

The Red Man and Helper.

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FRIDAY, JULY 20, 1900.

Consolidated Red Man and Helper
Vol. I. Number 2.

A VERY OLD POEM.

On The Baptism Of Pocahontas.

NOT thou, the red-browed heroine, whose breast
Screened the brave captive from the axe's
gleam;
Not Pocahontas, lov'd, renown'd, caress'd,
But meek Rebecca, is my gentle theme.

And yet she was a nut-brown maid, a child
Of tawny lineage, but of aspect bright—
A sunny gleam that, through the woodlands wild
Ran freely on in her own path of light;

A golden arrow, darting from the bow;
A song-bird warbling in the lonely shade;
A mountain stream in whose meandering flow
The depth of heaven its own pure blue surveyed!

Star of Virginia, in her darkest hour
Her joy, her theme of glory and of song;
Her wild red rose, that in the Stuart's bower
Shed grace—not took it—from the courtly
throne!

With folded arms, before the fount she stood,
Encircled by the hushed and reverent air;
Her upward glance was a sweet hymn to God—
Her downward look a soul-suffusing prayer.

First convert of the west, the Indian child
A Christian matron stands, from whose sweet
tongue
Flows the pure stream of English undefiled—
Flows the deep anthem and eternal song.

—F. M. CAULKINS.

INDIAN EDUCATORS AT THE "CUCUMBER CITY."

Gleanings from the Charleston Dailies.

The Indian Teachers' Institute, which is a department of the National Educational Association, in session this week at Charleston, South Carolina, opened its session last week before the regular convention, so as to give the Indian teachers an opportunity to attend other department meetings. The Indian Department was in charge of United States Indian School Superintendent, Miss Estelle Reel.

The Post in speaking of Miss Reel says she is a pleasant woman and is thoroughly absorbed in her work.

The Superintendent of the City schools—Hon. H. P. Archer, welcomed the Indian teachers on behalf of the City and State, and in a happy address showed that his heart was in perfect sympathy with the great work of Indian education.

The Great Aim.

Miss Reel responded to the welcome and was greeted with much applause when she arose.

"We come," said Miss Reel, "many of us from great distances, to enjoy your historic environment and ocean breezes, your magnificent gardens and Southern hospitality. We appreciate this opportunity to meet with the great educators of the land, and to gain inspiration from them in our work among the Indians.

"It is our desire to make the Indian a citizen—a useful, helpful, American citizen. We wish to impress upon him the dignity of manual labor, to give him an education that will prepare him to take care of himself. We wish to make him practical.

"It is our purpose to do the very best for the Indian by encouraging the boys to become tillers of the soil and practical tradesmen, and by making our Indian girls good housekeepers; by giving the Indian an industrial education which will inculcate habits of thrift, willingness to work, economy, ownership of land and homes."

The Indians have Advanced.

Dr. Frissell, Principal of the Hampton Normal Institute, Virginia, spoke at length upon the subject: What is the relation of the Indian of the Present Decade to the Indian of the Future?

He went on to show that the Indians had advanced in knowledge, art and indus-

trial pursuits during the past few years, and were now head and shoulders above the red men who roamed the plain in the years that have passed. Their life now has become one of labor, while in the past their time was devoted to fishing, trapping and warring, one tribe against another.

Not Educating them as Indians.

Professor Bakeless, our Carlisle School representative at the convention said that we are striving not to continue the education of the Indian as an Indian. We do not want to perpetuate Indian education. We are striving to bring the red man into civilization, to make him a useful and helpful citizen of this great Republic.

In the discussion which followed Dr. Frissell's paper, Supervisor of Indian Schools Rakestraw thought we must consider the Indian from his mental, religious, and social standpoints, and that the Indian must learn to honor woman, and to work with his hands as well as with the head.

Dr. J. A. Bullock of Cheyenne Agency, South Dakota, would not allow the promiscuous intermingling of the Indians of the different reservations, for sanitary reasons, and he advocated the teaching of sanitation in all Indian schools. He favored separate schools for scrofulous children.

One of Our Boys.

A paper prepared by Superintendent Seger, of Colony School, Oklahoma, on "Practical Methods in Indian Education," was read by Levi Levering, who graduated from Carlisle in '90, and is now teaching at Ft. Hall, Idaho. The Post says of Mr. Levering:

He is a deep thinker and keeps thoroughly posted on the leading subjects of the day. He is well informed on national questions, as well as subjects pertaining to education.

We will add that Mr. Levering with his wife and interesting child is visiting Carlisle at the present writing.

Should Become a Part of us.

Charles Bartlett Dyke, of Hampton, said:

It is common to hear of the folly of attempting to make an Indian into a white man and there is truth in the assertion; but the Indian should live in and become a part of the white man's civilization.

Language.

The Hon. William T. Harris, United States Commissioner of Education, emphasized the necessity of language which "makes possible human social organization. The most practical knowledge of all, it will be admitted, is a knowledge of human nature—a knowledge that enables one to combine with his fellow men and to share with them the physical and spiritual wealth of the race.

Work Purifies.

Dr. C. C. Wainwright on the "The Health of the Indian," thought that if we would divest the whole subject of any sentiment, arrange systematic work for every able-bodied adult, compel him to labor for his own benefit, thus establishing the habit of a perfect industry among the American Indians, we will then and there strike from them the fetters that bind them to so many degenerating, debasing and slavish customs.

They and their children will be regenerated mentally, morally and physically. Then and not till then will you find good ground upon which to sow the seed that will incorporate them into the body corpo-

rate, healthy, robust, self-confident, moral citizens. I desire to emphasize the possible blessings that will come to these people and their children's children through systematic manual labor. Work purifies the blood and is a preventive of disease. All else that is uplifting and beneficial will be added to them.

There were several other interesting papers, and much discussion, which space forbids even touching upon.

Mr. Standing's Paper.

A paper written by our Assistant Superintendent A. J. Standing, and read by Professor Bakeless, was pronounced by the News and Courier as practical and scholarly. We present it to our readers almost in full:

The Proper Relation Between Literary and Industrial Education in Indian Schools.

The object of a school is to educate. The purpose of education is primarily to qualify for self-support, and the general work and business of life in all ways. To accomplish this in the quickest and best manner possible, special schools are organized, as the Business School, Law School, Medical School, Trade School, etc., etc.

Where special classes are to be educated, as the blind, the deaf, the feeble minded or the criminally inclined, we have schools so organized and conducted as to meet the special and direct needs of the class concerned.

Therefore, while the Indians cannot be considered as coming under any of the heads previously mentioned, they yet present unusual conditions and the schools for them need to be organized so as to meet the special conditions they present.

The Indians of to-day being for the most part only about one generation removed from the nomadic state, and having had to undergo within this brief period a complete change in mode of life, have no accumulated knowledge of the requirements of civilized life, or how to obtain a living in any of the great variety of avenues that present themselves to the white boy or girl, whose parents for generations perhaps have followed some special avocation with which the children of the family from their earliest years become familiar and when old enough engage in for the purpose of self-support, are at a peculiar disadvantage in the struggle for bread and home, except in so far as they have been and now are cared for by the Government. This special care, however, is intended, and properly so, to be but temporary, and the Government has for many years been following various plans, intending to lead the Indian to self-support and independence, so ending the need for the special care and guardianship that is now assumed to be necessary.

Made Slow Progress at First.

Wonderfully handicapped by a multiplicity of tongues and a life generally beyond the limit of settlement and consequent teaching by observation, the Indian made but slow progress in the way the Government desired he should go, until the day of Indian Schools was inaugurated. The early results obtained in these schools seemed so full of promise for the future, that education in schools has become the main policy and hope of the nation for Indian Civilization.

The conditions presented by the Indians of to-day which call for a special class of schools for them, are that nearly

all of those who attend will, in the battle of life have to support themselves by manual labor of some kind. A very large proportion also have had nothing in the shape of home training, while all must be instructed in the English language to such an extent that it shall be their language for the future; so learned as never to be forgotten.

Great Educator, but More Needed.

The American District School with the American home is a great educator; but without the supplementary teaching of the civilized Christian home its work becomes necessarily very imperfect. It is easy to see, therefore, that the needs of the Indian are not met by the ordinary district school; nor by the ordinary Boarding School or Academy; that to civilize, educate and train the Indian industrially something more than either of these is needed. The effort to meet this need has evolved the system of Indian schools as they now exist comprising all grades from the reservation Day School to the most complete of the system as represented by the manifold interests and pursuits of Carlisle.

The experience so far gained has shown that self-support, the prime object of Indian Schools, has been attained, in the proportion in which they properly combine industrial training with literary education. The latter while desirable for all, will furnish bread to the few only, but the competent laborer, male or female, is in a position of comparative independence on the question of subsistence.

The Aim.

The aim then, of Indian education should be that during the receptive and formative period of life every young Indian should receive such industrial training as will place him clearly beyond the ranks of the incapable; among the competent working and producing class.

To do this, rational Industrial Education is a necessity, and so much of the school period of life as may be needed, should be devoted to its attainment. Any Indian school of whatever class that fails to give this, or makes it a secondary consideration is failing of its chief end and object.

Industrial Education does not mean and should not involve mere drudgery; to make it do so will beget an antipathy to the very thing we desire to foster and encourage. Care should be taken everywhere and at all times to honor the worker of whatever degree, and by no means allow the idea to enter that a farmer or mechanic is not as worthy of respect as a teacher or clerk.

My experience with the administration of Indian Schools has been, that vastly more thought and attention has been bestowed on the literary course of study to be pursued—which publishers' text books shall be used; and what particular method of writing shall be taught—than upon the industrial education that can and should be given to every Indian child of suitable physique.

Industrial Departments Should be Well Organized.

I would like to see the force and equipment for teaching the various industrial occupations in Indian Schools, as well organized and as complete as now is the case with the department of the school-room proper.

This should embrace all the household occupations of the school, which should be so conducted as not at all to convey the

Continued on last page.

THE RED MAN AND HELPER.

PUBLISHED WEEKLY IN THE
INTEREST OF THE RISING INDIAN.TERMS: TWENTY-FIVE CENTS A YEAR
IN ADVANCE.Address all Business Correspondence:
Miss. M. Burgess, Supt of Printing,
Carlisle, Pa.Entered as Second Class Mail Matter in the Post-
Office, Carlisle, Pa.Do not hesitate to take this paper from the
Post-Office, for if you have not paid for it
some one else has.

The Indian was made conspicuous by his absence at the Charleston Indian Institute. We heard of but seven in attendance including baby Lincoln Levering.

If you know an Indian who lacks in business qualities—shrewdness, tact, economy, ask, why is it? Is there any other answer than that he has been deprived of the opportunity to learn?

When Standing Bear, the Ponca Chief, was interviewed by the missionary, he placed his hand upon his heart and said: "I don't know much about your religion, but I feel I want something here."

An Indian couple down in the Indian Territory has the rare distinction of having brought up thirty-four orphans since their marriage. There is an investment for you that will pay big dividends.—[Buffalo American Investments.]

The few hundred Indians out on farms working their way up individually into experiences that make men, do more each year to solve the Indian problem than all the discussions at teachers' institutes can possibly accomplish.

Agent Mitscher of the Osages, disbursed over \$200,000 during the month of June, to the Indians as annuity, to the employees and to the old officers. It is said to have been the largest sum of money paid out at the Osage Agency for many a moon.

The Phoenix Native American reports that three boys of their Indian School assisted in gathering apricots from a fruit ranch. They cut, seeded and spread the fruit on trays ready to be put in the drying house, and in seven and one half days prepared 19,575 pounds of the fruit.

When done reading your RED MAN & HELPER straighten it out and lay it aside. Keep them, and in after years they will be a source of great pleasure in reading up the past history of the school.

Rev. Chas. T. Wright, a full blood Chippewa missionary at Leach Lake, says that "hunting Indians with the gospel is very much like hunting moose. It does not do to rush them. These animals are extremely wary, and if a man does not approach them cautiously, he may see their tracks but he will never see them. But if an Indian comes of his own accord to the church two or three times, I begin to feel pretty sure that I am going to get him."

Provide paid places on the reservations for Indians who have been educated at Government Indian Schools? In what better way could we perpetuate the Indian? If he knows enough to take the necessary reservation places already in existence, he need not be debarred that privilege, but the theory of establishing workshops at the agencies to give returned pupils something to do was exploded long ago as impracticable. The work-shops and the professions of the world are open to them, and let them fit themselves to enter these, if they would be men among men.

The work habit is the key to race questions says Dr. Frissell.

Great failure of crops on some of the western Indian reservations is reported, owing to lack of rain.

The business Indian, if he has been out in the world enough to learn business is the same as any other business man.

Good if True.

The new agent at the Darlington agency refuses to let the Pawnee Indians visit with their Cheyenne brethren, because they indulge in the dance, smoke and other ancient ceremonies of the tribe. —[Osage Journal.]

Samson Occum and Dartmouth College.

It was the success of Samson Occum and the young Indian's missionary zeal, which first suggested to the Rev. Eleazar Wheelock the introduction of Indians into his family school, where they should be trained side by side with white youths in classic learning and the Christian graces.

Mr. Joshua More, a farmer of Mansfield, Conn., purchased and deeded to Dr. Wheelock and the other trustees a tract of land sufficient for the purpose; and the institution was to bear the donor's name, which he spelled "More," but the usual title became "Moor's Indian Charity School.

It is said that seventy Indians attended the school while it was at Lebanon. Of these the larger proportion afterward led useful lives.

It must also be remembered that the foremost white missionaries of the time were among Dr. Wheelock's pupils. He never professed to establish a school for the Indians alone. Co-education with the whites was a feature of his plan, and in this he showed his wisdom.

In the year 1770 the school was removed to Hanover, N. H. and incorporated with Dartmouth College.

Professor Bakeless Renders an Account of his
Charleston Visit.

"Charleston by the Sea," the Mecca of the teachers of the National Educational Association for 1900, is not the coolest place on the planet during a hot wave, but it is one of the pleasantest; and its people are among the most affable, gracious and delightful one can find.

Located as it is between the Ashley and Cooper Rivers, and on a most magnificent harbor, it is easily "Queen of the Carolinas."

Its delightful breezes and its quaint buildings with gables on the street and large airy piazzas facing seaward seem to be mutually made for each other.

Every corner is historic from Ft. Sumter to the tomb of John C. Calhoun.

Its churches are venerable: its public buildings, if modern, are artistic and beautiful; if old, replete with associations reaching back to the founding of the city in 1670.

If there is anything one had to regret while there it was that time would not permit to see all the things of note, to know all the charming people and to live on the battery and to enjoy the harbor breezes forever. The magnificent residences in colonial style of architecture along the fine sweep of water with every point of land in sight an historic one tended to key one to the frenzy of a poet.

Ft. Sumter, Ft. Moultrie, Morris Island, Johnson Island, Ft. Wagner, "Swamp Angel," Sergeant Jasper, Palmetto trees, Simms, Osceola, Calhoun, Beauregard, all went surging through one's mind in a jumble of historic reminiscence, in metaphor and jingle. This is "Dixie" that Miss Weekley loved so well; this is the "beautiful Southland."

But I forget. Business, facts; not dreams and fancy, the prosaic old Man-on-the-band-stand expects, and will have.

Indians; Indian Institute, Indian workers; unsolved problems; vexed questions of race and education must need crowd

out all of beauty and historic interest. And the great Congress of Educators called the N. E. A. is what the erudite readers of the consolidated RED MAN & HELPER pretend to be dying to know about.

Well, all were there. Harris, Parker, Shaffer, and Lyte, leading the procession—far in the van; Levering, Finley and Chu in the ranks just like other teachers, a shade richer in hue, (and to my mind handsomer because of it, but don't tell them for the world that I said so.) Booker T. Washington, leader of the ebony host, a veritable dusky Moses, a pillar of eloquence and fire and common sense, leading out and out until there shall be no vexing questions of race, even in the Southland, but all shall be one in all things that make for life and peace and unselfishness and freedom.

There were teachers of the pine land, and teachers of the palm, meeting together to solve the problems that legislation cannot solve, and yet the teacher can and is solving.

At the opening session the speeches of welcome and response were eloquent, patriotic, and effective.

The mutual interests and memories and enthusiasms were dwelt upon, one nation, one mighty pulse of purpose, moving a mighty country. Old issues dead; faces front, steps forward to do the duty of the "Now" and not forget the past. "We would not if we could." It is too full of inspiration that will make the children of the North and the South mighty men like their sires.

The various meetings of the N. E. A. were well attended in the most roomy auditorium ever presented to it for the purpose. Many of the papers, were most helpful, notably those of Dr. Brumbaugh, "Educational Values in Literature," and Mrs. Alice Woodsworth Cooley, of Minneapolis, Minn., on "The Problem of Instruction in the Grades."

But the Department of Indian Education is what our readers are particularly anxious to hear about. Patience, we'll reach it. Was it? It was. About seventy-five workers from the field were in attendance. Not all the meetings arranged for were held.

Some very helpful and valuable papers were read, notably that of our Assistant Supt. A. J. Standing, which see elsewhere.

It was a long hot journey to the far South-land, but it was more than compensated for by the pleasant people met, and the old friendships renewed.

It is the privilege of a life time to come in close touch with so many associations that will live in one's memory and broaden us ever, for

"We are part of all we have met."

How I wish it were possible to name the many who by courtesy and helpfulness made our trip and sojourn such a source of pleasant memories.

O. H. BAKELESS.

Miss Bowersox, who is at Martha's Vineyard, had a very pleasant visit with a teacher friend in the historic old town of New London, Conn. It was Nathan Hale's town and the scene of Arnold's depredation after he turned traitor. They went boat-riding among the islands of the sound and to Long Island, and driving to places of interest and beauty. She met Mrs. Cook on her way to Martha's Vineyard, and the boat rocked quite a little, so much so that Mrs. C. was very quiet for a time, of course not sea-sick. She says she is eating fish three times a day, and strange to say she is hungry three times a day. She is studying Vocal Physiology—How to overcome defects in speech, position of the organs in articulation, etc., hoping to gain something that will be helpful to her Indian boys and girls in their struggle with English sounds. She is also attending lectures in pedagogy, psychology and Child study, given by Professor Griggs, who is fine. She was especially joyful at the time of writing, and closed by thanking God for the beautiful world and all the opportunities for help and service each day brings.

Miss Stewart who is with Miss Senseney, Miss Newcomer, Miss Wood and Miss Jones attending summer school in Chicago says the weather nearly "boiled" them for a few days, but a cool wave sprang in from the lake in time to save them, and all are working hard.

Miss Newcomer expects to leave Chicago, when the summer school term is over for her home in Kansas, for a rest. She longs for a delightful place like Carlisle, or Kansas. Several absent teachers have said there is no place like Carlisle. Miss Jones expects to go to her home in Wabash, Indiana, in a few days.

Miss McIntire says "Here I am just like any little school girl trotting off to school with my little budget of books—and enjoying it, too. Have three fifty-minute recitations each afternoon—Zoology, botany and primary work." She is at Danville Indiana, and the school closes Aug. 3. when she will go to her home in Indianapolis.

On June 30th, Johnson Adams, class '96, married Angelina Lookaround, assistant girls' matron of the Keshena Indian School, Wisconsin. Johnson has been school carpenter for the past year at the same school, and did not have to "look around" much for a wife, for Miss Lookaround was right there. We congratulate our young friends and send them the best wishes that our new little paper can carry, and said wishes are from a host of friends.

Miss Alice A. Palmer, President of the Ladies Memorial Association, Charleston, S. C. presented, Professor Bakeless, while there, with a photographic testimonial of the Association to its founder and first President, Mary Amaranthia Snowden, and a pamphlet containing eulogies and resolutions. The picture represents a hand from the clouds, strewing flowers over the Confederate graves. The Professor appreciates the photograph and pamphlet, and has shown them to several of his friends.

Miss Cutter writes from Cold Springs Harbor, where she is attending summer school that she is very much interested in Ecology. When she says she is studying about the Statice, Cakile, Euphorbia, Solidago, Potomageton, and Ceratophyllum, some of us will have to fly to our dictionaries to learn what she is talking about. She says she is also interested in the Oneidas, Chippewas, Apaches, and Winnebagoes, and would like to know their environment and of their summer arrangements as well as the effects of environment and the causes of leaf arrangement of plants, but in order to do so she must ask us to send the RED MAN & HELPER to her, which she calls the "Red Helper" for short. She is meeting many pleasant people and although every one is very busy they do take time to go in bathing and have lots of fun.

Comments on Our New Paper.

The first issue of the combined Red Man and Helper was issued this week and is a very newsy and attractive sheet.

[Carlisle Daily Herald.]

The first number of "The Redman and Helper," published at the Carlisle Indian school, reached our desk this morning. It is newsy, excellently printed and we believe will, in time, become popular. Howbeit, we shall certainly miss the newsy little "Helper," which, though small, wielded a mighty influence for good.

—[Carlisle Evening Sentinel.]

Mr. John Collins, who is in his 87th year, has been for many years a reader of both RED MAN & HELPER, and says regarding the consolidated paper, "I am pleased with the change." He adds: "I heartily wish Major Pratt complete success in his untiring efforts to fraternize the Red Man and White Man. Our debt to the aborigines can only be cancelled by doing all in our power to give them the privileges we as citizens enjoy."

The Man-on-the-band-stand's Domain.

Dog days!
Suffering grass.
Harvesting is done.
We are getting the odor of forest fires.
Icewater and palm-leaf fans are in order.

200 subscriptions this week. Let it be 400 next!

The cottage built for two families is nearly done.

Mrs. Burgess who is visiting her daughter, is quite ill.

The coatless man is now a rival of the shirtwaist girl.

Ask Donald McDonald if that type louse was a big one.

We would not mind a small bit of wetting at this writing.

The greatest enemy to the small chicken at the farm is the rat.

Thomas Mason is temporarily in charge of the tailoring department.

Lizzie Aiken came in from her country home for a short visit last week.

Mrs. DeLoss was absent on Wednesday on a business trip for the school.

Miss Finley and Mr. Levering addressed the Sunday School, Sabbath morning.

Word from the seashore tells of Miss Richenda Pratt's steady improvement.

Two buggies are nearly ready for shipment to the Standing Rock Agency, North Dakota.

For odd and striking Indian names read the official list of appointments and transfers on last page.

On Tuesday last Ella Petoskey went to Mrs. Michener's country home at Sunnyside, Adams County.

The new smokestack is ready now for the course of sandstone blocks which weigh about a ton each.

Mr. Harkness, instructor in tinning, and Mr. Morrett, of the shoe department, are taking their annual vacation.

No more ten-cent subscriptions after this. If by mistake ten cents is received we will give five months credit only.

The hot weather does not keep away the summer visitor. He is as many and as interested as when the weather is cool.

Major Pratt and daughter Miss Nana have been enjoying the gorgeous moonlight nights of the week, horseback riding.

The whole North end of the old boiler house has been taken down and the foundations for the new part are being laid.

The night-bugs that love to crawl into dark places when the sun rises are spoiling the cistern water. They somehow get in.

A number of the older pupils met at Major Pratt's home last Sunday after dinner for a short season of song, which all enjoyed.

Mr. Levi Levering's solo at the afternoon service on Sunday "Wait and Mourn not," was helpful to more than one who heard him.

Mr. Ed. Lau of Carlisle, has become a permanent member of our force in connection with carriage and wagon work, at which he is an expert.

The small boys these evenings after supper are allowed to remove shoes and stockings and run and play barefooted, which they enjoy very much.

A cheery letter from Mrs. Cook to the Man-on-the-band-stand will have to go over to next week. They are having great times at Martha's Vineyard.

Flora Jamison is delighted with that part of her work requiring her to take care of little Lincoln Levering, while his parents are sight seeing and at meals.

Now is the time to subscribe for a friend, for in addition to the paper you are able to present him with a fine picture of the splendid Band that did not go to Paris.

Mr. Thompson was the first one to hand over his twenty-five cents for the new paper, and thus his name will go down through the generations as a benefactor.

The athletic field looks thirsty.

TWENTY-FIVE cents a year! Not ten.

It takes about a regiment of small boys to pick enough pease and other vegetables for dinner.

The man with a grindorgan and a monkey gave a half-hour's pleasure to those who happened to see them, last Friday.

The corn which looked so well three weeks ago is beginning to curl and stop growing. "No rain, no grow," says the corn.

Willie Paul's broken arm is getting along as nicely as it can possibly. He says it does not pain him, but that he will not be able to use it for a good while.

The Band picture is a colored lithograph 11x13. The likenesses are excellent. Director Wheelock's photo is a good one, and is well worth the money it takes to get it.

The hot wave this week was hard to bear, but we had a pleasant breeze, something that the people in our crowded cities do not get, unless they climb to the roofs.

One of the little Indian boys at Mrs. Bennett's down at the farm ran to her the other day and called:

"Oh, come! quick! See the old hen and her fresh chickens."

We have mailed about two-hundred Band pictures already. They are GOING! Do you want one? Then renew or subscribe for a friend. First come, first serve, as long as they last.

Master Brewster Gallop assisted in getting last week's enlarged paper out. Why he can fold, carry papers, and fan pressmen with the bellows when the power gives out and the machine has to go by hand.

Two thousand and thirty-nine dozens of eggs have been sent up from Mr. Bennett's farm for use at the school, in the last fiscal year. This number, besides those which were used by the hands at the farm.

When a person is a little slow it has been quite the common thing of late to call him "Ice-wagon," or "Ice." A little more polite way now is to say "Glacier." Either term has cooling tendencies these warm days.

Professor Bakeless arrived on Sunday evening from South Carolina where he has been in attendance upon the Educational Convention. He saw Miss Patterson, Miss Fisher and Mrs. Dandridge, all old Carlisle workers.

Have you a warm place to work? Why, the laundry women would think they were in Iceland if they could trade places with you. It is the tin roof at the laundry that heaps coals of fire on the heads of the workers there.

Alma Gostin is in from the country on account of trouble with her eyes. She has been nursing Mrs. Burgess and made herself very useful. Mrs. Miller, of Carlisle is now nursing our sick visitor, who is improving under Dr. Diven's treatment.

Instructor Kemp of the harness-maker shop, tightened up our press straps this week, so now we are ready to run off the RED MAN & HELPER faster than ever. All we want is the subscriptions to flow in, the straps and the printers will do the rest.

One of the most interesting events of last week was a game of base ball between Capt. Roberts' team, alias, "Phillies" and Capt. Cusick's team, alias, "Brooklyn." The "Phillies" carried home 20 points and left 1 for Capt. "Q'sick" to feast on, while the rest of his team packed the goose eggs.

Our printers by mistake sent out a few copies of the new paper last week that were folded before the red ink was quite dry. We will try to do better this week and hereafter. It is very difficult for ten thousand papers to pass through so many inexperienced hands as ours have to and come out every one absolutely perfect. If you get a smudged or crooked copy, it may be only one in a thousand, we shall be glad to exchange a good one for it, especially if you are keeping them on file.

We hope the teachers who are at different summer schools will try to get subscriptions for the RED MAN & HELPER, and secure for each new subscriber a Band picture which will add to the interest.

Mr. Bennett says the school garden is nearly at a standstill. There is an abundance of things ready to grow, but one more picking of pease will finish that crop, and other things have refused to come forth, unless they get a drink from the heavens.

Work on the boiler house is progressing. The WORKMEN are now getting the heat, but in the winter we expect to get it. The steel smoke-stack is down, and an immense brick one is going up. The former is to be sold at Public Sale a week from to-morrow.

The cleanest and coolest looking man around is the student's cook, Mr. Vander May, who, dressed in white, came to the office to renew his subscription and get a Band picture to send to Holland. He has a warm place to work, but there is much in looking cool.

Mr. Burgess, during his short stay at the school, is assisting the printers of the mailing department in straightening out the time credits on cards and galleys. It is a long and tedious job, but he says it is only play for him; and he lacks only three years of being eighty.

It is quite customary when extra girls are needed for particular work to send to the sewing-room for them. The other day a detail was needed and an order sent to the sewing department to supply the needed help, and there was but one sole solitary girl.

Five buckboards made by Instructors Harris, Lau, Norman and their apprentices, were sent to the Kiowa Agency, Oklahoma. The Agent, Lt. Col. Randell, said of them by letter: "The buckboards have arrived and are more than all that was hoped for them. They are just what we need."

The Young Woman's Christian Temperance Union of Carlisle, met at the home of Miss Nana Pratt, on Monday evening. The subject was Flower Missions, and there were floral decorations for the occasion. A program of music and talks was enjoyed, after which there was a sociable.

Miss Marion T. Meagher, artist, Department of Anthropology, American Museum of Natural History, New York, is here and is making a series of studies in the interest of the museum. She has chosen Julia Tsaitkoptie, Kiowa, Pearl Hartley, Osage, Miguel Moat and Emily Perdesophy, Comanches, as models of the type of their respective tribes.

Miss Minnie Finley, '99 arrived the first one from Charleston. She says she had a fine time if the weather was hot. The "City by the Sea," however, was not warmer nor so warm as some places inland during the warm wave. There were a number of excursions from the Institute which she enjoyed. Miss Minnie will spend a part of her vacation here, before returning to her work at the Great Nemaha Agency, Kans.

Let every one of our students in country homes send in JUST ONE subscription for a friend, so that that friend may get a Band picture! 148 of our students on farms who have subscribed this week will get pictures as soon as we can mail them. There are nearly 700 out. Do you want a Band picture before they are all gone? Then send a renewal at once to your own subscription. It does not matter if you are paid ahead already, we will add another year to your time.

Miss Emily Peake, who graduated from Carlisle in '93, is now Mrs. Ernest Robetaille, and she is with us. Her marriage in New York City was so unexpected to friends that congratulations poured in upon her on her arrival, Tuesday. She was married about Easter time. Mr. Robetaille is well-known here, he having boarded with us while attending Dickinson College Law School, from which he graduated this summer. He is also of musical repute, being a flutist of considerable ability. They expect to be Haskell Institute employees.

Two very interesting accounts of the Northfield Summer School, for Bible Study, one from President of our Young Men's Christian Association, Eugene Warren, and one from Myron Moses, one of the delegates, will have to go over to next week.

All the subscriptions that came in this week at the old price—10 cents, will be given the year's credit, but if the same persons wish the Band picture, they must send twenty-five cents, when a year more will be added to their time, and they will secure one of the best pictures we ever sent out.

Mr. Levi Levering, graduate of Carlisle in 1890, with his wife and little son Lincoln is with us. They have been attending the Charleston Indian Teachers' Institute. Mr. Levering has grown portly and distinguished looking. He is now teaching at Ft. Hall, Montana. Mrs. Levering is a petite body, dark and interesting.

Siechu Aytse and Cora Wheeler who are at the Woman's Hospital, Philadelphia, studying nursing, have been spending a brief vacation at the school. They left for their chosen field of work on Monday evening. They say they like their duties and are in hopes that they will get through creditably. Both were benefitted by the change and good time enjoyed.

We are sorry to learn that Miss Luzena Choteau, class '92, is sick at Johns Hopkins Hospital, Baltimore. She has led an eventful and plucky life since leaving her alma mater, having attended business college in Chicago, and occupying a position on the Chicago Inter-ocean. Then she went to Washington, and served in the Treasury department. We trust Miss Choteau will soon be herself again, although she says she will probably be at the hospital all summer.

Since Miss Paull left last week, Sarah Pierre has had sole charge at the hospital, and has bravely conquered every difficulty. Ella Sturm takes all the temperatures, and she knows how. It will be remembered that when the head nurse, Miss Barr, left, Miss Paull took her place until the time for her own vacation to begin. Miss Barr is expected in a few days.

When Carpenter Gardner was asked by ye reporter if it did not make him feel proud to look at a completed house that he had planned and built, he said modestly that there were a good many houses in town and in Harrisburg that he had helped to build, and he showed a pardonable degree of satisfaction in being able to make the statement.

Miss Noble, Mrs. Rumsport and the club kitchen and dining-room girls went boating on the Conedoguinnet last Wednesday evening, and the girls declare they never had such a grand time. Ada Sockbeeson is an expert at the oars, and no finer canoeer has been seen in these parts for many a day. Miss Ada springs from the islands of the Atlantic, along the coast of Maine.

In a social conversation on the balcony the other evening, Mr. William Burgess who is a visitor here, said that he passed through this valley in 1845. He was then a young man of 22 years of age and went West to teach. Ohio then was away out west. His first trip was by wagon, and he passed over the mountains west of Chambersburg. The next year he returned to Pennsylvania. Then was sent by a land company to make the trip again, and travelled by cars as far as Chambersburg, and thence over the mountains to Pittsburg by stage, 48 hours out.

Don't like the change? You will by-and-by. The Man-on-the-stand feels puffed up over the many nice things that have been said about the late Helper, but in keeping with everything Carlisle, we MUST grow. The Red Man has grown into a weekly, and the Helper to twice its former size. Surely the combined paper containing the best of the two is worth the subscription price—TWENTY-FIVE cents a year. You have just renewed? Send another twenty-five cents and let us add one more year to your time, and thus secure the Band picture. In no other way are we disposing of them.

Continued from first page.

idea that the time so spent was not just as profitably spent as in the school-room.

The same general idea should be carried to all the out-door interests and occupations of the school, the farm, the stock, the trades. Give them an equal place with the school-room, not a secondary one, and how much more popular such interests would become! It is the nature of the young to enjoy physical effort, so that it does not become drudgery.

Were these ideas to be adopted and officially promulgated as the basis on which the Indian Schools were to be conducted there would appear at once a number of reasons why the plan was not applicable to this or that school. I will admit that in practice education in industries is not applicable to all schools alike; but the principle is, and that of itself is vastly important. There are, however, but few schools where some really good practical work cannot be done along some productive line, selected as the specialty of the school by reason of its location or condition, as gardening, fruit culture, and farming, on such a moderate scale that it shall be thoroughly instructive, as well as productive of corn and potatoes. Take the time for it. In season dismiss the school if necessary. The first need of our nature is life, the second to make a living, and other things in their order.

I do not wish to be understood as recommending an attempt to carry on a multiplicity of industries such as Carlisle and some other large schools have in operation, into places where they would be out of place, but in every school large or small, to plant the idea that those who have ability to produce with their hands the necessities of life are as worthy, as honorable, and as successful, as those who do the same thing by their ability to teach, or knowledge in other directions.

The Prime Need.

The prime need in industrial education is intelligent agriculture, which includes also gardening and fruit culture, dairying, care of stock, etc. We have the promise of the One who changes not, "That so long as the world endures, seed time and harvest shall not fail." Here then is supplied the prime necessity of life, the means to live.

It is not my purpose to particularize as to methods by which industrial education should be pursued in Indian Schools, but to urge that it be given its rightful place and consideration, that as much care, thought, and talent, be expended on the proper industrial equipment and methods as is now the case on the school-room work and appliance.

But few amongst the Indians now in school will be able to live by their literary attainments exclusively; the many will depend on their hands, therefore let the main effort be in the direction that is going to be the greatest good to the greatest number, not by any means to the exclusion of culture in other ways, but giving equal opportunity in both directions so that individual capacity may develop in whatever direction it is best qualified for, finding equal opportunities in either.

I also make the assertion that the competent manual worker will be more likely to develop into an independent self-supporting person, than the one who is teaching or clerking for a living, depending on the pleasure or needs of others for the salary on which he or she lives.

A bushel of wheat or corn has its cash value, so has fat stock, the shoeing of a horse, the building of a house, or skilled labor in any direction and the Indian who has grain or stock to sell, or skill in the occupations mentioned will not be apt to want for bread.

An Incident.

I offer just one incident in illustration of my position. It is an axiom of Carlisle school that every pupil must have some practice in agricultural pursuits. This is obtained in part on the school farms but mainly under the Outing System.

A boy who had been several years at school returned to his home. His father

and neighbors had bought a self-binding reaper. The agent was to come on a certain day and set the machine up and show the Indians how to work it.

He did not come.

The boy having used a similar machine during his school life at Carlisle put this one together and cut the crop.

The agent came, asked who had done the work. The Indian told him his son had set up the reaper and started it.

"Well," said the agent, "I am paying men \$4 00 a day for just that work, and would as soon pay your son as any body."

Soon Will be Able to Cope.

Let us therefore give the chief place in our Indian Schools to those pursuits, which will give to the many the manual skill and ability needed for self-support; which will be in about the proportion of 99 manual workers to one lawyer or doctor.

It requires no gift of prophecy to foretell that if such a policy in Indian education be adopted and continued, combined with the Carlisle Outing System, the day is not far distant when the Government could justly say to the Indian:

You are no longer incompetents; you are able; you are skilled; you have the opportunity, henceforth make your own living, take care of yourselves! The duties of national guardianship have been performed; such care is no longer necessary for you. You are citizens of the Republic. Enjoy your liberty, your homes, your property! Vote, hold office, do your best, and Uncle Sam will be proud of his Red children. A. J. S.

The Exhibit.

The parlors of the hotel are crowded from morning till night with an interested admiring throng of people who are anxious to note the progress that is being made by the Indians.

The Carlisle School of Pennsylvania, the largest Indian school in the United States, has sent a fine exhibit of work. The class room work is exceptionally fine and the exhibit shows the general excellence of training given in wood at this school.—[News and Courier.

Dr. Edward Everett Hale and Charles Sumner on the Indian.

What Charles Sumner said to Dr. Hale in 1865 may not be said with truth to-day, but this was the interview as related by Dr. Hale:

"Look here, Sumner, you have got these colored people free and there seems to be a chance that you will get an amendment to the Constitution through. Why don't you take care of the Indian now?"

Dr. Hale said that Sumner paused for a whole minute before replying, adding that it was the only time that he ever saw him look thoroughly dejected.

Then he said:

"Hale, I don't think you know what you ask."

I said, "I guessed I knew what I asked."

"I don't think you do," he answered; "Hale, the whole Indian system in this country is so rotten that anybody who takes hold of it has to tear it all up from the roots and turn it all bottom up. There isn't a thing in it which is right, and everything has got to be torn up and planted over again before it will live."

But, as Dr Hale went on to say, it has been torn up by the roots and things have been turned over and over again.

THE ONLY METHOD.

Has Our Civilization Failed to Civilize?

Allotment is the only method of settling the present troubles of the Osage reservation. The reservation system is a fraud and should be done away with. It tends to fraud and corruption, and is a hindrance to individual advancement. The responsibilities of citizenship should be put upon the Osage Indians. Many of them are abundantly able to assume it. The reservation system tends to keep the Indian true to his tribal customs, but it does not advance him along the pathway of civilization. It is a detriment to both the white man and the Indian. It should be abolished by allotment.—[Osage Journal.

NAVAJO THRIFT.

The July number of The Southern Workman of Hampton Institute, Va., contains an article on "Navajo Thrift," by John G. Walker, in which he says, among other pointed facts:

"If they (the Navajoes,) could not make a success of farming, they fared better in raising sheep. Year by year they are becoming more and more dependent upon their flocks. They clothe themselves from the sheep's fleece, and their main dependence for food is mutton. A man's standing in the tribe is not determined by the number of scalps he has taken, as formerly, but by the number of sheep he owns.

The Indians are generally represented as a people who will not accumulate anything for their future use. Perhaps this is true where they depend on the Government for aid, but the manner in which the Navajoes acquired their flocks will show that this accusation is not true in all cases.

According to the Indian version of this story, after they returned from Fort Summer, New Mexico, (to which place they were exiled thirty years ago, after an unsuccessful war with the United States soldiers and surrounding tribes of Indians when they lost all their property,) the Government issued two sheep each to some of the families.

Instead of killing the sheep and thereby escaping all the pains and trouble that must attend the rearing of a flock, they denied themselves everything in the way of meat except such as they got by hunting, and maintaining themselves as best they could by farming, they succeeded in raising from these few lonely animals, the millions of sheep that are to be found on their reservation to-day."

Leadership.

An article in the Haskell Indian Leader on Leadership, by Irene Campbell, a Sioux and a graduate, makes some good points, and we quote two brief extracts:

"Leadership in its truest and broadest sense assumes the responsibility of bringing about means by which others may be led to a better knowledge of the duties each must perform in order to live an honest and upright life.

"Our mission will only be fulfilled when we have with us the feeling of an approving conscience that our efforts have not been in vain. We can only have this feeling when we are sure that the greatest of all leaders—Christ—has been our model, and that we have striven to make ourselves noble and worthy leaders to our people."

We Have All Had it.

Pat's description of La Grippe so truthfully portrays the results of the malady that those who are recovering from the throes of the dread enemy will appreciate his words:

"Well, Pat," said a friend meeting him on the street. "I hear you have been having a pretty hard time of it."

"Faith, an' I have," said Pat. "An' its the right name they gave to it, too, for when it once takes hold of a man, it's no moind to let go. It took me thra weeks to feel better after I was entirely well."

A Sioux Lawyer.

The Indian Leader of Haskell Institute, Kansas, states that James Vandal, of the Yankton agency, graduated in the Normal department of that Institute in 1898, then entered the law department of the Kansas University, and after a two years course passed a creditable examination, received his diploma, and was admitted to the bar. He is the first one of the Haskell students to be graduated from the Kansas University law school, and has located at Oklahoma City.

Misfortune to be Born White.

It would not be a bad idea for the National Government to provide one more school at Hampton, for the special accommodation and free education of boys who had the misfortune to be born white. It would very soon be crowded, we are sure.—[News and Courier, Charleston.

OFFICIAL LIST OF APPOINTMENTS, TRANSFERS AND PROMOTIONS.

During the month of June, the following persons were appointed, transferred or promoted to positions in the Indian service. We got the list direct from the Indian office at Washington, through the kindness of the Honorable Commissioner of Indian Affairs:

Appointments.

Lizzie A. Williams, cook, Pine Ridge, S. D.; Sarah R. Ryder, cook, Fort Totten, N. D.; Cora A. Pirtle, cook, Omaha, Nebr.; Emma Nicholson, laundress, Great Nemaha, Kans.; Amanda Colgrove, laundress, Cheyenne River, S. D.; Margaret E. Dunham, laundress, Seneca, I. T.; James H. Close, farmer and carpenter, Fort Bidwell, Cal.; Edward G. Murtaugh, physician, Moqui, Ariz.; George Matokokipapi, Nightwatchman, Standing Rock, N. D.; Charles L. Otto, carpenter, Shoshone, Wyo.; Sophia Barbier, cook, Yankton, S. D.; Nugen Kautz, industrial teacher, Puyallup, Wash.; Julia DeCora, assistant matron, Zuni, N. Mex.; Robert Block, industrial teacher, Arapaho, Okla.; Ada James, assistant matron, Sac and Fox, Okla.; Frank Black, industrial teacher, Grace, S. D.; Ernest C. Hopkins, industrial teacher, Ft. Berthold, N. D.; Thomas McKay, industrial teacher, Umatilla, Ore.; Joseph Garneau, asst. farmer, Rosebud, S. D.; vice Norris Shield; Alfred Calf Robe, laborer, Blackfeet, Mont. vice Slim Tail; Benjamin Lowry, teamster, Omaha and Winnebago, Nebr., vice Frank L. Mott; Charles Red Fox, Henry Tunkaupejuta, Philip Cetauwajila and Charles Crow Necklace, asst. carpenters, Standing Rock, N. D. vice Douglas Brave Thunder, Zintakalaska, George Pleets and John Tioksin; Thomas Bow, asst. carpenter, Lower Brule, S. D. vice Wesley Huntsman; Francis Roy, carpenter, Ponca, Okla. vice Albert Primeau; William Ball, stockman and Robt. Wilson, judge, Klamath, Ore., vice Jesse Kirk and Jack Palmer; Albion Hitika, teamster, Yankton, S. D., vice L. Shunk; Balis Etrole, herder, Jicarilla, N. Mex., vice Serafine De Jesus; Jim Hostler, addl. farmer, Hoopa Valley, Cal., vice Robinson shoemaker; Paints Herself Plenty, apprentice, Crow, Ag'cy, Mont., vice Big Hail; Smoky, asst. farmer, Crow, Mont.; Amick Tall Bear, teamster, Chey. & Arap., Okla., vice Dick Tyler; Geo. Crow and Joseph Firecloud, asst. carpenters, Standing Rock, vice Charles Crownecklace and Charles Redfox; Albert Mulligan, interpreter, Standing Rock, N. D., vice Simon J. Kirk; Elchspayay, asst. blacksmith, Ft. Apache, Ariz., vice Kaydejule; Jacob Raymond, laborer, Cheyenne River, S. D., vice Russell Spotted Bear; Roder Tallman, interpreter, Shoshone, vice Thos. Oldman, Isadore Nadeau, laborer, Pottawatomie & Great Nemaha, Kans., vice Isaac Rice; Alfred LaChauce, blacksmith's apprentice, Grand Ronde, Ore., vice John Langley; Chas. Ironheart, carpenter, Yankton, S. D. vice Joseph T. Cook.

Transfers and Promotions.

Paul Bonga from asst. farmer to farmer and John P. Bonga from laborer to asst. farmer, both of Leach Lake, Minn.; Thos. Oldman from interpreter to teamster, Shoshone, Wyo.

He Cannot Forget.

"I would give my right hand," said John B. Gough, "if I could forget that which I have learned in evil society; if I could tear from my remembrance the scenes which I have witnessed, the transactions that have taken place before me."

Enigma.

I am made of 11 letters.
My 6, 8, 11 is what the Chinese seem to be aching for.
My 9, 5, 4 is said to be mightier than the sword.
My 11, 1, 7, 10 is a good thing to tie calves with.
My 7, 2, 3, 3 is the song of the cat.
My whole is what some of our readers say they like and some have said they do not like.