

The Red Man and Helper.

THE RED MAN.

This is the number your time mark on wrapper refers to

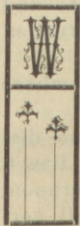
EIGHTEENTH YEAR OR VOL. XVIII No. 51. (18-51)

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Consolidated Red Man and Helper
Vol. III, Number Forty-seven

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IT IS JULY



WHEN the tangled cobweb pulls
The cornflower's cap awry,
And the lilies tall lean over the wall
To bow to the butterfly,
It is July

When the heat like a mist floats,
And poppies flame in the rye,
And the silver note in the streamlet's
throat
Has softened almost to a sigh,
It is July.

When the hours are so still that Time
Forgets them, and lets them lie
'Neath petals pink till the night stars wink
At the sunset in the sky.
It is July.

When each finger-post by the way
Says that slumber-town is nigh,
When the grass is tall, and the roses fall,
And nobody wonders why,
It is July.

—[Farm Journal.]

THE N. E. A. AND INDIAN INSTITUTE.

Notes from the Boston Papers.

From Miss Estelle Reel, Supt. of U. S. Indian Schools.

Nobody can read the history of the beginnings of education in America, whose scene was New England, without experiencing a sense of gratitude for that sublime devotion which characterized the founders of free schooling for all the people.

It was here that was started for the first time in the world a system of education which should include every person in the community.

In more recent times we have witnessed New England taking her stand in the promotion of this system so that it should extend even to those classes and conditions of people whom it has not been found desirable to incorporate in the body politic.

Massachusetts, it is true, is the mother of universal free education, and a Massachusetts man, whose memory is revered by every true friend of education, the late Senator Henry L. Dawes, may be called the father of universal free education to the Indian.

The lessons in education which New England teaches to teachers cannot at this time fail of appreciation.

She teaches patience, that cardinal virtue of the teacher; she teaches sympathy, devotion, and endless sacrifice in the effort to impart knowledge to the unlearned. And, teaching these lessons, New England appears today, as she ever has done, in her sublime character of the mother of American education.—[Boston Globe, July 5.]

John D. Benedict Supt. of the Indian Territory Schools.

Boston is the home of the Indian's friend and there has never been a time since the white man began to impose upon the Indian that he has been more in need of a sincere friend.

The educational outlook in our portion of the country is by no means encouraging unless legislative relief can soon be furnished by Congress.

The laws and treaties now in force provide that all tribal funds be distributed to the individual members of the various tribes within the next three years, and that tribal relations and institutions be extinguished.

This means that the tribal schools must soon be discontinued.

Thousands of white people are now annually coming in many of whom are leasing and developing the lands of the Indians, many others crowding into the hundreds of villages now springing up on every hand.

At present no law exists by which public schools may be established or taxes levied for any purpose whatever throughout this broad domain, except within the

limits of the comparatively few incorporated towns.

Dockets of criminal courts are overrun with cases; jails are filled to overflowing with criminals and vagrants; white boys of all ages are daily recruiting the ranks of the street loafer, where they are receiving kindergarten lessons in crime.

These social conditions cannot improve until it is possible to establish the little red schoolhouse in every village and settlement in the Territory.

In fact, white people have been emigrating to this country so rapidly that it seems that soon the term Indian Territory will become a misnomer.

J. J. Duncan, Inspector of Day Schools at Pine Ridge, S. Dak.

Wild West shows and the evil of their existence, which had not hitherto been appreciated by many in the audience was discussed. Inspector explained that the highest ambition of every Sioux is to become a performer in one of these exhibitions.

To this end he strives to retain and to cultivate his savage ways.

The showman goes West and urges him in his endeavors and the white man of the East further sanctions it all by patronizing the exhibitions and applauding the very things that the teachers are striving to have the Indians forget.—[Boston Evening Transcript, July 6]

Supt. Eugene D. Mossman, Cheyenne River School, South Dak.

The reservation keeps alive in the Indian's mind the idea of paternalism with which he considers the government, preventing the child from getting a broader view of life by mingling with the civilization we desire to give him. It gives the old the advantage of having no direct influence of the white man to overcome in his fight to perpetuate the old customs of his tribe, and it keeps him from considering himself and being considered a part of the nation.

The ration system, which is wisely being abolished, was the direct cause of the idea prevailing among the older Indians that the government owes them a living. The effect of this idea upon the child is to make them heedless of the principles of economy and value. The surest way to cause a person to value and

care for what he has, is to have him earn it by actual toil.

The conditions then most detrimental to success are lack of compulsory school law; undignified and expensive scrambles of non-reservation schools to secure pupils; herding together and consequent preservation of the Indian tongue; absence of competition and continuance of race prejudice.—[Boston Herald, July 7.]

Supt. H. B. Peairs, of Haskell Institute, Lawrence, Kan.

From the very beginning of colonization all attempts at reclaiming mankind from savage life and manners, have been through education.

Although feeble attempts were made from time to time by missionaries toward the Christianization of certain tribes of the Indians, there was a long period of inactivity.

In the mean time the Indians were gradually driven back, back, westward, westward, by the advance guard of civilization. The final result is well known.

The tribes, so unjustly treated, became very revengeful. Their hunting territory having been encroached upon, their means of support was gone. Under the circumstances the only thing to do at that time seemed to be to place the tribes on reservations under military supervision.

The Indians became the white man's burden.

At this stage of the play, the selfish, non-Christian element would have said, "Exterminate the Indian and be done with him;" but Christian civilization took up the burden, accepted the duty, and said, "We must, in all fairness, in the sight of God and man, give the Indian a chance again, by offering to him educational advantages equal to the best.

The number of schools increased gradually, largely under missionary control, until 1877.

At this time the government began the work of Indian education in earnest by the establishment of day, reservation, boarding and industrial training schools.

The capacity of all Indian schools, including mission schools, was in 1902, 28,024.

It will be seen that from a mere beginning in 1877 such progress has been made that at present excellent educational accommodations are provided for almost the entire number of Indians of school age.

We must not become impatient, for the

work cannot all be accomplished in a generation.

Yet, the present generation of young people should in some way be made to realize that they must soon, very soon, depend upon their own efforts for what ever they get out of life.

—[Boston Herald, July 7.]

James H. Canfield, Librarian of Columbia University.

One of the first necessities of citizenship, is the possession of sound character, and there was never a time when it was more needed than now. Secondly, alertness was most essential. The citizen must be able to formulate opinions on what he sees and hears. We are moving today by electricity and not by canal, and the movement is so swift that few can keep step with it.

Thirdly, there must be intelligence, an ability to adjust yourselves with circumstances, and to know what to do with what you know.

Fourthly, there must be industry. The idle man has no place in the activities of this world.

Then there must be unselfishness.

No man can succeed who does not give back to the community largely what the community gives him.

Civilization depends on individual effort, and not on class, and the good citizen will give as freely to civil affairs as he does to his private interests.

By a blending of all these characteristics, an ideal citizenship will be the result.—[Boston Herald, July 7.]

Dr. Sheldon Jackson, General Agent of Education in Alaska.

Alaska has five families or aboriginal peoples, the Eskimos, the Arthabaskans, the Thlingets, the Hydahs, and the Aleuts and Creoles. They are industrious. The necessities of their hard life compel the Alaskan man, woman and child to work from earliest childhood to secure sufficient food to support life.

They are also of a mechanical turn of mind.

With a few pieces of driftwood and a walrus hide they construct a canoe which will weather heavier sea than the best boats of the same size created by our highest skill. A band of Eskimo boys with the same knowledge of the

(Continued to last page.)



MAKING HARNESS.

THE RED MAN AND HELPER.

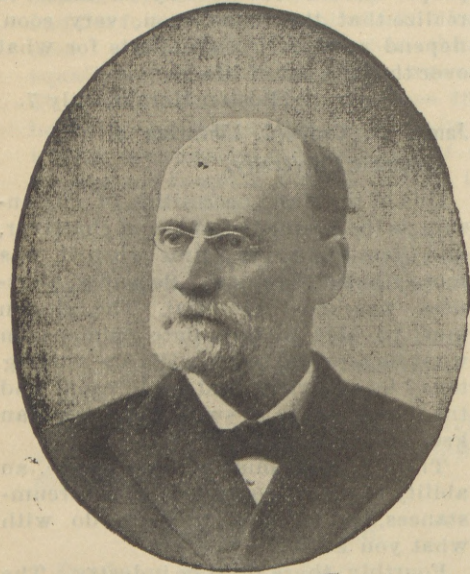
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Do not hesitate to take this paper from the Post Office, for if you have not paid for it, some one else has.



W. T. HARRIS, UNITED STATES COMMISSIONER OF EDUCATION.

Commissioner Harris was a prominent speaker at the National Educational Association in Boston.

EFFECTIVE SKILL CAN BE TAUGHT ONLY IN REAL, PRODUCTIVE SHOPS.

Milton B. Higgins, President of the Norton Emery Wheel Company, Worcester, propounded sound doctrine in discussion before the N. E. A.

"The positive need of more and better skilled workmen is felt by all manufacturers. There is an universal and well grounded fear among us that, in spite of the efforts of educators in industrial training, things in this respect are rapidly growing worse. The manufacturer's need in the education and qualifications of workmen is, first, last and always, effective, productive, profitable skill. Any education for the trades, therefore, in order to meet the demands of the manufacturer, must make skill its objective point. The system must start from the shop, and all other elements of the school must radiate from the shop, because the power and success of the pupil's life depends upon his shop knowledge and dexterity. The engineering college and technical school, for obvious reasons, may be a school with a shop attachment, but not so with the future trade school; this must be a shop with a school attachment. Though the manufacturer cares but little for anything in the workman beyond the skill to produce, we have come to understand that we cannot have the skill of the order and grade we require unless science and mental discipline is the basis of the skill and accompaniment of it; a modified high school education is needed by the skilled mechanic. We have every reason to be satisfied with the work of the public schools, so long as they adhere to teaching such science and knowledge as is properly taught by books and otherwise in our schoolrooms, and as there is evident willingness on the part of school boards to meet the needs of the industrial portions of communities, can we not expect them to make a half-time course where one-half of the class can be in the schoolroom one-half of the hours in the week, while the other half of the class is at work in a shop? As for the shop instructions, since we give the highest credit to teachers and educators for the great work they accomplish in the high calling of teaching and give mental training in all that pertains to the schoolroom, we do the school teacher no dishonor when we propose to delegate the shop work to specialists. Do not let us ask a school teacher to teach trades, or a mechanic to teach school; if we do, both will continue to fail. In order to provide for successful shop instruction, we must have a real shop; the object may be solely educational, but the shop must be a productive shop. A real shop, in the hands of shop men, of manufac-

turers, is not difficult; but in the hands of teachers it is a burden and something to be feared. Real, productive shops for teaching trades and the hearty co-operation of the public school, will give us thoroughly skilled men with minds somewhat trained and disciplined in a four years' course."—[Boston Evening Transcript.

VICTOR JOHNSON AND TIFFANY BENDER GO TO NORTHFIELD.

We left Carlisle about 5:45, A. M. June 26, says Victor, and by making immediate connections at Harrisburg and Philadelphia, arrived in New York City by 12:30.

With some trouble we found the pier from which we were to start, and after buying our tickets for New London, Conn., and disposing of our baggage, we were ready to look around the city.

Taking a car on the elevated railroad we went to Central Park where we inspected the menageries and other public buildings, but we did not have time to stay as long as we would have liked to, as we had to be at the boat at 5 o'clock.

We had no trouble in finding our boat and were soon gliding down the Hudson River.

As we left, it was light enough to see the many points of interest in the Harbor. We were in near sight of the land on both sides of the Sound all the time.

We passed under the Brooklyn Bridge, and saw the Statue of Liberty and the Battery very plainly.

Arriving in New London in the morning about two o'clock we were allowed to stay on board until five, when our train left for Northfield.

After we lost sight of the water the scenery was mountainous with very little signs of successful farming until we reached Northfield, near noon.

Upon our arrival at Northfield we were met by hacks from the seminary and conveyed to our respective quarters where we were soon assigned to rooms and places of boarding.

Northfield was founded by Mr. D. L. Moody, for a girls' seminary, and is situated on the northeast bank of the Connecticut, about one mile from the boundary line of Vermont and New Hampshire.

On the opposite bank of the river and about four miles below is Mt. Hermon, a similar school for boys.

This place we visited and there became acquainted with three Hampton boys who were working there during their vacation.

Both places are well situated and each overlook the Connecticut valley from the high hills.

Northfield well deserves its reputation for being a beautiful location, especially so at this time of the year.

Our program was so arranged that the forenoons and evenings were taken up in different branches of Bible-study, experience meetings and platform addresses, while the afternoons were given up to

recreation and such sports and amusements as one liked.

Schedules were made out for baseball and tennis so that there were a number of games each day and the championship games were played on the 4th.

During the week we took walks to different places; one of interest was the boundary line, where a large stone marked the place where the three states meet.

As this stone is in the river and the water was then high I did not see it, Tiffany said he went up again when the water was lower and was out to it.

The Connecticut River being close we enjoyed swimming; there were guards posted at different places to avert possible danger.

The annual track meet was held on Friday July 3, and was won by Yale, Princeton being second.

The regular night celebration was also held on Friday.

There was no regular service and about 7 o'clock the different delegations met and marched to the auditorium.

After much prading, singing, and giving of yells the meeting was called to order by the chairman of the athletic committee who called upon each delegation for their "yell," and song if they had one.

Our yell was well received, though there were but two of us to give it.

From the Auditorium we passed out upon the hill where the bon-fire was being lighted.

The material for the bon-fire was in the form of a high scaffold probably 50 feet or more from the ground and filled with all sorts of rubbish such as barrels, boxes and other dry material. The blaze rose high in the air and the grounds for some distance were lighted for a long while.

On the Fourth we had our regular sessions in the forenoon and the final games of base ball and tennis in the afternoon.

The championship in tennis was won by Columbia and that of baseball by Princeton.

On this same afternoon Yale gave a reception, to which we were both invited, and went. The reception was a great success and the pleasant social talks we had with the young men from that large university will leave a bright impression for which they well deserve our hearty thanks.

On Sunday morning we gathered with the Northfield church and in the afternoon had an address from R. E. Speer, who is well known as a faithful Christian worker as well as one of the most eloquent of our modern orators.

In the evening we had our farewell meeting and in a summary of the Conference was told that there were present 754 delegates representing over 100 institutions.

The next morning we left for New London in a pouring rain which continued until nearly noon, but the weather was

clear by the time we reached the noted seaport.

Here we were received and entertained by the Young Men's Christian Association of that city and in the afternoon were taken by a guide to places of interest.

First we went to an old cemetery that was used as a burying ground early in the seventeenth century. One grave I noticed was dated 1636. The inscriptions were queer and the spelling and letters were so different from the modern that it was very difficult to read them.

From there we went to an old mill that was built in 1650 and is still in running condition. It is run by water power and through kindness the water was turned on while we were there.

We then went to a school-house where Nathan Hale once taught.

After going down the street some distance we took a trolley for Ocean Beach where we spent the rest of our afternoon.

In the evening we had a farewell service and then took the boat for New York City.

Many of us were up in the morning and saw the sun rise on the water which was something new to most of us.

We arrived in New York early and went to Central Park again to visit one of the museums.

The Art Gallery was taken first and we found plenty of curiosities there to occupy our time till noon, when I left.

Tiffany remained longer, so we took different trains for Carlisle. I arrived here July 7 about 9:30 P. M. and the next morning when I saw Tiffany he said he got in about 12 mid-night.

I am glad to express my opinions of Northfield and hope that now as it is better understood we may be able to send a larger delegation next year.

Object Lesson.

The most striking object lesson, in the department of Indian work, is the educated Indians themselves. Among the members of the convention are representatives of the Choctaw and other of the Five Nations, while the famous Iroquois kingdom is represented by Miss Alice Cornelius, an Oneida, who has been for several years a teacher in one of the Indian reservation boarding schools in Wisconsin. She is a graduate of the Boston high school, and was for one year a pupil in the Framingham Normal school, and was only prevented from graduating there by the illness and death of her sister, which took her back to her own home in the west. While at Framingham, she was one of the few pupils whom the principal desired to have take a post-graduate course, assuring Miss Cornelius that she could then secure her a fine position in Massachusetts.—[Boston Herald, July 8.

These have left the school and gone to their homes since last issue of the RED MAN:—Felix Highrock, Johnson Owl, Rachel Washington and Lizzie Wolfe.



MRS. COOK IN HER SCHOOL ROOM AT CARLISLE.

Man-on-the-band-stand.

A very cool wave for July.

Catholic thought now centres at Rome.

Watch out for fish stories in the near future!

The poem first page was printed by request.

Snow on the mountains near here on Wednesday.

The outside of this issue makes an educational number.

The Boston Herald of July 8th gave a Carlisle illustration four columns wide.

Last week's issue of the REDMAN was a few hours late, owing to a break at the power-house.

Antonio Rodriguez was promoted from private to Sergeant this week, and has gone to the shore.

Second Lieutenant Charles Dillon is appointed captain of company "B" Charles is a fine officer.

Miss Sara J. Porter of Anadarko, Oklahoma has arrived from Boston, and will remain a few days.

Jacob Smith is in Ashville, North Carolina, and writes that he is well and happy, desiring the REDMAN.

Mr. O. T. Harris was making the rounds of the school last Friday with his little nephew Fred Stiers, of Altona.

The program for the closing exercises of the Oglala boarding school, S. D., was very neatly gotten up and has an inviting look.

Professor William Burgess has returned from Columbia County, and is planning for a trip to San Francisco with the G. A. R. excursion in August.

Noel Hodgkiss is one of the smallest boys, but he makes an excellent orderly and is able to straighten up beds and keep his part of the hall in first-class order.

Ex-captain Henry D. Mitchell of the baseball team is giving a coat of paint to Mr. Kensler's office walls and ceiling. Henry is a painter as well as a carpenter and baseball player.

A friend of Mrs. Beitzel writes from Boston that she has had the "pleasure of seeing our exhibit at the N. E. Convention, and wants to say that there is none better in the whole exhibit."

Miss Sophia Warren of this place has been appointed in the Indian Service and has gone to Vermillion Lake school, Tower, Minn., to assume her duties there. She left here last Saturday—[The Tomahawk, July 9.]

In a letter to a friend, Bert Jacquez says that the sea-shore boys are doing fine; they do not go out at nights and they are perfect gentlemen all around. We hope that we will always hear the same good news from them.

Louis Paul is making himself an accurate type-setter. Others are following in his wake. One of them will get the water-melon some of these days, if they set ten consecutive sticks without a single error discovered by the foreman.

"Hello" "Who is there?" "I, Miss Foster of the Indian School." For a moment at the 'phone she forgot she was Mrs. Beitzel. But that is not quite so bad as to knock at her own door, having changed her apartments to those of Mr. Beitzel's.

Through Mrs. DeLoss who was with us for a time, and is now at Siletz, Oregon, we get the program of the closing exercises of the Siletz school, and three subscriptions. Supt. McKoin speaks of the pleasant memories of his visit to our school.

Mr. and Mrs. Dew stopped off for a day on their way from Washington to their place of duty at the Wind River School, Shoshone, Wyoming. Mrs. Dew is a bride and goes into new experiences, while Mr. Dew has been superintendent for some time.

A note from Dr. Seabrook, of the Woman's Hospital, Philadelphia, says that Annie Goyitney is out of danger from a critical operation from appendicitis. Miss Annie is one of our Carlisle students at Bloomsburg, of whom we are proud. We hope she will speedily recover her usual good health.

Mr. H. W. Noble who has been superintendent of the school at Little Eagle, South Dakota, has been transferred to White Eagle, Oklahoma as superintendent of the Ponca Agency Boarding School. We remember with pleasure Mr. Noble's visit to Carlisle, and hope he may come again someday.

A subscriber in Xenia, in her letter of renewal closes with these words of encouragement: "I want to express my appreciation of the little paper so faithfully and attractively published. It grows better and more attractive all the time. I have been a subscriber from the first of its existence and appreciate it more and more. Wishing you still greater success, I am, etc."

Outing-Agent, Mr. Howard Gansworth, is in Newtown, looking after the interests of the boys on farms. He says the new trolley has revolutionized that town, and that it is almost too tempting to our boys. But the Man-on-the-band-stand does not believe a trolley is stronger than Colonel Pratt's word "stick," especially when it lodges in the head of a brave Indian boy. We will see.

Alice Johnson writes to Miss Weekley after her return from visiting her country home, "I guess you thought my country home people are very nice and good to me. They are that way every day. I don't think I would find any other country home to be as happy as I am here. I am always thinking what Col. Pratt said to us before we left—stick, especially when I have to work hard."

We are very sorry to learn through Mr. Howard Gansworth that his brother Leander, who is working as a linotype-man in Davenport, Iowa, is ill with what seems to be typhoid fever. Leander graduated from Carlisle in '96, and was foreman of our printing office for a time, then worked for several years on the Boonville Herald, New York. His many friends hope that he is not seriously ill.

Hyson Hill wishes his friends to know that he has a good country home and enjoys his farm work very much. The REDMAN is very dear to him, the more since he lives on a farm. He sees many little things in it that help him and keeps him from being discouraged. He sees that many of his friends this year have gone out in the world, and he wishes them all success.

The baby sociable held in the chapel of the First Lutheran Church on Tuesday night was a most unique and interesting occasion. There were forty babies present, and Baby Wheelock, having been placed on the baby-roll when she was baptized, was among the number, "as cute as cute." They entertained themselves with all sorts of baby games, and had crackers and water for refreshments. Isabel was the recipient of a little bank which she delights in.

A letter from Mrs. Cook, who is at the Sherman Institute, Riverside, California, shows that they have been very busy this spring and summer. The employees are returning so that they will not have quite so much on their shoulders. Joseph Luna had arrived the day before she wrote and would go to his home in a day or two. Filomena Amago, a Sherman institute pupil has passed creditably the examination for entrance, to the high school at Riverside, and will attend there in the fall. She wishes to be remembered to her friends at Carlisle.

We learn through the Indian Leader that the Phoenix band is taking a trip through the northern part of Arizona and California; That Mr. and Mrs. Dennison Wheelock entertained their friends recently in honor of their guests Mrs. Angus McTavish and Mrs. Wm. Thomas Wade; That Miss Cook of the Indian office has recently visited Haskell and was enthusiastic in her praise of the farm, dairy and domestic buildings, and that Mary Bayhille, daughter of our long ago pupil Louis Bayhille, has recently died. She was a member of the Y. W. C. A. and a dear girl.

Miss Senseney who is spending her vacation at home in Chambersburg, speaks in a private letter of the illness of her mother, who is suffering from a severe cold contracted while here on her last visit. She is better and her friends rejoice. Little Esonetuck and Mary Cook who went to spend the summer with Mrs. and Miss Senseney are having delightful times and are a great comfort. They feel very much at home and have been invited out to the homes of the friends of the family. They were the guests of honor at a "circus" given by one of the small boys in the neighborhood. Their next neighbor has a nice library of books for children and allows the girls to help themselves to the books. They were both deep in volumes of St. Nicholas, as Miss S. was writing.

CLOSING EXERCISES AT SILETZ, OREGON.

On June 25th and 26th Siletz Indian Training School closed a profitable and enjoyable year's work.

At 2 P. M. Thursday, friends and visitors filled the campus in front of the school buildings where the following program was given:

CONTEST.	WINNER.	PRIZE.
100 yard dash,	Edward Curl	Cravat
"	Eddie Charlie	Handkerchief
Wheelbarrow race	Edward Curl	Pen knife, chain
Potato race	Lee Evans	Pen knife
Sack	Edward Curl	Comb and mirror
St'nd'g high jump	Lee Evans	Silk handkerchief
Running broad " "	Lee Evans	Sack of candy
" high "	Edward Curl	Fire crackers
Hop step and " "	Edward Curl	Purse
Pie race.	Edward Curl	Sack of candy
" "	P. Washington	Pie

The class room exercises were held Friday at 8. P. M. as follows:

March, "Rhapsodie".....	C. L. Gates
Song, "America".....	School
Address of Welcome.....	Susie LaFayette
Class Greeting.....	Edward Curl
Song, "Red, White and Blue".....	School
Flag Salute.....	Cecil Clay
"	Lee Evans
"	Melinda Collins
"	Guy Chapman
Song, The "Star Spangled Banner".....	School
Recitation, "Two Opinions".....	Esther Logan
March of the Daisies.....	Six girls
Rose Drill.....	Four "
Farmer's Drill.....	Five boys
Johnny's History Lesson.....	Arthur Bell
Vacation Time.....	Rose Rippan
"	Esther Brown
Farewell Address.....	Edna Cook

Superintendent McKoin then made an eloquent and pleasing address. He was followed by Rev. E. H. Bryant and Mr. O. B. DeLaurier in a few but well chosen remarks.

Special mention should be given the Rose Drill and Daisy March. The girls who participated were tastefully dressed in white with flowers in their hair and carried baskets filled with roses, daisies and ferns. Their graceful gestures and sweet voices elicited great applause. The farmer drill was exceptionally good. All these numbers were enthusiastically encored.

The boys who participated in the field sports have had no training along that line before this spring. They surpassed all expectations. Several returned students from other schools were put to their mettle and could not compete. The sports showed the skilful and patient training given by Messrs. Gates and Hamer. The whole program showed most excellent drill and earnest and careful efforts on the part of the pupils.

Mr. Gates deserves great credit for his untiring energy and devotion throughout the entire school term. All the larger pupils, upon whom the burden of former exercises devolved have been transferred to other schools. Those remaining are making a determined effort to live up to the school motto, "We're Climbing Higher"; all were promoted a grade and look forward eagerly to another term of profitable work. The visitors expressed themselves pleased and left with good opinions of the pupils of Siletz. The entire school force co-operated cordially in earnest effort to make the exercises a success.

Although Superintendent McKoin has been in charge of the school only a short time, he has won the confidence and esteem of his co-workers at the school and the entire community.

NOTES FROM BOSTON.

Private notes from Miss Peter, Miss Carter and Miss Wood are all we have received this week. There is a large attendance of Indian teachers, but a number of speakers advertised for the Indian Institute were not present. Every thing was very systematically arranged by the Boston people for the comfort and accommodation of visitors. The visit to Deer Island was full of interest.

They were taken all over the place, shown the cells, kitchens, hospitals, etc. They take persons committed for offences anywhere from a common drunk to criminal assault on terms from six days to nine years. They have accommodations for 2,500 prisoners at one time and all from one county. "That looks as if it beat Chicago," says Miss Peter referring to her home city.

With the present number of inmates they used 10 barrels of flour a day making 100 loaves of bread 2½ lb. each. The Island is beautiful and the surroundings far better than 95 per cent of the offenders ever knew before. They have a library and there are students among the offenders.

On their return "the boat loaded up with a company of very small Italian girls from the Sacred Heart Sunday School, out for a holiday with the Fathers. They were a comical and interesting lot,

ragged and dirty as you can imagine but very happy.

Among other old acquaintances Mr. Odell is there, also Professor Bakeless. One of the teachers ran upon Walter Komah the other day. He is working at a hotel, and has been there for some time.

Miss Carter spoke specially of the reception which all attended, given by Miss Alice Longfellow, at her home. The weather was cool and Miss Longfellow, very pleasant. They had refreshments served them on the lawn.

FROM MAINE.

From our Maine contingent we learn that they are having a good time. In Col. Pratt's own words—"a royal good time with good fishing, the best of entertainment and superb air. Cool enough for Spring clothing all the time. Richenda caught a cod weighing fifteen pounds as caught, and I one weighing twenty-three lbs., cleaned; am on the lookout for one weighing from 60 to 90 lbs., such as they catch here sometimes. One caught yesterday by a regular fisherman weighed 61 lbs."

Miss Richenda says by private letter that "we are all consuming ozone and trying to keep warm. My sweater has been comfortable all day, and at night a fire and a coat are not amiss. The house is delightfully situated, on the tip of a peninsula, facing the rocks and sea, with pine woods on two sides. The air is delicious no matter which way the wind blows.

Our trip up here was a delight, for the sea-voyage was fine after leaving hot New York, and even after reaching Portland we felt the cool sea breezes. We had time in Portland for a little trolley ride before taking the boat for Orr's Island. As we sailed in and out among the islands we had charming little pictures on all sides. Father said he thought them much more attractive than the Thousand Islands.

The people here are good natured and their English quaint. You tell them anything rather strange and they invariably answer 'I want to know.'

I like the deep sea fishing. It is so easy and requires so little patience compared with trout fishing."

Miss Richenda caught her fifteen pounder on their first fishing expedition and before the Colonel had landed any to equal it in weight. They are all getting a fine coat of tan.

"I thought we had thunder storms at home," she continues, "but the sample we had yesterday puts our worst storms in the shade. Vivid flashes came three at a time while the terrific thunder crashed over our heads."

They have engaged rooms to return on boat, Monday the 20th, and expect to be home on the 21st.

THE WRECK.

We are passing dangerous places to-day.

A train was speeding its way through the hills of Ohio, when the passengers noticed that they were apparently in mid-air.

They crowded to the windows, and saw sheer below them a great ravine, over which they were being carried on a slender trestle no part of which could be seen from the car-windows.

"Here's where they had a wreck," a man remarked, and it was learned that a train had once crashed its way through that trestle to destruction.

Yet hundreds of passengers were going daily over that same dangerous ground, committing themselves confidently to the care of the railroad management.

"Here's where they had a wreck," you may truthfully say as you come to a danger-point in to-day's journey.

Men have crashed through here, and been wrecked.

But you've got the journey to make, and you may confidently trust the Management,—if you obey orders.

—[Sunday School Times.]

Miss Weekley has finished her visitations among the girls of Adams and York counties and in Maryland. Most of them are doing very nicely, while some have beautiful homes. One of the girls was urgent to know how long she might remain out, not when she might come in. Some are working hard but have good times all the same, and are satisfied.

We are getting near the end of Volume XVIII. A good time to subscribe.

(Continued from the first page.)

English language, placed in an industrial school with an equal number of American boys, will excel the latter.

With healthy bodies and a mechanical turn of mind, they are good raw material from which to make good American citizens. The start toward citizenship was made Aug 10, 1877, when I located a Presbyterian mission and school at Fort Wrangel in the southeastern Alaska. Since then, between 40 and 50 public schools have been organized and 4000 to 5000 of the native children have been brought for a time under their influence.

Many of the recent pupils of the Sitka training school have engaged in commercial pursuits, and in most cases have been successful.

Two brothers, for instance, formed a partnership and started a store.

Making a few thousand dollars at store keeping, and encouraged by the success of their comrades at sawmilling, they removed from the village and established a sawmill which, when I visited there, was running night and day, unable to fill all its orders.

Another of the native pupils, who left the school in the '90s, went to the Klondike, where he has made a moderate fortune in gold mining.

H. B. Frissell, Principal of the Hampton Normal Institute, Va.

When one goes to the agencies where returned students live in the greatest numbers, he finds that most of the important positions at the agency—those of interpreter, clerk, farmer and policeman—are filled by returned students; and that nearly every place in the trade shops, except that of foreman, is filled by boys who have learned more or less of a trade at school. In the boarding schools one or more will usually be found in the class rooms as teachers, and several in industrial positions. Among the camp schools—little oases in the desert of ignorance—very often an educated Indian and his wife are in charge, doing their best teaching by providing a living object-lesson to both children and parents.

To some the problem of raising the Indian race seems a simple one. All that appears to them necessary is to break up the reservations and scatter the Indian population through the country. To others of us the problem of assimilating a semi-barbarous race seems more difficult. England with its large experience has not succeeded in assimilating a small Irish population. Its work in India seems to many Englishmen most unsatisfactory.

While our Indian policy has not been a cause of just pride, there have been ever since the days of Eliot earnest men and women who have done faithful and effective service in the cause of Indian education and civilization. The last 20 years has seen a progress far in excess of anything that preceded it. The system of Indian schools which is in existence today is worthy of study, and its results as shown in qualifying men and women for citizenship have already proved its value.—[Boston Evening Transcript, July 7.

President Pritchett of the Massachusetts Institute of Technology.

To my thinking an American boy who has a good knowledge of his own language—a knowledge which has led him to read and to love good books—who is master of his elementary mathematics, whose accuracy of observation has been trained by a good elementary course in drawing, and who knows well Latin or some modern language, with such familiarity with natural science as his own reading and simple laboratory talks and experiments supply, such a boy has a better education with which to go into the world and is better prepared to enter the college or technical school than a student who knows in a partial and superficial way four times as many things, even though those include subjects of such apparent practical significance as the shop and the workbench suggest. In a word, the study of the manual training school suggests, as will the study of any other American school, that those who have to do today with American education must turn their eyes, not so much toward the making of new schools for fitting men for college, as to providing simple and effective schools which may reach those who never go to college; and that, so far as pedagogic methods are concerned, it is not to a multiplication of such methods which we should look, but



ONE CORNER OF THE TAILOR SHOP.

rather turn our faces and the faces of the American people toward simplicity, sincerity and thoroughness in education.

President Charles F. Meserve, of Shaw University, Raleigh, N. C.

Within the last quarter of a century the United States has established industrial, boarding and day schools, allotted land in severalty, extended civil service to school positions, broken up the autonomy of the five civilized tribes, stopped making appropriations to denominational schools, withdrawn or reduced rations, and has begun to put Indian agencies under the control of school superintendents. The annual appropriation for schools has grown from \$20,000 to \$3,522,950.

Many Indians are working their own land, and all ought soon be thrown upon their own resources. The civil service has improved the schools, and great progress has been made in the Indian territory by the breaking up of the tribal relations. Congress withdrew the appropriation from denominational schools, but religious liberty is safer, and all denominations are free to give religious instruction in the government schools to the children of their faith. When rations were reduced, or cut off, the government was considered cruel, but the Indians are beginning to work, and some say they like work and wages better than idleness and Uncle Sam's Free lunch counter.

Agency affairs are being taken out of politics by putting agency business in the hands of school superintendents. In a decade or two the Indian agent, the reservation and the ration system are destined to be as extinct as the dodo.

LIEUTENANT-GOVERNOR GUILD, OF MASSACHUSETTS GIVES THE INDIAN TEACHERS A WELCOME FOR HIS STATE.

Governor Guild said in addition to what we gave last week:

Most of us have forgotten that the charter granted to the colony of Massachusetts Bay in 1628 expressly stated that to "wynn and incite the natives of the country to the knowledge and obedience of the only true God and Saviour of mankind and the Christian faythe" was in the "royall intention and the adventurer's free profession the principal end of this plantation." (I am quoting Small's Introduction to Eliot's Indian primer.)

Indeed, I fear that after the Pequot war most of our New England forbears forgot that New England was established for any purpose connected with the improvement of those from whom they took the soil, as the Indians they found there had taken it from the Skraelings or whatever other name we may give to the races that owned the soil before Mohican and Pequot and Narragansett.

There was one, however, who did not forget, one who, though recognizing the

fact that it is well for the world that savagery should be supplanted by civilization, recognized also the duty that the conqueror owes to the conquered.

John Eliot is usually described as a missionary. Our fresco represents him as preaching to the Indians on the banks of the Charles. He taught, however, more than theology. He taught the red men how to fence their fields and to drain their swamps. He taught the women the use of the spinning wheel. The praying Indians' settlement at Natick was laid out in an orderly fashion with three long streets, with a piece of ground for each family.

It is interesting to remember that a hundred years before any printer in America had printed a Bible in the English language Eliot's Indian Bible had been printed (1663) by Samuel Green and Marmaduke Johnson at Cambridge.

As the first distinctly American flag, the first emblem of American prowess in war was raised in Massachusetts, so the first American triumph of peace, the first bible was not merely printed from a Massachusetts press, but in the now extinct Massachusetts (Mohican) language.

The spirit of Emerson and Channing was early, too, abroad in Massachusetts, for it is recorded that one of Eliot's Indian congregation interrupted him with the question: "Why does God punish in hell forever. Man doth not so, but after a time lets them out of prison again, and if they repent in hell, why will not God let them out again?"

The work of John Eliot and his fellow-workers may seem as words written in water. Nonantum and Natick stand for Massachusetts industry rather than for Mohican literature.

There are, I believe, but three copies of the first edition now in existence of the "Up-Biblum God" of Eliot. The race for which that monumental work was written has vanished.

Their very language has ceased to have a meaning. Yet the spirit of our first great teacher of the Indians has not passed. It lived in the spirit of Henry Dawes of Massachusetts.

It kindled the great heart of Harvard's great president when our Massachusetts university first held out the lamp of education to the people of Cuba. It lives in the devoted men and women who in Porto Rico, in Cuba, in the Philippines, in China as well as among the men of our own western plains, have built upon the victories of war the victories of peace. The negro may not be a citizen in South Carolina, but the Indian is a citizen in South Dakota.

To you whose lives are spent as Eliot's was spent in the noble work of preparing the American savage for American citizenship, Massachusetts has a double welcome. The field of your work is no longer within our borders. To the student of primary, of technical, of classical education our scholars may yet have

something to teach. To you, the teachers of the Indian, we come to learn. To you, struggling with a task of which we in the East of today know nothing, we offer the bays that so become the brows of faithful service.

No work can be more honorable in principle, nor can its value be measured by mere material results. Leonidas was defeated and killed and the Kentishmen were crushed by Richard Plantagenet, but the free republics of Greece and the free Parliament of Great Britain were built upon the foundations of those failures.

So the rewards of your work may seem small and the results perhaps ephemeral, if not discouraging, but remember it counts, oh so much, not for the mere number of red men of this or that tribe weaned from savagery to civilization, but for the general uplift of downtrodden humanity.

It is the poet of one of the weaker races, the black race, not the red race—it is Paul Laurence Dunbar who says of those who labor nobly, but sometimes with small material results, sometimes in vain:

The man who is strong to fight his fight
And whose will no force can daunt
While the truth is truth and the right is right
Is the man that the ages want.
He may fail or fall in grim defeat,
But he has not fled the strife,
And the house of earth shall smell more sweet
For the perfume of his life.

COURSE BREAD IS THE BEST.

It is an Englishman who propounds this conundrum, apropos to the national degeneration of physique:

"Why has America the cleverest dentists?"

Answer: "Because she has the best floor mill makers.

The better the mill is the finer the floor, the poorer the bread, the worse the teeth, and the better the dentists. Could any thing be clearer? Let us have brown bread, consisting of but the husk, and the best whole meal bread, if that is attainable, and watch the result.—Chatterer in Boston Herald, July 8.

ANSWER TO LAST WEEK'S ENIGMA:
Vacation Days.

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