

# The Red Man and Helper.

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Consolidated Red Man and Helper  
Vol. II, Number one

## THE WORLD GROWS BETTER.

WITH noiseless steps GOOD goes its way;  
The earth shakes under Evil's tread.  
We hear the uproar, and 'tis said  
The world grows wicked day by day.

It is not true. With quiet feet,  
In silence, Virtue sows her seeds;  
While Sin goes shouting out his deeds,  
And echoes listen and repeat.

But surely as the old world moves,  
And circles round the shining sun,  
So surely does God's purpose run,  
And all the human race improves.

Despite bold Evil's noise and stir,  
Truth's golden harvests ripen fast;  
The Present far outshines the Past;  
Men's thoughts are higher than they were.

Who runs may read this truth, I say;  
Sin travels in a rumbling car,  
While Virtue soars on like a star—  
The world grows better day by day.  
ELLA WHEELER WILCOX,  
in N. Y. Journal.

## HOW CAN WE SECURE A BETTER UNIFICATION OF INDUSTRIAL AND ACADEMIC FEATURES OF THE INDIAN SCHOOLS?

Paper Read by Professor O. H. Bakeless,  
of Carlisle, Before the Indian Institute at Detroit, July 9, 1901.

Theory and practice should unite at every step of the educational process. A divorcement of them makes theory autocratic and helpless, and practice slavish and ineffective.

That antiquated educational ideals and methods still hold sway in our school rooms needs no defense. Too often is the teacher handicapped in his work by tradition, and biased by his early training against better processes.

To too great an extent are we slaves of the book.

We are unable to interpret the spirit of the new education that would have the school touch the life and soul of society on every side. These days call for schools that are not secluded places at work on dead forms, but LIVING ones in which the individual pupil has actual participation in the life and work of his community.

### Send the Whole Child to School.

The Indian School, planned to lift in a single generation a people from the middle and lower stages of barbarism into civilization and citizenship, is planned along these broad lines of "sending the whole child to school." The old school had use only for the intellect.

The child's institution life becomes practically home and community life to him. The school-room, here as everywhere, with its traditional "culture" as a thing apart from and above work, with the book as its symbol, at once arrogates to itself the superior place, and in fact, if not in intent, stands aloof from the dust and din of the shop.

Here enters this problem of unification. With the academic teacher, trained more or less along the old school ideals, the humanistic and theoretic predominate.

He has little knowledge of business life, industry and its processes.

We hear too often with truth that "teachers are not practical people."

### The Artisan is not a Teacher.

This is one side. Now briefly the other: The artisan in the shop is frequently illiterate, though seldom wanting in good common-sense, and frequently with a sound, homely philosophy. He is not usually a thinker, nor much of a student.

He may be well versed in his own craft and its processes.

He has little or no knowledge, however, of the teacher's art of imparting instruction; little power of organizing and systematizing the work.

The untrained observation of the student-apprentice is the chief or only power relied on in gaining a knowledge of the craft or skill in the work he is expected to learn.

Here we have the situation to be met and mastered in the Indian Industrial School. These two great fields must become united; mutually helpful; must mutually stimulate each other.

There must be in both school and shop

### Singleness of Aim,

unification of purpose, economy of time and effort in bringing about results.

The educative processes at both places must be life processes.

We must get rid of the theoretical flavor of the school-room and the peculiar tendency on the part of the teacher to want all bright pupils to prepare for the so-called "professions."

Natural inclination and gifts, and not a teacher's preferences should shape somewhat a pupil's destiny.

On the part of the shop we want less prejudice against theory and the processes of the school-room, and a willingness to grow. Knowledge and skill in the same man always make for power.

### What the Indian Needs.

The head that guides the academic work must be a student of education, broad enough to see, beyond the school room, society with its demands in which the student will have to live and to which he will have to conform in some degree.

He will prepare his pupils for that life. The work of the school-room is a means to an end; and that end the training of men as workers good for something in community life, and willing as workers to do faithful service.

It is THIS that the Indian needs to enable him to stand alone.

### Arrested Development.

The great majority of people (and Indians are no exception) have not the intellectual interest dominant.

They do have the so-called practical impulse and disposition, and the school and the shop uniting to foster this, will send out a strong, useful character.

But let the instructor harass such a pupil by the old school tradition, thus deadening interest, and you have a case of arrested development.

Teachers and educators talk wisely often of culture and development of personality, etc., while the great mass of their pupils are only tolerating the school room in order to get merely enough of the elements of knowledge to help them, from a business point of view, in gaining a livelihood.

It is with such pupils that the correlating and unifying of the shop and the schools count most.

### Both the Shop and the School are Profoundly Educational.

The hold of the school will be more vital and prolonged because it has recognized the power of the shop as a preparation for life.

Ideal industrial schools ought to do systematically in an intelligent and competent way, what the home, the shop, the factory and the farm disconnectedly do in a comparatively meager and haphazard way.

Guided by the united effort of shop and school, every step of the training of the

Indian youth ought to be intelligent, thoughtful, scientific.

Stimulus to work will be greater in school because of this mutual dependence.

Children are active. Direct activity intelligently, and the boy will be held in school longer.

### The Greatest Waste.

Perhaps the greatest waste in our school rooms to-day is that resulting from not allowing the children to utilize the experience they get out of school.

Teachers do not know the experiences of their pupils; do not try to explore this domain

Facts often taught are irrelevant ones; forgotten as soon as learned or valueless if retained.

### The Shop Instructor Must Recognize Educative Processes.

The Industrial Director must see in all the shop and industrial work, something more than the mere getting of work done, chores finished.

He must realize it is a school process, educative, and that he is an educator as well as instructor; that his processes develop manhood and character.

Here is the weakness in the system, that an industrial instructor is tacitly ranked below the academic teacher. He does not look at his calling as anything but that of an artisan's.

### The Two Complementary.

These two men, the heads of the Academic and Industrial work, then, must see that they work complementary to each other; that their respective departments are equally necessary to a youth's best development.

The former approaches the practical through the theoretical, weighing every process and giving keener power of analysis, more enthusiasm, intelligence and zeal to his pupils as workers; inculcating greater respect for labor whether of the brain, the so-called professional callings; or of the hand, manual labor.

"Work is WORK, do it well and it will make a MAN of you," is his charge to his pupils.

The Industrial Director, working from the practical side, should be constantly studying the theoretic and thus enlarging his power to do his best work.

Each department is stronger for the other; each less useful without the other.

The highest success of each rests upon this mutual dependence.

The processes have one end in view, shaping young lives to usefulness, and noble living.

Each director must be large enough to measure the import of the other's work truly.

### The Shop Instructors Should Meet and Discuss Ways and Means.

The teachers in the schools usually organize and meet weekly to discuss and study every phase of real live modern education as related to their branch of work.

The problems of adolescent life, discipline, etc., come under their careful scrutiny.

The instructors in the shop should do the same.

The teachers from the Academic side in this study should be constantly reaching out to the industrial and into the larger life of the world; more practical, original, less dependent on books.

The instructors in the shop, from the side of the process of work, the trades, should reach up to the theoretic, to the scientific principles involved in the work,

the art of teaching, a wider intelligence, a broader culture.

### Artisans Should be Students.

All artisans in charge of industries, as instructors in, and teachers of their craft should be students, advancing in intelligence, in skill in their departments, and in their power to help and uplift the children under them.

Frequently the morals and habits of such employees are not above reproach.

Only CLEAN men, who are enthusiastic and eager to grow should be retained in the service.

Visits to progressive institutions and a study of their work and methods will do much towards keeping this spirit of progress and growth alive.

### A Monthly Union Meeting Advisable.

A union meeting of all teachers and instructors once a month under an efficient presiding officer to discuss the general features of the work, compare notes, consider subjects of education, of discipline, and other vital questions relating to the work, would do much toward unifying the two phases of the work under discussion.

It would bring all the employees into a sympathetic appreciation of the difficulties met in the various departments; of abuses growing up and changes needed. It would stimulate healthy growth on every side.

### Literary Clubs Should be Encouraged.

Much may be done incidentally and indirectly in this matter of growth and unification, as well as for general culture, by organization of clubs, small groups of congenial people to read and discuss together, weekly, according to their tastes, education, literature, history, philosophy, art, architecture, drawing, or technical work.

A number of such clubs composed of from two to ten members have been in existence in one school for a number of years.

They have been wonderfully effective in intellectually quickening the members,

### Broadening and Sweetening Their Lives

and enlarging their usefulness in the school and among the pupils.

Growth started along the line will almost invariably result in enlargement everywhere.

The companionship of the fellow worker as a fellow student is exhilarating and wholesome, and will insure a tendency to make the departments represented grow together.

There is a mutual goodwill that isolation and lack of common interests does not insure.

"We cannot enlarge our mental vision without re-adjusting our mental furnishings."

### Industries May Furnish Teaching Material.

The teachers in the school rooms can often get their best material for class-work in the shop and thus draw closer and more sympathetically to it.

Conditions arising in the shops, the sewing room, the kitchen and on the farm, will furnish material for right teaching of Arithmetic.

The most practical suggestion this year for Arithmetic work came from a ten-minute talk with the carpenter.

The class that does not get much of its data in this practical way for this subject, is wasting time, and is being cramped by wrong teaching.

Such a teacher is a helpless traditionalist.

Language teaching can in every way

(Continued on fourth page.)

## THE RED MAN AND HELPER.

PUBLISHED WEEKLY IN THE  
INTERESTS OF THE RISING INDIANThe 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 has.The Kalispell Bee reports that the Flat-  
head reservation is having a smallpox  
epidemic.Susie Face, who went with the home  
party this summer, was married at Crow  
Creek, South Dakota, July 16th to Joseph  
S. Bear.It is easy to say: "I am going to do  
THIS. My plan is to work systematic-  
ally." But results, RESULTS, RESULTS  
are what sensible people want! TALK is  
cheap!A postal card from Miss Ericson July  
16th from the Deutschland of the Ham-  
burg-American line comes in the shape  
of a greeting from the ocean wave. She  
says: "We are speedily nearing Europe  
on this, the largest passenger steamer in  
the world. No sea-sickness but beautiful  
weather every day. I expect to reach  
Hamburg by Thursday, and Finland a few  
days later."No one whose field of labor is the Indian  
service, and it matters not how long he  
has been a worker in said service, but  
should read every word of Professor  
Bakeless' Detroit paper. It is good,  
sound, practical sense, boiled down. To  
those not in the service it will be of  
interest as showing the lines of thought  
and work marked out by a practical,  
educational man of long experience. It  
is a fair and just presentation of the true  
situation and what ought to be done to  
remedy certain existing evils and hin-  
drances. EVERYBODY READ IT!The Catholics of Carlisle held their an-  
nual picnic at Mt. Holly last Thursday,  
and the Indian and Porto Rican students  
who attended had a royal good time. Fa-  
ther Ganss, of St. Patrick's Church, was  
host as well as Captain, General and boon-  
companion. He came himself with the  
special trolley that conveyed the large  
number of students to Holly Park, at no  
expense to them. In town they had to  
wait several minutes, and he treated the  
children to frozen ideas, and on the picnic  
grounds the refreshments served by the  
good people will long be remembered by  
our boys and girls. There was a special  
table with all the palatable picnic edibles  
of the season, including sandwiches, cake  
and bananas. Ice cream was served later.Perhaps the most interesting work go-  
ing on these vacation days, the novelty  
of the thing adding interest, is Artist  
Mayer's cast-making, in the art room.  
It may be more interesting to the on-  
looker, however, than to the subject, who  
has to have face and neck covered with  
plaster of Paris, with but pin-holes for a  
breathing place. But the boys and girls  
should take it as an honor to be chosen to  
represent the history of their race in one  
of the largest Museums of the world—The  
American Museum of Natural History,  
New York City. To be chosen means  
that you have some striking character-  
istic that to an artist's eye is worth pre-  
serving for future generations to look up-  
on and study. The mushy face with no  
marked features is not wanted. Most of  
those chosen have gone willingly and  
have been very pleasant and patient.  
Prof. Mayer has taken casts of Indian  
chiefs on the plains and understands his  
business.

## NOTES FROM MRS. COOK'S JOURNAL.

The Exposition at Buffalo is on a small-  
er scale than the great expositions that  
have stirred the world's wonder in the  
nineteenth century. It is, however, in  
several ways, worthy to lead the proces-  
sion of Fairs which the twentieth century  
promises.It is artistic in arrangement and color-  
ing. The soft, creamy tones of the build-  
ings are relieved by a quiet green that  
helps to fasten the color scheme in one's  
memory, while touches of red here and  
there give a certain life to the whole.As it is "Pan-American" we expect no  
foreign sights, yet we find them in the ex-  
hibits from South America and from  
Porto Rico, Hawaii and the Philippines,  
and we realize that America is no longer  
bounded by one continuous line along the  
four oceans as the geographies have so  
long told us.There are many things worth seeing  
but every visitor remembers best the  
things he is most interested in himself.The Art Gallery contains, it is said, the  
finest collection of American work ever  
made, and one could spend many hours  
there with pleasure and profit.The Government Building is very com-  
plete, the Naval, Military and Interior  
departments all being represented. In  
the latter are found excellent exhibits  
from the prominent Indian schools, and  
there we "saw (and heard) ourselves as  
others see us" by the aid of the biograph  
and the graphophone, in comparison with  
Washington schools and the Naval Acad-  
emy of Annapolis.We went many times to the Liberal  
Arts Building to look at the Favre glass  
exhibited by Tiffany. It is one of the  
most beautiful and costly forms of glass  
that has been invented for vases and or-  
naments, and all sorts of things that  
glass can be used for. The Tiffany Foun-  
tain is here, the water falling over this  
beautifully tinted glass and lighted by  
electricity at night, makes a picture worth  
going many miles to see.The Midway has become an indispen-  
sable part of all expositions, and flourishes  
at this one. We spent a long evening  
(which seemed short) watching Bostock's  
trained animals, and did not wonder that  
the boys we knew preferred it to all the  
other attractions.Of course we visited the Indian Con-  
gress, finding a second edition of Buffalo  
Bill's Wild West Show.There are paint and feathers and sham  
battles, while a travesty of Indian life is  
represented in the thickly huddled tee-  
pees into which strangers peer at will,  
asking absurd questions, and all but those  
who know better supposing that these In-  
dians live on the reservation in the same  
way.It is a picturesque "show," and the  
Midway attractions would be thin with-  
out it, but its ethnologic value is abso-  
lutely nothing. These Indians are paid to  
represent a life that has gone by. They  
do not live in this manner at home and  
they have not for many years, but it  
passes for truth among those ignorant of  
Indians, (as we had reason to know who  
had listened at Detroit to the speech of  
the learned gentleman who had used  
them for his text in discoursing upon  
what should be taught to Indians), and  
for this reason it was with pain as well as  
pleasure that we recognized many old  
friends among the Oglalas, who form so  
large a part of the Indian village.The Exposition has one most beautiful  
and most perfect feature. Its electric  
light effects are wonderful. Every build-  
ing is outlined with its rows of lights like  
strings of pearls, and there are circles  
and crescents, and points and crowns of  
electric bulbs.As night falls the great court near the  
tower is filled with an expectant crowd.  
The band plays "The Star Spangled Ban-  
ner." With the first notes a hush settles  
over the multitude, and all seem to hold  
their breath, while a faint glow of light  
appears in these myriad pearls. As the  
music swells, the light grows brighter, as  
smoothly and imperceptibly as light  
grows above the line of hills from the ris-ing moon. The last rich chords from the  
instruments sound in time with the full  
blaze of light in every quarter of the  
grounds, and the crowning glory of the  
exposition is accomplished.

Nor does one tire of its repetition.

Night after night one yields to the de-  
sire to watch, just once more, this magi-  
cal transformation scene.We did not wonder, and we more than  
half agreed when we heard a lady mur-  
mur, "It is certainly a hint of Jerusalem  
The Golden."RESULTS OF THE OKLAHOMA OPENING  
OF LAND.The papers have given liberal accounts  
of the manner in which the opening of  
the Oklahoma Indian reservation has  
been accomplished, and we have given a  
synopsis of the means adopted in former  
issues.Many are asking what the result will  
be, and it cannot be told better than in  
the words of the Kansas City Journal,  
which has witnessed the opening of every  
reservation in Oklahoma. It says:"There will be injustice—people will get  
claims who are not entitled to them;  
people will get claims who do not need  
them; speculation will be indulged in.

Everything will not be as it should be.

Scarcely anything is in this world.

But after the rush and the hurly-burly  
are all over; after the first obstacles have  
been surmounted; after the preliminary  
hardships have been endured, with that  
persistence characteristic of the American  
home-builder; after the crooked places  
have been straightened out and the little  
wrongs righted, affairs will adjust them-  
selves and a new center of commercial  
importance will have been established.Some thousands of new American  
homes will have been built, and the story  
of American grit and pluck and progress  
will be told again as it has been told  
many times before."


## SHERMAN INSTITUTE.

The Los Angeles Daily Times of July  
19, has a large illustration showing what  
the completed buildings of the Indian  
School to be erected at Riverside, Cali-  
fornia, will be like. They are imposing  
in appearance.The corner-stone was laid on the 18th,  
with appropriate ceremonies.The school is named in honor of Hon-  
orable J. S. Sherman, of New York, chair-  
man of the Congressional Committee on  
Indian Affairs.The appropriation so far amounts to \$237,-  
400, and the first contract calls for 12 brick,  
fire-proof buildings in the mission style of  
architecture, and they are to be complet-  
ed in March, 1902.The Perris School Band it is said was  
eagerly in evidence at the corner-stone  
laying and the Indian Mandolin, guitar  
and Glee Clubs also discoursed music  
that pleased all.Capt. A. C. Tonner, Assistant-Commis-  
sioner of Indian Affairs was present and  
participated in the ceremonies. Senator  
Perkins was the presiding officer of the  
day, and made a brief address.The Times says that the Riverside  
school will be for the West what Carlisle  
school is in the East.The land offered of which part is pur-  
chased and the rest secured by option,  
consists of a forty-acre tract.With this is a ten-acre lot for a vegetable  
garden, and about a mile further down  
the valley is a 100-acre lot which will be  
devoted to farming and fruit purposes.  
All of the land is well watered.The Perris school will be removed to  
Riverside.Miss Stewart, Sloyd teacher, claims by  
letter to have had a very nice time at  
Detroit and Chicago. She is now at  
Quincy, Ill. She expects to visit Buf-  
falo in August, and then spend the rest of  
her time at Berwyn, the guest of Mrs.  
Walton, at her beautiful home.DEATH OF A PROMINENT CREEK CITIZEN,  
A PUPIL OF CARLISLE IN HER  
EARLY DAYS.In a letter from our esteemed friend  
and widely known Missionary, Mrs. A.  
E. W. Robertson, she says:"I send for the REDMAN & HELPER the  
following obituary notice from the Mus-  
cogee Evening Times, written by Hon.  
A. P. McKellop, a former schoolmate, who  
has been more or less associated with Mr.  
Stewart in work for their people:"

## The Obituary.

A telegram was received yesterday  
evening July 13th announcing the death of  
Robert W. Stewart. He lived two miles  
east of Holdenville. He was a member  
for a number of years of the National  
Council. He was, at the time of his death,  
a member of the House of Warriors.He was a member of the Committee of  
twelve on the Creek Agreement, and he  
and Roley McIntosh crossed swords at the  
outset. Although considerably under  
forty years of age, he had no equal in the  
National Council in debate. He advocat-  
ed the ratification of the Creek Agree-  
ment, and was an easy victor over all op-  
ponents of the treaty, including Roley  
McIntosh, who was the distinguished  
leader of the opposition.Mr. Stewart was one of those rare pro-  
ductions of nature which grow at great  
distances apart. He was gifted far beyond  
any other citizen of his age or time. He  
was a finished orator, a bold advocate, and  
so skilled in the handling of the subject  
under discussion, that he often passed a  
bill by a large majority, which otherwise  
would scarcely have received a vote.If he opposed a measure, it was hope-  
less.He had his faults, many and conspicu-  
ous, but, with all that, the good he has  
done the Nation in his public services  
over shadowed all his short-comings and  
let it be said of him. The good only lives  
after him  
A. P.I am sure Robert W. Stewart is still  
affectionately remembered by those who  
knew him at Carlisle, who will grieve to  
learn of his comparatively early death.  
A. E. W. R.AN EX-CARLISLE PUPIL AT LEAST ONE  
STEP IN ADVANCE.Rev. W. A. Galt, Missionary at Omaha  
Agency, Nebraska, in a recent report to  
the Board of Home Missions says:While taking the school census as  
school director, I had much difficulty in  
getting names and dates of birth, because  
in some cases the children had no Eng-  
lish name, and as to dates no record had  
been kept.One family refused to give any informa-  
tion until assured it was not to increase  
their taxes nor data to use in forcing their  
children to attend a school other than  
their choice.At another place, a returned pupil from  
Carlisle, Pa., said:"Yes I can give you the dates for we  
have them all written in the Bible."Miss Clara Smith is in Chautauqua and  
writes happily of her summer's work, and  
of the Indian Institutes. We haven't  
space for all the nice things she says  
about the N. E. A., and the beauty of  
Detroit as a city with its trees lined with  
large spreading shade trees, and nooks  
and corners here and there with shady  
grass-plots in between where one can rest.  
Its endless opportunities for delightful  
side trips, is also a feature. She enjoyed  
the meetings, and also the meeting of  
many friends from the West. It is love-  
ly, cool and quiet at Chautauqua if one  
can keep away from the bustle and hurry.Miss Cutter writes from her Amherst  
home that they are having delightfully  
cool weather after a very hot wave. The  
sisters have drives and trolley rides which  
are invigorating as well as restful. The  
views around Amherst are beautiful.

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

Miss Ely's lumbago is better.  
 A questionable character—?  
 No more of the canine tribe around.  
 Miss Bowersox is off on her annual leave.  
 Miss Hill spent Sunday with friends in Chambersburg.  
 Mrs. Corbett and Miss Zeamer are taking their annual leave.  
 Farewell "Black Joe." Gone to a safe and lasting farm home.  
 It is said that a bad penny and a dude's trousers always turn up.  
 Be kind to the newcomers. Everything is strange to them.  
 Mr. W. M. Miller, cashier, is off on his leave of absence.  
 Every one rejoiceth that the end of the drouth in the West has come.  
 Miss Gracey, of Sacaton, Arizona, was here on Wednesday, last week.  
 Annie B. Parker came in from Craighead to spend a day with friends.  
 Oh, the quietness and the loneliness these evenings since the Band left!  
 Miss Helen Taylor, of Montreal, Canada, is a guest of her cousin, Miss Hill.  
 Mr. Van der Mey went to Buffalo to superintend the cooking for the Band.  
 The cats on the grounds are having a picnic, as all the dogs have been banished.  
 Dead June-bugs by the peck in the arc lights. They are cleaned out every morning.  
 Now the flower-beds in the shop court begin to show Mr. Thompson's plan for shading.  
 The potato bug suffereth when the small Indian boy with eagle eye gets after him.  
 Some one wanted to know of a traveler if meats in the dining car were served on time tables.  
 Some of the Porto Rican boys have taken their first lessons this week on the lawn mower.  
 The dining-room floor is being painted, and the small handful of 328 eat in one end of the room.  
 A force of three Porto Rican boys are at work in the school-office arranging clippings for filing.  
 A Farewell Concert given by the Band Friday night ended in a sociable which everybody enjoyed.  
 The rush of the Porto Rican papers each week is interesting. Almost equal to an Oklahoma land claim rush.  
 The hot weather goes hard with Mr. Norman, instructor in painting. He was nearly overcome on Monday.  
 Mary Mitchell's fond father, Mr. D. M. Wertz, of Quincey, Pa., was one of the interested visitors of the week.  
 The Flag Allegiance clipping, printed last page, should be read by every Indian who wishes to become a citizen.  
 We are sorry to report the illness of Mr. Kensler's daughter Julia at their home on Bedford Street. She has malarial fever.  
 James Wheelock, of the Indian school, has been elected chorister of the Allison M. E. Sunday school.—[Carlisle Evening Sentinel.  
 Mr. Dandridge, former cook with us, now of Keam's Canyon, ran in for a how-do-you-do and good-bye in one breath, on his way west, yesterday.  
 Miss Goodyear and Miss Harne of the sewing department have returned from their vacation trip, and claim to have had a delightful time.  
 Pariscovia Alexander is the name of the Alaskan girl who arrived within a few days. She has been living in Fresno, California for some time.  
 A postal card from Miss Nellie Robertson has on it more Stadium than news, but the three last lines below the picture say: "We are in good quarters and having a splendid time. The Exposition is all right. The Band is well appreciated. Start west Friday."

Miss McArthur and Miss Moul are again on duty after a pleasant vacation. They have charge of the girls' quarters in the absence of manager and matron.  
 At one of the Band concerts on the grounds recently a circular pin containing 27 stones was lost. Will the finder of the same kindly leave it at the printing-office?  
 Colonel Pratt and Miss Nana expect to arrive at Buffalo to-day. They have been to Maine and to some of the New York Indian Agencies, and may be home tomorrow.  
 Mrs. Brown, matron of the girls, and Miss Robertson, of the force, left on Monday morning on their vacation, and will spend a few days at the Exposition in Buffalo.  
 Last Monday evening, Hobart Cook and mother entertained a select few of the home-bodies on ye highest balcony of the grounds, where the breezes are fresh and bracing.  
 A detail of boys went to the Middlesex farm yesterday to help thrash the last crop for the school from that farm, as it was sold, it will be remembered, a few months ago.  
 That the sewing department is not altogether idle is shown by their report for July. They have mended 1,130 stockings, repaired 1,492 garments and made 1,269 new garments.  
 There is enough fanning out to keep most anybody cool at the exciting games of base ball these evenings on the South Grounds, and yet the players seem to perspire freely.  
 Melinda Metoxen who went with Mrs. Rumsport to Huntingdon, has returned, looking well and happy. Mrs. Rumsport has been delayed on account of sickness, but may be back shortly.  
 Mr. N. P. Garretson, of Topeka, Kansas, visited the school on Monday between trains, on his way to Gettysburg. He found friends and relatives of friends in Misses Ely and Burgess.  
 Chauncey Yellowrobe, '95, writes that he will be Genoa's disciplinarian next year. He is transferred from Elbowood, N. Dak. Previous to last March he was disciplinarian at Ft. Shaw, Montana.  
 The large boy's quarters are being renovated with plaster, paint and calamine. If the Man-on-the-band-stand were the carpenter he would put a frieze on the wall this weather, just to keep cool.  
 Miss Niagara Golsh has been to Buffalo and the Niagara Falls. She says: "Oh! Niagara!!! Like the human heart sometimes." She expects to come to Carlisle before leaving for her home in California.  
 Our Denver travellers were saved the sea experience so graphically described elsewhere, as they did not have enough rough weather to cause them to wish to examine minutely, over the railing, the beauties of the sea.  
 Besides the uniforms recently purchased for the Band a negligee suit has been provided each member. It is a dark red blouse made in khaki style, trimmed with brass buttons and patch pockets. The trousers are of white duck.  
 Little Nana Foulke thinks that the nicest place she finds is Mrs. Thompson's hammock, where on invitation she occasionally takes a swing, and looks cute and pretty as she lies back with her head nearly buried in her little sun-bonnet.  
 Wonder if our baseball boys and others who love to go swimming can tell the difference between baseball and swimming. Certainly! At baseball you try not to strike out, but you cannot become an expert swimmer till you DO learn to strike out. See?  
 Not that the season has begun, but for a change from baseball a most interesting game of football between Capt. Miller's team, alias "Harvard" and Capt Bradley's team, alias "Indians," was played Wednesday evening. Harvard proved too much for the Indians, always making sure gains. The halves were ten minutes, and at the close the score stood 5 to 0 in Harvard's favor.

**PORTO RICO'S COMMISSIONER VISITS CARLISLE.**

Mr. Federico Degetau, Resident Commissioner from Porto Rico at Washington, D. C., spent Wednesday morning visiting the Porto Rican children and studying the general plan of the school.  
 He expressed himself as being very much pleased with the school and its equipment. He was greatly impressed with the beauty of the surroundings. The children were delighted to see him, and their tongues ran fast and long in their native language.  
 Mr. Degetau is a very delightful gentleman, a pleasant conversationalist, well-versed in affairs, and well-acquainted with American institutions. He was educated in Madrid, has traveled considerably and in every way represents his island territory most ably.  
 We hope he will favor us with a longer visit when he comes to see us in full working order. We esteem it a privilege always to have such intelligent and appreciative visitors, and congratulate our Porto Rican contingent on having as a sympathetic friend close at hand, such a thoroughly cultured man.

**MISS JACKSON OUT AMONG HER GIRLS.**

Miss Jackson, Manager of the Girls' country homes, who is now visiting the country homes of her 302 girls out in families has her head quarters most of the time in Philadelphia.  
 She spent Sunday among the girls at Cape May, Wildwood and Ocean City, and found them all doing well. The lady with whom one lives sprained her ankle, which makes more steps for the little worker, but she does not complain and wants to stay out all winter. The others are working hard but are very cheerful and happy. In speaking of those at Mrs. Canfield's she says:  
 "It was a very funny sight to see such a lot of girls working in the kitchen and not getting in each other's way as I saw them the evening I spent there. Mrs. Canfield seems to have a wonderful faculty for directing and managing a small army of girls, in an easy, pleasant manner.  
 She says she would not try to keep her home if she could hot have the Indian girls."  
 Be it said that our girls get good wages at Mrs. Canfield's, have their expenses paid back and forth and are always pleased to go. They enjoy the ocean and love to be in bathing when time from work allows.  
 Most of the girls in other sections Miss Jackson has visited are doing well, and she makes mention of a few who are making enviable records for themselves.

**THE BAND AT BUFFALO.**

The Indian band, under the leadership of Lieut. Joel Bernice Ettinger, gave two fine concerts, and at both had large audiences.  
 The evening program included selections by Verdi, Levy, Sousa and other well-known composers.  
 The Indians play with remarkable skill. In some selections their work would not lose by comparison with Sousa.  
 The Carlisle band will be here three weeks, and no one should miss hearing it.  
 It is made up of Indians from all parts of this country, representing 25 tribes.  
 It has been stated by many people that Indians are not musical; that their musical tastes run along minor channels, and that the lugubrious whistling of a medicine flute is fine music to their ears.  
 Persons who have that belief should hear the Carlisle Band.  
 Everyone of the stalwart young Indians knows his instrument perfectly, and plays with a certainty and delicacy that is charming.—[Buffalo Commercial.

Mr. Charles E. Bunnell, of Alaska, the young teacher who brought the school a week or so since, and visited some Aleuts with him, was married last week in the northern part of this State. He takes his bride with him to Alaska, sailing from Seattle on the 10th. They are stopping here for a day or two.

**AU REVOIR TO THE BAND.**

Saturday evening's Volunteer of Carlisle has this to say of the Band's Farewell Concert given the evening before:  
 "And the night shall be filled with music,  
 And the cares that infest the day  
 Shall fold their tents like the Arabs;  
 And as silently steal away."  
 The campus is silent. The last sweet sounds have died away. The cares of a new day are upon us but the farewell concert lingers in pleasant memory. Many days will come and go before such inspiring melodies, such grand solos, such delicate shading, such majestic fortissimo work will again greet our ears.  
 Notwithstanding the rather unfavorable aspect of the weather, the attendance was most gratifying, hundreds of Carlisle's trolleyed to the school last night.  
 Lieut. J. Bernice Ettinger was in charge and was assisted by Mr. Dennison Wheelock, the founder of the famous band.  
 Conductor Ettinger was especially liberal with encores, some of the most appreciated of which were that little gem—the intermezzo—"Salome."  
 As the audience was dispersing the band played "The Star Spangled Banner," and this ended the most delightful musical event of the season—a fitting climax—to the untiring efforts of Mr. Ettinger and his faithful musicians.  
 The Band left today for the Pan-American exposition at Buffalo, New York, where an engagement lasting from July 29th to August 24th, will be filled. Success is sure to crown the organization in its program's there.

**Married.**

Mr. Thomas B. Walker and Miss Mary Esau, at Omaha Agency, Nebraska, July 21, 1901. The groom recently returned from Carlisle, Pa., and the bride from Hampton, Va., where they have been attending school. The ceremony was performed in the church by Rev. W. A. Galt, in the presence of a number of friends.

Miss Ferree, who is at Chautauqua, says that she has recently listened to two illustrated lectures on "Peculiar Indian Customs," which from the standpoint of Ethnology may be valuable, but they did not give any impression whatever of the Indian as being capable of becoming civilized, and she wishes those lectures could be followed by addresses from Indian educators.

Mr. Adolfo Miro and son, teachers from Bayamon, Porto Rico, arrived on Wednesday to spend their vacation and to gain a better command of English pronunciation through conversation. Both already have a good command of English. The elder Mr. Miro was the English teacher of Antonio Rodriguez, who shows quite a great deal of proficiency in his ability to talk English. The gentleman has considerable skill as a wood carver and does very excellent work.

Lucy Ramone, who went home to Arizona, recently writes a happy and hopeful letter. Poor girls, they are all hopeful till swamped with conditions they cannot cope with. Lucy is very thankful for all Carlisle has done for her, and her people ever express gratitude. Many ask her what she is going to do. She replies that she does not know exactly, but that she is going to do SOMETHING that will help her through life.

Mr. and Mrs. Guy LeRoy Stevick, of Denver, returned Monday from their trip by water from Buffalo to Baltimore. Mr. Stevick's voyage extended from Chicago through the great lakes covering in all over a thousand miles by water. They travelled in great comfort and received untold pleasure and benefit from the journey.

Miss Senseney in a business letter from Chicago where she has been attending the Chicago University Summer School, and assisting in one of the departments, says she is planning to turn her face eastward in a few days after visiting some friends up the lake. She will go to her home at Chambersburg, to spend the rest of her vacation.

(Continued from first page.)

be strengthened by gathering material for it from the shop, or the places of work; and both school and shop will be helped by the process.

The implements and processes of the industries will furnish an unlimited amount of material for essays and oral exercises; all, too, coming within the knowledge domain of the pupil.

#### Why not in all the Shops?

The director of our printing office has prepared a series of talks on the craft of printing and its history.

These are given to her classes.

Many questions and topics follow for discussion; and later, carefully worked out by each pupil, in a series of essays.

What more practical work in expression could be had for a body of printers?

The printing office is thus made the point of vantage from which the pupil can trace and follow the progress of civilized man in this craft, getting an insight into the material used, and the mechanical principles involved, practical exercises full of vitality and mental stimulus.

What hinders a similar plan being followed in other industries?

Physics, chemistry and many other subjects of learning are helped by the teacher's intimate knowledge of the shop.

Her work must suffer if she have not this knowledge.

Every fact gathered in this way will remain a permanent possession of the pupil.

#### The Farm may Furnish Material for Nature-Study.

Nature-study will get its most helpful material from the farm and the farmer.

These men are wise in their own way, and we pedagogues want to learn that neither wisdom nor knowledge will ever die with the mere school man.

Teachers, we arrogate too much to ourselves!

Where pupils and teachers live close to the farm and the garden, and in friendly companionship with the farmer, nature-study becomes a real thing and not a fiction.

Nature-study of the kind that makes the pupil love the woods and the fields is what we strive for.

No study of nature can give young people that appreciation for her, gotten by working with her and living a simple life surrounded by her, as is so beautifully shown by the honored President of Tuskegee in a recent article in the Outlook.

No object lesson gotten up as an object lesson for the sake of giving information can afford even the shadow of a substitute for acquaintance with plants and animals of the farm and garden acquired through actual living among them and caring for them.

No attempt at training of the senses in the school can compare with the alertness and fullness of sense life that comes with daily intimacy with familiar occupations, working with a purpose, under a thoughtful, skilled man as an instructor.

#### The Drawing Teacher and the Shop Instructors Must Know Each Other

to be useful in their respective work.

The carpenter and black-smith can make necessary more mechanical drawing than time will permit of, and in the doing of it most practical arithmetical problems and calculations would constantly arise.

It is waste of energy to neglect these places of unifying, and the opportunity of turning the young people loose on live things.

Pupils at trades should work from sketch and drawing, if necessary, made for them until they are able to do it for themselves.

#### How the Teacher may Humble Himself.

Frequent visits of school classes to the shop with the teacher as a learner will do much toward keeping the pedagogue humble at the profundity of his ignorance in the domain of the trades and arts.

Both instructors will thus have a greater respect for the other's efforts. We

want thus to meet often and intimately workers in other fields, with minds open to receive the best they have to give.

We want to project ourselves into their lives, appreciate their difficulties, and thus grow into sympathy with them, as we profit by the best they can give.

#### Lecture-Talks Valuable.

Talks and lectures by the heads of the departments on the inter-dependence of the various subjects of studies and industries would do much toward helping all to see the educational content and value of each.

We would learn the lesson that Emerson's squirrel teaches: "If I cannot carry a forest on my back, neither can you crack a nut," and in the knowledge is borne mutual respect and sympathy.

#### How can we Unify?

Simply unify! All are teachers from the practical or theoretical side, whether at work in the shop or school room.

Grow, grow together!

Help to stimulate the less fortunate to broaden in his work!

Learn from the shop-man what he has to teach!

Have him feel that for you, with your subjective training and life, he has much to give that is helpful.

If in the shops, learn how to impart instruction; all about the art of teaching.

Formulate principles upon which your work is based!

Systematize every process!

Be content with only the best for the student!

Again I say, GROW!

#### Profound Respect for Labor of all Kinds Must be Formed.

Down with the old notion that some callings are more respectable than others! Inculcate the thought that man graces the work, not the work the man!

One of the most stimulating sights to me a few months ago was that of a bright, intelligent young man, an Indian with shop training, a most forceful teacher, who won the esteem and affection of his pupils by his earnest work, dropping his teaching for a week to lead a group of boys in some necessary repair work. With sleeves rolled up in the van of the work he led; working with the crowd of workers, and never a moment of self-consciousness, because his mind was intent upon having the work well done. This, when a skilled mechanic failed to get results because he could not lead. Such power over men and material, such a personality would do more toward unifying and intensifying the work of an Industrial School than any influence I can think of.

#### Success Lies in the Spirit of the Workers, and not in Material Conditions.

The Indian child must bring his whole mind, his whole body to the school and the shop as one institution; and we as teachers want to see that he takes away a well-stored, well-developed mind, and a healthy body, well-trained to take up the duty of self-support.

THE GOVERNMENT INDUSTRIAL SCHOOL HAS BEEN IN VAIN IF IT FAILS TO DO THIS FOR INDIAN YOUTHS.

#### THE VOICE AS A REVEALER OF CHARACTER.

There is no greater revealer of character than the human voice.

It is the first thing that strikes us in a stranger, or in a new acquaintance.

If it has that spontaneous ring of truth that no training can impart we recognize its appeal for confidence.

Some voices have the jar of falsehood, and are as full of warning as the hiss of a serpent.

The unconscious natural voice is to be regarded as the index of character.

To speak promptly and positively is generally to act promptly and positively; to speak politely is to act politely, and to speak gruffly and rudely is a good way to make rude action easy.—[Amelia E. Barr, in the Ladies' Home Journal for August.

#### LITTLE FOREIGNERS TAKE THE OATH OF ALLEGIANCE TO OUR FLAG.

The purpose of the meeting of the Educational Alliance held in New York City recently was to kindle the love of our flag and to give an understanding of the customs and institutions of their adopted country to newly arrived immigrants.

It is said that the meeting reached its climax when fifty boys and girls, no one of whom had been in this country more than two months, marched upon the stage with two tiny American flags fastened across the breast of each child, and with hands and eyes upraised to the large flag at the front took the child immigrant oath of allegiance:

"Flag of our great Republic, inspirer of our citizens in battle, guardian of our homes, whose stars stand for bravery, purity, truth and union, we salute thee.

We the children of distant lands, who first find rest beneath thy folds, do pledge our lives and our hearts and our sacred honor to love and protect thee, our country, and the liberty of the American people forever."

#### CRIMINALS ARE NOT BORN.

The following from Judge Tuthill, Chicago, taken from the Watchword, we have printed before, but it bears repeating and making conspicuous.

It brings out plain truths from an eminent authority, and is especially helpful to Indian workers who are apt to feel that it takes generations to make of our red brethren, responsible beings.

Asked the interviewer of the judge:

"How about the born criminals, Judge, the degenerates?"

The what? Born criminals? There are no born criminals. If I believed that I should lose my faith in God. Society makes criminals: environment and education make criminals, but they are not BORN so."

"Do you believe, then, that your children, if the environment were the same, would commit the same offenses as these children who daily appear before you?"

"I don't think so; I KNOW it."

#### LIFE ON THE OCEAN WAVE.

The Denver Times tells the following anecdote:

It happened that he had never been on board a boat, but he had an aching longing to ride the bounding billows. He sailed on board a whaler, and was leaning over the stern rail making a minute examination of the Atlantic ocean, when the captain shouted:

"Heave up that anchor?"

The landlubber just than saw something interesting in the depths.

"Hey, there! Are you going to heave up that anchor?" angrily demanded the captain.

"I think I am, sir," replied the new one, clutching his vest convulsively; "I think it's comin' up now, sir."

#### And we Presume They are Neglecting Their Crops.

Deputy United States Marshall Allen is in from Thurston county. He says that at this time the Omaha and Winnebago Indians to the number of 1,000 are in the midst of their annual celebration, better known as "the corn feast."

They are congregated out a few miles from Pender, where they spend the nights in dancing and the days in resting in the shade of the trees.—[Lincoln Journal.

#### An Ex-Student of Carlisle.

Christopher Tyndall, a grandson of the famous Indian chief, Logan Fontenelle, after whom the Logan river was named, was over from the reservation this week and purchased a load of binding twine of A. W. Hobson. This illustrates the triumphant march of civilization. A jump from the scalping knife to the operation of a binder on the broad harvest fields of Nebraska.—[Lyons Mirror.

#### WHEN TO AIR THE CELLAR.

The Man-on-the-band-stand believes that this from the Ladies' Home Journal is a new idea:

The cellar windows should be opened only at night.

If they are not closed during the heat of the day the warm, moisture-laden air enters the cellar and condenses on walls, pipes, metals, etc., and in a few days will make it so damp as to be an unsuitable place for keeping food.

#### Our Porto Ricans Find the Same Difficulties.

The Frenchman asked the American sparmaker what he was making.

"A yard," was the reply.

"How much have you done?"

"A yard."

"Where did the spar come from?"

"The yard."

And the Frenchman was very much surprised at the lucidity of the answers, and amazed at the simplicity of our language.

A little girl was told by her teacher that "ferment" meant "to work," and was requested to write a sentence containing that word.

Her sentence was:

"I would rather play out of doors than to ferment in school."

"My son," said the man, "if you only work hard enough when you undertake a thing you're bound to be at the top when you're through."

"But suppose I undertake to dig a well?"

No one seems responsible for the saloon. Of all the unfathered things on earth—it never was mothered—nothing is so unfathered as the saloon.—[Dr. Anna Shaw.

"I wouldn't cry like that, my little man."

"Well, you can cry any way you want to; this is my way."—[Brooklyn Life.

"I tell you, sir, there is danger in the higher education of women."

"Yes—for the uneducated man."—Chicago Post.

What makes time short to me? Activity!

What makes it long and spiritless? Idleness! GOETHE.

Work and see how cheerful you will be. Work and see how independent you will be.—[Judge Halliburton.

To give people something to think that is worth thinking about is something to live for.

I found a man once who really looked so lazy it rested me to look at him.

—[Colonel Bain.

#### Enigma.

I am made of 9 letters.

My 3, 5, 7, 6, 5, 4 is a machine to make things GO.

My 8, 9, 1 is to wipe feet on.

My 2, 9, 8 is a kind of meat.


My whole is something that the Man-on-the-band-stand came near forgetting this week.

ANSWER TO LAST WEEK'S ENIGMA: There is no excellence without great labor.

#### SPECIAL DIRECTIONS.

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