

The Red Man and Helper.

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

THE RED MAN. This is the number your time mark on wrapper refers to.
SEVENTEENTH YEAR, or Vol. XVII, No. 10. (17-10)

FRIDAY, SEPT. 13, 1901

Consolidated Red Man and Helper
Vol. II, Number six

Twenty-Second Annual Report.

DEPARTMENT OF THE INTERIOR,
INDIAN SCHOOL SERVICE,
CARLISLE, PA., Sept. 4, 1901.

TO THE HONORABLE,
THE COMMISSIONER OF INDIAN AFFAIRS,
WASHINGTON, D. C.

SIR:—
This is the 22nd Annual Report of this school I have had the honor to submit to the Department, which covers its whole history.

	Boys.	Girls.	Total.
Enrollment from the beginning, Sept. 1879 to June 30th, 1901.....	2,703	1,657	4,360
Discharged during that period including deaths.....	2,147	1,206	3,353
Admitted during the year.....	133	99	232
Discharged during the year.....	114	49	163
Deaths.....	1	3	4
Total enrolled during the fiscal year.....	671	503	1,174
Remaining at the school June 30, 1901.....	556	451	1,007
Tribes represented during the year.....			77
Outings during the fiscal year.....	394	458	852
Students earnings during the fiscal year.....	\$18,444.78	\$10,269.91	\$28,714.69

At the close of the fiscal year the students had to their credit a total of \$19,594.83, \$15,500 of which is their earned savings; the balance coming to them as annuities, etc.

POPULATION OF THE SCHOOL.

Tribes.	At school July 1, 1900.		New pupils received.		Total.	Returned to Agencies.		Died.	At school July 1, 1901.		Total.	
	M.	F.	M.	F.		M.	F.		M.	F.		
1. Alaskan.....	7	14		2	23	1			6	16	22	
2. Allegheny.....	4		1		5				5		5	
3. Apache.....	17	5	1		23	4			14	5	19	
4. Arapaho.....	4	3			7	2			2	3	5	
5. Arikara.....	1	2			3	1			2	2	2	
6. Assiniboin.....	3		1		4	1			2	1	3	
7. Bannock.....		4			4				4		4	
8. Caddo.....		2			2		1		1		1	
9. Catawba.....		2			2				2		2	
10. Cayuga.....		3	1		4				1	3	4	
11. Cayuse.....	1		1		2	1			1		1	
12. Chelan.....	1				1	1						
13. Cherokee.....	27	22	1	12	62	4	1		24	33	57	
14. Cheyenne.....	15	5			20	3			12	5	17	
15. Chippewa.....	38	26	8	8	80	12	2		34	32	66	
16. Clallam.....	2	2		1	5	2	1			2	2	
17. Cohuilla.....			1		1				1		1	
18. Comanche.....	5	6			11	2	1		3	5	8	
19. Coos Bay.....	1	1			2	1			1		1	
20. Copah.....	1				1				1		1	
21. Creek.....			3		3	3						
22. Crow.....	8	7		1	16		1		8	7	15	
23. Delaware.....	7	1	1		9	2	1		6		6	
24. Eskimo.....	1	4			5				1	4	5	
25. Gros Ventre.....	1				1	1						
26. Iroquois.....	6	4		2	12	1			5	6	11	
27. Kickapoo.....	8	10	2	1	21	2	1	1	8	9	17	
28. Kiowa.....	3	2			5		1		3	1	4	
29. Klamath.....	8	10			18	6	2		2	8	10	
30. Lipan.....		1			1				1		1	
31. Mandan.....	1				1				1		1	
32. Menominee.....	7	4	4	4	19	1			10	8	18	
33. Mission.....	21	21	1		43	2	6		20	15	35	
34. Modoc.....	4	2			6	1	2		3		3	
35. Mohawk.....	8	9			17	1			7	9	16	
36. Mohave.....	1	1			2				1	1	2	
37. Munsee.....	1	1			1				1		1	
38. Navaho.....	1				1				1		1	
39. Nez Perce.....	6	1			7	1	1		5		5	
40. Okinagan.....	1	2			3				1	2	3	
41. Omaha.....	6	1	1	1	9	1			6	2	8	
42. Oneida.....	43	47	10	9	109	5	5		48	51	99	
43. Onondaga.....	18	7	2		27	3			17	7	24	
44. Osage.....	16	9	3	1	29	3	3		16	7	23	
45. Otoe.....		1			1				1		1	
46. Ottawa.....	6	3	2	1	12	3	1		5	3	8	
47. Paiute.....			1	1	2				1	1	2	
48. Papago.....	3	5			8				3		3	
49. Penobscot.....	3	5			8		2		3	3	6	
50. Piegan.....	9	4	2	1	16	3	1		8	4	12	
51. Pima.....	22	7			29	1	1		21	6	27	
52. Ponca.....	2	4	1		7				3	4	7	
53. Porto Rican.....	4		25	14	43	1			28	14	42	
54. Potawatomi.....		1	2		3				2	1	3	
55. Pueblo.....	17	17			34	2			15	17	32	
56. Puyallup.....	2				2							
57. Sauk & Fox.....	2	1			3	1			1	1	2	
58. Seminole.....	1				1	1						
59. Seneca.....	60	39	25	25	149	15	8	1	69	50	125	
60. Shawnee.....	5	3	1		9	1			1	5	7	
61. Shoshone.....	4	3	5	5	17				1	9	16	
62. Siletz.....		1			1							
63. Sioux.....	37	35	16	2	90	8	2		45	35	80	
64. Spokane.....		1			1				1		1	
65. Stockbridge.....	10	6	7	4	27		2		17	8	25	
66. St. Regis.....	6	4			10				6	4	10	
67. Summie.....	1				1				1		1	
68. Tonawanda.....	11	3	3		17	2			12	3	15	
69. Tuscarora.....	16	8		1	25	4	1		12	8	20	
70. Ukeah.....	1				1				1		1	
71. Umatilla.....		1	2		3				2	1	3	
72. Wallawalla.....	3	1			4	1			2	1	3	
73. Washoe.....	1				1				1		1	
74. Winnebago.....	9	6	1		16	1	2		8	5	13	
75. Wishoshkan.....		1			1					1	1	
76. Wyandotte.....		3			3					3	3	
77. Yuma.....	1		1		2				2		2	
Total.....	538	404	133	99	1174	114	49	1	3	556	451	1007

Real Americanism.

This great diversity of origin, speech and experience assembled in one unity, multiplies progress and becomes an object lesson it were well to heed. No concession to any part is ever made or needed. There is no tribal or race animus whatever. Congeniality prevails throughout, though mayhap bitter ancestral tribal strife existed for centuries previous.

Dwelling together, knowing each the other, unifies, drives out conceit and begets mutual respect, hence real Americanism.

A thousand Sioux youth assembled in the same place, in the same school, under the same administration, would only perpetuate Siouxism, tribalism, hinder English speaking, English education and Americanism. If such would be the result at Carlisle, how much more on the reservation!

Chronic Runners—The Habit Cultivated.

Of the 114 boys discharged during the year, 45 were dropped because of being runaways, seventy-five percent of whom were new to the school, and practically all of them were chronic runners.

The runaway habit, which occurs only among the boys, is getting to be a serious evil.

My knowledge of the methods prevailing at the agencies and the schools near the reservations convinces me that running away from school is cultivated in a large degree by the system.

Boys who run away from Carlisle, I find on tracing, are those who have been educated to run away by the Agency day or boarding schools. As no material punishment is attached to running away from these schools, it comes to be for the boy only a nice little lark.

At most of the day and agency boarding schools mounted policemen are kept to chase and bring back the runaways. The policeman finds the boy at home, takes him on his horse behind him and brings him back to school, and the boy has had his little visit home.

No pressure is placed upon the parents nor upon the boy beyond that.

When the winter is on and the school becomes the most comfortable place, then the boy remains at school all right, but as soon as pleasant weather arrives he flits.

A Remedy.

There ought to be some course of treatment at the agencies that would restrain instead of cultivate the runaway habit, and force the parents to exert some preventive pressure.

This could be done among ration Indians by using the same means as a punishment of parents for harboring or encouraging the runaway boy that is used to compel them to send the boy to school.

Agents withhold rations to the family when the children should be in school and are not sent by the parents. This brings the parents to time and they send their children to school.

If when boys runaway there was the same denial of rations to the family, it would practically end running away from school among such Indians.

I suggest as a remedy to end the running away from the non-reservation schools that the Superintendent report to

the Agent at the time, and that the Agent be instructed to arrest and notify the Superintendent, and the boy be returned to the non-reservation school under the care of a policeman and discipline be administered.

A semi-reformatory Indian school on one of our coast islands, where incorrigibles, both runaway and other, could be sent for suitable periods, would be a blessing to them and the school service.

An Abomination.

The system or lack of system in the transfer of students is an abomination.

The regulations of the Indian Office requiring promotions from school to school are a dead letter, and it devolves now as much as ever upon every non-reservation school to send its agents to the reservations and persuade students to attend and parents to consent, and this has always been the case.

The reason is plain.

A few weeks ago a reservation school superintendent of over twenty years' service in Indian schools told me that not less than nine out of ten of the reservation school and agency employees are opposed to non-reservation schools.

Judging from our experience here this is not overstated.

An analysis of this opposition shows that the people referred to are acting ignorantly.

They have received appointments in the Indian service and gone directly from civil life to their posts in the field.

They have not come in touch with the non-reservation schools nor gathered up the intentions of the department and congress in the premises, and their own bailiwicks naturally become more important to them than any other.

Our Porto Ricans.

Last fall, upon the urgency of a number of people interested in the advancement of our new Island population, especially of the Porto Ricans, and with your sanction, I received as students of this school, under the same rules and conditions governing in the case of Indian pupils, four girls and one boy from Ponce, Porto Rico.

A few months previous to this, and upon the urgency of those who brought them and with your approval, I had received four boys, who came to the states with our returning Pennsylvania Volunteers.

An especially bright lad was also received from San Juan upon an appeal from one of my former teachers, then at work in the schools there.

These young people immediately became a part of the school in all its interests, and very soon as a result of their letters home many requests poured in from parents and friends in Porto Rico urging us to accept others.

I laid this matter before you and suggested that I be allowed to increase the number to forty, which you authorized in view of the fact that we are carrying quite a good many Indian youths over and above our appropriation number, and these could be counted as a portion of this excess.

Dr. M. G. Brumbaugh, Commissioner of Education for Porto Rico, with whom

(Continued on 4th page.)

THE RED MAN AND HELPER.

PUBLISHED WEEKLY IN THE INTERESTS 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.

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Do not hesitate to take this paper from the Post Office, for if you have not paid for it some one else has

Editorial.

We wonder at times whether in an Indian community there is any more slavish adherence to degrading customs, traditions and superstitions than may be found in the average white community. There are certain lines along which human perversity ("general cussedness" is what Artemus Ward would call it) displays itself.

There are, however, certain limitations to man's appetites, passions and machinations that the human animal cannot pass and live.

If there is any difference in the way in which these propensities manifest themselves in civilized and uncivilized communities it is in the uniqueness of form as displayed in the superior knowledge of the white men, and greater power over nature's forces—experience gained by the wise, and wrongly applied by the weak and perverse.

There is a refinement of torture above that of the purely physical, in which the redman in our early history was considered an adept.

Greed, lust and selfishness are capable of inventing a temporal inferno for the human soul in the conditions that they make possible and tolerate in a community.

Those who stand on an eminence have always the greatest chance for a suicidal leap. Whatever heights it is possible for civilized man to reach morally, to such proportionate depths may he fall.

By persistence, civilized man could in time surpass his red brothers in a descent into savagery. He has done it in more than one community during the year, when reason gave way to brute impulse.

The Indian has his own ideas and ideals of propriety and courtesy. His standards differ from ours.

Sometimes he is dignified and gracious, sometimes he is not.

Indian children show as readily as white ones what kind of homes or family circles they come from. There are "quality Indians" as there are "thorough bred" in white communities.

The red man can be true, helpful, honest.

The fact that he is not so on all occasions does not argue that he is perfidious, dishonest, treacherous, immoral; but rather unmoral in the sense that he has not our standards.

The white child is often steeped in the little superficial deceptions and deceits arising from artificial standards.

His "civilized ways" are often mere surface veneer, while at heart he is a young savage still.

The Indian child lacking this veneer, has at times a cultivated stolidity; but his heart responds to primitive, healthy, impulses of love, fear, reverence just as the unspoiled, white child will until he meets and is schooled in the vices of false teaching or in conventional form.

In other words, the white man's theories and practices are often at variance.

He talks himself hoarse over his lofty moral standards and the superiority of his Christian civilization.

He practices little deceptions that make a street car conductor blush.

Christian standards are high and good. The practices of the formalist are stumbling blocks to our pagan friends.

The best in the Indian revolts at this variance of precept and example. He is weak, groveling often in his tastes and tendencies, but in many directions his ideals are high.

He hates hypocrisy.

The worst in him takes on quickly the

cloak of deceit when once he finds his end can be accomplished by it.

It is not contrary to his standards of right.

The Indian is gentle and quiet. He is truthful, frank and sincere.

He is blunt and slow and stolid. He is timid, shy and long suffering. All these contradictory qualities do not exist in the same man, never in every man of them but enough do exist in every man to make him in his untutored state as fine material upon which to build a true and noble manhood, as can be found in our white communities anywhere.

The white man's efforts have failed to accomplish this great end, because the element of common sense has often been wanting in the effort, while selfishness or sentimentalism never fails to be present in some insidious form. The modern Indian school is no exception. It is not building for independent manhood as it should.

FROM OUR CORRESPONDENT AT THE PAN-AMERICAN.

The following letter came last week too late for the combined issue:

"I said," says our correspondent, "nothing about the Indian exhibit itself in my letter of last week. I simply gave you some of the interesting incidents connected with it.

The Indian is well represented at the Pan-American. You may find him on the Mid-way in the Indian Congress in his war paint, feathers and Indian toggery.

The weird songs of the Dakotas, their tom-tom and their war-whoops may be heard from ten in the morning till ten at night. They have chiefs there, too, Geronimo being the great attraction. But Indian chiefs don't seem to be a very hard thing to make, and so they are made right here in Buffalo, if there is a demand for one and a real one cannot be procured near by. Almost any ANCIENT looking Indian would do for one, as far as the average white person is concerned.

It's a great satisfaction, you know, to some people to say that they have seen an Indian chief, especially if the chief's name is Black Cloud, or something similar.

They say there are 42 tribes in the Indian Congress, but most of the Indians answer to the salutation "Haw, Kola," (Sioux, for How are you, friend?) and feel quite at home if you talk to them in the Dakota language.

The Six Nation exhibit is another Indian show.

Here instead of Indians living in teepees, we find them in houses.

The New York Six Nations live in neat looking log houses.

Inside of these you may find some making baskets, some sewing bead work, some painting pictures and others selling Indian articles. They wear civilian clothes and are not a discredit to Indian civilization.

The bark houses of the Six Nation exhibit are occupied by the Indians from Canada.

And here you see the Indian of a cruder age.

The old stockade of by gone days surrounds this group of bark houses.

In the middle of the stockade is the old log house or council house of the Six Nations.

The rooms in the bark houses are not over-neat, though not as filthy as some of the teepees of the Indian Congress, and the walls are adorned with skins of animals and implements of war and the chase. There is an old medicine-man here, too, who tells you that he has some kind of a preparation to overcome the power of witches.

There are places where you may see the live Indian though he may not be the typical up-to-date one.

You may go to the Ethnology building and see the Red Man's history.

There you will find an excellent collection of wearing apparel, implements of war, working tools made of flint, and various kinds of games used by the Indians of long ago.

It is all very interesting, and if you want to see more of it, go to the Smithsonian Institution in the Government Building.

Here the most interesting things to see are the large glass cases containing groups or families of Indians.

These groups are typical, and illustrate the environment, manner of dress and

mode of living of the Indians of different sections of the country.

Indian baskets, pottery, necklaces, etc., are to be found here.

One interesting thing about the necklaces is that they are made from the most beautiful and durable of the native products.

On the Pacific Coast, dentolium, abalone and other shells are used; in the interior basin, the seeds of plants; in tropical regions, teeth of animals, wings of insects and feathers of birds.

And now if you will walk across the main aisle you will find yourself in the Indian Exhibit.

You may take in a deep breath here, for it is not the old, old story of the Indian of a by-gone day.

Here you see what the Indian of to-day is doing in the school-room, in the shop and on the farm.

This Exhibit has a three-fold purpose:

1. To show the native capacity of the Indian as indicated by his primitive art of weaving, basketry and pottery. A couple of beautiful Navaho blankets, some beautiful baskets and a few other pieces of Indian handiwork prove quite conclusively that the Indian, even in his uncivilized state, is capable of doing some things exceedingly well.

2. To show the methods used to train the Indian in our line of work and thought as indicated by photographs, class-room papers and the articles manufactured by Indian pupils in various schools.

3. To show the use made by the Indian of such training.

This last purpose is the one that was to be dwelt on with the greatest emphasis, for there are so many people who don't quite believe that the Indian makes much use of what he learns in school.

One man from St. Louis told me that he thought the Indian was only a great overgrown baby.

"Watch him," this gentleman said, "and the Indian is a good worker." Put him on his own responsibility, and he fails." This statement made my blood boil and we had a long talk afterwards.

He spoke frankly, so did I. But it is too late to tell you anything about our conversation. I'll tell you about it later.

FROM AN OLD CARLISLER.

A letter from a former teacher with us, and one who has seen service in the Indian field for many years since as Superintendent of several prominent schools at various western agencies, before she was married, will be read with interest by many friends of our Miss Hunt.

HOBART, OKLA., Aug. 25, 1901.

DEAR FRIENDS:

In my wanderings, I have seen many things to cause great astonishment and amazement, but never have I seen such absolute bewilderment as is depicted on the countenance and shown by every act of the few Indians who have strayed into the little new city out here in Kiowa county within the last few days.

They simply cannot grasp the situation, hence gaze stupidly around, apparently doubting the evidence of their own eyes; and no wonder!

Here on this beautiful spot, where nineteen days ago there stood only a small stand covered with canvas and two tents for the use of the United States Government officials who were in charge of the opening of the new town, there is now a busy city of fine large buildings, many completed and containing fine stocks of goods which are being dispensed to the multitudes that throng the broad streets, in a way that would make the merchants of some of the sleepy Eastern towns rub their eyes and doubt if they were awake. A hardware merchant who had his stock opened first in a tent and afterward in a rough board "shack" told me on the fifteenth day after the opening that he had just finished selling two full carloads of nails.

There are eighteen lumber yards, twenty seven groceries, six drug stores, and all other branches of business correspond.

The sale of lots has far exceeded the wildest hope of the most sanguine, the highest priced business lot having sold for \$2365 and the lowest priced residence lot, very poorly located, \$5.00.

The sale will be completed by Wednesday; there being only a few residence lots remaining.

Two squares have been reserved for school purposes, and the center square of the town for a courthouse and other country buildings.

The Methodist, Baptist and Christian

churches have purchased lots and they are today holding service in large tents, as they and other denominations have done from the beginning.

A jail is being erected, and a temporary courthouse will be begun tomorrow.

A private school will be opened October first, and it is expected the public schools will be ready by the first of January.

At a citizen's meeting last night the necessary bonus of \$5000, in addition to the \$52,000 appropriated, and a site of forty or more acres of land were pledged for the purpose of securing the location of the new, Southwestern Normal School at this place, and all entertain strong hopes that it will come here.

As yet we are, as most of our neighbors are also doing, living in a tent, which we have made cosy and comfortable by flooring and siding, up about four feet, and lining the roof with black cloth, for the days are very hot, but the nights are so cool and delightful that they make up for it.

The use of spring cots and gasoline stoves helps much to make "camping out" pleasant.

All the available lands in the vicinity and for many miles around have been filed on by those fortunate in the great "Drawing," and many houses and much fence have already been built, and the happy possessors are fortunate indeed, for this is a magnificent farming and stock raising country, and although the Indians secured the best of it, they could not take it all.

I have not yet seen any of our old Carlisle students, but I have sent word to Delos Lonewolf and several others to come to see me, and I trust they will soon.

I see that Percy Zadoka and his wife are among those contesting through the courts for claims, and it is generally believed here that they will get them.

We have secured several town lots, both business and residence, and expect to begin a large business building soon, so if any of our Carlisle friends come to the Kiowa country we hope they will not pass us by, for our "latch string is always out."

Very sincerely yours,

LYDIA HUNT WRIGHT.

From Alaska.

A note in the Orphanage News Letter, published at Kodiak, Alaska says:

"Letters have been received from the Carlisle party from various points along the route, the latest from Carlisle. All enjoyed the trip very much. They arrived in Seattle in time to witness for the first time the celebration of July 4th on a large scale."

The same newsy little letter speaks of the expected arrival on the mail steamer of Mr. C. E. Bunnell.

"He will bring with him an assistant teacher in the person of Mrs. Bunnell, formerly Miss May Kline, Winfield, Pa. We extend our heartiest congratulations, and wish them the best of success in their work in the Kodiak schools."

The genial face of Mr. Bunnell who came with the Alaskan children, will long be remembered at Carlisle.

Death of Elijah Brown.

We are pained to announce the sudden death of E. Brown, editor of the Chemawa American, which occurred on August 28th, after a short illness. Elijah, as he was generally known, was a student of Chemawa for several years. Later on he attended the Carlisle school and Haskell Institute returning to Chemawa to assume charge of The American. He was a good, faithful pupil and a bright, original, young man. His ability as a public speaker and a debater is well known wherever he has been.

Elijah was president of the Chemawa Y. M. C. A. and has been a delegate to the Y. M. C. A. convention for many years. He was a member of the Methodist church and a good active Christian worker. We mourn the loss of a faithful pupil and an exemplary employee.

—[Chemawa American

Philip Rabbit, an Indian boy, who was employed during the summer by Edward A. Woodman, a Wrightstown farmer, returned to Carlisle School last Saturday. Before leaving Newtown by train he called at the Enterprise office and inspected the plant. Philip is learning the printing trade at Carlisle. He is an Arapahoe, from Oklahoma.—[Newtown Enterprise.

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

The r's are out and so are the oysters. The caterpillars are still holding high carnival.

Wisdom couples knowledge and experience.

Welcome, taps, again, after the vacation months.

Mrs. Cook is at her mother's home in Connecticut, for a brief visit.

Professor Miro has an interesting class of our teachers studying Spanish.

Times must be pretty hard when a man cannot even collect his thoughts.

Not so much interest in croquet since the last few hotly contested games.

Dora and Bertha Fritts have gone to their home in Hupa Valley, California.

Mr. and Mrs. James Wheelock, with eleven students, arrive as we go to press.

Level may mean flat, but who would not rather be level-headed than flat-headed?

Alfred Venne has entered the printing-office to become a typo and an all-round business man.

A new residence and other buildings on the new farm purchased by the school this Spring are being remodeled.

Teachers who returned after the last issue of the paper was made up for the press are Miss Dutton and Miss Moore.

Mrs. Pratt is visiting her brother, Mr. L. L. Mason, Jamestown, N. Y., where her daughter, Miss Richenda joined her.

Mr. H. O. Armour, one of the earliest and most generous friends of the Carlisle Indian School, died at Saratoga last Sunday.

Miss Flora Laird has been transferred from the Cheyenne River Agency, S. Dak. to Carlisle, and is teaching temporarily in No. 5.

The beginning of the Academic year has been marked by a number of strong and earnest talks from Col. Pratt to the student body.

Mr. and Mrs. Choate, of High St., remembered some friends at the school with a basket of delicious pears which "tasted good to our tasters."

The news of the shooting of President McKinley cast a gloom over the school that marked genuine loyalty to the Government and its head.

Study time used rightly, play time used rightly, rest time used rightly with well-formed, correct habits and self-control in all things, will be great forces in building for noble life. Start now!

Misses Ely and Burgess were the recipients this week of a small jar of honey made in Greece, by the bees of Greece. It came through the mail, and Mrs. Dorsett who has been traveling in Greece this summer, was the donor.

The news of the death of Elijah Brown at the Chemewa School, Oregon, fell like a pall upon the members of our school who remember his genial face when a student with us. An account given in the Chemewa paper is printed elsewhere.

These days are full of opportunities for you. Don't sit and stare into vacancy! Take hold of duty! Hang onto duty! Don't let go of duty! Mix love for your work into it all, and "Seest thou a man diligent in his business he shall stand before kings. He shall not stand before mean men."

Miss Carrie Miller, who for a time was with us; has returned to Wesleyan College, Macon, Ga., from Ocean Grove, where she has been spending a part of her three months' vacation. "A delightful summer," she says, "free from business. I've seen some fine places and return to work greatly refreshed."

Colonel Pratt left Sunday evening to join Senator Quarles and members of the sub-committee of the Senate Indian Committee and Mr. Jones, the Commissioner of Indian Affairs, who started from Milwaukee, Monday evening on an extended tour to investigate the Indian agencies and schools in the Northwest and West.

Mr. Norman, who for many years has been identified with our school as instructor in painting and in the early days was the band leader for a time has resigned. Mr. Norman was a man of wit and humor, always cheerful, and had a good word for everybody. We hope that his health will improve, and that he may see many more years of happy life.

The school wheel has already a good start on the academic year, and it is being turned, not by cranks as wheels are generally turned, but by good teachers who are thoroughly interested in the progress of their students. Let each student do his and her best, and all will make astonishing strides up learning's hill the coming year.

The painters and calso miners are now at work tinting the metal ceiling and walls of the halls, library, music and art rooms in the school building. When the workmen finish, the entrance to the school building will be beautiful in the simplicity of its decorations. A few new pictures will be put up and some of the old ones removed and placed elsewhere.

There is not so much whistling in the shops as we have heard in the past, and it is a good thing. It may be a comfort to the whistler to whistle, but it might be annoying to his neighbor. Should we not think of our fellow workmen in such things? The whistler's mind is nearly always off of his work. Much whistling shows a happy disposition, but does too much whistling show real attention to business?

If the return of some of the teachers and others who have been away on their vacations has not been noted in our columns, be it remembered that some of the working force of the printing office have been away, too, and the Man-on-the-band-stand was not so thoroughly acquainted with those in charge as with his old clerks. Besides we have had a break-down in the motor to contend with, and have had to work all sorts of means to get the paper out.

Promptness is a commendable quality. Never be behind time with an engagement. There are places, however, where promptness may be out of place. The boy who so promptly drops his work that he has a few minutes to waste in idleness before the shop bell rings, is forming a bad habit. He will soon begin to slight his work and kill time during the workperiod. It is wiser to work a few minutes over the time than to idle time away, wishing for the closing hour to come.

School has opened with the following new teachers; Miss Daisy C. Laird in No. 3, Miss Isabel Schweier in No. 7, Miss Weekley takes up her work in No. 11. The other rooms stand as follows: Misses Bowersox and McIntire, in the Normal room; Miss Smith, No. 1; Miss Roberts, No. 2; Miss Dutton, No. 4; Miss Flora Laird, temporarily, No. 5; Miss Paull, No. 6; Mrs. Walter, No. 8; Miss Robbins, No. 9; Miss Newcomer, No. 10; Mrs. Cook, No. 12; Miss Wood, No. 13; Miss Cutter, No. 14, (class 1902;) vocal music, Miss Senseney; instrumental, Miss Moore; art, Miss Forster; sloyd, Miss Stewart.

MR. AND MRS. CAMPBELL.

"The Campbells are coming, aha! aha!" This was sung for several days, after a letter stating that Mr. and Mrs. Campbell were coming East on a business trip to Carlisle.

They brought some Oregon boys and girls to enter our school as students, and while East will visit friends and take in the Pan-American.

Mrs. Campbell and her charge arrived on Sunday evening, and was met at the station by a full turn out from the school of old friends from among the teachers and officers, who gave her a warm welcome.

Mr. Campbell slipped in the next morning before we were hardly aware of it, and hearty were the handshakes as he passed through the various departments.

On Tuesday evening a party was given in honor of the guests by Miss Noble, and the old-time game of Twenty Questions was entered into with a zest that showed that we are not growing old, in heart, if silver hairs ARE numbered among the brown.

Our guests are looking remarkably well, and claim that the Oregon climate did it all.

They are loyal to their school at Chemawa—the largest on the Pacific Coast, of which Mr. Campbell is Assistant-Superintendent, and Mrs. Campbell is teacher, but they do not get over the old feeling that Carlisle is a pretty good place to be.

For thirteen years Mr. Campbell was our disciplinarian, and Mrs. Campbell the vocal music instructor.

On Wednesday they went to Steelton to visit Mr. and Mrs. Mason Pratt and family, returning in the evening.

Several parties are planned in their honor and for their entertainment.

CUSTOMS AND MANNERS IN PORTO RICO.

Many tourists who go to see the beautiful island of Porto Rico, arrive at Ponce, San Juan or Mayaguez where they land in order to study some customs of the people, ignoring the fact, perhaps, that those places are the least fit for their purpose.

They employ and are accompanied by an interpreter whose social standing is not good; therefore, they cannot be introduced to the honest and industrious people.

The interpreter wants only his money paid, and does not care what the tourists may think about the island. He takes them to a house where generally dwells a family whose means of living are unknown and who live in perpetual "guateque."

They see in this house: a hanging hammock where an old woman reclines with a big cigar in her mouth; four or six chairs and two rocking chairs, where sit two young girls with black shining eyes, smoking cigarettes and watching the curling rings formed by the smoke that escapes from their small and pretty mouths, and fanning themselves to the rhythm of the short and frequent movement of the rocking chairs.

In another place, a young man plays on the "tiple" some Porto Rican airs accompanied by another young man playing the "guicharo."

Two boys and a girl, who cannot go to school because they have not shoes, complete the scene.

In order to oblige the visitor and at the request of the interpreter, the ladies sing some Porto Rican songs, which are liked very much by the foreign visitors.

Wishing to show their appreciation, the tourists ask the interpreter what would please the young girls. The interpreter giving his own taste for that of the girls, answers: "Cerve za y rom."

The tourist finishes his visit here, and is taken to a second and a third house of the same social standing as the first.

Result of this excursion—the tourist draws his hand-book and writes:

"People in Porto Rico are very merry, always singing, a great deal of music, a great deal of smoking. The people do not like to work. Of seven persons in the house, two only know how to read. Porto Rican people are very ignorant."

Based upon these notes, have been written many reports that have been published, showing an erroneous idea of Porto Rican culture and honesty.

In order to know well the customs of Porto Rico it is necessary not to make use of such kinds of interpreters and not to stop in any of those places of demoralization that exist in almost all the towns of the world.

It is necessary to leave the principal towns in which the customs are perverted, and to go to the rural towns or the country and to call in a family house where the true customs of Porto Rico are found.

There he can see a modest house with poor furniture, very clean and orderly. There also is virtue and industry. There he will meet about the end of the day, the grandfather surrounded by his grandsons and some neighbors relating old stories to them, having learned these stories from his teacher or from the priest of the village when he was a young man.

At sunset the grandmother surrounded with her family, prays for the souls in purgatory, finishing that, the young fathers prepare the work for the next day, and all go to bed.

During the day, the grandmother cooks, the young mother selects tobacco leaf or makes cheese, helped by her father and the small boys. The young father and large boys are working on the farm, and the girls are weaving straw hats and mats of the leaf of the palm tree.

There is not heard the sound of the "tiple" and "guicharo" but on Sundays, holidays, and when there is a wedding or a baptism.

The Porto Rican countryman is by nature intelligent, gentlemanly, and industrious.

If the Spanish government would have devoted more attention to the instruction in Porto Rico. To day the people of this island would be of the same degree of civilization as the other civilized countries of the world.

Many countrymen that know not how to read, extemporize very good verses, and others without knowledge of music, play some instruments very well.

It is an error to believe that the Porto Ricans are indolent and ignorant. Porto

Rico has been in need only of schools, with many good teachers.

An honest government will improve the morals and reform that part of this semi-instructed people that pollute the cities and that are the remnants of the last dominating power, who without doubt are repugnant to the good citizens of the island.

But if the public instruction continues which Mr. Brumbaugh has implanted there, in the course of ten years, Porto Rico will be pure American, because its people will be as well instructed as the Americans are now.

A. MIRO MESTRE.

DISTINGUISHED VISITORS.

Dr. Ellen Newton and sisters, Mrs. Harcourt and Miss Mary Newton, accompanied by Miss Harcourt of England, were the guests of Miss Senseney at luncheon last week, Wednesday.

The Misses Newton are of the third generation of the Newton family who have done splendid work on the mission field of India.

Dr. Ellen Newton has been especially successful in the removal of cataract of the eye.

In India where the natives suffer so fearfully from this disease she sometimes removes as many as eight in one day.

They stand in rows in the hospital and beg for their turn to come next, so eager are they for their sight which is restored to them so successfully by the skill of this young girl.

Her father, Dr. Frank Newton, came to this country some years ago and studied medicine with Miss Senseney's father. Returning later to India he established the well known hospital at Lahore.

Dr. Newton has promised to return to us some day and tell us about that far away country of India and of HER Indians.

Football.**Schedule.**

Sept. 21.	Lebanon Valley College, here.
" 28.	Gallaudet College, here.
Oct. 2.	Gettysburg College, here.
" 5.	Dickinson on Dickinson field.
" 12.	Bucknell at Williamsport.
" 16.	Haverford, here.
" 19.	Cornell at Buffalo.
" 26.	Harvard at Cambridge.
Nov. 2.	University of Michigan at Detroit.
" 9.	Annapolis at Annapolis.
" 16.	University of Pennsylvania at Phila.
" 23.	Washington & Jefferson at Pittsburg.
" 28.	Columbia at New York.

The football candidates have been training since September 9, although it has been too warm to do much hard work.

It is too early to form an opinion as to what kind of a team we will have this year, but judging from the spirit shown in the practice, so far, the team will at least be a fast one, although rather light in weight.

Many of the old players are gone, and it will be a hard job to fill their places.

The candidates seem to realize this, and there is a gratifying competition for the vacant places.

The team will go to Steelton next Saturday for a practice game.

FROM A CARLISLE INDIAN SOLDIER BOY.

I am still doing very nicely, have had no kind of trouble whatever so far; many of the boys are taking sick since the rainy season started; the sickness mostly fever and cramps. At the present time, I am in good health and have not been sick a day since I came to these Islands.

I would like to be remembered to all at Carlisle School, closing with best wishes to all, I am one of your students.

MOSES F. MILLER.

Troop M, 3rd U. S. Cav'y., Santa Maria, Luzon, P. I.

Edward Oga.

Edward Oga, one of our soldier boys now stationed at Ft. Harrison, Montana, writes that his Company A of the 8th U. S. Infantry left Ft. Snelling August 31st. It is cold enough in Montana at present for people to wear overcoats. The people in St. Paul and Minneapolis used to say, "Look out for the soldiers" and the soldiers say in Montana, "Look out for the cow-boys." He is enjoying Montana, but they do not know how long they will be there.

(Continued from first page.)

I have corresponded quite a little, at once took hold of the matter, selected from different sections of the Island the most suitable of the many candidates, and arranged that they be delivered at New York city without expense to the school. I received them at that point.

As will be seen from the statistics, the total number was increased to forty-two.

These came in separate small parties, and as they continued to come, the number of appeals from parents urging that their children be included, increased so that Commissioner Brumbaugh wrote me that he could easily send 500 if I would take them.

This movement and experience, with very slight exception among the very first received has been of a most gratifying character.

The expressions of gratitude from the parents and the satisfaction of individual Porto Ricans, both official and other who have visited the school, have all been in every way encouraging.

In the mean time I have already placed under our outing system ten of these young people, selecting for all of them the most favorable places for their education and development, and as rapidly as practicable I shall increase this number until if possible all are so located away from the school; for, living in an American family and going to school with American children, is a far better and more rapid method of Americanizing and educating the Porto Ricans than schools made up wholly of Porto Ricans can possibly be. It operates the same with them as with the Indians.

In this connection it seems well to insert the following letters from the Honorable Commissioner for that Island:

DEPT. OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
SAN JUAN, May 7th, 1901.

COL. R. H. PRATT,
INDIAN TRAINING SCHOOL,
CARLISLE, PA.

DEAR SIR:—

On the transport "McClellan" which sailed from here at noon today are fourteen children for Carlisle. The majority of these are girls. Will you notice, however, that in the aggregate of the number on both boats there are more boys than girls. It was absolutely impossible to avoid this condition. The people of this Island are perfectly willing to send their boys anywhere under the sun, but it was only with the greatest reluctance that I was able to get any parents to have their daughters sent away from home. You will understand the significance of this is due to the Spanish customs. I have sent as many on this boat as the vessel would accommodate. I will send as many additional girls as I can on the next transport to complete the total number to 30. It may not be amiss to say that it would easily be possible to send 500 boys to you if I were to grant all the petitions that have been made to this department, and in a few cases I could send you some fine young women, but they are above the limit of 18 years, and for that reason I did not feel free to select them. Girls under 18 years are to be had only with difficulty, but we will be able to send the full quota you asked for, and I sincerely trust that you can see your way clear to increase the number allowed to Porto Rico. The claims of these people upon one's sympathy and the strong pleas which they make for help touch one's heart.

It may be of interest to you to know that these children were escorted to the American transport by the public school children of this city to the number of about 400, marching under the American flag, cheering the Carlisle school and cheering the American Government for its liberality in taking these children and giving them a good education. I believe that no more salutary influence could be exemplified in their behalf than this, and my fond hope is that I may be permitted to increase the number.

The transport goes from here to Cuba and will be due in New York on May 17th. Will you kindly arrange to have them met in New York?

Thanking you with my whole heart, I am,

Very sincerely yours,
(Signed) M. G. BRUMBAUGH,
Commissioner.

DEPT. OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
SAN JUAN, Aug. 17, 1901.

COL. R. H. PRATT,
SUPT. OF INDIAN SCHOOL,
CARLISLE, PA.,

DEAR FRIEND:—

I thank you for your letter of Aug. 5th and beg to say that I will send no more

pupils without your consent. I also request you to indulge me in my trespass upon your limits, and know that you will gladly forgive me for sending more boys and girls than I should have sent when you remember that this office is crowded daily with crying women begging us to send their children north to be educated. I have now positively stopped the whole procedure, but trust that in the near future you can do us the great service of allowing us to send additional children to the school.

Yours Respectfully,
(Signed) M. G. BRUMBAUGH,
Commissioner.

A Gracious Contrast.

This disposition and action on the part of Dr. Brumbaugh and the urgency of Porto Rican parents, is a most gracious contrast to the twenty-two years' experience I have had of the general conduct of educators the Government hires and sends among the Indians to civilize them, and to that of Indian parents whom these educators and civilizers urge and educate to NOT send their children to better opportunities.

The Industries.

The blacksmith, carriage, and wagon, tin, shoe, harness, tailor, paint and carpenter shops have been running as usual, and a supply of tinware, harness, carriages and wagons manufactured for the Indian service.

The printing office keeps up its printing of a weekly paper, and printing of blanks, reports, lists and other jobs for the school.

The laundry, dining-room, sewing-room, bakery, etc., were conducted as in the previous year.

A domestic science department was put in operation last fall and continued through the year with fair success.

Every girl in the school, except those in the senior class and those pupils in the normal department who attend school all day, received instruction in this valuable accomplishment.

An arrangement has been made for a thorough reorganization of the industrial section of the school during the year 1902.

The Farms.

For some years we have been renting a farm of 156 acres, known as the Hoeker Farm, about three miles from the school, paying an annual rent of \$600.

My endeavors to buy a nearer farm of equal size and quality were not effective until last August.

I found then a farm of 176 acres cornering with the Parker Farm, and less than a mile distant from the school, could be had for \$20,000.

With the permission of Congress and the Department, the farm was purchased and the final negotiations completed before the end of the year 1901, so that it is now in the possession of the Government.

This gives us in all 306 acres for the cultivation and does away with the necessity of renting another farm.

The buildings on the new farm are old and will need to be replaced in part. There is a fair orchard and better vegetable land which will make valuable addition to our supplies for students.

The Herd.

Our school herd numbering 55 cows continues to be an invaluable contribution to our needs, but should be increased to at least 80.

The Academic Department.

The principal teacher reports a year of special advancement along all lines. The extra teacher allowed last year whose duty it was to bring up slow students and those deficient in some studies, has given valuable service and encouragement to a discouraged and discouraging element.

Sloyd, music and drawing continue valuable features of the curriculum.

A comprehensive course of study has finally been completed by the principal teacher and printed in our printing office, giving thorough and excellent direction to the work of every teacher and pupil.

The use of the school library by students for reference and in preparation of debates in the literary societies has been growing steadily, and to it is due much of the increased interest in literary programs.

A class of 16 girls and 23 boys from 17 different tribes was graduated in March last.

With a few exceptions our teachers took advantage of the summer school leave granted by the Department and attended either the Buffalo and Detroit Institutes or regular summer schools for teachers.

At the Pan-American.

During the spring, phonograph records of school recitations and exercises for use at the Buffalo Exposition were taken by expert operators under the direction of the managers of the Government exhibit; also cinematograph impressions of the school athletics, gymnastics, etc., and Miss Johnston under orders from the Department took over one-hundred photographs of the different departments of the school, interiors of school-rooms, shops etc., which are all on exhibition at Buffalo in connection with papers prepared in the school-rooms, and samples of our industrial products. Mr. Howard Gansworth, a graduate of this school and this year a graduate of Princeton University, has efficient charge of the Indian exhibit for the Department for a part of the season.

The Band.

In November last I was invited by the authorities of the Pan-American Exposition at Buffalo to make an engagement for our Band for a month in the summer.

In making this application, the Director General stated that their object was to show what instruction and opportunity would develop in Indians along higher musical lines.

As the savage qualities of the Indian are usually put before the public almost to the exclusion of the civilized qualification, I concluded to accept the offer. The Band was at the time disorganized, but I secured the best leader I could find and pushed the preparation for this engagement. The result has been more than gratifying.

The Band is more finely developed than ever before, and without concession on account of being Indian is ranked by musical authorities as equal in many selections to Sousa's and other celebrated bands.

A New Illustrated Catalogue.

Many inquiries are made concerning the establishment, methods, aims and results of the school, together with queries as to the use made of education by those who go out from us.

To meet these I have arranged to issue something in the nature of a catalogue or annual, giving the points of general interest.

From the first we have kept as careful an office record of every student as our work would permit, but our numbers are too great for a catalogue of all. I shall therefore include only all the graduates and a few special students who left the school before we began to graduate pupils.

A committee is now at work on this booklet which will be illustrated with some of Miss Johnston's pictures and ready for publication as soon as plates are procured.

A Card System

of records is in process of completion in the record department, and when fully written up will afford ready means for a quick survey of every pupil's career.

New Additions.

We have in process of erection at the school an addition to the storehouse, and two additions to the dining-room, 44 ft. 6 in. x 32 ft. The first will double our present storage room and the dining-room annex will give a room 125 ft. x 32 ft.

These are made necessary by the continued growth of the school.

Last winter 700 students were crowded at meals into a hall originally intended to seat four hundred and fifty. Larger quarters are now needed for the boys and girls and more accommodations for the employees are also necessary.

The New Boilers Satisfactory.

The 600 H. P. boilers placed last year have given satisfaction, heating the buildings much more uniformly and economically than the previous years.

Our Health.

It is with great satisfaction that I can report the health of the school exceptionally good throughout the year.

Of the four deaths this year, one was of quick consumption, and another of heart disease, another of brain trouble, while the last was undoubtedly of previous development.

The girl was taken ill soon after her arrival and was at once beyond help.

These health results disprove the statements of critics who allege that in the remote schools an excessive percentage of the students die.

Former Statements Emphasized.

In closing this report I desire to emphasize statements I have been making for several years past. I have now been in the Indian School service for 23 years, not counting the three years feeble school work for and while in charge of Indian prisoners at Ft. Marion, St. Augustine, Florida.

My experience among the Indians prior to going to Florida, added to the Florida experience, led me to know that all the Indians need in order to become English-speaking, useful, intelligent American citizens is the same opportunities and responsibilities accorded to our own people and all foreigners who emigrate to and locate among us.

I have always seen and now more than ever before see that it is impossible to give Indians these opportunities with any force in their tribal aggregations on their reservations.

The element of necessity, of contact, the learning by seeing, association with, and doing is entirely absent at their homes.

We had ample experiences to prove this before Carlisle and other non-reservation schools were established.

No experiences we have had since disprove it.

Educating them together in tribes is only added hire to remain tribes.

Tribal disintegration, individual freedom and the taking upon their individual selves the useful qualities of our American life, can never come to them in any fullness through any educational training that may be given to them in their tribal masses on their reservations, no difference how excellent the quality of instruction.

Again I say the Sioux, educated in schools made up entirely of Sioux on the Sioux reservation, naturally accept that they are to remain Sioux indefinitely.

There being a general slush fund for that purpose in the hands of the Department and all Agents and Agency school people naturally willing to build and improve their surroundings at the public expense in many cases expensive school buildings have been erected on the reservations for practically all the children.

These schools are required to be kept full or their employee force is cut down.

This compels the reservation school through its entire employee force to hold the children to their reservations.

Most of the non-reservation schools are carried on as though under the reservation system, because no effort is made to give their pupils experiences and opportunities beyond the school limits.

The children are brought from the reservations to the schools, reserved there for a time, and then returned to the reservations.

As I have no sympathy with any methods of tribalizing or catering to useless Indians, not even with schools when used for that purpose, I feel that I am becoming more and more extraneous to about all that is being done for the Indians, because I see that much failure is bound to come in the final reckoning, for it will continue to be alleged and alleged to be proven that Indians cannot take on our education and civilization successfully, but in truth they have never been really invited into nor allowed any real opportunity to enter civilization's family.

Very respectfully,

R. H. PRATT,

Lt. Col. 15th Cavalry, Supt.

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