundred and Ten, in order to foster and encourage class patriotism, to improve ourselves in the art of expressing our thoughts clearly and correctly, and to gain general knowledge which tends to broaden our lives, do ordain and establish this constitution for the class of nineteen hundred ten."

Thus did we solemnly pledge ourselves to be guided by the rules embodied in the above preamble. "Reliance" has been our watchword, and Garnet and Gray the colors from which we have derived inspiration during these four years of steady marching toward the goal of our ambition.

Our class song was not adopted until we had reached our junior year. It was composed by Clement Smith, Paul Dirks and Raymond Hitchcock. The tune is that of "The Orange and The Black." Our class meetings are held on the first Thursday of each month. The program consists of literary and musical selections and a debate. Elections are held in March and September. The officers at the present time are: president, Sara Hoxie; vice-president, Carlisle Greenbrier; secretary, Levi Hillman; treasurer, Evelin Pierce; reporter, Stacy Beck; sergeant-at-arms, William Nelson.

The following tribes are represented: Klamath, Cherokee, Menominee, Sioux, Chippewa, Oneida, Pima, Sac and Fox, Ree, Seneca, Puyallup, Nomelaki and Hoopa.

On each recurring Arbor Day our class has planted a tree. Impressive and appropriate ceremonies have attended the planting, and the name of some famous or well-beloved person bestowed upon it. Every tree planted by our class is alive with sturdy growth. One, an Oriental flowering shrub, planted near the hospital, we hope may help to cheer the invalids.

In retrospection we see gay picnic parties, society receptions, room parties and the Saturday evening gathering which stands out prominently as one of the pleasantest features of the social life of Carlisle.

Only the bright and happy events

are with us to-day as they shall remain throughout the coming years.

There were forty-four members who helped to draft and form the Constitution and by-laws; only twenty are on the graduating rolls. One by one the members have left us; a few because of ill-health, while others have joined the busy throng of workers and are doing well on their allotments, or in positions of trust in the government service. No deaths have been reported; seven are happily married and their unsolicited and cheerful advice is "to go and do likewise."

Harmony and good will have prevailed among the members. Each has tried to promote the interest and standing of the class and all feel united by bonds of friendship which time will not sever.



THE WEBS OF LIFE.

RAYMOND HITCHCOCK, Hoopa.

(Original)

The school-room road is a pleasant path,  
It winds up a mountain high;  
The Mount of Knowledge, the Hill of Fame,  
Whose summits before us lie.

Over the tops of these mountains high  
The mists of the ages roll;  
But bravely we tread the mist-hung way,  
For beyond the haze lies our goal.

The faltering steps that we took at first,  
Have grown to be firm and strong;  
And the path has grown smooth to our tired feet,  
That once seemed so rough and long.

The toilers that travel this school-room road  
No idle loiterers are;  
They weave each day their web of life  
With threads both dark and fair.

Our words and our deeds, however slight,  
Are threads in this web we spin;  
If our deeds are ignoble our work is marred,  
For each thread must be woven in.

But noble deeds make the pattern bright,  
Make a web that is strong and grand;  
Each duty done is a noble deed—  
Each kindness, each helping hand.

Side by side we weave our webs,  
As we toil up Knowledge Hill;  
Each weaver strengthens the other's hands,  
And keeps him to work with a will.

Some day our looms shall idle stand;  
The hill-top for us shall be won;  
But the web with its knots and its varied threads  
Shall show how our work was done.



"Here's to the New Days—days of Sunshine, days of great accomplishments, days on the threshold of greater things to come."

PRACTICAL BUSINESS EDUCATION

PETER HAUSER, Cheyenne.  
JOSEPH LIBBY, Chippewa.

On finishing my academic course, two years ago, I felt that I needed a more definite knowledge of commercial paper and business customs in order to manage correctly my own personal and business affairs, and I realized that I was not well enough equipped to go out into the world and secure a good, paying position unless I was prepared to follow some definite line. I knew that a man's success depends on his putting to practical use the knowledge which he possesses; that he must know something more than the heights of mountains and the lengths of rivers, the boundaries of states and the population of nations, or the playing of football and the throwing of the hammer or putting the shot; that while all such knowledge is invaluable as a foundation, he must be able to do something well which has a distinct, commercial value.

And so I selected the business course. There I found the department organized to teach the pupil to work, to rely on his own resources, to bring out and develop latent initiative, and to look forward to the accomplishment of a definite aim. I was made to realize forcibly that "method is the hinge of business", and that neatness, accuracy, promptness, and quickness constitute the successful student's working capital.

Not only was I taught the art of earning a living, but my practical common-sense was developed, which will enable me to take care of myself out in the shrewd business world after I leave school. And, too, the course has improved my judgment, cultivated my reasoning faculties, made me more confident of myself, and given me that power which is so much needed at home among the Indians, to be more independent of the "white swindler," who is there, not to help, but to beat the red man.

To my general education, there has been added a better use of language, more nearly correct composition, exact spelling, correct punctuation, and improved penmanship.

But aside from this educative effect as a mental drill and the training of the mind, the object of the course is to prepare young men and young women for business dealings on the



outside and for positions in the business world.

The "Four Upper Grades" are taught how to keep an accurate account of their own personal cash (receipts and expenditures), how to open a bank account, and how to write checks properly, keeping an exact record on the stubs of all transactions which affect their bank account, and their balance there at all times. They are acquainted in detail with notes—how to write them, how to handle them, how to keep a poor note from being rendered worthless by the statutes of limitations, how to discount a note, and how to figure the date of maturity and the balance due after payments have been made; and they are cautioned never to sign a note or endorse for another so long as there is any reasonable way to avoid so doing. They are made to read of and to examine chattel mortgages, liens, and contracts, and are impressed with the dangers that lie hidden within their great number of words peculiarly put together. They are drilled in mental arithmetic—the rapid calculation of simple problems, adding, subtracting, multiplying, and dividing, rapidly and accurately. They are taught to acquire as far as possible a rapid, smooth, legible handwriting. In fact, the department tries to prepare them to meet and observe properly the business customs and practices with which they will come in contact in their daily life outside.

In addition to this regular work, typewriting is given to a few select students in whose line of work it is known conclusively that writing on the machine is a decided advantage. This term there have been two special, half-day students of typewriting; six seniors, practicing one hour a day; and four students of telegraphy, practicing forty-five minutes a day.

The special work of the department is confined to a very small number of specially-prepared, post-graduate students whose capabilities and general characteristics have made sure their successfully mastering the business branches and "making good" in office positions if they elect to follow this line of work; and it consists of thorough, down-to-date courses of bookkeeping and business practice and shorthand and typewriting, supplemented with the

auxiliary branches. There have been only eight students of this class this term. The fact that there is an urgent demand, both in the Government Service and elsewhere, for just such trained help as this special work is aiming to supply, not only justifies the existence of this feature of the work, but also gives assurance of profitable employment to all the students who master it. We shall now give you a practical demonstration of this special work.



**CHIEF KEOKUK.**

FANNIE KEOKUK, Sac and Fox.  
(A descendent of the great chief.)

Keokuk, whose name means watchful fox, was born in a little village on the shore of the mighty Mississippi river—a river so big and broad that the Indians called it "The Father of Waters." He was a bright little fellow, with jet black eyes and dusky hair, and his father, chief of the United Sacs and Foxes, was very proud of his little son and hoped that in time his son would follow in his footsteps and become the chief of this powerful tribe.

The little Keokuk's childhood days were spent in the little village on the bank of the great river, and here he learned more and more the wonderful secrets that Mother Nature always loves to teach her red children, until he knew every bird note in the forest and every flower in the meadow. The wonderful stars were his friends by night and the winds sang for him all the cradle songs he ever knew. Like other children of the village, he was fond of playing games, and this exercise made him strong and active, quick on his feet, and skillful with the bow and arrow.

Childhood passed, and with the beginning of young manhood came the first hunt over the plains for the wild buffalo, and the proud return with the trophies of his success as a hunter.

Year by year, the white settlers came farther and farther westward, but the young chief welcomed them gladly and felt no uneasiness; for he had heard his father say there was room enough for both the white man and the Indian. The time came at last, however, when the tribe was obliged to abandon the village and move to the other side of the "Father of Waters," where a new settlement

was made in what is now the present state of Iowa. The tribe were never satisfied with the new home, but grew more and more restless, until, finally, part of them moved to Kansas. The Chief and his family went with them, and it was here, in 1848 that the elder Keokuk died, a victim of poison administered by a member of the Black Hawk band, with which tribe the Sacs and Foxes had a deadly feud. The body of the chief was taken back to Iowa for burial, and there today, a thriving city stands as a living memorial to his name.

After the death of his father, Moses Keokuk assumed the position and duties of head chief of the tribe. He rose to the post of leader of his people through his marked ability and great force of character. At all times he cultivated American friendship and alliance and was always a true and useful friend to the whites. A few years after he had assumed the chieftainship, he and several hundred followers moved to the beautiful country called Oklahoma, and there he lived in love and happiness with his tribe, throughout his whole life.

Keokuk was a firm adherent of the Christian religion as taught by the white people, and his influence, always on the side of right and justice, was a power for good among his tribesmen.

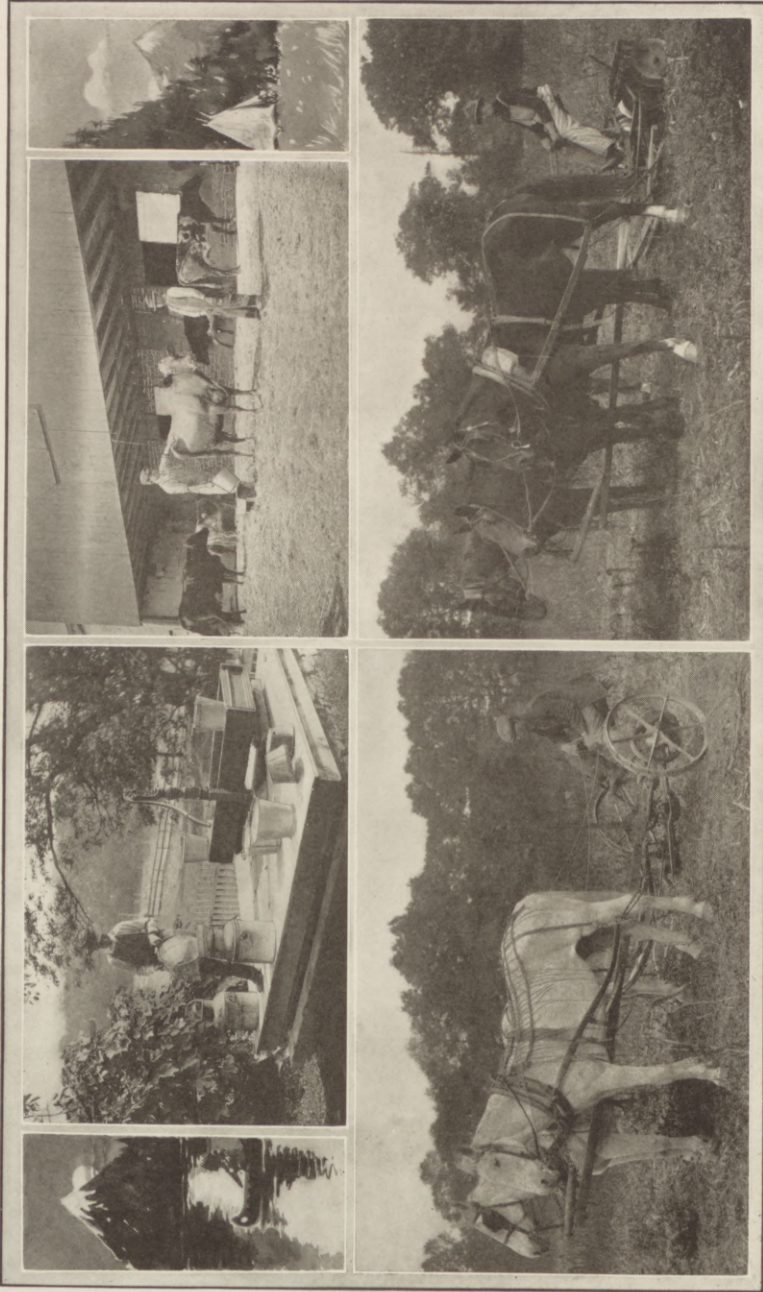
In the fall of 1903, the Sacs and Foxes had a "Medicine Dance" near the Agency, at which Keokuk was present. There he contracted a severe cold which resulted in pneumonia, and, a few days later he passed peacefully away into the great unknown country from which there is no return. At the funeral all his tribe gathered to show their love and respect for their chief, and, side by side with the sorrowing Indians, stood many white friends who had come to pay him tribute. Together red men and white men followed the body of the beloved chief to the quiet hillside where he was laid to rest.

Keokuk's life is an inspiration to his people and his example is one which it were well to follow. His kind deeds and his loving words of sound advice will long dwell in the memories of his fellow tribesmen.



*"No man can ever rise higher than his ideals."*





CARLISLE INDIAN OUTING STUDENTS ON PENNSYLVANIA FARMS



THE SUSANS' PORTRAIT GALLERY.

EVELYN PIERCE, Seneca.

This society is named for Susan Longstreth, whose portrait is naturally the first to greet the eye. Susan Longstreth was a wealthy Quaker of Philadelphia and so staunch a friend of Carlisle that through her influence enough money was raised among wealthy friends to start the Printing Department here—an industry which has given to many a boy and girl an opportunity to learn a trade which insures them a steady income throughout the years of their working life. She also, with her sister Mary, founded one of the finest Friends' schools in Philadelphia, where her name is held in honor and esteem. In 1899, Susan Longstreth died, leaving behind her a grateful memory enshrined in the hearts of those who owe to her a valuable part of their education.

Another portrait hanging near is that of Susan B. Anthony, whose name is known all over our country, wherever the question of temperance and woman's suffrage have penetrated. Miss Anthony, born in February, 1820, was also of Quaker parentage. She taught for fifteen years in New York City, and in 1852 took up in earnest the occupation of social reformer—a position much less common then than now and consequently filled with disagreeable features. During the Civil War period, Miss Anthony was the most talked of woman in the country. Woman's rights, of which movement she may be called the promoter, temperance and anti-slavery all claimed her time and attention and her zeal never for a moment flagged. After the War was over, she devoted her time to an effort to procure for her sex the right of voting. On the lines of her chosen life-work she was a writer of ability and a lecturer of wide reputation.

Closely associated with Susan B. Anthony in the minds of those who are interested in social reforms among women, is Frances E. Willard, whose death occurred but a short time ago. She devoted herself, particularly, to the temperance branch of the work, and was the first president of the great organization known as the Woman's Christian Temperance Union. She, too, was a lecturer of no mean ability

and a magazine writer of note.

The fourth portrait is that of a woman whose fame rests on her great literary ability. Harriet Beecher Stowe, one of the best known of American authoresses, was born and educated in New England, spending the most active part of her life in the literary atmosphere of Brunswick, Maine, where her husband was professor at Bowdoin College. Although she is the author of a great many novels, she is known to the world at large as the author of "Uncle Tom's Cabin," a novel which has had a larger sale, probably, than any other printed book except the Bible. This book opened the eyes of the people to the evils of the slavery system better than all the lectures and orations on the subject that had been delivered. Harriet Beecher Stowe is, perhaps, the only one in our portrait gallery who has a real world-wide reputation, for her book has been translated into all foreign languages.

So far our famous women, whose portraits hang on the walls of the Susans' Society Hall, have been Americans, but the last picture on the list is that of an Englishwoman, Elizabeth Fry, the "Angel of the Prisons." When Mrs. Fry determined to devote her life to the aid of criminal women and children, she took for the field of her labors, Newgate prison, which then stood in the heart of London. Women who were imprisoned for crime carried their little children to prison with them; and there in this foul prison were herded hardened women, girls of twelve, insane persons, and girls whose only sin was running away from cruel parents or brutal husbands. To the hopeless task of bettering these horrible conditions, Mrs. Fry set herself. She herself became chaplain of the prison; a school for children was started, and a sewing school for the older women was organized. In a short time order had been established at Newgate, and Elizabeth Fry found herself an authority in prison reforms. She worked for half a century, and passed to the higher life, beloved by the unfortunate, the weak and the vicious.



*"Knowledge is proud that has learned so much; wisdom is humble that knows no more."*

THE BUILDING TRADES.

LEVI HILLMAN, Oneida.

It was in the year 1904 on February 16th, that I arrived at Carlisle from the Onondoga reservation. My object in coming was twofold: first, to improve myself in every way possible, so that I might return to my people and give to them the benefit of the training which I received while at Carlisle; second, to fit myself to compete, on equal terms, with the white man.

The opportunity to acquire proficiency in the Building Trades, as afforded by the Outing System, whereby students are allowed to go out into the world and work elbow-to-elbow with the white man, had been made known to me through returned students, and I determined to avail myself of these opportunities so generously provided by our government—opportunities which enable those of another race to move with the procession and to stand in line with those men who are fully equipped to meet the demands of the day. In other words, I determined to become a man who could say with confidence, "I can do this one thing well; all I ask is a chance to prove my statement."

After visiting the different shops I decided to learn the mason's trade. I knew of men who were earning from four to five dollars a day at this trade, and I knew that only those who had mastered every detail of at least one branch of the trade could hope to command such wages. I resolved to apply myself to this special work and learn it thoroughly. To accomplish this task was easily possible; for, with a well defined purpose in view, and with such instruction as Carlisle furnishes, only those young men who are without ambition and who have no definite aim can fail to make good.

The work in the industrial departments of Carlisle is so carefully systematized that the student, almost unconsciously, masters, with ease, and with the least possible loss of time, the details necessary to make of him a good artisan; and he is lead to the larger details with such careful and painstaking guidance, that the work becomes to him a pleasure; never a drudgery, and the desire is awakened within him to do the best possible work in his particular line.



In masons' work as well as of the carpenter and the painter, the foundation lessons are upon the care, handling, and use of tools. The absolute necessity of keeping tools clean is impressed upon the student and right here in his education he learns the all-important fact that a workman is always judged first by the quality and condition of the tools he uses.

The successive steps in plastering are: mixing the mortar, picking it from the mortar-board, then applying it to walls and ceilings. While studying the details connected with the mixing process, the student is shown the different qualities of sand, hair, and lime, and is taught to compare different grades and to judge readily between the good and the inferior qualities; for the success of a bit of plastering is due in great measure to the materials used. And so, in each successive step, great pains are taken to make the student a good judge of materials, of tools, and of completed work. In connection with this phase of the trade, the student, of course, receives instruction in prices, estimates and costs, so that when he leaves Carlisle he has a working acquaintance with the prices of tools and materials and with the value of labor.

No careless work is allowed in the workshops of Carlisle. If, by chance, a piece of work should be carelessly done, the whole process must be gone over again until the result is satisfactory to both instructor and pupil.

The carpenter, the painter, and the mason work side by side; and, under the existing system, the work dovetails neatly together, proving that it is all the result of a carefully laid out plan which admits of no superficial work on the part of either instructor or student.

The demonstrations which are now being made will verify my statements. In them you have a picture of every day life in the industrial departments of Carlisle.

The Outing System, to which reference has already been made, has afforded me the opportunity of testing my ability to compete with the white man. I have found that I can work the same number of hours, do the same kind of work without directions, and command the same wages. I have seen that difference

in race or color makes not the slightest difference in the busy business world, and that the only thing that does make a difference is, not the amount of actual work accomplished, but the amount of intelligent work that is intelligently done. My own personal ability to do intelligent work in my chosen trade is due to the careful training that I have received at Carlisle.

The same course of training and instruction, described in connection with the mason's trade, is pursued in the carpentry and painting departments at Carlisle. Upon entering the carpenter shop, for example, the student is assigned to a bench and is given a set of tools. These tools he keeps in an individual drawer, and he is held entirely responsible for their care and preservation. Nearly all of the work in this department is done by the aid of blue prints, carefully graded. The work progresses step by step and, by the student's efforts to work out his problems himself, he becomes responsible and self-reliant. Lessons are given, in this department, in wood-working machinery, and these are followed by a course in wood-turning. The latter work is also carried on by the aid of blue prints and consists of a series of manipulations in simple turning.

Several hours a week are given to special lessons in construction work; enough architectural drawing is taught so that the pupil becomes familiar with the various technical terms; and a general knowledge of the principles governing the art of building and the methods of planning and working from blue prints is required from each student. Thus, the pupil at this institution may learn in a few months of faithful study that which it would take him years to learn in a shop in which the work is not so well regulated as at Carlisle.

In the painting department, the same attention to detail is observed, and each student receives individual instruction in the different branches of the trade, in booths erected for that purpose.

The student who graduates from any one of these three departments, under the present system of instruction, is, or ought to be, able to carry on his trade successfully in any locality.

In view of all that I have said, it is but fitting that I should wish, in behalf of my classmates, my fellow-students, and my race, to extend to the government, to the superintendent, and to the teachers of this great institution, our heartfelt gratitude for all that they have done and are doing for us. We realize and appreciate, more and more, that the years are slowly but surely freeing us from old superstitions and bringing us out of darkness into the light of perfect day. Words cannot express our appreciation; but deeds, which speak louder than words, can prove the sincerity of our feelings; and we are bidding farewell to our Alma Mater with determination in our hearts to show to the world, by our deeds and our influence, our loyalty to the traditions and to the noble aims of Carlisle.



#### THE GRADUATING CLASS.

The graduating class for 1910 is not so large as the one of the previous year. This year the class is made up of thirteen young ladies and ten young men, representing fourteen different tribes. We herewith give the names and tribes:

Adeline M. Greenbrier, Menominee.  
Margaret O. Blackwood, Chippewa.  
Stacy N. Beck Cherokee.  
Katherine E. Wolfe, Cherokee.  
Mary M. Redthunder, Sioux.  
Louisa E. Kenney, Klamath.  
Sara G. Hoxie, Nomelaki.  
Carlyse S. Greenbrier, Menominee.  
Evelyn A. Pierce, Seneca.  
Stella V. Bear, Arikaree.  
Inez M. Brown, Sioux.  
Fannie M. Keokuk, Sac and Fox.  
Selina Twoguns, Seneca.  
Lewis W. George, Klamath.  
John L. Bastian, Puyallup,  
Raymond Hitchcock, Hoopa.  
Levi E. Hillman, Oneida.  
Johnson Enos, Pima.  
Joseph Loudbear, Sioux.

#### POST GRADUATE COURSE.

William Nelson, Pima.  
Morgan Crowghost, Arikaree.  
Herman Peter Hauser, Cheyenne.  
Joseph Libby, Chippewa.



*"Man is his own star, and that soul that can be honest is only perfect man."*



**THE ART OF TEACHING.**

SARAH G. HOXIE, Nomelaki.

The Normal Department of the Carlisle School was established in 1885. At the time its pupils were all under twelve years of age, and much of the work was of a kindergarten and primary nature. In course of time the kindergarten was abolished and the primaries gradually out-grew the Normal. At present no students are admitted to Carlisle under fourteen years of age, and the Normal now consists largely of adult-primaries.

The average age of these pupils is about eighteen years. Many of them are non-English speaking students. They never attended any school, or else have been out of school for a long time, and are very backward and deficient in English. One object of the Normal is to give special and individual training to backward pupils, and another is to afford opportunities to beginners in teaching.

I have always had a desire to be a teacher, and when recommended to take the difficult task, I was pleased with the opportunity, and consented. I began to teach in my Sophomore year, April, 1908, and now have two years' experience. During these years, I have taught first-grade pupils—each year taking a new class.

During my first year the pupil teachers met twice a week to read and study pedagogy. We also had an examination once a month. Besides the study of pedagogy we made daily plans and submitted them to the Normal Instructor. The second year we assembled with our teacher once a week to discuss methods and matters pertaining to daily teaching and how to make the lessons instructive and interesting. Daily plans are prepared for each succeeding day.

The average number of pupils given to a pupil teacher does not exceed ten. The object of this is to afford time for individual teaching.

The principal branches taught are spelling, reading, oral and written language (including phonics and pronouncing drills), and arithmetic. Correlation of industrial and academic work forms the basis of many of the subjects named.

The pupils under the supervision of the Normal Instructor, with the pupil teachers, make a visit to one of the various shops, or to one of the

activities on the farm, every month for observation.

Before we make the visit the pupil are questioned to find out what they know—whether they know any thing pertaining to the shop or agricultural industry—to create an interest. The industrial visit is then made. The man in charge of the industry is notified of the time and the visit, and he is then ready to explain and show the work that is most beneficial to the pupils. After the visit, the pupils are again asked as to what they have observed in the shop or industry to bring out the oral language.

One of our visits was to the harness shop, and we shall show how the lesson was developed.

The class before you is composed of six Pueblo pupils, who were admitted to the Carlisle school the last week of last September, and have now attended one-half session each day for twenty-seven weeks, alternating sessions each month. None of them had ever attended any school previously and could neither read, speak, nor understand English when they entered here.

The first lesson was by means of an interpreter, a student of the same tribe who has been at Carlisle several years who speaks English fluently.

We will now show you some of the results of our efforts to get these pupils started on the road to Learning:

**DEMONSTRATION.**

1. Pointing out and naming the different parts of a harness.

2. Spelling of these names (oral and written.)

3. Using these names in short sentences.

Conclusion: My fellow teacher with the help of these beginners has thus brought before you two special features of present everyday work at Carlisle, viz:

First: That of giving to backward and adult pupils the special help and individual training which such pupils as you have now before you, specially need. This is the work of our Normal Department.

Second: That of giving this special help and individual training in a way most likely to prove of special benefit to this class of pupils. This is done through our system of correlating Academic and Industrial work, as has here been demonstrated.

As to the success or failure of this work it is now left for you to decide.

**THE INDUSTRIAL CLASS.**

The class receiving Industrial Certificates this year is not quite so large as that of last, but what they may lack in quantity, we believe, is more than made up by quality, for a better Industrial Class of Indians would be hard to find. We herewith give the personnel of the class:

Oscar Boyd, Baker.  
Gordon Shaw, Cook.  
Harrison Lot, Florist.  
Rose Hood, Laundress.  
Stella Bear, Laundress.  
William Garlow, Tailor.  
Thomas Morgan, Tailor.  
Lloyd Reed, Storekeeper.  
Edgar Moore, Compositor.  
Joseph Twohearts, Baker.  
Stella Bear, Plain Sewing.  
George White Wing, Cook.  
Joel Wheelock, Compositor.  
William Bishop, Job Printer.  
Joseph Johnson, Storekeeper.  
Alonzo Brown, Wagonmaker.  
Joseph Forte, Harnessmaker.  
Phillip Clairmont, Shoemaker.  
Johnson Enos, House Painting.  
James Mumblehead, Job Printer.  
Mattie Ten Eyck, Plain Sewing.  
Stacey Beck, Plain Dressmaking.  
Raymond Hitchcock, Job Printer.  
Antonio Tillahash, Harnessmaker.  
Katharine E. Wolfe, Plain Sewing.  
Frank Johnson, Carriage Painting.  
Charles L. Fish, House Painting.  
Louise E. Kenney, Plain Sewing.  
Ellen Grinnell, Plain Dressmaking.  
Jack Jackson, Platen Press Feeder.

Mary Redthunder, Plain Dressmaking.

Selina Twoguns, Plain Dressmaking.

Harrison Smith, Cylinder Pressman.

Tony Kenney, Carpentry and Cabinet-making.

John Bastian, Carpentry and Cabinet-making.

Mitchell Pierce, Brick-laying and Cement-work.

Walter Saracino, Carpentry and Cabinet-making.

David Redthunder, Carpentry and Cabinet-making.



**Extra Copies of This Arrow.**

The superintendent of the school will be glad to send any extra copies to ex-students, or friends of the institution, upon request.



**THE CLASS PROPHECY.**

Buenos Aires, Argentina, S. A.,  
January 29, 1928.

Miss Katharine Wolfe,  
Cape Town, Cape Colony, Africa.  
Dear Classmate:

Do you realize that eighteen years with all their changes have gone by since we left Carlisle? And now, there are rumors abroad that our dear old school is to be abolished, on the grounds that time and money are wasted on the students. To show that these assertions have no foundation, I am planning to write an article for the "Public Ledger" in regard to the success of each member of the class of 1910, each of whom has written me a letter expressing his indignation at such a rumor and assuring me that every dollar spent on the education and training of this particular class has brought in large returns.

Will you help me in my proposed work by writing to each member of our class and sending me an extract from each letter? I hear that you are travelling through the United States, so it will be easy for you to put yourself in communication with our former classmates.

Your friend as an old,  
STACEY BECK.

Cape Town, Cape Colony, Africa,  
June 23, 1928.

Miss Stacey Beck,  
Buenos Aires, Argentina, S. A.  
Dear Classmate:

Yes, Stacey, I have just returned from a tour of our dear old United States and I am filled with pleasant memories of my journey. Naturally, on reaching the States, my first thought was of our Alma Mater, and I lost no time in journeying thither. On arriving, I found a well disciplined and progressive school, as is to be expected when John Bastian is the superintendent and Raymond Hitchcock the principal teacher. To my surprise, I found that two other members of our class were also employed in the same institution, Inez Brown and Joseph Loudbear, the former having charge of the Outing System, and the latter being the instructor in the paint shop.

After spending a delightful week at Carlisle, I travelled southward to "Dixie Land," our childhood home. While I was waiting at the station in Washington, a man dressed in

ministerial clothes came into the waiting-room. Who do you think it was? None other than William Nelson, now pastor of a large Presbyterian Church in Washington, D. C. We were overjoyed to meet each other, as you may imagine. By a strange coincidence, Mr. Nelson was just returning from the wedding of Nan Saunooke and Jefferson Smith, whom you will remember as two popular members of the Junior Class in the days when we were Seniors. William had performed the ceremony and was only too glad to be able to tell me of the wedding. He told me, also, that Johnson Enos was the owner of an immense ostrich farm in Arizona and having become a shrewd financier, was on the way to a position in the ranks of the millionaires.

Reluctantly bidding my classmate good-bye, I continued my journey as far as Asheville, without meeting with any adventures whatsoever. At Asheville I had to wait an hour or two for my train, so started out to explore the town. As I walked along Main Street, I chanced to pass a plumber's shop whose sign bore the name of its owner—Lewis George. "Why should he be a plumber down here?" I wondered; but soon remembered a certain Dixie girl whom he had known at school, —and the mystery was solved.

But all good times must end; and my pleasant journey ended all too soon. Just before leaving New York to return to Africa, I met Evelyn Pierce and Selina Twoguns. They are continuing the Y. W. C. A. work begun in Carlisle and are doing a noble work in a mission established for the poor people of the slums. Levi Hillman is also doing a great work on the same-line.

It was a disappointment to me that I could not meet personally all our old friends and learn from their own lips what each one was doing; but as that was impossible, I have written to those whom I did not see, as you requested, and will repeat to you the information contained in their letters.

Our last class president, Sara Hoxie, has attained to the high position of president of a famous Woman's College in San Francisco; Louisa Kenney is vice-president of the same institution; while Fannie Keokuk and Mary Redthunder are able in-

structors in the Boston Conservatory of Music.

A letter from Stella Bear tells me that she is mistress of a nice little home in North Dakota. She says that while visiting in Oklahoma, she met Shela Guthrie who, you know, was unable to finish her course with our class, on account of ill-health. Shela has fully recovered her health and is now a famous clarinet player.

You already know that Margaret Blackwood and I are carrying on a profitable business, raising grapes; but I am sure you do not know that the Greenbrier sisters, Carlisle and Adeline, have lately been sent to this country as missionaries and are fulfilling their duties in a most admirable manner.

By this time you will be anxious to hear of our dear teacher, Mrs. Foster. In a beautiful suburb of Philadelphia is a little home where she is living with son and daughter.

From the information which I have been able to furnish you, you will see that there is no question but that the class of 1910 is living up to its motto, "Reliance."

Your sincere friend,  
KATHARINE E. WOLFE.

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**MUSIC AND ART.**

MARGARET BLACKWOOD, Chippewa.

In the different musical departments of the school the class of 1910 has been well represented. The following members have taken prominent parts in the various musical organizations: mandolin club, Sara Hoxie, Louisa Kenny and Adeline Greenbrier; band, John Bastain and William Nelson; piano and vocal, Mary Redthunder, Fannie Keokuk, Sara Hoxie, Stacy Beck and Carlisle and Adeline Greenbrier. These "sweet singers" of Carlisle, have contributed very largely to the pleasures of the literary societies and to other entertainments. Carlisle Greenbrier took the part of "Priscilla" in "The Captain of Plymouth" and her sweet voice won not only John Alden, but the audience as well.

In art Margaret Blackwood and Fannie Keokuk have done excellent work in drawing and in water colors. They were students in the Art Department of Metzger College during the first semester of the year 1909. Stacy Beck excels in artistic basketry and designing.















