

The Carlisle Arrow

A WEEKLY NEWSPAPER PRINTED DURING THE SCHOOL YEAR BY THE STUDENTS OF THE CARLISLE INDIAN SCHOOL

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SHOP TALKS.

By ROY H. BRADLEY, *Director
Mechanic Arts Department.*

CARPENTRY.—Lecture I.

Processes.—The processes in carpentry are essentially simple. They embrace such work as that of cutting timbers, boards, and finishing to length and shape; framing up structures; boarding in; weatherboarding; lathing; putting on exterior and interior finish; and building frames for concrete.

These several processes require manipulative skill and trade and technical knowledge in varying degrees, and in many communities specialization has gone far in establishing distinct trades within the general field of carpentry, such as, for example, that of the framer, the joiner, the stair-builder, the parquet-floor layer, and the hardwood finisher. However, while there is some specialization along these several lines, the carpenter in general is expected to be an all-around carpenter and joiner, and to be more or less proficient in all lines of ordinary carpentry. He is expected on occasion to stake out a building from plans and specifications; to weatherboard, shingle, and lath; to get out the building frames, and in buildings of simple construction, erect them from sill to peak; to build stairs having straight lines and square turns; to do all outside and inside finishing in soft wood; and fit and hang ordinary sashes, doors, and blinds. The several lines of work which are more or less specialized into distinct trades may be briefly described as follows:

The joiner puts in window frames, hangs sashes, doors, and blinds; does all kinds of inside woodwork on door frames, jambs, and trim, washboards, picture moldings, wainscotings, and paneled ceilings; he sets mantels, builds the less difficult staircases, and does all kinds of interior finish, both in hard and in soft wood.

The Stair-builder makes a specialty of building the more difficult and ornamental staircases, such as the double-turn and spiral types. His work consists of building and putting in place the stairs, the newel posts, and the hand-railings, in the space provided for them in the building, with due regard to safety, comfort, artistic design, and ornamentation.

The Parquet-floor Layer lays parquet floors, which are of hardwood inlaid usually in geometrical patterns, often in different colors.

The Hardwood Finisher works on the finishing of hardwood interiors, scraping and polishing them perfectly smooth and ready for the stainer and varnisher.

The Framer, in the construction of buildings and other structures of concrete, builds wooden frames and forms for inclosing the concrete and holding it in place until hard.

In all these lines the carpenter must work accurately from blue prints or specifications, accuracy in following plans and specifications being fully as essential, for example, in the rough work of framing up buildings, as it is in the finer work of inside finishing or stair building.

The carpenter's work is practically all bench or hand-tool work, and requires the use of great variety of more or less complicated tools.

Product of the Carpenter.—The characteristic product of the carpenter is a building or structure of wood, framed up, boarded in, weatherboarded, shingled, with outside and inside wood finish put on, floors laid, sashes, doors and blinds hung, and all surfaces prepared for painting, or staining and varnishing.

Conditions of Employment.—Practically all of the work of the general carpenter calls for the exercise of physical strength; some involves heavy lifting, as in the placing of heavy timbers, and some, such as floor laying, may involve long continued stooping. Generally, however, the work is sufficiently varied to avoid any physical strain for the experienced, hardened workman. Even in such work as floor laying, the carpenter alternates between the use of the saw and the hammer; he must select his boards, and as the floor is laid it must be scraped, or planed, or sand-papered smooth. The character and variety of the work, and the fact that the carpenter must work from specifications, and must on occasion draw up his own specifications, makes work stimulative. For men engaged upon rough work, the way of promotion is open in proportion as the worker acquires experience. In none of its aspects, except unvaried roughwork, does carpentering restrict the mental development of the worker. While in certain lines of work, as, for example, in erecting frames, there is some danger of accident, there are no occupational diseases, and in general the conditions of work are such as to insure the worker's good health.

Demand for Carpenters.—The demand for good carpenters is increasing, especially for efficient skilled workmen who have served a full apprenticeship. The supply of semi-skilled workers is, however, fully adequate to meet the demand for such labor. Casual laborers enter the trade as unskilled workmen, and as they acquire experience are employed on work requiring some degree of skill.

Educational and Technical Requirements.—Any deficiency in general education, such as is represented by the lack of the equal of a grammar-school course, cannot fail to be a serious handicap to one who would advance in his trade to any position of independence. In addition to this, he requires for success in his occupation a very considerable amount of trade and of technical knowledge, covering the uses of a great variety of hand tools, the qualities of various kinds of woods, the various methods of building construction, free-hand, mechanical, and architectural drawing, blue-print reading of architects' plans and specifications, and the mathematics required for determining angles, heights, weights, and strains.

Finally, a considerable amount of the carpenter's time is occupied in caring for and in sharpening his tools; filing his saws, cross-cut, back, and rip; sharpening his chisels and bits of different sizes and shapes; and sharpening and adjusting the knives of his planes.

The next lecture on Carpentry will be on "Tools and Their Uses."

THE court at Linden, N. J., sent a man to jail for ninety days for selling a nickel's worth of ice on Sunday for the benefit of a sick child. And still we send our money over the great oceans for foreign missions!—*Nashville Tennessean.*

COMING EVENTS.

Saturday, February 26.—School Sociable.
 Saturday, March 4.—Violin Recital, by Miss Lemer,
 7.30 p. m.
 Saturday, March 11.—Band Concert, 7 p. m.
 Saturday, March 18.—Games, etc., in Gymnasium,
 7 p. m.
 Saturday, March 25.—School Sociable.
 Saturday, April 1.—Illustrated Lecture.
 Saturday, April 8.—Band Concert, 7 p. m.
 Saturday, April 15.—Games, etc., Gymnasium, 7 p. m.
 Saturday, April 22.—Joint Entertainment, all Literary
 Societies.
 Saturday, April 29.—School Sociable.
 Saturday, May 6.—General meeting, Auditorium.
 Saturday, May 13.—Final Band Concert.

NOTICE.

Owing to unforeseen difficulties encountered in attempting to stage the affair, the school vaudeville scheduled for the evening of the twenty-ninth instant has been indefinitely postponed.

TUESDAY EVENING AT THE GYM.

Everyone enjoyed the Tuesday evening's program, which was given in the Gymnasium under the leadership of the "Gym" Club.

Pablo Herrera assembled a group of sixteen students to demonstrate how "preparedness" has taken hold of Carlisle. The exhibition drill was fine.

The third-year vocational girls gave a new series of amusements which comprised a drill. "Fine Work," was the verdict of all.

PIANO RECITAL.

Thursday the students and employees were given a treat in the way of a piano recital by Mr. Martin Bruhl, formerly a soloist with the New York Symphony.

Mr. Bruhl played several selections of modern American music, which were well received, as well as some from the classics. After the concert, Mr. and Mrs. Clevett entertained in honor of Mr. and Mrs. Bruhl, who were their guests. Several people from town and campus were present and enjoyed the evening listening to the excellent music.

THE BAND CONCERT.

By H. P. Sutton.

Last Saturday evening the school band, under the leadership of Musical Director Tyrrell, gave its monthly band concert in the Auditorium.

The first number on the program was a march, "Colonel Whitside." This march is a composition of Mr. Tyrrell's and is a fine piece of music. The next number was "Rhinefels," an overture from Gruenwald. It was played with much expression and an encore was called for to which the band responded by playing "Moonlight in Dixie" with a vocal chorus. We were then favored with a vocal solo by Miss Alta Printup, who sang "Philosophy" and responded with "Nothing But Love" for an encore. The band then played an idyl from Linke entitled "Softly Unawares." Following this was a chimes solo, a composition of King's and called "On a Summer's Eve." Miss Roberta Seneca was the soloist and played the part with good effect. This number is always interesting because of Miss Seneca's musical talent and the way she applies it to the chimes.

James Holy-Eagle then rendered a cornet solo entitled

"Robin Polka" by Rollison, and responded to the applause with an encore. A selection from Kiefer called "Radiant" was then played by the band, which also played a characteristic piece called "A Turkey Wedding" for an encore. Another vocal solo was sung by Miss Printup. She has sung on many previous occasions and her singing has always proved to be a pleasing feature of the entertainment.

"Prayer and Passion," a waltz written by Grimm, was then played. The grand-climax was the melody of national airs, which was very appropriate, as it came between the anniversary of two of our greatest patriots, George Washington and Abraham Lincoln.

The concert closed with the "Star Spangled Banner." Much improvement is noticeable in the band and when we consider that it is composed largely of boys in their "teens," we conclude that their work is super-excellent.

GENERAL NEWS NOTES.

James Crane left for his home last Monday.

William Springer returned from the outing on Saturday.

"Shorty" the dog is now seen daily going to the Lakota Restaurant.

The third-year vocational girls will have their first examinations in algebra next week.

The piano recital, given Thursday evening in the Auditorium, was enjoyed by all who attended.

We are looking forward to the Standard-Invincible basketball game and the wrestling bouts.

Frank Kabogun is seen no more with a paint brush. He now carries a saw and hammer.

The orchestra has been increased by the addition of Mr. Abrams, who is playing mandolin.

Mr. Duran and Huckleberry Shell accompanied the basketball team to Harrisburg last Saturday evening.

Alfred Wells recently joined the painters' detail. The painters welcome him and wish him the reatest of success.

The approach of spring has aroused in the Invincibles the athletic spirit. They have elected captains for the different sports.

Lester Nephew had the distinction of being the first Indian to ever break a camera. He broke one Saturday while having his picture taken.

Lucy Redfeather, an outing student, writes from the country that she has been lately promoted to the sixth grade and is doing well.

Owing to the fact that Miss Reichel has the mumps, the class recitations have been changed a bit in the vocational classes until her recovery.

Mr. Harry L. Keefe, of Walthill, Neb., was here Saturday to visit the school and the Omaha girls. He returned to his home the same evening.

Minnie O'Neil sends her greetings to her friends. She says she is doing well in her studies but gets a little confused in her Latin sometimes.

The girls were very well pleased when given the opportunity for skating last Wednesday afternoon from four o'clock until five instead of their regular drilling.

Martha Wheelock and Bella and Myrtle Peniska gave a dinner Saturday evening. The guests were Mrs. Foster, Mrs. Ewing, and Messrs. Herrera, Wells, and Flinchum.

The "blacksmiths" are very much interested in geometrical drawing, but Jesse Wofford says that he cannot see the use of those semi-circular figures in building "little Henrys" or Fords.

"One swallow does not make the summer;" neither do a robin and a meadow-lark mean that spring is here, although both were in evidence recently. Maybe they took their cue from Mr. G. Hogge, who made a mistake of about six weeks in his calculations the second instant.

CALENDAR "DETAILS."

To Visit Literary Societies Tonight, February 25th.*Susans*:—Mr. Duran and Miss Dunagan.*Mercers*:—Mr. Abrams and Mr. Tyrrell.*Standards*:—Dr. Rendtorff and Mrs. Gehringer.*Invincibles*:—Mr. McGillis and Miss Boyd.**To Visit Literary Societies One Week from Tonight.***Susans*:—Mr. McGillis and Miss Boyd.*Mercers*:—Mr. Duran and Miss Dunagan.*Standards*:—Mr. Abrams and Mr. Tyrrell.*Invincibles*:—Dr. Rendtorff and Mrs. Gehringer.**To Inspect Dormitories, Saturday, February 26th.
(9.45 a. m.)**

Superintendent and Asst. Superintendent.

**To Chaperon Girls to Sunday School, etc., February 27th.
(9:00 a. m.)**

Miss Robertson,

Mrs. Ewing,

Miss Wilson,

Mr. Denny.

Mr. Kirk,

To Accompany Girls Walking Sunday Afternoon.

(4:00 p. m.)

Mr. Weber,

Miss Beach.

**TEACHERS' STUDY HOUR DETAIL FOR WEEK
BEGINNING FEBRUARY 28th.**

Date.	Large Boys' Quarters.	Small Boys' Quarters.	Girls' Quarters
Monday, Feb. 28.	Miss Robertson Miss McDowell	Mr. Heagy	Miss Snoddy Miss Dunagan
Tuesday, Feb. 29.	Miss Robertson Mrs. Foster	Mr. Heagy	Miss McDowell Miss Reichel
Wed'sday, Mar. 1.	Miss Snoddy Miss Dunagan Miss Robertson	Mr. Heagy	Mrs. Foster Miss McDowell Miss Reichel
Thursday, Mar. 2.	Miss Snoddy Miss Dunagan Miss Robertson	Mr. Heagy	Mrs. Foster Miss McDowell Miss Reichel

VALENTINE PARTY.

The Y. W. C. A. girls had a little valentine party in the reception room at Girls' Quarters last Monday evening.

The room was beautifully decorated with hearts and little cupids.

After many interesting games, refreshments were served, which consisted of mixed cakes, cocoa, and heart candies. Everyone present had an enjoyable time.

PROTESTANT MEETING.*By Uneda Burson.*

The meeting opened with a song, James Leader presiding. The next was a selection by the Small Boys' Quartet.

The speaker for the evening was Dr. Bishop. He gave an excellent talk. Another selection was given by a double quartet.

The meeting closed after singing the Lord's Prayer.

BOY SCOUT NOTES.*By Ralph Turtillotte.*

The Scouts met in their hall at the usual time and the regular order was followed. Mr. Brown gave the setting up exercises, as shown in the Scout Handbook, after which

Ralph Turtillotte spent some time in showing the Scouts the signs of the trail, also using the Handbook as his guide. The remainder of the evening was occupied with games and practice on the telegraph instruments.

MERCER SOCIETY.*By Roberta Seneca.*

The house was called to order and all business transacted, after which the following program was rendered:

Mercer Song—Society.

Indian legend—Unita Lipps.

Talk—Vera Greene.

Declamation—Cora La Blanc.

Piano solo—Louise Kennard.

Reading—Marie Garlow.

Debate.

Resolved, That the United States was more progressive under the Republican rule than it is now under the Democratic rule.

Affirmative—Leona Cecil and Bessie Hall.*Negative*—Mary Ann Cuttler and Irene Davenport.

The judges were as follows: Agnes Hatch, chairman; Evelyn Schingler and Jane Gayton, associates. They decided in favor of the affirmative.

After the debate Charlotte Smith and Nancy Peters volunteered with a vocal duet.

The visitors for the evening were Mrs. Gehringer, Dr. Rendtorff, and Myrtle Peniska, a sister Susan.

STANDARD LITERARY SOCIETY.*By Edwin Miller.*

The Standards assembled in their hall at the usual hour Friday night. After singing the Society song and first roll call, the following program was rendered.

Declamation—Homer Lipps.

Impromptu—Max LaChapelle.

Essay—Fred Walker

Oration—Robert Warrington.

Biographical sketch of Shakespeare—Henry Sutton.

Debate.

Resolved, That Germany is to blame for the present European War.

Affirmative—Isaac Bettelyoun and Max LaChapelle.*Negative*—Edward Woods and Alfred Long.

After the debate, several members responded by giving some humorous speeches followed by a piano solo by William Edwards.

After the judges, who were Perry Keotah, George May, and Robert Geronimo, gave their decision, which was in favor of the negative side, the house adjourned.

THE SUSANS LITERARY SOCIETY.*By Pauline Chisholm.*

The meeting was called to order by the president, Miss Alta Printup. After the usual roll call and the transaction of business, the following program was rendered:

Song—Susans.

Reading—Winnie Rogers.

Recitation—Florence Abrams.

Piano solo—Sophia Newagon.

Select reading—Lucille Courtney.

Funny story—Sarah Delonais.

Debate.

Resolved, That Indian children should be educated in public schools.

Affirmative—Martha Waters and Leona Bouser.*Negative*—Mamie Heaney and Elizabeth Skenadore.

Judges for the evening were Lizzie Allen chairman, Effie Coolidge and Loretta Bourassa associates. Their decision was in favor of the negative side.

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THE TROPHIES OF MILTIADES.

*(Being a Little Preachment to the Carlisle Students
by the Superintendent).*

I wonder how many of you have read Plutarch's Lives? There are two editions of this splendid book in the school library, published especially for young folks. If you have not read them, you should do so. Plutarch was born about the middle of the first century after Christ and lived to an advanced age. He wrote many important books, but the one that gave him the most celebrity and by which he is best known is his "Lives"—lives of such men as Solon, Themistocles, Aristides, Pericles, Alexander, Demosthenes, Marcellus, Pompey, Cicero, Cæsar, and others. All these are the names of great Greeks and Romans famous in history. You should know something about them.

In reviewing Plutarch's life of Themistocles a few evenings ago, I was very much impressed with the story of this remarkable man's career. Plutarch tells us that he was of obscure birth, but that even as a boy he was unusually bright and intelligent. He was ambitious and possessed a passion for distinction. He was still a mere youth when the battle of Marathon was fought and won under the skillful leadership of Miltiades. He doubtless had seen this great general return home laden with trophies of victory and receive the plaudits of the people. The great battle of Marathon, about which every one was talking, was constantly in his mind, and he longed to crown himself with glory as Miltiades had done by completely overcoming the great Persian army. He dreamed dreams and saw visions—visions of glory and success. So absorbed was he in laying plans for his future greatness he could not sleep. The sports and recreations that had hitherto interested him greatly, ceased to occupy his thoughts or spare time. He became silent, reserved, and absent minded. When his friends questioned him as to the cause, he replied, "The trophies of Miltiades will not suffer me to sleep." And herein is the subject of my little preachment.

A trophy is a memorial of victory—success. It was not the intrinsic value of the trophies of Miltiades that inspired Themistocles and caused the fires of ambition to be kindled in his breast; nor was it their utility, for trophies are often quite useless in so far as their practical value is concerned. To Themistocles, these trophies spelled success. They were emblems of victory, not rewards. They reminded him that if he would succeed in life he must cease floating and swim. The floater never gets anywhere except by chance. He can neither keep off the shoals nor avoid the rocks of disaster. It takes a self-propeller to steer himself safely and surely into the harbor of success. Themistocles realized this and began to generate energy. We must get up steam and become self-propelling, if we expect to get anywhere. We must learn to do the right thing at the right time without being told.

Education is valuable only to those who know how to use it—and, knowing how, use it to good purpose. Philip D. Armour once said, "Anybody can cut prices, but it takes brains to make a better article." The only education that is worth anything is that which fits one for efficient and useful service; that which enables one to do his work better—to make a better article.

The great captains of industry—the men who manage the banks, the factories, the railroads, the producers, and distributors of the world's wealth—are men who "never had a chance." Andrew Carnegie, James J. Hill, Henry Ford, Thomas Edison, John Wanamaker, are all men of this type. They found an opportunity and made the most of it. Andrew Carnegie gives it as his opinion that—

"The young man who never had a chance is the same young man who has been canvassed over and over again by his superiors, and found destitute of necessary qualifications, or is deemed unworthy of closer relations with the firm, owing to some objectionable act, habit or association, of which he thought his employer ignorant."

You are now in training for the race of life. Before entering the arena, be sure you are well prepared and equipped. Success is rooted in preparedness. He who is heedless and unmindful of his opportunities in youth, is headed for failure on the high-speed clutch. He will seek in vain the trophies of Miltiades.

THE OLD AND NEW HOME OF SILAS BACON.



The old buildings shown in the picture above is the former home of Silas Bacon, a full-blood Choctaw Indian, of Hugo, Okla. The fine-looking building shown in the picture below is a new six-room residence that Mr. Bacon has just completed for his future home. Mr. Bacon and his wife and child are shown in the foreground.

In September, 1915, Mr. Bacon sent to the State Fair of Oklahoma some farm products, among which were three watermelons. The melons took first prize over all competitors, both whites and Indians.



PROMPTNESS.

From the Fresno (Cal.) Herald.

Be on time.

Because of the lateness of Marshal Grouchy of the French army at the Battle of Waterloo, Bluecher had time to whip his army on to the help of Wellington. Napoleon ordered right. Had not the man to whom he entrusted his awful order blundered—hesitated—been Late—the whole history of Europe would have been changed from 1815.

Be on time.

"The Train was late," is the most frequent explanation after a terrible accident. What a multitude of lives have been lost, what an army of men and women have been deprived of position and honor, what untold suffering and humiliation have followed in the path of the late Mr. Late. Nothing pays better than Promptness.

Be on Time.

Promptness is the act of being on the job when your name is called—and answering to it. Not nearly—but there.

Be on Time.

Time tells its minutes with even, regular strokes—never has a stroke been tolled out of Tune or out of Time. The job, the Appointment, the Order, the Friend, the Opportunity—won't wait for the man who doesn't respond on the dot.

Be on Time.

Be not deceived by the cheap clanging of gold and silver—gifts through whose possession you imagine yourself immune to honor and the Promptness of Appointments. There is no winning to the slothful. The world with all its wonderful offerings gives its choice freely to the man of his word.

Be on Time.

Be on time at your desk each day—at each and every Appointment throughout each day. In fact, the path to greatness starts by being on time each morning at your own Breakfast table. That's the beginning, anyway.

Be on Time.

HOW TO HUNT DUCKS, AS TOLD BY AN INDIAN.

By Buckahday Moingam.

(As Told To C. L. Gilman, Hunter and Special Writer for The Minneapolis Daily News.)

When the Injun hunts sh'sheep (the duck) he tries to get many with one cartridge, but the Shemokoman (white man) is rich and will fire many cartridges for one duck.

Suppose you and I see many ducks on a little lake, too far away to shoot them. You walk on the shore where the ducks can see you and I sneak around through the woods and crawl out in the reeds and get a shot while they are looking at you and thinking they are safe.

Suppose I am alone. I can crawl out into the edge of the lake and tie a rag—white or red—on a stick. I lie where the duck cannot see me, and hold up the stick and wave it. By and by, maybe two or three hours, the duck will come close to see what it is, and I can shoot.

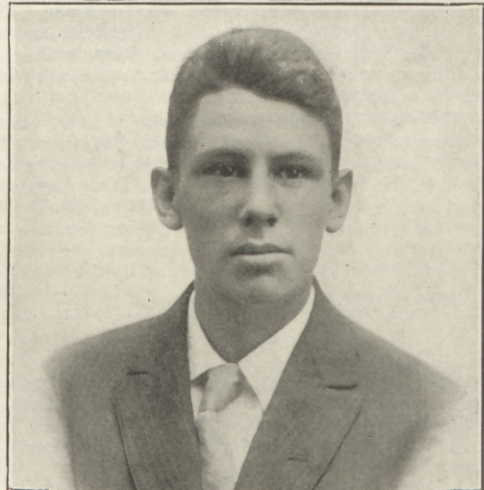
The white man puts out wooden ducks with colors. They fool the white man better than they fool the duck. The Injun uses wooden ducks, too, but they are different. He makes them out of cedar, burns them a little in the fire, so they are black.

White man brings colored ducks one year, but next year he brings black ones.

Suppose you shoot a duck. Get a little stick with a fork at the top; push the stick into the mud and put the duck's head in the fork so he floats like a duck. That's a better way to fool them than wooden ducks.

(Note—Indians have guided white hunters so long they may have absorbed some of the white man's methods, so I do not know if these are truly aboriginal methods.)

On days when it is warm the duck is not flying south, but



Yvette R., D. John Calvin, and Majel E., children of Lydia Flint Spencer, Class of 1892.

resting. He will come into the mahnomen (wild rice) to eat morning and evening. In the middle of the day he will fly away into the woods. If you follow him you may find him resting on a little lake with trees close around it. He must fly in circles to get out over the trees, and you may shoot at him many times.

Sometimes the lake where the duck likes to stop freezes quick. Then you get up early and break a lot of ice close to where you hide, and perhaps a lot of ducks will come there to rest on the water.

SCHOOL STATISTICS.

	Boys.	Girls.	Total.
Pupils on campus	326	180	506
Outing	95	72	167
On leave	2	2	4
Deserters	0	0	0
Total on rolls February 21	423	254	677

ALUMNI NOTES.

Superintendent Estep, of the Crow Agency, who visited Carlisle during the last year, reported upon three of our graduates from whom we have not heard for some time. Mrs. H. M. Loukes, née Pelagia Nash, Class 1902, and Elizabeth Webster, Class 1909, are both employed by him at the agency office. Mrs. Burns, née Christine Childs, Class 1906, is employed as hospital matron at the same agency. Mr. Estep says they are all doing well. Mrs. Burns' little daughter took third prize in the baby show held at the agency last fall.

The following information about one of our returned pupils come to the school from a country-mother: "Mrs. William F. Scott, née Lida Shongo, writes of her nice home in Gowanda, N. Y. They have a nice little farm of 25 acres and keep a horse, cows, and a lot of chickens. Lida was an excellent girl, and I am sure William Scott is very happy to have such a capable wife, for I am sure she uses the principles she learned at Carlisle and on the outing."

Mr. Lipps is in receipt of a nice long letter from Stephen Reuben, a Nez Perce, who left the school twenty-three years ago. He says among other things: "I allowed not my hair to grow below my ears; I wear still the stiff head collar on my neck and I wear a good suit like I had on while at Carlisle. I am living on a farm, raise grain, vegetables and fruit and drive six horses with train wagon just like I did in Bucks County, Pennsylvania. I built a house myself from what I learned of the carpenter's trade at Carlisle. I have 1,524 fruit trees, one-half bearing fruit now."

Mr. Reuben says he has not escaped the temptation of the reservation, but he is thankful that he has been given the strength and courage to rise when he fell and "stand like a man." He wants the pupils to make use of their opportunities here, for they will be thankful some day, as he is today, for what Carlisle is doing for the Indian.

GENERAL NEWS NOTES.

Miss Reichel is confined to her room with the mumps.

During Mr. Weber's absence, Luthur Jacobs was in charge of the plumbing shop.

We are sorry to lose Clara and Gladys Snyder, who left for their home in Wyoming on the 22nd.

Ross Arch, who recently went home on account of illness, writes that he is regaining his health rapidly.

Miss Lenora Logan, who is under the outing, is getting along well. She is now in the seventh grade.

The boys of the sheet metal department have been erecting troughs on the Model Home Cottage.

The Washington-Lincoln program was a great success. The selections were unusually good and well delivered.

Corporal John G. Means, one of the expert shoe makers, has completed a pair of English walkers for his own use.

The dairy boys, owing to the illness of their instructor, were thrown upon their own responsibility during the past week.

Miss Estaine M. DePeltquestangue, of Massilon, Ohio, is spending a short vacation here. She was formerly attached to this school under the outing and was later

employed for some time in the school banker's office. She is a trained nurse by profession, having graduated from Lakeside Hospital at Cleveland, and is employed at present by a wealthy family in Massilon.

DOMESTIC ART DEPARTMENT.

Outline of Lectures for the Week Ending February 25th.

First-year Vocational.

Monday, February 21—
Examination on the first stitches used in sewing.
Covering a comfort.
Darning and mending.
Over Casting.
Running stitches.
Basting stitches.

Second-year Vocational.

Monday, February 21—
Talk on the machines and their care.
Wednesday, February 23—
Spring styles for girls and materials suitable; and the necessary clothing for a girl going away to school.
Thursday, February 24—
Cutting and making a skirt by pattern.
Friday, February 25—
Review.
Lecture by Miss Yoos.

Third-year Vocational.

Monday, February 21—
Lectures to the girls who expect to be teachers on how to conduct their work.
Wednesday, February 23—
Millinery.
First lesson on hat making.
Thursday, February 24—
How to cover the frame.
Friday, February 25—
Lengthening and shortening a skirt pattern and the terms used.
Saturday, February 26—
Bobbin lace. Lecture by Mrs. Canfield.

Plain-Sewing Class—(Pre-Vocational.)

Monday, February 21—
General talk on the sewing machine.
(a) name parts.
(b) care.
(c) cleaning and oiling.
Tuesday, February 22—
Cutting and making a sheet.
Kinds of materials; different widths.
(a) length.
(b) ordinary sheet.
(c) hem.
Cost of sheeting.
Wednesday, February 23—
Material—Cutting and making night shirt.
(a) by pattern name parts.
(b) care of placing pattern.
(c) accuracy of cutting out garments.
(d) basting—kinds of seams.
(e) buttons and buttonholes.
Amount of material, and cost of same.
Thursday, February 24—
Preparing for work.
(a) be alert.
(b) care of implements.
(c) tape measure; use of thimble.
How thread and needles are numbered, etc.
Friday, February 25—
Review.
Lecture and application.

GENERAL NEWS NOTES.

Mable Gilpin has left for her home in Nebraska. We miss her very much.

Herbert Pappin, who has been a student here for the last three years, left the early part of the week for his home in Oklahoma.

Members of the Standard and the Invincible Societies are planning for a basketball game and a wrestling match in the near future.

Aaron Poodry writes from Genoa, Nebr., where he is employed, that he is succeeding in his work. He intends to visit Carlisle in the near future.

The members of the Standard Literary Society have decided on an amendment to their constitution which provides for an assistant sergeant-at-arms.

The small boys are drilling this week. Troop G, under Benjamin Caswell, is drilling in the cage; Troop F under Captains Tibbetts and Vigil, is drilling in the gym.

Mr. and Mrs. John Sanders, who were recently married, are now located in Charenton, La. Both are Carlisle ex-students. Mrs. Sanders was formerly Lena E. Mora.

Next Saturday the Varsity basketball team will be without the service of James Crane, but nevertheless a fast game is expected when they line up against the speedy Gettysburg quintet.

The Susans' literary program last Friday evening was unusually good. The two youngest members, Leona Bonser and Elizabeth Schenandore, were on the debate. They acquitted themselves with credit to their society.

Last Sunday evening the Catholics had their Holy Name Society program in the Y. M. C. A. hall. The program consisted of musical selections, recitations, readings, and essays. A pleasing number of the program was a clarinet solo by Edward Ambrose.

PUBLIC LAND FOR THE PAPAGO INDIANS.

In signing an Executive order setting aside 2,000,000 acres of public land in south Arizona for the Papagos, President Wilson has provided a safeguard for a tribe which has too long suffered from white encroachments. Like their neighbors, the Pima Indians, the Papagos live in one of the most arid parts of the United States. Both American and Mexican ranchers have encroached on the lands of the two tribes and have appropriated waters that had been set aside for them. A year ago suit was brought to define and confirm the rights of the Pimas, who have their own reservation; what has been needed in the case of the 6,500 Papagos is the grant of a permanent home from the public domain. The Indians of the remote Southwest have too often been given charity rather than justice, the Government intervening with temporary assistance whenever they fell into indigence. Indian Commissioner Sells visited the Papagos, and he returned last summer with a sense of the "pressing problems demanding administrative action for the tribes along the Colorado River," and a conviction that "their rapid advancement is assured with sympathetic cooperation."—*New York Post*.

Keeping Indian Treaties.

The record of the United States Government in connection with its pledges to the Indian tribes has not been so meticulously correct that a case of keeping faith can be allowed to pass by without noting it. The Federal judge sitting in Minnesota who recently not only sided with the Indians in his decree but also incidentally made it easier for the Indian Bureau to combat vendors of liquor to the red man, did well by his country and his court. In this particular case it was the same old story of cupidity and

lawlessness of the white trader declining to conform to the Nation's law and word of honor; and between them the Indian Bureau and the Federal court have given law a fuller and deeper meaning in the mining regions of the North.—*Christian Science Monitor*.

WOMEN AND EDUCATION.

The women, it seems, are destined to take charge of our educational affairs. They are coming to the front, in a sense, so rapidly that the education of our children in this country will soon be completely in their hands. And they are making good quite as readily as they are coming to the front, which is another indication of the truth of the statement.

The Bureau of Education of the Interior Department has recently issued a bulletin showing to what extent the women of this country are assuming charge of administrative places in educational matters. The facts stated therein are startling to those persons who have not kept pace with the modern trend of affairs.

According to the bulletin of the twelve thousand "conspicuous positions, largely of an administrative character," two thousand five hundred are held by women. There are women college presidents, State superintendents of public instruction, county superintendents, directors of industrial training, heads of departments of education in colleges and universities, directors of schools for the afflicted and exceptional children, and librarians.

Twenty-four of our colleges and universities are presided over by women. There are five hundred and eight women county superintendents. We have in this country 1,300 public libraries, and 1,075 of them are presided over by women. Ten of the seventy-five State schools for the deaf have women in charge of them.

There is one State in the Union in which there is not a male county superintendent—Montana. Wyoming has only two. Kentucky has twenty-six. And there are several Western States where every election shows a tendency toward women in these positions. In the cities of the Middle West only is there little tendency to select women superintendents.—*Dayton (O.) News*.

TODAY'S INDIAN PROBLEM.

In an address to the superintendents and to other employees of the Indian schools, Cato Sells, the Commissioner of Indian Affairs, said:

"The Indian has demonstrated his humanity and his capacity for intellect and moral progress amid conditions not always propitious, and I am eager to participate with all the favoring forces that contribute to his racial triumph, believing, as I do, that when he comes to himself as a factor in the modern world his achievements will enrich and brighten the civilization of his native land."

During the last few years a rapid change has taken place in the factors which make up the Indian problem of the United States Government. There are no longer any war-path Indians, and for the main part the elders of the red race have forsaken the old ways and are attempting to follow the paths of the whites. It is hard for the old men and old women to give over the habits of a lifetime and to rid themselves of inherited tendencies. The older Indians, however, are dying, as all people must die, and the problem, therefore, concerns itself largely today with the young.

The effort of the Bureau of Indian Affairs is to provide for the proper education of the children and the grandchildren of warriors and hunters who only a few years ago were free to roam the woods, the prairies, and the mountains, and to whom restraint was unknown. The Indian problem will solve itself as the elders pass away, provided the United States Government does its full duty by the children of the people whose land it usurped and whose rights generally it trampled into the ground.—*Denver News*.

THE RED MAN—HIS OWN RESPONSIBILITY

By Key Wolf.

A great deal has been written and said about the great responsibility which rests upon the shoulders of the large mass of Government employees and missionaries who are endeavoring, from humanitarian and in some cases purely pecuniary reasons, to solve that much-abused "Indian problem." A great duty does rest upon them and if they fail to perform it properly they should be severely criticised. In the beginning the responsibility is theirs; but at a certain stage in the development of the Indian, it ceases. Then, it should be, and is, the individual responsibility of the Indian alone as to whether his future development is to progress along the best and brightest paths of civilization or whether he is to meander down the dark roadway of failure leading to contempt, disgrace, and social oblivion.

The future of the Indian race does not depend upon our father's nor upon the glories of grandfather's day, but upon the hundreds and hundreds of our young men and women who are yearly being turned out from the various schools of the land well equipped to fight for, and acquire, recognition among civilized people for our race as a race which possesses all the virtues of civilization.

When many of our boys and girls returning to their respective reservations fail to put into practice the many precepts taught them at school, we are too prone to excuse them by laying the blame of their failure upon the system of education maintained for their benefit. I have even heard Indian men and women who were not acting as they should, and were perfectly aware of the fact, say: "I am an Indian. I am not supposed to act as well as white people." There may be a few minor faults in the education of the Indian youth, but we must not overlook the fact that they have been returned well trained to follow some productive occupation. If so, then who is to blame? In my mind the Indian has nothing to blame but his own indolence for failing to exercise his own creative power. It has also been claimed that our young people are being forced back to their tribal customs by the antagonistic attitude of the older Indians. Several years ago probably this was true, but at the present I believe the attitude of the older men is the opposite. The women, however, seem slower to accept innovations in their mode of living, and among some tribes obstinacy is a great hindrance to tribal development.

Superintendent Allen, of the Chilocco Indian School, said in a speech recently delivered at San Francisco:

"The country is full of young Indians with superior training who are marking time about the Indian agencies and the towns around them and deteriorating daily while waiting for an expectancy from the Government."

What do we Indians think of the indictment? Is it true in whole or in part? I, from personal observation, know that Mr. Allen emphasized a great truth. I object only to the term "The country is full—". It is probably not quite so bad as that. The point is, though, Why should any of us be guilty as charged? If there be an excuse, I have been unable to locate it. Some will justify it on the grounds that on most of our reservations there is no opportunity to put into practice their superior training. Therefore, what can they do but mark time? On most of our reservations the opportunities for making a livelihood are limited and at the same time unlimited. They are limited, if one's training has been along trade and professional lines; unlimited if one's training has been in husbandry and agriculture. If we find no opportunity on the reservations to follow our trade or profession, does that fact justify us in folding our hands in leisure? Does it justify us in our failure to exercise the combative manhood with which we were endowed by our Creator? No, not at all. Let us then not tarry, but leave the reservations, dismiss from our minds all idea of an expectancy, and go out into the world where there are untold opportunities to exercise any and all training we possess. Having found our opportunity, let us hang to it with a bull-dog grip until we have conquered.

Again, no Indian with the love of old mother earth in his

veins need ever to wander from town to town, drift with shows, or loiter about agencies, bewailing his fate, for nearly every Indian is possessed of sufficient land which may be made to render its owner a fair competency. While a few of us are gifted to follow trades or professions, the majority must look to the land for their salvation. I believe that it is only through the proper utilization of our landed possessions that greater economic freedom will result. For ages the great economic question of every era has been the proper distribution of land. Every person, no matter of what race, strives a life time to possess a certain portion of the earth's surface. We do not have to strive for our portion. We have it now, and as long as we hold our land and make an economic success of it, our social standing will be assured. On the other hand, our social standing will decrease just in proportion as we dispose of our property, and become, in a sense, public charges.

Some people say that the inactivity of the Indian of today is caused by heredity. This I emphatically claim to be false because our forefathers had not the qualities which are making some young Indians obnoxious today. Laziness could hardly be termed an inheritable quality of a man who was compelled to earn his living by the chase. Who would ever think of accusing the early pioneer of laziness? Instead, we admire them as a brave, sturdy, and staunch class of men. Still, they only made their way under the same conditions in which the Indian had been living for centuries. Rather, we should liken the Indian to the son of a rich man who has stored up riches for his children by toil and perseverance. Unlike his father, he has never felt the pangs of hunger nor even lack of luxuries. He accepts his heritage as a matter of course, and his only thoughts is of how to use it for his own selfish benefit. Having never earned money, he knows not how to keep it, and the products of his father's soil soon dwindle away. We younger Indians are banking entirely too much upon the funds which are coming to us as a matter of heritage. In fact, very few of us know why we are receiving these monies or how long they are going to last. We use them up just as fast as they come in, and then shift around the best we can while waiting for more. We are like the prodigal son who spent his heritage in riotous living; but there the simile ceases, for when we return repentant, there will be no one to kill the fatted calf. As strong, able-bodied men, well equipped in mental training, we should take upon ourselves the problem of making a living and cease to depend upon gratuities received from the Government. These, with our other savings, should put aside to swell the fund which we should set aside for the education of our children. For, if we expect to become a race among civilized races, we must prepare for the education of our children and not depend upon the Government to do it. Labor will be the salvation of our race. There is nothing which fosters degeneracy and profligacy so much as idleness.

It is now being dinned into our ears from one end of the land to the other, and by people in all walks of life, that a bright new era is dawning for our race. While this tickles our vanity, we must ever keep this fact clearly in mind that the much-sung new era will never materialize except that it be established by the concerted efforts of our own race. Let us, then, bestir ourselves from the passive let-well-enough-alone; kindle anew the smoldering fires of our ambition; go out into the world to our chosen line of endeavor and battle shoulder to shoulder, man to man, with men of other races for a successful niche in the world's progress. If we do this, the non-mythical barrier to our advancement will forever disappear as so much smoke from a slow-burning fire with insufficient material to keep alive.

A Mistake.

It is a mistake for a boy to have aspirations beyond his power of achievement.

It is a mistake for a boy to suppose that the amassing of great wealth is the highest form of success in life. There are many poor men in our country whose lives have, in the best sense of the word, been infinitely more successful than the lives of many millionaires.—Selected.