

The Red Man and Helper.

PRINTED EVERY FRIDAY BY APPRENTICES AT THE INDIAN INDUSTRIAL SCHOOL, CARLISLE, PA.

THE RED MAN.
SIXTEENTH YEAR, or Vol. XVI., No. 32. (1632)

FRIDAY, FEBRUARY 1, 1901.

Consolidated Red Man and Helper
First year, or Vol. I, Number 29

HIS WAY.

GOD lets us go our way alone,
Till we are homesick and distressed
And humble, then, come back to own
His way is best.

He lets us thirst by Horeb's rock,
And hunger in the wilderness;
Yet, at our feeblest, faintest knock,
He waits to bless.

He lets us faint in far-off lands,
And feed on husks, and feel the smart.
Till we come home with empty hands,
And swelling heart.

But then for us the robe and ring,
The Father's welcome and the feast,
While over us the angels sing,—
Though last and least.

ANNA F. BURNHAM.

EDUCATION OF INDIAN CHILDREN IN CERTAIN SCHOOLS.

LETTER FROM

THE SECRETARY OF THE INTERIOR, Transmitting.

In response to resolution of the Senate of February 2, 1898, a report prepared in the office of the Commissioner of Indian Affairs communicating certain information relating to the education of Indian children in the schools named in said resolution.

February 14, 1898.—Referred to the Committee on Indian Affairs and ordered to be printed.

DEPARTMENT OF THE INTERIOR,
WASHINGTON, February 11, 1898.
Sir: I have the honor to herewith transmit a copy of a report prepared in the office of the Commissioner of Indian Affairs, in compliance with Senate resolution of the 2d instant, communicating certain information relating to the education of Indian children in the schools therein named.

Very respectfully
C. N. BLISS, Secretary.
THE PRESIDENT OF THE SENATE.

DEPARTMENT OF THE INTERIOR,
OFFICE OF INDIAN AFFAIRS,
WASHINGTON, February 11, 1898.

Sir: I have the honor to acknowledge the receipt, by your reference of the 2d instant for report, of copy of Senate resolution of February 2, 1898, which reads as follows:

FEBRUARY 2, 1898.
RESOLVED, That the Secretary of the Interior be, and hereby is, directed to furnish the Senate with the following information:

First. The total per capita cost, for the fiscal year 1897, of educating Indian children at each of the following schools: Carlisle, Pa.; Fort Mojave, Ariz.; Phoenix, Ariz.; Grand Junction, Colo.; Fort Lewis, Colo.; Fort Lapwai, Idaho; Haskell Institute, Kansas; Santee Boarding, Nebraska; Genoa, Neb.; Albuquerque, N. Mex.; Sante Fe, N. Mex.; Standing Rock Agency Boarding, N. Dak.; Cheyenne Boarding, Oklahoma; Chemawa, Salem, Oreg.; Crow Creek Boarding, S. Dak.; Flandreau, S. Dak.; which cost shall include the gathering and transportation of pupils to and from, as well as the cost of transporting all supplies to, said schools.

Second. The total cost of transporting pupils to and from the schools named, giving the number transported, also the total cost of transporting all supplies to each of said schools, giving the number of pounds for each school.

Third. Approximately what proportion of the children educated in each of said schools return to the blanket-and-camp condition, and the reason therefor, and what, if anything, can be done to prevent such retrogression and to continue the children so educated in the lines of progress on which they have entered.

Fourth. What is the relative value of the influence of the youth educated at home and those educated away from home in favor of ending the tribal reservation life of the Indian, his becoming a citizen and entering the great mass of our population, as shown by such pupils going into the employments of civilized life in civilized communities.

In reply to the first and second paragraphs of the resolution, I beg leave to invite attention to the following table, which gives the information called for in tabulated form, so far as the records of this Bureau affords the information. In connection therewith I would state that

the per capita cost of pupils at the Crow Creek Boarding School, S. D., and the Fort Sill School at Kiowa Agency, Okla., is estimated and only approximate, more accurate information in relation thereto and not being readily obtainable from the records. At the schools where it is stated that there was no expenditure for the transfer of pupils it should be understood that all pupils attending came from their homes on the reservation whereon the school is located.

With reference to the third paragraph of your inquiries, I have requested the superintendent of Indian schools to submit to me the results of his investigation upon this important subject, which he began about nine months ago, and which is gradually furnishing definite answers to the questions involved. His inquiries have been formulated in such a way that the answers thereto enable him to grade the returned students, as to their success in practical life, under the categories of "excellent," "good," "fair," "poor," and "bad." The "excellent" are possessed of unusual ability and are exceptionally successful in civilized pursuits, having reached practically the ideals and modes of life of American civilization. The "good" are temperate, industrious, self-supporting, and live in comparatively comfortable homes. The "fair" are similar to the "good," but for reasons of unfavorable environment or inherent weakness have not attained the full standard of the "good."

The "poor" are those who have failed to make use of their educational advantages, who in a passive way have submitted in their modes of life to tribal standards, but who are not actively bad or degraded. The "bad" are those who are actively bad and degraded.

The "poor" and "bad" practically embrace those who are usually reported as having "returned to the blanket and to camp conditions." In addition to these probably about 30 per cent of those listed under the head of "fair" live in camps simply because they can not live anywhere else, but are making more or less strenuous efforts to free themselves and their people from this condition. It is found that out of 1,021 returned students reported so far 102, or 10 per cent, are "excellent," 494, or 48 per cent, are "good," 227, or 22 per cent, are "fair," 98, or approximately 10 per cent, are "poor," 73, or about 7 per cent, are "bad," and the remaining 3 per cent it has been impossible to classify. From these statements I am therefore justified in reporting that approximately 23 per cent of the returned students are failures, or return to what is rather vaguely termed "the blanket and camp condition," and that at least 74 per cent are successful in their efforts to follow civilized ways of living.

The data upon which these statements are based are gathered from the following reservations: Blackfeet, Crow, Crow Creek, Ft. Apache, Ft. Belknap, Ft. Berthold, Ft. Hall, Great Nemaha, Hoopa Valley, Mescalero, Omaha, Oneida, Nevada, Nez Perce, San Carlos, Santee, Shoshone, Siletz, Standing Rock, Uintah, Umatilla, Warm Springs, Winnebago, Western Shoshone, and Yankton, practically embracing the various conditions to which Indians are subjected throughout the country. In the subjoined table the data so far received from these reservations are summarized with reference to the schools to which the returned students reported on are credited, and concerning which the Senate has called for information. No definite data are as yet available for Ft. Mohave, Phoenix, Cheyenne Board-

ing School, Osage Boarding School, Ft. Sill Boarding School, and Flandreau. It is fair to assume, however, that the information with regard to these schools will be practically the same.

The failure of Indian students upon their return to their reservations may be traced practically in every instance to defective moral or intellectual organization and to vicious environment. These conditions, which operate as strongly in the failures of white youth, are perhaps more operative for the present with Indian youth because of the unfavorable hereditaries and traditions, and because of certain degraded factors of white civilization not infrequently found near Indian reservations.

In order to reduce the proportion of failures it is necessary to strengthen the Indian Office in its efforts to secure competent and devoted workers both at the agencies and at the schools now in operation; to secure legislation that will encourage, or even compel, the older Indians to become thoroughly self-supporting; to withhold rations and other gifts wherever these are not required by the stipulations of treaties; to uphold the Indian Office in its endeavors to render the entire school organization more compact by a well defined system of transfers, and to encourage on every reservation the formation of voluntary associations for self-help on the part of the progressive element of the Indians.

As to the value of the influence of the youth educated at home and those educated away from home, in favor of ending the tribal reservation life of the Indian, etc., it is difficult, if not impossible, to institute comparisons. The different kinds of schools in the Indian school system—day schools, reservation schools, and nonreservation schools are essential parts of an organism. To each of these parts are assigned especial functions essential to

the life and life purpose of this organism. The loss of any one of them would entail failure in the entire organism. The healthy joint operation of all is necessary to success. Whatever beneficial results may be traced by persons more or less closely connected with one or the other of these schools are due in a large measure not only to the efficiency of the respective schools, but to the effective cooperation of the other factors in the general work. The day schools stand nearest to the homes of the Indians. They bring to the Indians, in the life of the teacher's family, an example of civilized homelife, and, on the other hand, they enable the teacher's family to familiarize themselves directly with the conditions of tribal life, which the entire school system is to lift into a higher phase of community life.

The pupils of the day schools, oscillating daily between home and school, serve to establish a growing harmony of purpose between the home and school through deep, almost insensible processes, which, in their cumulative effect, are invaluable. The reservation boarding schools serve, in a larger way, to establish harmony of effort between the reservation as a whole and the wider interests of the great mass of the American population as exemplified in the life of the reservation school. The nonreservation boarding schools, and more particularly those placed within easy access of the white man's homes and industries in our towns and cities, serve to stimulate in the minds of more gifted and more advanced pupils the higher and broader ideals of American civilization and to kindle in their hearts a fervent desire to lift their own people upon the level of these ideals.

The copy of Senate resolution is herewith returned to the Department files.

Very respectfully,
W. A. JONES,
Commissioner.
THE SECRETARY OF THE INTERIOR.

Returned Students, in 1897.

School returned from—	Total number.	Excellent.	Good.	Fair.	Poor.	Bad.	Unclassified.
Carlisle.....	181	10	94	35	25	16	1
Grand Junction.....	35		7	6	4	1	17
Fort Lewis.....	15	2	8	4	1		
Fort Lapwai.....	34	14	11	4		5	
Haskell.....	98	2	48	30	9	13	1
Santee Normal.....	20	4	12	3	1		
Genoa.....	98	1	55	15	5	8	14
Albuquerque.....	39		16	11	4	1	7
Standing Rock.....	28		22	4	1	1	
Salem.....	84	26	30	18	3	7	
Santa Fe.....	4			1	1	1	1
Crow Creek.....	19	1	11	7			

Cost of Certain Indian Schools During Fiscal Year 1897.

Schools.	Average attendance.	Total cost, including freightage and transfer of pupils.	Per capita cost.	Pupils transported.		Cost of transfer of pupils.	Freight shipped.	Freight charges paid.	Total cost exclusive of freight and transportation of pupils.	Per capita cost
				To	From					
Albuquerque, N. Mex.....	298	\$54,390.53	\$182.51	42	41	\$900.40	158,001	\$3,914.09	\$49,576.04	\$166.36
Carlisle, Pa.....	797	112,427.96	141.06	195	108	12,046.69	145,368	890.26	99,482.61	124.84
Flandreau, S. Dak.....	167	29,848.54	178.73	a	190	1,895.08	79,662	780.29	27,173.17	162.71
Fort Mojave, Ariz.....	156	27,556.78	176.64	167		103.70	75,094	2,706.84	24,746.24	158.63
Genoa, Nebr.....	212	41,417.87	195.36	109	34	2,488.02	78,223	957.85	37,972.00	179.11
Grand Junction, Colo.....	150	25,158.18	167.70	42	6	1,620.45	68,987	2,046.90	21,490.83	143.26
Haskell Institute, Kans.....	502	60,394.47	138.23	247	217	4,894.34	184,187	1,576.12	62,924.01	125.34
Phoenix, Ariz.....	332	50,017.72	150.65	a	107	412.40	138,523	4,255.32	45,350.00	136.50
Salem, Oreg.....	316	49,352.32	156.17	a	141	2,306.12	114,154	2,481.46	44,564.74	141.02
Santa Fe, N. Mex.....	203	36,057.27	177.61	67	17	983.62	53,487	1,500.20	33,578.45	165.38
Cheyenne Boarding, Okla.....	122	25,096.65	210.62	b	b		76,153	1,045.65	24,051.00	202.05
Crow Creek Boarding, S. Dak.....	137	c21,639.35	157.95	b	b		30,960	349.73	21,289.62	155.39
Fort Lapwai, Idaho.....	108	31,225.04	289.12	b	b		66,982	1,626.04	29,599.00	274.06
Fort Lewis, Colo.....	196	40,648.83	207.40	220	88	2,483.05	81,160	2,628.28	35,787.50	182.33
Fort Sill, Okla.....	129	c20,436.13	158.40	b	b		40,749	602.28	19,833.90	153.74
Osage, Okla.....	131	31,273.12	238.71	b	b		52,973	585.38	30,687.74	234.25
Santee Boarding, Nebr.....	37	10,253.34	277.11	b	b		23,072	255.84	9,997.50	270.20
Standing Rock Boarding, N. Dak.....										

a Both ways.
b No record.
c Approximate.
d Accurate record for this school not obtainable.

THE REDMAN AND HELPER

PUBLISHED WEEKLY IN THE
INTEREST OF THE RISING INDIAN.The Mechanical Work on this Paper is
Done by Indian Apprentices.TERMS: TWENTY-FIVE CENTS A YEAR
IN ADVANCE

Address all Correspondence:

Miss M. Burgess Supt. of Printing,
Carlisle, Pa.Entered in the Post Office at Carlisle, Pa., as
Second-class matter.Do not hesitate to take this paper from the
Post Office for if you have not paid for it
some one else hasTHE ABSURD DOCTRINE THAT IT IS
DANGEROUS FOR YOUNG INDIANS
TO GO AWAY FROM HOME.

After listening to the excellent program of our monthly school entertainment Thursday night, Major Pratt said: "The experience of the world proves that there are more opportunities and by far greater progress for young people in going away from home than there is in staying there, and this applies to Indians no less than to all other races.

The young man at home in his efforts to rise contends with all the facts of his boyhood, and has greater difficulty in getting away from that boyhood into manhood than he does when he goes away from home.

When a young man goes into a new community he is accepted for what he demonstrates his actual worth to be at the time; whereas, in remaining at home he has the additional fact to establish that he is not the boy he once was. On the other hand every new experience and every new acquaintance adds strength, enlarges and widens him, and these chances are multiplied away from home.

At home he is largely under the same experiences and influences he had as a boy, and only contends with conditions familiar to him

Travel is exploration.

No matter if we have read all about what we see in travel, the actual seeing is a far greater influence for broadening than any amount of reading.

This western world was inhabited by your people for many centuries. This was their home; but they never developed it, and placed under an infamous system they are now held together in masses in arid regions called their homes, and are adding practically nothing to the development of it today.

The United States, every State, every territory has been developed by people who left their homes and made new homes in such States or Territory.

Courage is largely an acquired quality. Experience is the school. The men who gave us the great Pacific Rail roads, making them climb and tunnel the mountains and cross the great arid regions, were largely the men who crossed those regions on horse-back or in wagons in the midst of dangers from many directions.

A desperate effort is made to frighten your people and compel them to stay at home by alleging that it is dangerous to leave home. Every death that occurs at Carlisle or other school away from the reservation is utilized to illustrate that danger. We can overcome such allegations by comparison of the facts.

It was alleged when the school at Phoenix, Arizona, was established that it was to provide education for the Indians of that region so that they might be educated at home and save their lives, whereas their lives would be lost if they were sent away to Carlisle, Genoa, Haskell, or other distant schools.

Last week's Phoenix school paper reiterates these unwarranted allegations, which under former administrations have had the active encouragement of the Indian Office. A few years ago there were delegations of Pima, Maricopa, and Papago children at Genoa, Nebraska, Haskell,

Kansas, and Albuquerque, New Mexico, and some died. To emphasize the danger signals of the Phoenix school, the Indian Bureau ordered all the Pima, Maricopa, and Papago children at these schools back to their reservations.

The facts are that just as large a proportion of Pima, Papago, Maricopa, and children of other Arizona tribes die of consumption and the diseases common to your people at the Phoenix school or are sent home from that school to die, as die at the remoter schools. I believe a larger proportion die there.

After Genoa, Haskell and Albuquerque were closed to those tribes I arranged with the agent and received 59 Pimas and Papagos. In six years two have died at Carlisle, 15 have been sent home on account of ill health, and seven were sent home because time was out or for other than health reasons, leaving 35 now at the school, and you all know there are no healthier children among you.

Hundreds of your people in New Mexico, Arizona, and other places died last year and are dying now of smallpox. In all epidemics in the tribes it is the children that suffer most. We had seventeen cases of smallpox at Carlisle in 1899 and only one death. With proper facilities, as you can see, death may often be averted.

Carlisle has always had many more children than Phoenix, and has been visited by all the various epidemics—smallpox, scarlet fever, pneumonia, diphtheria, chickenpox, measles, etc. At one time during a siege of measles there were over 400 cases, so that the school was broken up; the gymnasium, chapel, and finally all the quarters were turned into hospitals and every teacher required to assist in nursing; and not a single death resulted.

Since the Carlisle school was established over twenty-one years ago 4,269 boys and girls have entered it as pupils. Of this number 171, or about 4% have died at the school. During the two months of December, 1899 and January, 1900, the School at Phoenix was visited by, measles, and more children died in those two months than have died in any one year at the Carlisle school.

To be consistent with previous action towards the Genoa, Haskell, and Albuquerque schools the Pima children should have been ordered away from the Phoenix school at that time.

The newspapers all over the country at the time published that the Pima children had been ordered away from Genoa, Haskell, and Albuquerque because of their mortality at those schools; but the far greater mortality among the very children whose homes were near the Phoenix school, was unnoticed by the press.

Indian parents came to the Phoenix school at the time of the measles epidemic and took away their sick children, and some died while being hauled across the arid plains to their miserable homes.

Some years ago over 200 children died in a few weeks among the Osages from measles. Upwards of 90 died at the same time among the Pawnees, and equally large proportions in other tribes. Such things occurring among your tribes are hushed up, and so your people are passing away.

You boys and girls at this Carlisle school need to consider these facts and let your people know them.

I believe it is your duty to make your people understand that it is safer to let their children go away from home than it is to keep them at home, aside from the greater benefits of larger experiences and opportunity they receive by going away.

Some of you live on reservations of vast area like Rosebud and Pine Ridge. Your people may live a long way from the agency. There is only one physician for the whole reservation. Children become sick. It is a great distance to the agency and back, and the physician may be away off in another direction. How can the health of the people be properly taken care of under such circumstances?

Think of these things, and make your people understand that what the home schools say to them about danger in going away from home is false, and is only helping them on to destruction.

NONSENSICAL FLINGS.

Now and then the western brethren, particularly those who have some scheme on hand, and in order to succeed think it necessary to down the East, make flings at eastern agriculturists, and allege that western agriculture is of such an intricate nature that only those who have been raised and educated to it, etc., are equal to it.

It is really surprising how very quick an eastern man, after he goes west, bobs up to abuse the community from which he migrated.

The native born white men in Arizona are less than ten percent of the whole, and the best average ranchmen and farmers in Arizona are those that migrated from the East, and the average poorest are those who have always lived there. An eastern man, after an hour's observation of conditions understands that he must get water on his land by irrigation instead of depending upon rain, calls on his engineering powers and runs the water on his land in the proper proportion and at proper intervals, and so works out results. There is no mystery about it; and that men educated on Arizona farms are superior for that region is mere fudge.

A thrifty Pennsylvania farmer soon understands how to irrigate as well as one who has been there many years, and this is the only difference between the systems.

The allegation is only a blind, and is not now and never was the real reason. Young Indians educated to farm in Pennsylvania, need have no apprehension that they will fall below in quality or ability in an Arizona farming community because of being taught to farm in Pennsylvania. Almost without exception the successful irrigationists are from the thrifty east.

AFRAID OF THE REAL REASON.

Economy is constantly alleged as one of the reasons for the establishment of schools near the Indians. That is not the real reason at all, and those who allege it do not mean it; but it is alleged, and we met it three years ago when a certain Senator made use of that argument against the Carlisle school. At that time we asked Senator Hawley to introduce an inquiry which would cover the whole subject. The result of that inquiry was brought to the Senate in "Senate Document 136 of the 55th Congress Second Session," and we print it entire on the first page.

The school at Phoenix just now, in the same article we have referred to elsewhere, alleges greater economy. From the information obtained officially from the Indian Office, it appears that the total per capita expense of the Carlisle school for the fiscal year 1897 was \$141.06; whereas, for the school at Phoenix, Arizona, it was \$150.65.

A comparison of the cost of various western schools as against eastern schools shows a very large economy in sending children east, and the rather limited detail of the quality of results as demonstrated by the investigation of the Department does not show that greater success is with western schools; so that the allegation that either "humanity, expense, or quality of work" is in favor of western schools, is contrary to the facts.

The newspapers nearly succeeded in making another Indian war down in the Indian Territory this week, in the so-called Five Civilized Tribes. The Creek full-bloods are represented as being much disturbed over the work of the Dawes Commission in allotting lands. The conflict appears to be between a band who call themselves "Snakes" and who oppose allotment, and the treaty Indians. It is said that non-citizens are not in danger, but the Snakes have threatened to destroy railroads and property. Troops have been called for, but the last despatches indicate that the excitement is dying down, and that much more was made of the affair in the papers than really existed.

THE JANUARY ENTERTAINMENT.

The January entertainment given last Thursday by the Academic Department, was a pronounced success, and according to the markings of the Man-on-the-bandstand, William Paul won the laurels for best delivery of oration. His subject—"The First Qualities of Manhood" by Lyman Abbott, was rendered in a manner that reflected credit upon the great preacher and editor.

The other numbers given the highest marks for merit were "Nich Von Stein" by Katie Adams, who spoke very distinctly and with good expression. John Benson in "The Snow Flake," showed more versatility in expression and gesture than any other speaker. Frank Yarlot was very manly and made a good impression. Edgar Rickard's effort was good, while a number of the other speakers were applauded and only failed in indistinct utterance, lack of expression or weak voice.

The Overture by the Band—Leutner's "Fest," took everybody by surprise. Professor Ettinger claims there is great room for improvement, and they will improve wonderfully in a month's time, but the average hearer did not expect to have the pleasure of listening to such music as was produced last Thursday night so soon after the reorganization of the Band.

Everyone noticed the attitude of the conductor, and from the end of his magic baton the sounds seemed to come, and they were harmonious sounds difficult to produce but in perfect time. After that first appearance, showing such excellent result of short practice and training, we shall expect great things by the time they go to Buffalo, and we shall see our expectations fulfilled.

The choir sang Nevin's "May Dance" well, considering that so many of the good singers have been taken for the Band. The song "Hail to the Flag" by DeKoven, was rendered with spirit by the whole school. But why it is that some do not sing? The Man-on-the-bandstand wonders if they appreciate the training? Then at such public demonstrations every one should take part. Suppose after Professor Ettinger's training some of the players of principal instruments would conclude, "Well, I don't feel like playing to-night," and would not make a toot. The secret of good band playing is that all play when told to, after receiving the proper training. Let us have a BIG SCHOOL BAND of voices. If all do as the members of the brass band do, we shall have such school singing as will astonish every one who listens.

The Six hand Polka Mazurka, by Muller, played on the piano by Florence Welch, Pliga Nash and Mary Mackey was rendered as well as the worn-out instrument would allow. They were encored and repeated a part of the selection. It was music such as all enjoyed.

The only thing to mar the evening was the marching out to the superb time played by the Band. The long-legged young men have not learned to take short steps so as to accommodate themselves to the music. Hawley Pierce, who perhaps is the tallest student, marched in perfect time. If HE can, all in the ranks should be able to.

Fire Without the Thunder.

Quite an accident happened at the Government School, Omaha Agency last Sunday evening when Miss Firethunder, the assistant matron administered the carbolic acid in mistake for cough medicine to eight Indian boys, and but for the prompt action of Mr. Spear, would likely have ended with fatal results before Dr. Spears arrived from Decatur.—[Pender Times.

The Indian Appropriation Bill is under fire in the Senate, and we shall have some of the sayings of these Honorable gentlemen in a future issue. Senator Thurston as Chairman of the Committee is a master manager, showing by every argument that the Bill can be trusted to his hands, and that the interests of the Indian will not suffer as far as his influence goes.

Man-on-the-band-stand's Corner.

Sleighbells.

Another good snow on Wednesday.

Miss Cutter entertained on Friday evening.

The first good snow of the century is now with us.

A case of diphtheria at the Omaha Agency, is reported.

If fishes never go to bed, what is the bed of a river for?

Photographer Choate is taking pictures of us for the Pan-American.

Our Commencement of 1901 is fixed for the 18th and 14th of March.

Mrs. Uran, Tresa Ebert's mother, of Detroit, Minn., is here.

A Southern friend writes: "It helps me very much to read your paper."

Margaret Shoulder and Marie Subish have gone to their California homes.

No coasting place, but the boys get lots of fun in drawing each other on sleds.

An Indian boy's request paper: I want a per of your a foam pence—uniform pants.

One does not have to join the Masons or Odd Fellows now-a-days to get the grip.

Mr. and Mrs. Warner were at home to a few invited guests, last Friday evening.

They have had a smallpox scare at the Omaha Agency, Nebraska, but it is dying out.

Our flag is at half-mast to do honor to the memory of the late Queen of England.

Mrs. Walter Beall of Carlisle, and friends attended the Sunday afternoon service.

"Please give me a inquest paper," and he didn't expect to go on court martial, either.

A new water-works cistern at the Winnebago School, Nebr., has just been completed.

Mrs. Miller and daughter Rebecca of Pittsburg, were guests of Miss Paull, Wednesday.

The wind rose without the "yeast" on Sunday night, for it proved to be a westerly breeze.

Mr. Warren White, of Springville, N. Y., was a guest of Mr. and Mrs. Warner on Monday.

By request we will give hereafter the Sunday School and Sunday Evening topics each week.

The only way some of our people here keep ahead of time is to wear their watch in their back pocket.

Don't be a lobster! It is a well known fact that a lobster is more inclined to go backward than forward.

"That tune sounds like the tune that the old cow died on," "Yes," said one of the musicians, "you know it is written in beef flat."

Miss Forster's father lies ill at his home in Harrisburg, with a protracted trouble. Miss Forster goes down as often as her duties will allow.

For a lesson on type writer, call on Mr. Haldy. His speed is something marvelous. He says he can write at the rate of 60 seconds a minute.

"Anything new or fresh,?" asked a reporter as he went into the paint shop. "Yes," said one of the boys. "That paint you are leaning against." The question is who was the smart boy and who the reporter?

Mr. Standing's letter speaks of a number of interesting incidents and situations in Indian Territory that every one will want to know about. In one car he found plenty of standing room, but no room for Standing.

Among the Winnebago items in the Pender Times we see the names of William Springer, Frank Mott and Christopher Tyndall, ex-Carlisle students, as having been here and there and doing this and that little business transaction, all of which is interesting to their eastern friends as far as it goes. We would like to get more news direct from ex-students.

We have often wondered if some of the high notes in the choir were due to soar throats.

Isn't it strange that some people are too busy to attend to their own business. That does not apply to the Man-on-the-band-stand.

We made a mistake last week in stating that Dannie McDougal of Haskell was a former Carlisle student. We had in mind his brother Alex.

Mr. Odell and Mr. Walter visit the Invincibles to-night; Mr. Simon and Miss Dutton, the Standards; Miss Newcomer and Miss McIntire, the Susans.

It is said that the doctors are reaping a harvest from the grip. Our Dr. Diven does not. His barvest is the other way: More grip, more work, but no more pay.

A new storm-door at the entrance to Administration Building is a long felt want. It is like a double door, without the vestibule effect of the other storm-doors around.

Miss Richenda Pratt and Miss Durland have been visiting in Chambersburg for a day or two. To morrow the young ladies go to Lock Haven to visit with their friend and college-mate Miss Hipple.

Mrs. Cook was initiated into the Standards last Friday evening as an honorary member. She has helped them in many ways for many moons, and they show their appreciation in that manner.

At one of the tables this week they made it a rule for each to have to stand if he or she did not tell a conundrum. We saw no one standing, so suspect they had an interesting half-hour, free from shop-talk.

The Great Fall's Leader, Montana, is now on our Exchange list, and it is one of the most original papers we get. From our desk it goes to the Reading room, and will be appreciated by our Montana students.

A Pennsylvania subscriber in her letter of renewal says she "finds in the RED MAN AND HELPER many helps and hints for mine own life. Hoping you will always be able to help some one, I remain, etc."

It was a stormy day. She had the sore throat. She was obliged to cross the grounds. She could find but one overshoe. "I'll put it on the side of the sore throat," she said. Next day the sore throat was better. So endeth the lesson.

It is no joke that we have an Standard dictionary at the printing office, but that does not mean it was published by the Standards of our school. We only hope that some of their members will be able to put out as complete a work, sometime.

"What's that?" perhaps twenty persons asked, referring to a curious article that came addressed to Miss Paull from Florida, the other morning. Mr. Odell unhesitatingly said that it was a cocoa-nut, hull and all. He has seen them in California.

Miss Barr has returned from Montana and is full of interesting stories of experiences along the way. She saw Dr. Montazuma in Chicago, and says he is looking well. Vincent was in the Windy City, but she did not see him. He is on his way to Arizona.

"Oh!" groaned the Man-on-the-band-stand. The elderly gentleman had crained his neck around the post to see who was behind the gay sleighbells that came jingling over the beautiful snow, it being the first sleighing of the season, and it was only the baker-wagon.

One of the fine cats recently secured from the Hilton's is such an explorer that he has been named Nansen. He is the handsomest marked cat we have seen for some days. His mate, Filipino, is as black as jet, with not a white hair on him. The two are fine specimens and are useful as well as ornamental.

Miss Richards, so well known by our students and others who deal at Richards' Book store, has sent to the small boys' quarters packages of pictures which the boys use in decorating their rooms. They are very grateful indeed for them, and Mrs. Given is as thankful for the favor as are her boys.

It has been so warm at the Omaha Agency, says a correspondent in the Pender Times, that they have not yet put up any ice. Carlisle can beat that: the ice-men have already harvested a big crop of good thick ice, we see by the town papers.

George Ferris was so unfortunate as to mash two or three of his fingers in the printing-press this week. He had become quite an expert, but the press for once was too quick for him. Moral: When you are working a piece of machinery run by electricity, attend well to business.

Mrs. Rosenthal, mother of Harrisburg's popular physician, Dr. Julia C. Loos, was among the visitors on Monday. Mrs. Hof-fet of the Capitol City who knows us well and has had to do with our pupils in the country, and a lady friend from Carlisle were in the company.

The article on first page answers the often-asked question, What becomes of your students when they go home? The data is three years old, but the same kind of an investigation up-to-date would make a better showing. Study the table well, and be able to answer leading Commencement questions so frequently asked by visitors.

On Thursday last the Board of Great Chiefs of the Improved order of Redmen of Pennsylvania visited the school. The Great Sachem, A. A. Ayres of Rockville, has since written: "Of all the institutions that we have visited none has so thoroughly impressed us that the true spirit of the brotherhood of man was being inculcated as in the Carlisle Indian Industrial School. It is a noble work."

There is art even in getting into a stew. The Man-on-the-band-stand saw one of our young lady teachers getting the stew-art down to a fine pitch the other evening just after the welcome snow. She was being drawn on a hand sled by two boys. There was an approaching corner. She knew she would go off, and off she went. That tells the whole story. There was the miss, and the stew and the art.

The snow-balling on Friday evening about supper time was sport indeed. Major was in it, but soon retired. The greatest battle was between the small boys and girls. The boys gradually and unconsciously worked themselves over onto the girl's ground. The fact is there was no ground, for it was covered with snow. But wasn't it fun to watch them scatter when the whistle blew, and how brave (?) the girls were then when they knew the boys had to go!

The brave snow shovellers deserve favorable mention for clearing the walks at such an early hour, after a night of snow. Mr. Haldy had to rise about four o'clock to call his "gang" of sweepers. The most important place he says, is the path from the girls' quarters to dining-hall. It is hard work, but it pays. While some play in snow and do not seem to take cold, there are others that it means almost death to get feet and clothing wet. Those who play in it should by all means change clothing when they have to sit down in the house. A little carelessness in this respect may cost a life.

The Societies.

The Standard Society last Friday was good in the main. Some of the speakers spoiled their work by depending on their papers, instead of thinking while on their feet. The critic must distinguish between a frank statement of merits and suggestions for correcting defects. Scolding does no good. It does do harm.

If the adage be true that a "woman cannot hold her tongue," referring of course to white women, her red sister can, judging from the improvement in the Susan Longstreth Literary Society at its last meeting. There was not nearly so much whispering as usual.

The Invincibles held a spirited meeting. Every speaker showed an eager desire to do his best for the honor of good old I. D. S.

No Knife.

No Knife, the last chief of the Omaha tribe, died at the advanced age of 113 years at the reservation Monday, January 7.

No Knife was a remarkable character and during his reign as chief of the Omahas, which he began as successor of Om-pah Tou Ga or Big Elk in 1846, he was regarded as an able and respected man exercising vast influence over his tribe.

His power, unlike that of his warring predecessors, was used with moderation. He was renowned for fair dealing, hospitality and friendship.

It was the boast of No Knife that his hand was never stained with the blood of a white man.

It was in this way that he derived his name.

A band of Omahas, or more properly termed the Mahas, the significance of which is the "Up-River-People," were hunting one day when they captured a Sioux brave.

In dividing the scalp each secured a piece except No Knife, who had no knife with him at the time.

No Knife was the oldest of the Omaha tribe.

Christopher Tyndall, one of the brightest of the Omaha tribe, is a grandson of No Knife.—[World Herald.]

Not to be Dreaded.

A few of us may take courage after reading the following from the February Ladies' Home Journal:

No sensible girl dreads a single life. Old maid as a phrase, has dropped from the common vocabulary. The spinster has her honored place in the community, and is as useful, as happy and as comfortably situated as her married sister.

As Other People.

Miss Edna W. Parker, who is said to be an Iroquois Indian, is stenographer in the service of the New York Central Railroad.

Who can say that she is not doing more for her people than if she were living among them, in the brain-hampering surroundings of a reservation? And the Man-on-the-band-stand wonders if she learned her profession in a reservation school.

Arithmetic of the Cigarette.

"I am not much of a mathematician," said the cigarette, "but I can add to a man's nervous trouble; I can subtract from his physical energy; I can multiply his aches and pains, and I can divide his mental powers; I can take interest from his work and discount his chances of success."—[The American Boy.]

Topics.

THE SUNDAY SCHOOL LESSON for next Sunday will be upon "Parable of the Ten Virgins."—Matt. 25: 1-13.

PRAYER MEETING TOPIC.—"A Fruitful Tree." Matt. 7: 15-20; John: 1-8.

His Reputation at Stake.

If Mr. J. B. Ettinger, the new leader of the Carlisle Band, will do half as much for the reorganized band as his predecessor, Mr. Dennison Wheelock, a full blood Oneida Indian, did, his reputation will be made.—[The Chemawa American.]

Good.

The mayor of St. Paul has signed the anti-expectoration ordinance, and hereafter those who expect to rate as gentlemen will have to go off the side-walk to spit.—[Great Falls Leader, Mont.]

Only a Little Mistake in Pronouncing.

"I have a guitar," said one of our boys to his teacher.

"Oh, how nice. Can you play?"

"It is in my nose."

He thought he was saying catarrh.

A Square Answer.

"Give a better form to this sentence" said the teacher: "John can ride the mule if he wants to."

A boy in the class replied: "John can ride the mule if the mule wants him to."

Mr. STANDING LEAVES ELGIN.

When the Eastbound train finally reached Elgin, it bore evident marks of hard usage, in broken timbers, brake-rods, etc., the cause being a derailing while going West the previous evening. The train came in on time but waited and waited before starting again: Cause,—the wrecking train and some freight cars proceeding East, had met a like fate and the line was blocked.

Finally we moved out slowly for about 10 miles where we found the whole train completely ditched, and the passengers, mails and baggage had to be transferred around to another train on East end of the track. The train was what is known in the West as MIXED, i. e. a couple of passenger coaches on the rear end of a freight train, and is of all forms of travel the most exasperating, because you are in a coach on a railroad and think you ought to be getting along pretty well, but whenever you come to a station the passenger coaches are uncoupled, and the usual freight business occupying from 10 minutes to an hour, has to be attended to. On this occasion I wanted to make a connection with another road at Cherryvale, a distance of 45 miles with all the afternoon before me, and never thought of not having time enough, but arrived half an hour late after being five hours on the road, and so had to wait until about 3 o'clock in the morning.

A really comfortable hotel and a chance to look at this Western gas town afforded some compensation for the delay. I found the natural gas in use. There was plenty of light, but as a house illuminant, it was not good; was unsteady and trying to the eyes; as a fuel for manufacturing purposes, burning brick etc., it is an undoubted success.

The making of a fine quality of brick has become quite an extensive industry in this section of Kansas, consequent on the right kind of clay and the abundant fuel supply.

Proceeding by way of Pierce City, Mo., to Wyandotte, Ind. Ty., on St. Louis & San Francisco railroad, I found the train like all others going to Oklahoma, literally packed; with standing room it is true, but no room for Standing to sit down until several stations had been passed.

Death From Mushrooms.

Getting off at Wyandotte station I met Supt Allen who has charge of all the school and Agency affairs of the Quapaw Agency.

A topic fresh in the minds of the residents here was the sad death of the late Agent and his wife from eating mushrooms or what they supposed were mushrooms. Talking with the Physician who had attended both patients, I found that they were both fond of the article, which is found plentifully in the immediate district, that they were thoroughly familiar with them and that it had by no means been proved that they ate anything else than genuine mushrooms, hence the case has some mystery connected with it, almost leading to the conclusion that genuine mushrooms are not at all times harmless.

The Wyandotte School.

Driving in the evening from the Agency to the Wyandotte School, Mr. Allen's headquarters, I was surprised to find the small amount of good land there was, compared with the rough and broken timber land: had supposed the proportion of tillable land was much greater.

Arrived at the school, I was warmly welcomed by Mrs. Allen, formerly Miss Ida Johnson, and also by Mrs. Spencer known to us at Carlisle as Lydia Flint, but now a widow with three children to care for, her husband having been killed in the Philippines. I accosted her as Mrs. Spencer.

"Oh, she says, 'call me Lydia like old times.'"

It is pleasant to know that she has a position that enables her to support her children.

This school occupies a beautiful location, and is much of a home school; build-

ings not of the most modern order, but serve the purpose very well and by arrangement and appearance convey the idea of a home as well as a school.

While at the Agency four miles or more distant from the school the whole clerical force, Agent and police were busy preparing the rolls for an annuity payment; and I found that here as elsewhere the questions of genealogy, kinship and heirship were very puzzling, but was surprised at the acumen displayed in unraveling problems of this nature, that to an uninitiated outsider seemed fit questions for Solomon himself.

For instance I was pointed out a fine farm that was the allotment of an Indian woman who married a white man. In the course of events the woman dies and the man marries again; this time a white woman, so that there was a white family established on what was an Indian allotment, etc. etc.

Among the Senecas.

Finding that probably my best field of work was among the Senecas in the southern part of the reservation, I spent two days in driving through this section and visiting Indian homes, using Mr. Hicks, father of Delia, as driver and guide.

The road lay through mile after mile of timberland, rough and rocky. Many teams were met in the road and numerous houses passed, but in both cases the majority of the occupants were white. The principal occupation seemed to be cutting and hauling to the railroad pieces of timber for mine props.

I was informed that there were on this reservation about 4,000 whites and 2,000 Indians, and that there was practically no government. The old agency system was nearly done with, and nothing had come to take its place; hence the white population was living without any country government, taxes or schools.

After passing over about fifteen miles of this rough country, we reached the objective point, viz: the Seneca Blacksmith shop, relic of the governmental regime, the blacksmith being Wm. Long, formally of Carlisle, who gave us a cordial welcome, took care of the team, etc.

William and his wife made things comfortable for us, the latter excusing her meal which was good, by saying she had loaned her best dishes to a neighbor who had company that day. I assured her we did not want to eat the dishes and were well satisfied with the palatable meal prepared for us.

On our way we had met the policeman of this district on his way to make a weekly report to the agent, and learned that small pox had developed right in the section we were going to and also at Tiff City, Mo., the nearest town where we would have to spend the night in default of any place on the reservation. On our return journey I stopped at the home of Alfred Whitecrow, the policeman spoken of, and found what looked to be the best kept and most prosperous Indian farm of the district, right on the Missouri line. His wheatfields looked fine.

General conversation developed the fact that the white settlers were considered a detriment to the Indian, by their illiteracy and indifference to education, dances, etc. They were undoing much of the good that had been done in years past. From what I saw I could readily believe this, and that the Indians are retrograding in character, if not in other ways. Certainly they are not living up to their opportunities, either educationally or materially, much if not most of the land being cultivated by white renters, the Indian subsisting by the rent, a little annuity, sale of timber, etc.

Liquor the Ruination of the Indian.

On our way home, away up on a rocky cliff, an opening in the rock was visible, and right in the mouth of it stood two suspicious looking jugs. What they were I do not know, but they had a good deal the appearance of a sign for moonshine whiskey. Certain it is the Indians get plenty of the article, and here and elsewhere, the liquor habit is working their ruin.

A reliable informant told me that on

the preceding day he had been in the town of Seneca and seen nine drunken Indians in the street.

Why is it in this fair land of ours, intoxicants are sold to either whites or Indians; true the former race is the stronger and survives, but to the Indian the use of it is complete ruin.

Finding my way hedged almost everywhere by the prevailing epidemic, I decided that a prolonged stay was useless, and December 28rd took the train en route for St. Louis and Carlisle, arriving home just in time to help eat Christmas dinner; richer by an up-to-date knowledge of prevailing conditions on Indian reservations in Oklahoma; able to contrast the situation with that of years ago, but no more able than any other mortal to say what they will be ten years hence, only sure as I have been for many years, that the hope for the Indian is to educate and train as individuals, as many as possible of the young, and let the tribes go.

Think not of civilized "INDIAN TRIBES," but rather of civilized and citizenized "INDIANS."

A. J. STANDING

THE SPEECH OF A KING.

Some of our students and others who may not have had the opportunity of reading what King Edward VII said in his speech before the Privy Council on his accession to the throne of Great Britain, may be interested in his very impressive words:

"Your royal highness, my lords and gentlemen: This is the most painful occasion on which I shall ever be called upon to address you. My first and melancholy duty is to announce to you the death of my beloved mother, the Queen, and I know how deeply you and the whole nation, and I think I may say the whole world sympathize with me in the irreparable loss we have sustained.

"I need hardly say that my constant endeavor will be always to walk in her footsteps.

"In undertaking the heavy load which now devolves upon me, I am fully determined to be a constitutional sovereign in the strictest sense of the word, and so long as there is breath in my body, to work for the good and amelioration of my people.

"I have resolved to be known by the name of Edward, which has been borne by six of my ancestors. In doing so I do not undervalue the name of Albert, which I inherited from my ever to be lamented father, who by universal consent is, I think, deservedly known by the name of Albert the Good, and I desire that his name should stand alone.

"In conclusion I trust to parliament and the nation to support me in the arduous duties now devolved on me by inheritance and to which I am determined to devote my whole strength during the remainder of my life."

QUEEN VICTORIA.

The Presbyterian Banner's brief but double headed editorial relating to the death of Queen Victoria, tells it all in choice words, and may well be read by our students and others:

As we go to press the whole world receives the news that England's Queen is dead. No other life in all the world was officially related to so many millions of lives, no other person was so universally regarded with respect and affection. A strange hush has fallen on the crowded streets and noisy marts of London. The palaces and cottages of England are in mourning, while the great telegraphic nervous system of the world is kept in constant vibration with messages of sympathy. The good, grand Queen had no enemies in all the world, and the bitterest foes of England had only respect for her. Her Christian character was her brightest crown and outshone her royal tiara. Her life and work have been one of the blessings and glories of our time, and the world will not soon look on her like again.

A Good Lesson in Language.

Those of our Indian students who are having trouble in their language lessons may read these queer advertisements and see if they can improve upon them:

"A lady wants to sell her piano as she is going abroad in a strong iron frame."

"Furnished apartments, suitable for a gentleman with folding doors."

"Wanted a room by two gentlemen about thirty feet long and twenty feet broad."

"Lost a collie dog, by a man on Saturday answering to 'Jim' with a brass collar around his neck and muzzle."

"Bulldog for sale. Will eat anything. Very fond of children."

"A clerk wanted who can open oysters, and references."

"Wanted, an organist and a boy to blow the same."

"Wanted, a clerk to be partly outside and partly behind the counter."

"Lost, near High Gate Archway, an umbrella belonging to a gentleman with a bent rib and a bone handle."

"To be disposed of, a mail phaeton, the property of a gentleman with a movable headpiece as good as new."

Girls, is it so?

An Exchange says this is the way a woman does it:

Woman with satchel enters car, sits down.

Enters conductor, asks fare.

Woman opens satchel, takes out purse, shuts satchel, opens purse, takes out dime, shuts purse, opens satchel, puts in purse, shuts satchel.

Offers dime, receives nickel.

Opens satchel, takes out purse, shuts satchel, opens purse, puts in nickel, closes purse, opens satchel, puts in purse, closes satchel—"Stop the car please."

Enigma—The 2thake Man.

Those who are so 4-2-8 as 2 be able 2 read the following may find in each paragraph a slight 11 of humor; and this will go for the enigma, this week:

The dentist said to our 2thake man, "2thake may be perfectly cured without pain."

The suffering man 1dered if the specific would be hard 2 take. 2 try it he went to town 4thwith.

After looking at the 2th the dentist said if that is cured it will be a 1der indeed.

The sufferer opened his mouth and said, "10derly! 10derly! 'Tis a sore subject."

"Yes," replied the dentist, "and 1 requiring 40titude to bear."

After considerable gouging the sufferer, exclaimed: "This is carrying the matter as far as 80quette will allow."

ANSWER TO LAST WEEK'S ENIGMA: Real Winter.

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