

The Red Man and Helper.

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

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Consolidated Red Man and Helper
Vol. II, Number Nineteen

Room at the Top.

EVER you mind the crowd, lad,
Or fancy your life won't tell:
The work is the work for all that
To him that doeth it WELL.

Fancy the world a hill, lad,
Look where the millions stop:
You'll find the CROWD at the base, lad.
There is always room at the TOP.

A SUCCESSFUL INDIAN.

Mr. Henry Cayou a young Indian now living on Decatur Island in Washington is an example of what can be accomplished even by the Indian race if they but possess the will power and energy to succeed.

Mr. Cayou is fairly well educated although he never went to school a day in his life.

When a boy he worked during the day and walked three miles to a white neighbor who was kind enough to teach him reading, writing and arithmetic.

After getting a start he kept on studying by himself and now possesses a very nice library.

He was industrious and saving when a boy, put his money into land and sheep, to good advantage and in the last few years has made a fortune in salmon fishing.

His income during last July and August above all expenses was \$8,000, for salmon sold to canneries, and he has been offered \$30,000 for one of his Fish traps located on Lopez Island

Mr. Cayou does not drink nor gamble, which also accounts for his great success.

What a fine example for our young Indian men to follow!

Mr. Cayou is highly respected by the best citizens of the Sound Country, because of his renowned honesty, industry and integrity.

Chemawa, Carlisle or Haskell would be proud to point to him as an ex-student, but we cannot do that.

Mr. Cayou told the writer how much he regretted not being able to go to some good school when younger, so that he could have obtained more education.

The American is glad to point to such a fine type of Indian manhood and success.—[Chemawa American.

The secret of Mr. Cayou's success is that he had football grit and determination to reach the goal.

Notice?

When a boy he WORKED during the day and walked three miles at night to a white neighbor, who taught him to read and write and to work problems in arithmetic.

With such grit as Mr. Cayou possesses and with such advantages as we have at Carlisle, there is scarcely any limit to our possibilities.

We may become rich, we may become great and good, we may reach any height we are determined to reach.

But our life here may be too easy for us!

We have only to work four or five hours a day. Mr. Cayou probably had to work ten and twelve. We work only to learn how to work, while Mr. Cayou was OBLIGED to work for his bread and butter.

OUR parents send us money to buy skates with and neckties and to ride on trolley cars.

He probably had no time to skate, and may never have seen a "tony" necktie. He certainly had no trolley car on which to spend his pennies, when it would be better to walk.

When we get pennies we SPEND them

for cake and pies and things that tickle the throat or look fancy in dress

He bought BOOKS and read them.

He is now reaping the reward of having saved his time and money when a young man.

He is now happy because full of experience and the knowledge that comes from reading good books and from business association with good common sense men.

He can hold up his head and feel that HE is a MAN.

What will we be at his age, if we spend our pennies foolishly and waste our precious hours in loafing?

How shall we feel at Mr. Cayou's age if we now get into habits of tobacco, drink and worse things that pull us down.

It is easy to see what we shall be. The picture is very plain before us. Poor! Weak! Dependent! A nuisance to ourselves and a worse nuisance to our friends and to the world!

If we have any mind at all we will be full of remorse and sorrow for not having made better use of our time. We will be wretched in body and soul.

It is well to keep a picture of men like Mr. Cayou before us and to try to be like him, and better if possible.

NO OCCASION FOR INDIAN STUDENTS TO RETURN TO TRIBAL LIFE.

Supt. John B. Brown, of the Morris Indian School, Minnesota, speaks in St. Paul's Pioneer Press, and he knows what he is saying, for he has had large opportunities to observe the educated Indian at home.

No such person as Blue Wing, however, ever graduated from the Carlisle School, and the story below is another of those whole cloth fabrications given the start in the papers for a purpose, the authority for which could be easily traced and the purpose for which is easily discerned.

We reprint for a purpose, and that purpose is to give wider circulation to Superintendent Brown's sensible words in connection with the Blue Wing fabrication. They fit all cases of returned students, and we hope that every aspiring Indian student will take a look into the true situation as presented by Supt. Brown:

INDIAN SCHOOL, MORRIS, MINN.

November 28.

TO THE EDITOR:

Under the caption of "Indians' Lack of Opportunities" there was published in the Pioneer Press of Nov. 26 the statement of Blue Wing, said to be a graduate of the Carlisle Indian school, to the effect that she was "thoroughly educated," but was unable to obtain employment and hence drifted back to tribal life.

Men who labor in the Indian schools know how entirely misleading are such statements, as do those who live near Indian reservations and seek to employ young Indian men and women; but there may be many of those whom we designate as the "general public" who take stock in the statements and opinions of Blue Wing, hence these remarks.

If, with the accent on the if, Blue Wing is able to speak four languages fluently, she may still lack some requisites necessary for a successful laundress or cook, but if she can do laundry work well, or can cook even fairly well, or can sew, or, if she is of good reputation and willing to learn to do any of these things, she can obtain employment in the Indian

school service or out of it with very little delay.

Every Indian school superintendent knows this to be a fact.

The prejudice is all in favor of the young Indian man or woman and not against him when he seeks employment, particularly in the Government service.

The Morris (Minn.) school employs sixteen persons, and eight of these at present are Indians, receiving salaries ranging from \$300 to \$720 per year, and this is not far from a representative school in that respect.

No "great advancement" will ever come to the Indian race, or to any other race, except through necessity.

It will not come through a policy of paying more than a service is worth, nor from the Government setting up establishments for the especial purpose of giving work to any person, class or race.

The consensus of opinion among experienced Indian school men is that if the Government has erred in the matter of giving employment to Indian young men and women it has been in the line of making their entrance into the service too easy and their advancement too rapid for their own permanent good.

Blue Wing can get work if she wants it.

JOHN B. BROWN.

THE GREAT TROUBLE.

The great trouble with some students who return from the non-reservation schools is that they give way to despair because the world does not give them the recognition they crave.

They have been in the midst of congenial surroundings, among people who had only sympathy and encouragement for them.

They leave these associations with the praiseworthy determination to do their share of the world's work.

But, somehow, the great, big, world does not seem to realize their presence

It does not ask for diplomas,—nor were you at Carlisle, or at Haskell?

All the world wants to know is:

What can you do? Little things, in plenty, ordinary work there's enough, but they wait for some opportunity to do great things that will win applause.

Alas, it never comes!

Hope gives way to despair that saps life's energies.

Would it not be well for them to know that the world will not meet them with a brass band when they come home; that life's victories are made up by doing little things, and by doing them well; that it is no particular credit to any man, white, red or black, if he makes his own living, for he owes nothing less than that to his God, to society, and to himself; that the Indian is no better than any body else; that the days of special favors by the Government will soon be at an end; that it pays to be polite; that it don't pay to tell your employer a thing or two; that there is not the least danger that all wisdom will die with them; that most Indian schools are as Kindergartens compared with some of the Universities of our land; that a reformer must first be a worker; that advice is best given when asked for; that they can afford to be grateful for what they have received?

Perhaps if these points were observed, despair would not conquer so many.

—[Cheyenne and Arapahoe Sword.

"What are pauses?" the teacher asked the first class in grammar.

"Things that grows on cats and dogs," answered the smallest girl.

ADVANTAGES OF STATEHOOD.

A comparison of the newly opened country in Oklahoma and the adjacent parts of the Indian Territory is the strongest possible argument for statehood for the territory.

As was pointed out in the Lawton dispatch to the Star yesterday, the Kiowa and Comanche country has made more progress within three months than the adjoining Chickasaw nation has made in all the years of its settlement.

Conditions over which they have no control compel the Indian Territory towns to remain almost stationary, while those of the Lawton and El Reno districts are making rapid progress.

The people in the States do not appreciate the handicap which lack of municipal and county organization is to a community.

Towns grow up with no sewage system, for there is no authority to plan one and no funds to do the work.

All public lighting and paving must be paid for by voluntary contributions.

The country roads remain unimproved. There are no bridges or culverts.

If a creek is high the farmer must wait for it to subside before he can cross it.

These conditions must have a strong influence in preventing the development of the territory.

Settlers will stay on the Oklahoma side of the boundary wherever possible, even though the Indian Territory country may offer better natural advantages.

The character of people is usually more or less influenced by their surroundings.

Conditions in the territory have a depressing effect upon individuals.

It is greatly to the credit of the settlers that they have accomplished what they have in spite of the obstacles in their way.

The rough conditions of the roads and streets and the lack of city and county improvements tend to encourage the neglect in private affairs.

Uncertainty of tenure and doubt as to the future have the same effect.

Statehood would remedy these unfortunate conditions.

The county and town organizations could carry on public improvements that would attract settlers and facilitate business.

Order would come out of the present confusion, and progress in every direction would be rapid.

The cost of the machinery for statehood would not be great, especially if it were shared by Oklahoma as well as the Indian territory. The matter deserves the early attention of Congress.

—[Kansas City Star.

The President's Way.

Julian Ralph once asked Mr. Roosevelt: "What did you expect to be, or dream of being, when you were a boy?"

"I do not recollect that I dreamed at all, or planned at all," he answered. "I simply obeyed the injunction, 'Whatsoever thy hand findeth to do, do it with all thy might,' so I took up what came along as it came. Since then I have gone on Lincoln's motto: 'Do the best; if not, then the best possible.'"

Mrs. W. "I didn't know that Mr. Brown had a title."

Mr. W. "Neither did I. What is it?"

Mr. W. "Well, his servant says that everything comes addressed James Brown, C. O. D."

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:

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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 President of the United States agrees with the Honorable Commissioner of Indian Affairs in the belief that to make the Indian self-supporting should be the aim of the Government. In a general way he thinks the first steps must be the breaking up of tribal relations, the allotment of the lands in severalty and the admission of the Indian youth to public schools. The Indian should become a citizen.

The Cheyenne and Arapahoe Sword hits the haughty Indian student who goes home to show what he doesn't know, about right. There are hundreds who go out from the schools every year, however, who are sensible in their demeanor and expectations. But we never hear of them. They are like plain, good citizens anywhere and everywhere. Only the scalawags get columns of publicity, where the well-behaved and ordinary citizens get no notice.

After the discouraging reports that Indian education is a partial failure it is refreshing to read of such as Indian as Mr. Cayou. It may be best to break up the schools, have the rising generation of Indians work ten and twelve hours a day for their bread and butter, and if they want to learn to read and write have them walk three or four miles at night to neighbors who can teach them. The Carlisle outing system has something of that in it. Our boys and girls work for their board and washing, nights and mornings, and walk to school. It makes them healthy and happy and independent.

MONDAY EVENING'S MEETING

On Monday evening, the study hour was set aside, and the student-body and faculty assembled to listen to Superintendent Peairs, of Haskell Institute, Lawrence, Kansas and to Colonel Pratt, who had returned the same day from a month's absence from the school.

When the three gentlemen—Superintendent Peairs, Colonel Pratt and Assistant-Superintendent Allen entered the hall the students gave a resounding roar of applause. They welcomed the visitor, and were glad at seeing the Colonel able to come out and be of us again.

The Band played for the occasion and charmed all its hearers.

Assistant-Superintendent Allen introduced Superintendent Peairs, saying in part that he was Superintendent of the big sister of Carlisle, situated on the banks of the Kaw River, Kansas. He mentioned the fact that a number of our students had attended Haskell and some of our faculty had taught there. Haskell is working along the same lines as Carlisle, and what Haskell is to-day is largely what Superintendent Peairs has made it.

Superintendent Peairs excused himself from making a long address as he was suffering from a severe cold, but he spoke of the pleasure it was to be here and to visit an institution whose spirit had ever been to lead the Indian out. It was always an inspiration to stand before such an audience. He spoke of never having been here but once before, but he wished to

impress upon the minds of the students of Carlisle that there were questions agitating the minds of thinking people which they must begin to think about and help to solve.

We watch public sentiment to see the feeling of the people. In Washington Mr. Peairs had studied the feeling of those in authority and of Congressmen regarding this work.

People in general are feeling more than ever that they must be looking out in the field to see results in Indian education. What are the results? is the question that should be and is asked. It is time that we should begin to look for definite results.

To whom shall we look? There can be but one answer. It is to the students of the schools who have had advantages; and do they realize that the time is shortening when such privileges as are offered to day will continue to be offered.

The Government in placing the Indians upon reservations thought it was doing the best thing for them, but when your people were placed on reservations without enlightenment, bounded in on all sides and kept there, it was a detriment, and so it will be as long as they remain in that condition.

Then the Government decided to educate you, schools were opened and provision was made for your education and training, which was and is a help to your people.

But there is danger even in the schools. So long as education comes to you as easily as it does to-day I fear for the result. The best citizenship cannot come in that way. The only hope for you to become independent is through education, but you will have to begin to do for yourselves, to do something in return for what you get. The time is near at hand when you will have to launch out in the great wide world. The Government will take away the helping hand.

Your people will have to depend upon you boys and girls. Does this boy and that girl begin to realize that there is something in the world besides themselves for them to work for? That there is somebody else for an Indian boy to help besides himself.

When that spirit gets into your life you will forget that you alone are to be helped and you will work to help others. You need to realize that not only your own people but the world needs men and women of courage and ability who dare to stand for the right.

There was never such a demand for people of courage and skill who can DO SOMETHING as now.

Get the thought implanted deeply within your breasts that there is somebody besides SELF who needs help.

Take advantage of every opportunity to learn and to advance.

It is hard for young people to realize when so much is being done for them that they have something to give back.

The courageous and skilful, those who stand for the right and the good are always called to the front.

If you want to be placed in command and in the front rank, you will have to make the best of every opportunity to improve.

Get rid of the thought that you can get into places of trust without merit!

Reach out and help others!

With that spirit, as you go out into the world, your life will be one of use and helpfulness.

The Band played another selection and was obliged to respond to an encore.

Then Colonel Pratt said in part that he appreciated the warm reception given by his boys and girls and by the employees. He was always drawn back to Carlisle every time he went away. This was his home and here had been his life work, and the place and all connected with it was dear to him.

He was grateful for the many letters written to him on Thanksgiving Day and for the kind remembrances sent on his birth day.

He was impressed with the serious tone in which Superintendent Peairs spoke.

He seemed to feel strongly that there was something in the air. There was something coming. We have got to meet something. It is something bigger than we have ever met before, and we have got to rise to the occasion and do more than we have ever done before. Have we thought it out? What are we after? Are we after it with all our MIGHT? I have said and say it again that there will be no peace nor rest till we have reached the real thing. Until we have made up our minds WHAT we are after and until we get it.

What is the great thing for the Indian? Supt. Peairs has told you what he thinks. We must be plain, honest with ourselves, and tell what we think, and think right, else there is no real success.

There can be no success in deception.

What we do we must do with our might. I would not load you boys and girls up with any responsibilities for your own people.

The thing for you to do for some time to come is to work for YOURSELVES!

You are to use every opportunity to fit YOURSELVES the very best you can for that which may come for you to do in the future.

When you work the best you can for yourselves, you are doing the largest and best work for your people, for the Government and for the world.

Your duty is to rise up in your INDIVIDUAL might, and acquire skill and supremacy over all that God has placed you over in this world.

The greatest and best men, leaders in business and in Government affairs, leaders in Christian thought and in the advancement of truth are universally men who have started out and equipped THEMSELVES for the work; leaving home and friends, race and tribe, they have gone OUT into the world.

The trouble is that Indian schools are reservations.

The Indians are all together as Indians.

It is true that in some schools the tribes are mixed, but they still are held in schools as Indians and are being educated by the Government as Indians, and when they get through they still are led to expect the Government to take care of them and give them a good place and a salary in the Indian service.

They reach no ambition, no courage to move out as individuals.

The ambition to become a MAN is what is lacking. I don't wonder that the Commissioner of Indian Affairs is discouraged over results in the Indian school service.

I begin to hate the system, because there is no teaching of real MANHOOD in it.

Everybody who gets into the service wants to hold you in masses, and you are very willing to be held onto, especially when there is good food, good clothing, and after while a good salary waiting for you.

I have always said that the best part of Carlisle is not at Carlisle.

370 of our students are now out living and working among our people.

They work mornings and evenings and go to school with the American children, with whom in later years they will have to compete in business.

They meet them daily in class, at work, and thus find out gradually what it means to compete, but there are silly ones among them, who, as soon as possible, sneak back to the reservation to become worthless and dependent.

The inducements that have been conjured up to hold the Indian to his reservation, in the shape of lands, annuity, rations, etc., are the things to be overcome.

When we find that land and annuity and rations are as mill-stones hung about our necks dragging us down, the thing to do is to sever the knot and let the mill-stone go.

More was said on the line that MANHOOD was above all else. The supreme thing is not education. A man may not know how to write his own name, and yet be a good citizen. It is a mistake to think that education in books does all that is necessary for us.

AN ILLUSTRATED LECTURE ABOVE
THE AVERAGE.

The first illustrated lecture of the Bickmore series was given by Assistant-Superintendent Allen on Saturday night. The subject was "South America."

The views were mostly on Brazil. A number of very instructive maps introduced the lecture.

The customs and industries of the people, the topography of the country, and flora and fauna were illustrated by many clear, beautifully colored views, the best ever presented to us.

Mr. Allen handled the subject very ably. Everybody could hear distinctly, and the subject matter was presented in a way that was edifying to all of the varied audience.

There is planned for the winter a series of five or six lectures in which others of these views will be used.

Another lecture on South America will follow with one or two on Mexico, and the Philippines, possibly. A series on Birds will come later.

The views are owned by the school, and, from year to year will be presented to the various classes.

The views and lectures are prepared under the supervision of Dr. A. S. Bickmore, of the American Museum of Natural History, and are a part of his great plan of visual instruction, which aims to make the Museum a radiating center of educational influence.

The lectures are given free in weekly courses to thousands of people, at more than seventy places in and about New York City and Brooklyn.

Some three hundred centres throughout the State of New York enjoy them.

Dr. Bickmore has arranged that they may be available to the school people in every State in the Union through their educational department.

Canada and Great Britain are using them.

We hope that our Superintendent of Public Instruction will take some action that will enable the citizens of Pennsylvania to enjoy the result of Dr. Bickmore's years of scientific work.

Every school in the Indian Service should have access to the same educational advantage.

At the exhibit on Saturday, a number of new Carlisle views were shown to the students.

Much merriment was created as the various places and persons were recognized.

Miss Peter assisted at the lantern with grace and efficiency.

The announcement of the marriage on the fifth instant of Thomas Henry Martin and Elizabeth Marian Lampson, at Seymour, Wisconsin, is an interesting bit of news for Miss Lampson's friends. It will be remembered that the bride was a teacher here for a time. Congratulations are in order.

"Your bright, cheery little paper is warmly welcomed in our home each week. No matter how busy I am, on Saturday morning when it comes I must stop for a few minutes to look over it hurriedly, till I have time to read each page carefully."
—L. D. G., Phila.

Miss Fletcher's "Indian Story and Song" is going for Christmas presents. "We have had the songs played at several gatherings, and people enjoy them very much," says a friend in California. Publishers price \$1.25. We sell them for a dollar; by mail \$1.07.

The hospital is thinning out, many patients getting better. We doubt if there are many hospitals in the land so crowded as ours has been for a few weeks with cases of colds, pneumonia and ailments leading up from colds, without loss of a case.

In all the history of the Indians' civilization there are but two influences whose brightness have not diminished. The "Black Robe" and the Catholic contract school.—[The Church Progress.

Man-on-the-band-stand.

Christmas, then Commencement!

L-u-e-k spells failure; W-o-r-k spells success.

Commencement this year will come six weeks earlier than usual—on the 5th and 6th of February.

The cisterns are being pumped out and cleaned ready for the winter water, which we shall enjoy next July.

Little Catherine Weber has returned after quite an extended visit with her grand parents in Reading.

Miss Print, Mary Kadashan, twisted her neck slightly in the gymnasium, and has been in the hospital for a few days.

Nellie Lillard, who was in the hospital for a week or two, is at her work again in the printing-office, happier than ever.

Mr. Kensler's daughter Julia is very ill at his home on Bedford Street. All are exceedingly anxious about her condition.

Miss Blanche Warner, who is a guest of her cousin the Coach, returned from New York City having had a pleasant so-journ in Gotham.

Little bits of skating were much enjoyed on Saturday by the small boys. The main pond was not frozen enough to permit its general use.

Misses Carter and Senseney went to Harrisburg on Wednesday to see if they could discover any traces of Santa Claus over in that direction.

The first talk at the opening exercises of the school, on the new series on Russia, was given this week by Professor Bakelless, on The Land and the People.

The Standards meeting was interesting, but preparation was not up to its usual "Standard." This society is generally well prepared and well conducted.

An occasional student item is in the nature of an editorial, which is an advance step from the common news item, yet the news items are what we want most.

To-night, Mrs. Brown and Miss Weekley will be the visiting committee for the Invincibles; Miss Forster and Mr. Nori for the Standards; Miss Cutter and Mr. Miller for the Susans.

"If I were an officer of a company and allowed rude, boisterous, vulgar yelling in response to names at roll-call, I would think I was not a fit person for my place," says Observer.

The Susans had an unusually good meeting last Friday evening. It was presided over with much dignity and every exercise was done as well as the performer could do.

Perry Tsamawa ex-student of Carlisle, who has for two or three years served the Hupa Valley school, California as shoe and harness-maker has been transferred to Albuquerque at an increase of salary.

Take care, you spitter! There are detectives in your wake. It is going to go hard with the person caught spitting on the floor or pavement. It is not only a filthy habit, but science says it is DANGEROUS to life.

We have sold a number of Stiya's for Christmas. Remember the storyette sold for fifty cents. The price now is 25 cents until after Christmas; by mail 27 cents. It is an interesting story of an educated Indian girl at home, giving vivid pictures of some sad and thrilling scenes.

Since the pond is not ready for us to skate on, the girls find it great fun to skate in the court of their quarters. Every evening, when it is cold enough to freeze the water, they carry water and throw down in the court. In the morning it is ready to skate on.

The Man-on-the-band-stand saw a small boy slip on the ice. Both feet went out from under him and he had a hard bump, but he did not stay down long. Up he jumped, and looked all around to see if any one had seen him fall. This is the way to do when we fall, whether in our conduct or on the ice. Up! quick! Get onto our feet, and start off in the right way again.

General Items.

Written by the Seniors.

Several of the girls have organized an Anti-Slang society for the purpose of ridding their conversation of slangy expressions.

It is very interesting to note as we study the history of nations, how they fall as soon as they become corrupt. New races arise to take their places who are stronger and more virtuous, as in the case of Rome and the Germans.

The Seniors have taken up the study of electricity and find it interesting.

Personal worth; capacity of civilization; love for freedom and reverence for womanhood are characteristics which should exist in every Indian, in order that he might become a good citizen.

Miss F. Vietch and her helpers made a tour of the shops yesterday, which they enjoyed.

Nelson Hare has been elected captain of the Senior basket-ball team.

The Standards are glad that the football season is over. The result of it showed last Friday evening, when nearly all the chairs were filled. There is still plenty of room for more new members.

The four upper classes are looking forward for the championship in basket-ball. They have appointed their captains and selected their teams to compete with each other this winter.

Eva Rogers writes very interesting letters about her experiences as a Seminary girl.

Rose Nelson deserves special mention on the oration which she gave before the Susans last Friday evening.

Written by the Juniors.

Earney Wilbur is in the hospital with a bad cold.

On Sunday Miss Paull entertained a friend from Chicago.

Sophia Warren, who was promoted to the dress making class some time ago, is doing excellent work in making button holes.

The marching out of Assembly Hall last Monday evening by companies, was the best seen for some time, especially Co. D. which was commanded by Capt. Patrick Q. Miguel.

Dust brushes are substituted for Indian clubs when we want to practice new circles at quarter.

The Susans have about given up the old habit of whispering, and for its substitute have chosen, "Attention," which proves to be more helpful, especially to those who are interested.

The Susans' meeting last Friday night was in every way an improvement. The members on the program all did their duty and showed more spirit than ever.

The Standards now have a fine orchestra, which is known as the "Hungarian" orchestra.

At a meeting held by the Junior boys, Joseph Ruiz was elected captain of the Basket Ball team.

The following is quoted from a recent conversation between two girls:

1st girl: "Booker T. Washington was a graduate of Hampton."

2nd girl: (Thinking he was now a student of Carlisle.) "And what school room is he in now?"

Mark Penoi, "class" of 1896, has been appointed assistant leasing clerk at Anadarko, Okla. Ter. During the many years he has been connected with the Carlisle School, he has always been ready to do his best, never for a moment allowing himself to fail in duty if he could help it.

It is this unfailing faithfulness to duty that has brought him such a responsible position. He has many friends at Carlisle who will miss him very much but who rejoice at his good fortune.

Lillian St. Cyr visited friends in Mechanicsburg last Sunday, with Miss Zeamer.

Odell Le Fleur, who left us 2 years ago writes from his home in Washington, "I have to work very hard but it makes me good."

Frank Mt. Pleasant '03, plays the piano for the gymnastic drills in the gymnasium.

On Monday evening, Assistant Superintendent Allen entertained a small party at dinner in honor of Supt. Peairs of Haskell Institute.

Miss Noble, matron of the Teachers' Club, has been ill with a very severe cold, but is now better and about her work.

Written by the Sophomores.

Florence Welsh is expected back this week from Wisconsin. She is a member of the Sophomore class and will be heartily welcomed.

Abbie Doxtator has been transferred from Roslyn, Pa., to Wyncote, Pa. She likes her new country home and the people she is living with. She has a good school to go to and is going to try to make the Junior grade by Commencement.

The Invincibles held a very good meeting last Friday evening and the officers for the next term were elected. The volunteer work was very good and all of the members responded quickly. The speakers on the debate were not very well prepared, and they should have been, as they had a long time in which to prepare.

One of our classmates in the country writes that the first thing she looks for in THE REDMAN AND HELPER, is the column of Sophomore items. We send greetings to all our country Sophomores. It does us good to hear from them.

Blanch Lay, who is in the country, says that she is very happy and likes the school that she attends.

A party was held in Miss Stewart's room. Several teachers were invited, and several small boys. The evening was very much enjoyed by all who attended.

Joseph Trempe has been elected Capt. of the Sophomore basketball team.

The Sophomore class having studied physiology for some time are now taking up history in its place, commencing with Johnson's Administration.

Miss Jackson, Manager of the girls Department, has gone to her home in Mass. for a brief visit. Before leaving she gave us a talk in the assembly room. We miss her, and all her wishes we will try to carry out.

Mr. Gray, our dairyman, says the cows are not giving as much milk as they did.

The Sophomores are through reading the Christmas Carol. They all enjoyed Charles Dickens.

Being among the boys one frequently hears such expressions as these:—"Col. Pratt is a fine speaker." "Whenever he says something it means a great deal." "One cannot help but listen when Col. Pratt talks," and a good many similar expressions. But so many of us are listeners only. We are always anxious to have him speak to us, but when it comes to doing what he wants us to do we are not so anxious. Of what use is it to be merely listeners and not doers? Let us remember that we all have a living to make ahead of us and Colonel Pratt can not be with us always, but let his words be with us forever and do what he advises with all our might. We have to be listeners and doers both, in order that our

good Colonel will feel that whenever he speaks to us it is not time wasted.

We see by the leading papers of Philadelphia that three members of our football team are among the eleven greatest players of America.

It might be a fine scheme, for every student going to the hospital, to eat only water for a while as the Colonel did at Walter's Park.

The band is preparing for a trip to Lebanon.

TALKS BY THE TEACHERS.

The talks on China before the school closed last week, Miss Senseney giving the last of the series on "The Crisis in China from the Foreigners Standpoint."

The previous talk by Miss Robbins, gave the "Crisis from the Chinaman's Standpoint." Both talks were unusually good and full of food for thought.

This series of talks, while at no time raising the enthusiasm that those on England did, sustained the interest and gave many instructive facts. They helped to disarm prejudice and make us see the advancement that has been made outside of our European civilization.

John Chinaman has done much and we have appropriated it, and given him no credit, even called him hard names.

He has many virtues that we may well emulate.

He is frugal, economical and industrious.

He is the embodiment of patience.

A small loan exhibit of Chinese curios consisting of embroidery, idols, pictures, coins and clothing, was in the building a few days.

We hope that many will read Abbott's life of Gengis Khan, Smith's Village Life in China, Chinese Characteristics, Towel's Life of Marco Polo, and Skidmore's Long Lived Empire.

A NEW QUALIFICATION FOR CITIZENSHIP.

One evening last week, two teachers and several boys were leaving the school building after study hour.

The steps were covered with ice, and one of the Porto Rican boys occupied in conversation with a teacher, lost his footing, and with characteristic thoughtfulness of others, which constitutes so large a part of his manner, cried:

"Look out!"

And measured his length on the pavement.

One of the teachers said:

"Oh, that is the first time you ever did such a thing."

While recovering his position he replied:

"I am a citizen of the United States."

The new teacher did not understand the remark, and it was some time before the other could explain that the young man had spent one year in New York, and had been initiated into at least one of the qualifications for citizenship in the United States.

On Tuesday evening during study hour Mrs. Cook's students held an interesting debate on Whether the United States should grant the same form of government to the Philippine Islands that Cuba has, girls as well as boys participating. The judges' decision gave the preponderance of argument in favor of the Cuban or negative side. After the decision, Assistant Supt. Allen made some pertinent remarks, and "Father" Burgess spoke briefly, commending the good order and system that prevailed, encouraging them to continue their efforts, and to become interested in all that pertains to the public welfare and the prominent questions of the day.

We are pleased to learn that Myron Moses is nicely located among friends at Riverside, California. He is living in a tent for his health. The days are warm but the nights are cool, so he has a little stove in his tent. Others at the new Riverside Indian School are living in tents while the buildings are being erected.

WHY DO WE GROW HUMPBACKED AND LOP-SIDED.

The Indians of two or three generations ago did not need to be reminded of the proper way in which to lie in bed. Some in this generation do not need advice in this particular, but the following hints from Will Carleton's Magazine, may open the eyes of others who are growing careless and may be getting bed-deformity:

Many people wonder why they are growing bowlegged, humpbacked, or knock-kneed, or lopsided, when they are so careful all day to keep in fairly correct attitudes, says the writer.

Let such examine and consider their attitudes while in bed—which time, of course, occupies a considerable number of hours out of the twenty-four.

Some, in order to get warm quickly, hump themselves up into an old fashioned interrogation-point, with their chins on their breasts.

Some double their knees as if they were supplicating the god morpheus to continue his ministrations to them until morning shall come.

Some prop their heads on pillows, throwing the chin against their throats in a way that would strangle them if Nature were not on hand to prompt them to gasp till they get air enough to live on.

Some clasp their hands together over the head, as if they were posing them for a sculpture or a gravestone. This has a tendency to contract and weaken the stomach.

And so on and so on.—Any one can trace errors in his somnolent positions, if he will hold his attention upon them for awhile.

Lie as you would be.—[Will Carleton's Magazine.

We Indians may not do these things, but what we too frequently do, is to cover our heads with the bed-covers and breathe the poison over and over again that comes from our bodies. This is a worse habit than to lie in a crooked position. We need good air when we sleep, if we would be healthy.

LESSONS FOR THE AMATEUR CARVER.

After witnessing the awkward carving on Thanksgiving Day, it is high time that we take a few lessons.

EVERY young man should know how to carve a turkey.

When a young man is called upon at a table of guests to carve, and he has to refuse because he doesn't know how, or not refusing he goes at the task in an awkward way, arousing the pity of all who watch his untrained hand mangling the meat, he is in a sorry plight.

The Man-on-the-band-stand watched ONE Indian boy carve a Thanksgiving turkey, and he did it to perfection, right up to the latest style.

Read and learn how!

His knife was good and sharp and it had a long thin blade.

He took the fork in his left hand and plunged it in the breast of the turkey, with the tines of the fork at each side of the breast bone.

He pressed down on the fork to give it a firm hold.

Then with the right hand and knife he cut the leg from the body, using a firm, downward stroke pressing inward toward the body.

He put that leg on a small platter and sliced off the sides, and he then cut the first joint from the second.

He then severed the leg from the other side of the turkey in the same way.

Then he tackled the wings.

His first stroke of the knife cut the joint, for he knew just where to strike it.

He divided the wings into two pieces each, and as the turkey was a large one he cut some slices off of each wing.

He knew just where the wing slice was, immediately over the wing.

The wing slice is considered more del-

icate than the breast, and some people like it better.

He then sliced thin slices from the legless and wingless bird and laid them on the platter.

His manner of carving the breast was this.

He planted the fork across the breast bone again, and cut slowly in large thin slices.

The back was not carved, but where the whole bird is usually eaten as at the students' dinner, it can be cut up in pieces that are not very ornamental, but some of the choicest pieces are there.

Now get ready for the Christmas turkey, ye carvers, and don't make a bungle!

We will repeat the essentials of this lesson next week.

THE CANADIAN INDIAN.

Theodore Knappen, an American citizen who has travelled extensively in Canada, makes with other observations, the following in the Minneapolis Journal, regarding the Indians among our Northern neighbors:

The Canadian reservation system is utterly unlike ours.

Instead of setting aside vast tracts of continuous land, they give each group of Indians, here and there, a few hundred or thousand acres of land.

Thus along Rainy river, Rainy lake and its tributary waters there are about a dozen little Indian reservations which are nothing more than adjacent allotments of lands to individual Indians.

These reservations are too small to be game preservers and the government pays a small annuity—\$5 to each member of the tribe—\$10 to a councillor and \$25 to a chief. It is the old story of the pressure of necessity.

The government having provided them with homes, with instruction in the Indian schools, it remains for the Indian to earn his own living.

It being a "root, hog", case, he does it.

The success of those Canadian Indians is a good indication that when our own Government stops pampering its Indians and treats them precisely as white citizens are treated most of them will make their way fairly well.

REPRESENTATIVE CURTIS FAVORS SINGLE STATEHOOD FOR OKLAHOMA AND INDIAN TERRITORY.

A communication from Washington to the Indian Journal, says:

Representative Curtis has arrived. He predicts that the strongest fight yet made for the admission of Arizona, New Mexico, Oklahoma and Indian Territory will be commenced immediately.

Mr. Curtis said that he did not know that his ideas on these matters agreed exactly with the intentions of the delegates, but he was thoroughly impressed with the idea of bringing Oklahoma and Indian territory into the Union, as one State.

"Those two territories, if admitted as a single State, would make one of the grandest States in the Union, and I would be heartily in favor of such a plan" continued Mr. Curtis.

"They are both composed of magnificent territory, and are rich in mineral deposits as well as oil and gas, while their agricultural feature is second to that of no section of our entire country.

To divide them and endeavor to make two separate States would, in my judgment, not only result in failure, but would not be satisfactory if consummated."

With One Stroke.

"What a wonderful painter Rubens was!" remarked Mr. Jones at the art gallery.

"Yes," assented Mrs. Jones; "it is said of him that he could change a laughing face into a sad one by a single stroke."

"Why," spoke up little Johnnie, in disgust, "my teacher can do that."

Appointments and Transfers.

Among the changes in employees at various Indian agencies, authorized by the Indian Office during the month of November, 1901, appear the following:

Appointments.

NAME.	POSITION.	AGENCY	IN PLACE OF
Henry Jacobs	Asst. Carpenter	Crow Creek, S. D.	Half Day
Arthur Pratt	Interpreter	Do.	Anthony Last Bear
John B. Partisan	Judge	Lower Brule, S. D.	Cornelius B. Head
James P. Byrnes	Asst. Farmer	Do.	M. Langdeau
John Lane Dog	Laborer	Rosebud, S. D.	
Claude Running Hawk	Do.	Pine Ridge, S. D.	James Little Bear
Benjamin Lowry	Carpenter	Omaha & Winnebago,	Chas R. Prophet
Pawnee	Asst. Butcher	Cheyenne & Arap. Okl.	Alexander Y. Man
Edmund Mixed Hair	Teamster	Do.	
Percy Kahle	Janitor	Do.	
Antelope Skin	Asst. Butcher	Do.	Jas. R. Hutchinson
Chas. Sebastian	Interpreter	Ft. Belknap, Mont.	Ed First Smoke
Laban Locojim	Do.	Ft. Apache, Ariz.	Henry Carroll
Charles May-ha	Laborer	Do.	Charles Bones
Andrew J. Lewis	Teamst'r & lab'r	Umatilla, Ore.	Thomas McKay
Charles J. Thompson	Judge	Tulalip, Wash.	
Joseph A. Kitto	Asst. Blacksmith	Santee, Nebr.	
Wm. H. Abraham	Asst. Carpenter	Do.	
Howela Polacco	Interpreter	Moqui School, Ariz.	
Isaac Miller	Do.	Ft. Peck, Mont.	Cloud Bird
Nimrod Davis	Asst. Farmer	Do.	Bunn Armstrong
Thomas Roberts	Blksmith's Apps	Do.	Black Dog
Jesse Good Voice	Apprentice	Rosebud, S. D.	Wm. Eagle Thunder
Moses Missouri	Janitor	Do.	Ben Red Kettle
Ben H. Elk	Laborer	Lower Brule, S. D.	Philip LaRoche
Reuben Duckett	Do.	Ft. Berthold, N. D.	Howard Rabbit Head
Leo Trail	Do.	Ft. Belknap, Mont.	Fred Skinner
Abe Lincoln	Blacksmith	Yakima, Wash.	
Peter Kwina	Judge	Tulalip, Wash.	Hillaire Crockett
Edward H. Johnson	Teamster	Leech Lake, Minn.	John Drumbeater
Minnihata	Add'l Farmer	Devils Lake, N. D.	
Ignatius Court	Interpreter	Do.	
Charles Kensler	Stableman	Cheyenne River, S. D.	Wm. H. Jones
David Bigman	Asst. Farmer	Cheyenne & Arap. Okl.	Allen Hill
Jos. Hills	Asst. Butcher	Do.	Ernie Black
Fred E. Suits	Asst. Clerk	Do.	Wm. M. Plake

Transfers and Promotions.

NAME.	FROM	TO	AGENCY	IN PLACE OF
Alex. Yellow Man	Asst. Butcher	Asst. Farmer	Chey. & Arap. Okl.	
Edmund F. Smoke	Interpreter	Apprentice	Ft. Belknap, Mont.	Rufus Warrior
Charles Bones	Laborer	Blacksmith	Ft. Apache, Ariz.	
Cloud Bird	Interpreter	Farmer	Ft. Peck, Mont.	Dan Martin
Philip LaRoche	Laborer	Herder	Lower Brule, S. D.	N. LaRoche
Frank Vielle	Asst. Farmer	Do.	Blackfeet, Mont.	Joe Trombly

A LITERARY MAN'S PRAYER.

Lord, let me never tag a moral to a story nor tell a story without a meaning.

Make me respect my material so much that I dare not slight my work.

Help me to deal very honestly with words and with people, because they are both alive.

Show me that, as in a river, so in writing, clearness is the best quality, and a little that is pure is worth more than much that is mixed.

Teach me to see the local color without being blind to the inner light.

Give me an ideal that will stand the strain of weaving into human stuff on the loom of the real.

Keep me from caring more for books than for folks, for art than for life.

Steady me to do my full stint of work as well as I can, and when that is done stop me, pay me what wages thou wilt, and help me to say from a quiet heart a grateful Amen.

HENRY VAN DYKE.

WRITE WHAT IS IN YOU.

The advice of the teacher mentioned in the squib below has often been administered by our teachers to the ambitious Indian writer of composition, but we believe it was never interpreted quite so literally as the little pupil in the story:

"Children," said the teacher while instructing the class in composition, "you should not attempt any flights of fancy, but simply be yourselves, and write what is in you. Do not imitate any other person's writings or draw inspirations from outside sources."

As a result of this advice Johnny Wise turned in the following composition:

"We should not attempt any flites of fancy, but right what is in us. In me there is my stummick, lungs, hart, liver, two apples, one piece of pie, one stick lemon candy and my dinner."—[Baltimore American.

Do what you can, give what you have. Only stop not with feelings: carry your charity into deeds; do and give what costs you something.—J. H. THOM.

To Santa Claus.

It is pretty nearly time for letters to Santa Claus. This unique appeal from a white girl is very modest, isn't it? She doesn't want much(?) Our little Indian girls will be satisfied with half as much if Old Santa will look over this way. The letter says:

My name is Margaret Brink. I am a little girl past six years old and would like to have some nice Christmas presents. I want dollie clothes and a trunk, two dolls and a push buggy.

I would like to have a necklace to wear around my neck and a bracelet and a nice ring a new dress I pair patent leather shoes a pair of stocking, a set of dishes and some tin ware, a white fasinator for Sunday I bottle colonge one bottle haint enough bring two, a Christmas book table set a chairs sink shugar bowl, a lot of candy little broom I set pans stove little lamp, Santa Claus you are my sweet dear friend and I will send you a sweet kiss I am a nice little girl I want 5 new aprons. Goodbye

Enigma.

I am made of 10 letters.

My 4, 5, 3 is the color of shoes that some of our boys seem to like.

My 10, 2, 9, 7 is the name of a prominent Bible character.

My 6, 7, 8, 10, 1 is the place a student doesn't like to go to, when he hasn't good lessons.

My whole is a person that many of our little folks are thinking about just now.

ANSWER TO LAST WEEK'S ENIGMA: Sleighing.

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