

The Red Man and Helper.

THE RED MAN.

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IS LIFE WORTH LIVING?



IS LIFE worth living? Yes, so long
As there is wrong to right.
Wall of the weak against the strong,
Or tyranny to fight;
Long as there lingers gloom to chase,
Or streaming tear to dry,
One kindred woe, one sorrowing face
That smiles as we draw nigh;
Long as a tale of anguish swells
The heart, and lids grow wet,
And at the sound of Christmas bells
We pardon and forget;
So long as faith with freedom reigns,
And loyal hope survives,
And gracious charity remains
To lighten lowly lives;
While there is one untrodden tract
For intellect or will,
And men are free to think and act,
Life is worth living still.

—ALFRED AUSTIN

THE INDIANS AND THE OUTING SYSTEM.

Many years ago, on my way through Nebraska to overtake the main camp of the Pawnees, who had started south for their summer buffalo-hunt in Kansas, I stopped for an hour in a little frontier town. As I passed along its single street I saw two Indians, painted and blanket-clad, at work in the blacksmith's shop. The sight was novel, and I paused to see that one of them with hammer on anvil was mending the ramrod of an old-fashioned, muzzle loading revolver, while with file and vise the other was tinkering at some piece of the lock of a gun. When I expressed to my more experienced companion surprise at seeing wild Indians working with tools, he said to me, "Oh those are Omahas, and all the Omahas are mighty handy with tools." These were the first Indians that I had seen working in the whiteman's way. Since that summer, far back in buffalo days, a great advance has been made in our understanding of the Indian's capacity for the pursuits of civilization.

It has been demonstrated that the Indian children possess qualifications not very different from those found in the white child. The lad early separated from his people and brought up among civilized surroundings absorbs from those with whom he associates, their notions and their views with regard to the industry, self-respect, and consideration for others. Moreover, Indian children are not all alike, anymore than all white children. One lad may wish to become a farmer, another a stock-raiser, or a carpenter, or an artist, and among Indian lads there is as much variety of taste for different pursuits as among white boys.

The characteristics of the Indian child are not learned by those who meet him only casually. The agent, the missionary, the soldier, have little opportunity to discover what motives animate him, how he reasons, why he acts. To these persons he appears a silent, shy, wild little creature, wholly unresponsive and seemingly unintelligent. Those who know Indian children best are the teachers who meet them day after day in the school, or those who share with Indians their home life in the camps. To these, after a time, when his natural shyness has worn off and confidence has been acquired, the child shows himself in his true character of child and nothing more—a young human being, similar in all respects to all other young human beings, and, like them ready to take his tone from those with whom he is thrown. Adaptability to environment is a marked characteristic of the Indian child, as of every other.

The white parent, considering how he can best care for his own child's future, looks upon the force of example as the most important influence to be brought to bear on it. Association with unworthy or vicious companions is to be avoided above all things; companions must be sought for whose habits are good and whose motives are high. In other words the young child learns to live its life from those among whom it is brought up. Heredity is a force, but a force whose in-

fluence may largely be modified or overcome by association and example.

Of the Indian schools of the country, that at Carlisle, Pennsylvania, under the superintendence of Col. R. H. Pratt, U. S. A., is the largest and best known, and it is at this school that extensive experiments, based on the recognized effect of association, have been tried. The institution is, in all respects, well equipped. Its school and industrial facilities are far ahead of those of most similar establishments. The children at once learn English, receive careful schooling, and after graduation have, not an education, as the white man terms it, but a fair start in book learning, and perhaps quite as much of an education as the average American boy. Besides this, many of them receive a manual training that is very useful. They are taught at the same time to understand certain processes of things and to give expression to their knowledge of them. The boys work in the shops and on the farms; the girls in the laundry, the sewing-room, and the dining-room.

So far as it goes, all this is good. The pupils are taught; while they are taught they are watched; while they are watched they are receiving directions, are being guided in one way or another, and are always looking to their instructors for help in hard places. They are kept out of the way of temptation, protected from forming bad habits.

What is likely to happen to a young Indian, accustomed during the five or six years of adolescence to this state of tutelage, when on a sudden he is turned loose in the world and told that he must shift for himself? Grown up to manhood and with the reputation of a Carlisle education to sustain, although taught much out of books, he yet knows little more of the problems of civilized life—of the stern conditions which confront the wage-earner—than do the parents from whom he parted half a dozen years ago, and to whom he must now return. He will there have no one to consult; he must decide questions for himself. How, then, shall he learn to face the obligations and requirements of civilized life? This is the problem that Colonel Pratt has been studying for many years, and of which he is finding the practical solution in the outing system as carried on at Carlisle.

The system consists in sending out numbers of the pupils to live for a time as members of the families of white people residing near the school, to work for wages.

It was Captain Pratt's experience with certain Indian prisoners whom he had in charge in Florida many years ago that bred in him a strong faith in this method of dealing with our savages. Here he was obliged to keep his Indians occupied in order to keep them alive, and the readiness with which they took hold of work of all sorts, and the way in which they were influenced by their surroundings, was very suggestive. In 1879 he took some of the youngest of these prisoners to the Hampton school and shortly afterward introduced there the plan of putting them out to work in the fields. When the school at Carlisle was established, with Captain Pratt as its superintendent, he at once set on foot the outing system which from that time to this has been kept up on a constantly increasing scale.

One of the objects of the Carlisle outing system is to continue the industrial training of the children under conditions of somewhat greater freedom than is possible at the school. At Carlisle the individuality of the boy or girl is more or less lost. The child becomes merely a part of a great and well organized machine, and very much of his thinking is done for him. He has no opportunity to act on his own initiative.

There can be no effective self-help without self-reliance, and the system encourages this, but still under supervision. The boy sent out into the family of a

farmer is thrown more or less on his own resources, though presumably carefully watched by his employer, and still under discipline but of a sort different from that of the school. When he has learned to perform certain operations or tasks, he is expected to do such work without being watched, and not to shirk it. He is in some degree put on his honor, and usually it is found that the trust reposed in him is justified.

Besides, by his contact with people not connected with Indians or with the school the child must absorb many of the ideas of civilization and familiarize himself with its ways. In other words he is put in a position where he must acquire the experience which is a part of civilized life, and without which no success in life is possible. This is a mental training which he receives unconsciously and it is quite apart from his schooling or his instructions in industrial pursuits. He sees how the employer and the members of his family look at the various happenings and incidents which come up from day to day, and insensibly he begins to think and to reason as they do.

The sending out of a child from the school into a family is a matter of some formality, and the various ceremonies connected with it cause both employer and pupil to regard the affair as a serious one. The children are supposed to go out into the families only by their own desire, and the child wishing to go signs an application to Colonel Pratt, asking to go out in the country, promising to obey his employer and to keep all the rules of the school; to attend church and Sunday-school, not to leave his future home without permission, not to use tobacco or liquor, to play cards or gamble; to be economical and saving, to attend the public school regularly, and to do his best to please his employer and improve himself. Two sets of rules have been prepared, one for boys and one for girls, and are part of a contract signed by Col. Pratt, the pupil, and the employer, or as he is called on these pages, the patron. Patron and employee individually agree to comply with and obey the rules, which are simple but complete. They embody the requirements above mentioned, the payment of wages, and a few other minor yet important matters.

The employer's references having been investigated, and his home visited and found to be desirable, this contract is signed, and the pupil goes out into his new life. At the beginning of the outing system the children were supposed to work for their board and clothing. Then they usually went to service in the early spring, just after the school commencement, which takes place in March, and remained till the early autumn. But very early in the experiment it was determined to let the children go at any time of year, to spend at least one year, and sometimes two or three, in the family of the employer.

Many small boys go out to act as errand-boys, waiters on the table, or helpers in the kitchen, and these receive from three to six dollars a month, according to their efficiency. The older boys, large enough and strong enough to be of some assistance on the farm, get from six to twelve and even fifteen dollars a month with their board. This last sum is not far from the hire that would be paid a full-grown and capable white man in the region. With these Indian children, as with any other kind of service, experience and efficiency count in fixing wages. The pay received by the girls is less, running from one to four six or eight dollars a month. They help about the house, tend the children, assist in the dairy work, and in fact perform just the tasks that "hired help" would do. In January, 1900, an application was made for a girl for general housework and cooking, where there were five persons in the family, and ten or twelve dollars per month was offered her. This is probably quite as much as white maidservants commonly receive in

the country. In almost all cases boys and girls alike attend the public schools,

Every month the employer of each child is required to make to the superintendent of the school a report as to his conduct, habits, health, ability, and industry. Pupil and employer are thus constantly reminded that the child is under authority, and must be on his guard against any violation of the rules.

Besides this, agents of the school—a man for the boys and a woman for the girls—go about, at least twice a year and sometimes oftener, to visit the pupils and inspect the homes where they reside. They talk with them, and find out how they are getting along; with the employer, and hear his views of the matter; they learn how the personal comfort of the pupil is looked after. The outing agent reports in writing, filling up a blank which covers all the important questions as to each child's habits, conduct, and comfort. If employer and pupil do not get along well together, the agent investigates the trouble, tries to find who is in fault, and to adjust the matter and smooth over difficulties. If the boy's conduct is unsatisfactory in any respect, the agent talks to him in reproof or encouragement as may be necessary, points out that he is not keeping his part of the contract which he signed, and endeavors to bring him to a better frame of mind. If the boy has just cause of complaint, the visiting agent may remove him.

The considerable and increasing demand for children, both boys and girls, furnishes the best testimony as to their desirability as members of white families. Since 1881 three thousand applications have been received from local people, chiefly farmers, asking for boys to live in their families and work on their farms. There are almost as many applications for girls. At the present time there are over three applications on file for every boy that can be spared to go out. The applicants are all registered in the school books, and the record is complete, running from 1881 to the present time.

It is interesting to look over the application-books, and to get from them an idea of what the farmers require. Some of the applications for boys are these:

"Large boy for eight dollars a month."
"Another large boy for six dollars a month"

"One that knows how to milk and do barn work, use a team, kind and gentle with the stock."

"One boy at ten dollars or twelve dollars, if he can do all kinds of farming, but they ought to have them at eight dollars."

"Stout able-bodied Indian, that can milk and do all kinds of farm work."

"Boy to work all winter and not go to school."

On the girls' side the requests are more general, such as, "Good girl, fond of children, not to attend school." The general requisites for the girls seem to be a knowledge of housework, of how to care for children, and of washing and plain cooking. One entry asked for "Girls for whip-factory."

Very frequently the application for a girl will say that another is wanted as good as the one that is just leaving. Other applicants ask for the same girl or boy that they had last year. The motives that govern such requests are sometimes stated. For example, against one applicant's name is the following entry: "Wants A—D—, because he is good with asparagus and onion sets."

In very many cases the employers become much attached to the children, and are sincerely sorry when circumstances break up the relation. And the frequent testimonials as to the efficiency of the children and their usefulness in the household are commentaries not only on their faithfulness and their effort to please, but are also unconscious evidences of the painstaking care of the employers. One man, for example, says of his pupil, "For dairy purposes the pupil seems especially adapted and is of an obliging

THE RED MAN AND HELPER.

THE MECHANICAL WORK ON THIS PAPER IS DONE BY INDIAN APPRENTICES

TERMS: TWENTY-FIVE CENTS A YEAR IN ADVANCE.

ADDRESS ALL CORRESPONDENCE: MISS M. BURGESS, SUPT. PRINTING CARLISLE, PA.

Entered in the Post Office at Carlisle, Pa. as Second class matter.

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

In a much broader sense than in the public school does the Indian service teacher sustain the relation of parent to the pupil. The example of the father and mother means much to the child, so much that as a rule it fixes his moral plane.

The employee whose mind is a home for thoughts that debase must exert a force for demoralization, no matter what your official conduct. There are those in our work who apparently perform their specific duties in an unexceptionable manner, still are dismal failures as character builders because their lives are frivolous, or even vicious. Your conduct when off duty, the company you keep, your observance or failure to observe the canons of discretion, sobriety and virtue is watched by many pairs of discerning eyes younger and sharper to see than your minds are nimble to conceal. The only way to teach sound doctrine is to be sound; the only way to be a force for right living is to live right, the only way to be competent to show the road upward is to be traveling it yourself.

IN AN INTERVIEW WITH COLONEL PRATT.

The Denver Republican publishes a lengthy interview with the Colonel, part of which is:

Col. R. H. Pratt, superintendent of the Carlisle Indian School at Carlisle Penna. who has held that position for 24 years, is in Denver the guest of his son-in-law, Guy LeRoy Stevick.

Col. Pratt has just returned from Alaska, where he has been studying conditions among the Alaskans. He will remain in Colorado for some time. During his visit here he will go to the southern part of the State to see the Ute Indians whom he has not visited for 20 years.

Col. Pratt has been engaged in work among the Indians for 36 years and is one of the best known Indian educators in the United States.

"The education which we try to impart," said Col. Pratt, "is partly industrial and partly theoretical as in the other schools of the country. We teach them trades, not so much for the sake of knowing the trades, but for the purpose of teaching them the value of habits of work.

The reservation system is not the best system in the world. I believe that the Indians should receive exactly the same treatment as other people.

The government practically decrees that all Indians shall be farmers, and there is about as much sense in that rule as to say that all Chinese or all Swedes should be farmers.

Under the reservation system the Indian has no incentive to work. He is given lands in severalty, and if he works these lands for 25 years and the government thinks that he is a good man then he may own the land, but otherwise not.

Many Indian schools of the country are doing very well, but schools alone can never solve the whole Indian problem.

We have had Indian schools for the past 150 years and they have not yet solved this problem and I do not believe that they ever will.

These schools are for the most part on the reservations surrounded by all the disadvantages of the reservations under the influence of the Indian agent.

I believe that the schools should be taken off the reservation and put out among the other people of the country.

There are 35,000 or 40,000 Indian children in the United States, and about 25,000 of these are in the Indian schools of the country."

A gang of young Indians has been working on the Santa Fe cut-off in this county this summer, and the Santa Fe men say they are the best kind of workmen. They were from Haskell Institute, at Lawrence. There is certainly hope for the Indian if he can be made to work well.—[Osage City Free Press, sent by G. S. Wetherell, Phila., with whom Fred Waterman is living.

SQUARE DOCTRINE.

George Bird Grinnell, in his most excellent article from the Outlook published on the outside pages of this week's RED MAN AND HELPER, covers the situation most admirably, and one in reading the context carefully and thoughtfully can arrive at but a single conclusion—The Indian is human—the Indian is like the rest of us. All he needs is an ordinary chance to be a man, and HE WILL BE THAT MAN.

In referring to the watchful care given our students when under instruction at the school and their being taught thereby to rely upon care-takers in cases of emergency, thus weakening them for outside trials and temptations, if it were not for the training gained through our Outing System, we can but admit that the picture is true, and the result can be no different from that of any other institution of learning where young people attend and where there is no Outing System in vogue, or from the average household wherein sons and daughters are reared and trained to meet life's battles?

A youthful person, until he gains the experience to make himself self-reliant will naturally lean upon those of superior judgment.

The son of a well-to-do father leans upon his parents for counsel and support until he is through school; and we will place our Indians, if they take the outing course and remain with us until graduation, by the side of the Grammar-grade sons of the average citizen when it comes time to strike out and make a living. Our students will have more back-bone than the petted sons and daughters of indulgent parents.

In all our teaching, great stress is placed upon the importance of self-dependence, and practical experiences are FORCED upon individual students, so that the numbers who have gone out from this institution into positions of trust and responsibility requiring a vast amount of self-reliance are a source of continual gratification.

Many are holding their own under conditions that would make the average Anglo-Saxon boy and girl cringe and fail. We thank Mr. Grinnell for his able article, which will do great good for the cause of practical and sensible Indian education.

The topics for talks at the opening exercises of school this year were selected by the students. There have been two interesting talks thus far, the first by Miss Wood on "The Different Forms of Government," and one by Miss Cutter on "The Departments of the United States Government." Those to follow soon under the head of Political Science are Miss Newcomer, Miss Robbins and Assistant-Superintendent Allen, on the United States Navy, the United States Mint, the Investment of Money, and Commerce. Biography and Literature will have a place in the early part of the year, to be followed by other practical subjects.

Mr. Joseph R. Abner and Miss Annie Kowuni announce their marriage on the evening of Tuesday, October the sixth, nineteen hundred and three at the Indian School, Albuquerque, New Mexico. Miss Annie came to us from Laguna, New Mexico, and is an honored graduate of Carlisle, and of the short-hand department of Drexel Institute, Philadelphia, a quiet, delightful character with every quality that goes to make a good life companion. May joy and peace accompany her through life!

The Literary Societies of students aided by details of employees are in active operation. Nearly every evening, when the day's work is done and most of the students have retired, groups of teachers may be seen reading for self-improvement, not daring to let go of study, lest minds become rusty. A Browning Club is one of the new organizations this year. There will be a Shakespearean Club and two or three history clubs among the members of our Faculty.

One of the pleasing things first observed by Miss Burgess on her return to work was the shop court geranium beds. She thought she had come upon the Presidio. Then the new granolithic walk from the boys' quarters to the shops, where she has to travel several times a day struck her fancy. One cannot go away even for a month without noting improvements on coming back.

FROM MR. FRANK.

Our vacation ended, we are now ready to take up the work for the coming year. During the last two months, we visited in and around San Diego and Los Angeles, but spent most of our time at San Diego, because of its climate and historical associations.

The climate appeals to you at once by bringing to you new life, and the satisfaction of self with self. The continuous sunshine, ocean breeze and bathing, and fine fishing with congenial associations make those who come to die put forth an effort to live.

The fishing is fine. We took a trip from Coronado Hotel to Coronado Island, Mexico, distance, 17 miles. We caught 250 pounds of fish, which was considered a small catch. Between catching fish and looking after the sea-sick, we were kept busy. The fish found here are the Yellow Tail, Spanish Mackerel and Barracuda.

These experiences teach you to forget, for a time, that you ever was a teacher, so intent you are in catching the fish or in feeding them, but I am glad to say that I caught but did not feed. I will say nothing about my housekeeper, I am afraid.

Some points of interest in San Diego are: Point Loma, on which is located Ft. Rosencrans, the corporation of Theosophists, and Ocean Beach; Tia Juana, the center for bull-fights, Old Spanish Missions, La Jolla. The material for Ramona by Helen Hunt Jackson was obtained north of San Diego.

We found Los Angeles (The Angels) full of business, everyone on the rush with the most perfect system of electric railway in the United States connecting Pasadena and other small towns with the main city, but I did not find here the climate found in San Diego.

We had the pleasure of entertaining Miss Du Bois, the author of "The Soul in Bronze" and her work here no doubt will result in a new book on the same subject.

We also have the pleasure of entertaining Indian enthusiasts, Indian Agents, mining experts, college explorers, and cranks. We aim to satisfy their wants as to food and shelter, no more.

One lady Indian enthusiast said that she had been treated awfully by Indian Day School teachers.

We replied, "You deserve all you get and more."

She was a curio hunter, wanting the earth without cost.

We have been receiving callers from our Indian neighbors since our return, some bringing us melons, others inquiring about school, and still others about sick ones at home.

The work is arduous, requiring sympathy, decision, and tact, but enjoyable; for whether you are on the trail, in the adobe, or in the schoolroom, you feel that this is the least that can be done for a race which seems destined to be absorbed or annihilated by Anglo-Saxon civilization.

AMOS R. FRANK,
U. S. Indian Day School,
Mesa Grande, Calif.

A SURPRISE PARTY.

Miss Burgess saw Colonel and Mrs. Pratt and Miss Richenda in Denver on her way east. The train being delayed several hours between Salt Lake City and Denver, and "Father" Burgess feeling the need of rest, it was deemed best to lie off for a few hours. In calling upon Mr. Guy LeRoy Stevick and family the surprise was great to find Colonel and the others there. They had arrived from Alaska but a few days before. Mrs. Stevick, who is the daughter of Colonel and Mrs. Pratt is the pink of happiness and contentment in their cosy home with eight attractive children around her. It is the picture of a life-time to see a Grandfather and Grandmother, still young, a father and mother not yet in middle life and eight young children all sit down to eat at one table. There was Laura, the eldest, about to graduate from the Grammar school, then came LeRoy, then Nana, Mary, Dorothy, Theron, Gerald and Baby Richenda, the last named too young to appear at table—a dear, sweet child in arms.

Miss Richenda Pratt will probably remain a few months with her sister. Denver is a beautiful city, and the Fall there is the most charming season. Colonel and Mrs. Pratt could not say when they will be home. The Colonel's health is still below normal, but he feels that Colorado's invigorating air will benefit him.

Foot-Ball.

THE LEBANON GAME.

CARLISLE, Sept. 19.—The Indians began their season here today by defeating Lebanon Valley College by the score of 28 to 0. Captain Johnson won the toss and Lebanon Valley kicked off. Sheldon returned the ball a punt. Lebanon Valley fumbled and Nephew gathered up the ball for the Indians on Lebanon Valley's 25 yard line. Here the Collegians put up a strong defence, but after four minutes of play Charles was pushed over the line for the first touchdown. Johnson kicked the goal. In this half Gillis and Snyder played a great game for Lebanon Valley, and tackled all over the field. But two touchdowns were made in the first half. Snyder was hurt in this half, and Earnest took his place.

In the same half Captain Johnson turned himself loose for about forty-five yards. In the second half Libby replaced Johnson and handled the team well.

The feature of this half was Sheldon's 90-yards run through the Lebanon Valley team for a touchdown. He was tackled several times but shook himself free from his tacklers. The game was slow on account of numerous fumbles by both sides and the poor condition of the Lebanon Valley team. The new men of the Indian team showed up well, and although the team will be light, it will be fast. Coach Warner put an entirely new team in the second half, and their work was equally as good as that of the team that began the game. The Indians seemed to be in good condition, and not once during the game was time taken out on their account. At the end of the second half the ball was in possession of the Indians on Lebanon Valley's 5-yard line.—[Phila. Press.

Fumbling was the worst fault of the team last Saturday, but another great fault was the slowness of the line men in getting started when running with the ball and in the interference. Many times the runner was caught behind the line by the opposing line-men. The line-men were also slow in charging, and charged too high instead of charging hard and keeping close to the ground.

The game with Gettysburg on Saturday will likely prove a hard one. It must not be forgotten that Gettysburg defeated us two years ago and are liable to prove dangerous opponents. A little team work has been developed for this game, the team should make a better showing than in the game last Saturday.

The usual early season's sprains and bruises are interfering considerably with the practice, but when the boys get hardened up a bit it is expected that there will not be so much trouble. Everything possible in the way of protectors and pads are provided for the team and every man should be careful to see that protectors are worn in practice.

The Line-up.

FIRST HALF	SECOND HALF
Nephew.....	Fisher-Flores
White.....	Bowen
Pico.....	White
Williams.....	Schouchouk
Dillon.....	Saunook
James.....	Exendine
Kennedy.....	Jude
Johnson.....	Libby
Hendricks.....	Whitcrow
Charles.....	Mathews
Sheldon.....	Sheldon

The most promising of the new (football) men are Wheelock, Dugav, Kuhn, Knifechief and Elkins.—[The (Haskell) Indian Leader, Lawrence, Kansas.

Wheelock, of Carlisle, is a promising candidate for the football team.—[Haskell Leader.

Martin Wheelock graduated from Carlisle with the class of 1902, and as he has played on the Carlisle team several years, captaining the team two years and was chosen for the All-American team one year, we think it quite probable that he will be able to secure a place on the Haskell team.

SCHEDULE.

- Sept. 19, Lebanon Valley College, here. Won 28 to 0
- " 26, Gettysburg, here
- " 30, Mt. St. Marvs, (cancelled) here.
- Oct. 3, Bucknell, at Williamsport.
- " 7, Bloomsburg Normal, here.
- " 10, Franklin & Marshall, Lancaster.
- " 17, Princeton, at Princeton.
- " 24, Swarthmore, here.
- " 31, Harvard, at Cambridge.
- Nov. 7, Georgetown, at Washington.
- " 14, University of Pennsylvania at Philadelphia.
- " 21, University of Virginia at Norfolk.
- " 21, 2nd team vs Dickinson Seminary at Williamsport.
- Nov. 26, Northwestern, at Chicago.

Man-on-the-band-stand.

The finest of fine weather.
 Leaf sweeping has begun!
 Many visitors on Wednesday.
 Let us practice "rooting" tomorrow.
 Tailor Nonnast has moved into the cottage.
 Mr. Colegrove has returned from a business trip north.
 There are 344 students now in country homes for the winter.
 Miss Hill leaves to-day for Michigan, on a business trip for the school.
 It is Gettysburg, to-morrow, on our field, and a lively time is anticipated.
 Ida May Sawyer has picked up the how-to-do on the gasoline shirt ironer in no time.
 Baker Snyder has resigned his position to take one at advanced pay in Harrisburg.
 The new hitching posts by the teachers' quarters will be ornamental as well as useful.
 The Seniors are studying about the double convex lens, and the double concave lens.—
 Dennis Johnson and Andres Moro have gone to the country to attend high school during the winter.
 Guy Jones, 1900, has married a Haskell girl, at Santee, Nebraska, so a letter to Emma Sky states.
 Owing to the increased number of coach-makers, a new work bench has been added in the woodshop.
 Mrs. Watts, Miss Smead and Mrs. Hayes, of Carlisle were out calling on friends last Saturday.
 Last Sunday afternoon, Mr. J. C. Bond of Lancaster, Pa. gave a very interesting talk before the school.—
 Susie Rayos, class '03, and Hattie Miller, have returned from Maine. Susie will go to Drexel this winter.
 The dog and pony show in town on Tuesday was patronized by our people, who enjoyed the entertainment.
 One evening last week, over a hundred girls went on a trolley excursion to Boiling Springs. All report a good time.—
 The roads about the grounds are undergoing repairs. The top dressing of Mt. Holly sand makes an excellent finish.
 From the number of calls for reference books in the Library, Miss Steele says the students are beginning their school year right.
 Miss Paull taught the Juniors and Seniors last Sunday, owing to the absence of Miss Robbins. We all enjoy her teachings.—Jr.
 Have you observed the green shades in the students' dining hall. They are new and make the place more home-like in appearance.
 The band now goes out on a march every evening to practice for a future engagement where marching will be part of the program.
 One of the girls seeing a football player putting on one of the padded "scalp protectors" seemed to think he was putting on his head.—
 Mrs. Munch has returned from Philadelphia where she went as escort to the party of girls who went to country homes for the winter.
 Dawes White Bird writes to one of his friends that he is working in the Cheyenne school at Darlington, Okla., as night watchman —
 Miss Lizzie Aiken has returned after a trip to the west and reports having had a lovely time. She spent most of her time in San Francisco.—
 Some one hopes that every band boy has learned how to sit on a chair while playing, after seeing and hearing Creator's famous Italian band.—
 Miss Daisy Wasson of the West Chester Hospital is spending her vacation in Downingtown at the home of Miss E. D. Edge, our esteemed patron.—
 Lizzette Roubilet left here on Tuesday, to take a course in Domestic Science, at Drexel Institute in Philadelphia. All her friends wish her success.—
 The Seniors who attended the concert given by Creator and his band Monday evening, were delighted with his music. Creator is a graceful leader.—
 Frank Mt. Pleasant, a member of the Senior class, has returned from his home in New York to resume his course at the Dickinson College Preparatory.—

Antonio Lubo, who was one of the first to "dig clams" at the sea shore this summer told of his experiences before the Invincibles last Friday evening.—
 Many of the Porto Rican girls are going to the country to learn good English, so that they may enter a higher grade when they come back to Carlisle.—
 The Companies will drill after supper, each Captain having full command of his own company. Mr. Thompson gives his instructions before and after school.
 The Carpenters are placing their new benches in position wherein every workman will have a place for his own tools. Two apprentices can work at each bench.
 Hastings Robertson, Willard Gansworth and Wm. Mt. Pleasant are all at home once more at the Bachelors' Hall, and again matriculated at Dickinson College.—
 Stray dogs seem to flud at our school a pleasant place to live, but, alas, their stay with us is brief before they take quiet and peaceful passage to their happy hunting grounds.
 Now is the time to work up a College spirit. We are not sleepy heads; why appear so? And the Athletic field is not an appropriate place to hold Quaker meeting.
 Oscar Pagan, who came to Carlisle from his Puerto Rican home three years ago, left us on Tuesday for Bloomsburg, where he will enter the Bloomsburg Normal.—
 Policeman Jordan and Mr. Charles Eyer of the Police force of Carlisle were callers on Wednesday afternoon, Mr. Eyer subscribing for the RED MAN before he left.
 A certain worker drives a wheelbarrow that squeals like a hurt swine. There is oil enough! A little lubricant would ease the push and quiet the nerves of some people.
 The Standards give a reception to the members of the Young Men's Christian Association, in the Y. M. C. A. hall, this evening, the invitations being printed by George Willard.
 A party of girls, about thirty in number went out to the country for the winter. We are sure they have gone with the understanding that they will live by the word "stick".—
 An order for two buggies for Fort Peck, Montana, and one spring wagon for Fort Belknap, Montana, are on file. Two sets of carriage harness for Rosebud agency are also ordered this week.
 The first sight the western travellers got of our beautiful lawn called to mind Mr. Guy Stevick's remark about the pretty grass plats in Denver—"Yes, they are beautiful, but they are secured at the cost of great labor in almost constant watering and fertilizing." Our greatest labor is to keep the grass mown to regulation length, the growth being so luxuriant.

Miss Louise Cornelius, who came in from her country home this summer with inflammatory rheumatism, is rapidly recovering and her friends hope soon to see her up and around again.—
 Mr. Thompson is proud of his new desk made in the carpenter shop by Fitts Hugh Lee Smith, under the direction of Carpenter Herr. It is a creditable piece of work, and would grace any office.
 As Muriel Carson took the first prize in cake baking, Zenobia Calac ought to be given the second prize, so say her friends who were fortunate enough to partake of the delicious cake which she baked.
 Miss Ferree is back from Philadelphia where she has been taking eye treatment. She will go to and fro for a few treatments, but will start in on regular class work as Domestic Science teacher on Monday.
 Arthur Sheldon is now attending the Dickinson Preparatory. Arthur is a member of the Senior class and his classmates are glad to see that he is willing to get out among strangers and fight his way through. Three cheers for the "crow".—
 The girls held their Wednesday evening prayer meeting last week. Quite a number were in attendance and the meeting was very impressive as well as encouraging to those who are always trying to bring others to Christ. We hope the attendance will increase.—
 The Standard Society met at the usual time in the Young Men's Christian Association Hall. The meeting was devoted to brief speeches by the official and some of the active members. The enthusiasm that was shown in their speeches is very promising to the future of the Society.
 The floor of the new bakery is now getting its granolithic coating. The kitchen improvements and bakery will be complete in about two weeks, Carpenter Gardner estimates. The kitchen work now is thrown in confusion on account of the presence of plasterers and carpenters.
 Invitations have been received by some of our number to attend as members and guests of Albert K. Smiley, Mohonk Lake, New York, the Twenty-First Annual Mohonk Lake Conference of Friends of the Indian to be held on Wednesday, Thursday and Friday, October 21st, 22nd and 23rd. No doubt our school will be represented.
 The RED MAN is a day late this week. The manager having contracted a severe cold on the return trip from California was for a few hours after her arrival on Monday a little slow in picking up the reins. It requires nervous, amateur travellers about two days to catch up in sleep after six nights of vain effort to rest in sleepers over sleepers, under sleepers in the midst of snoring sleepers, with "bumity-bumps" thrown in by the unpracticed engineers as wakeners. But we have caught up at last and hope to have the RED MAN out on time hereafter.

Mr. Reising mentions his three new Alaskan pupils as taking hold of seventh grade work with a will. They are from Sitka, and means business.
 Monroe Coulon writes to Mr. Reising that his work at Mohonk since the other boys returned to school has become more arduous, but he seems to think that it is not too much for him. He enjoys life there, and since Mannie Bender returned he has taken the bugle. But little time can be found to study but he does look over his Grammar occasionally. He expects to return to school soon.
 On last Monday Dr. E. W. Buckman and wife of Wilkes Barre, who are making an extended tour by carriage through Eastern Pennsylvania called upon Miss Ely, an old friend of Dr. Buckman's parents. They visited the various departments of the school and were much interested. From Carlisle they drove to York to attend the Medical Convention, and intend visiting the Battlefield of Gettysburg before going farther east.
 Miss Noble returned on Wednesday morning bringing with her three Indian boys from Oregon, to enter our school as students. She has had a most enjoyable vacation with the family of her nephew, Assistant-Superintendent Campbell at Chemawa, Oregon. The return trip was a hard one, but she feels but little fatigue and is ready to begin with renewed vigor on the year's pull, administering to the wants of the members of the Teachers' Club.
 Miss Daisy Laird, a teacher with us last year, is visiting Miss Roberts and other friends at the school. Her home is in Des Moines, Iowa, and having to come on a business trip to Pennsylvania made it convenient to visit the school, and thus contribute to the pleasure of many friends. Miss Daisy is looking well, and has gained since she arrived last Saturday. She says her sister, Miss Flo, who was also a teacher with us two years ago, is teaching in Des Moines, after a year's sojourn in Texas for her health.
 Miss Wood, in her talk before the student body this week, discussed the different forms of Government instancing countries which carry on the various forms named. She led up from the Patriarchal or family to the Monarchy based upon force and the Monarchy based upon morality, with a king as head. As Aristocracy is the result of tyranny and rival claims and is a government by the few being based principally on wealth and family. An Oligarchy is a government by the few, who must be members of the royal family for whom they are substituted. A Democracy is where all the representatives have some power. The Republic may gradually develop from a monarchy as England to-day is really more republican in Government than is the United States, or a Republic may come from a stress of circumstances, as our own Government, for instance, etc. We wish we could spare space to give the talk in full.



STANDARD DEBATING SOCIETY.

disposition, gets on well with children." A woman says, "We are sorry to part with —; she has been very kind and obliging, cheerful, and in every way perfectly satisfactory." Another says: "— has proved herself totally satisfactory, worthy of respect in all ways."

The fact that no absolutely bad reports concerning these children are accessible does not mean that all are perfect. A pupil whose conduct is unsatisfactory from the start does not remain long in his place, but is returned to the school by his employer.

As a rule, the pupils sent out into the farmers' homes give satisfaction. As children they have the faults which are a part of childhood under a skin of any color. Many boys are boisterous and full of mischief. Some are heedless, others are slow; but among the employers the general verdict is that they are quite as capable as white boys. They are reliable, and, when their confidence has been won, may usually be depended on to live up to the rules laid down for their guidance. A farmer who has employed a certain boy for three years told me that when he first came he had a frank talk with the boy, telling him that he had been appointed to look after him, and was in a sense his guardian. "Now," he said, "I want to say this to you: These rules have been laid down for your guidance and mine; I am responsible for your keeping them. Now I want you, wherever you may be, always to remember these rules, and to take care of yourself." And he added, "I have never had any reason to believe that the boy has broken faith in any particular."

The girls are not less satisfactory in their places. One hears now and then of one who is slow, or not very bright, but usually they are quick and efficient. To many housekeepers they are a real boon, for in the country the problem of securing maids for service is a difficult one. The Indian girl may require training in her work, but after she has learned it she can perform it, and does not desert her post. Among the girls there is as much difference as among the boys. Sometimes they are homesick for the school they have just left, and are then hard to handle, but this usually soon wears off and they become contented. In one lovely home I was shown work done by the Indian girls there—their painting on canvas and on china, their embroidery, the books that they study, and the abstracts and essays that they write about what they are doing. It was work that, on the whole, would have reflected credit on a white girl of eighteen or nineteen years, whatever might have been her education. The mistress of this house makes her girls truly her companions, and as they share her work so also they take part in her pleasures.

It sometimes happens that when a boy is sent out on a place he becomes homesick, and for a time depressed and apparently sullen. In a case like this, unless he is handled with great discretion, he may develop a spirit of hostility which will prove very disagreeable. And yet this spirit may not be altogether the boy's fault. I heard of a case of this kind, where the pupil declined absolutely to speak to any member of his employer's family. If it became necessary to communicate with them, he would write his question on a piece of paper and hand it

to some one of them. In another somewhat similar case, where it was said the boy vented his spirit against the family by beating the live stock, I met the pupil and had a little talk with him. At first he seemed sullen, his eyes were shifty, or he looked at the ground and answered in monosyllables; but after a few minutes' conversation he was looking me squarely in the eye and answering my questions as frankly and pleasantly as I could wish. A little tact in handling the lad would probably have made him a pleasant companion in the household instead of a sullen enemy.

It would be a great mistake to imagine that success or failure in particular places necessarily depends wholly or even largely on the pupil. A farmer with whom I talked, after saying that these children were much like other children—human—added, "The children are human, but the bosses are human too." Evidently there will be some employers so constituted that they will find fault with and harass the child intrusted to their care to a point at which he may become desperate, and of set and deliberate purpose may make himself as disagreeable as possible in order to be sent back to the school, merely to escape from a place where a life is made a burden to him. Cases have occurred in which a boy, returned to the school as incorrigible, on being sent out again to another place where the conditions were different, has proved efficient and greatly endeared himself to his employer. On the other hand, a boy who has remained with one employer for two years or more, and has won for himself the respect and affection of that employer, has later been sent out to another place and has turned out badly.

It is evident that the responsibility of the employer is very great. To handle children successfully requires patience, tact, judgment, and watchfulness. Temptations must be kept out of their way. They must be curbed, checked, and directed, but with kindness and firmness. Reasons must be given them for rules and restrictions. The example of the employ-

er must be a good one. He can hardly expect his servant to be industrious unless he is so himself. Nor can the pupil be expected to keep himself neat if he lives in a slovenly kept house.

It is evident also that the superintendent of the school must watch over both employer and pupil. The latter must be protected from evil influences and yet must be kept up to his work. The former must be watched to see that he cares for the child's comfort, handles him with discretion, and generally exercises over him an influence which is altogether for good. To care for these matters is the work of the outing agents. They must be persons of great judgment, and above all tactful, since on them depends in large measure the success or failure of the system which promises so much.

Most of the employers met with in my recent investigations of this subject seemed remarkably well qualified to undertake the work of training the children. So far as could be judged from conversation with them, they have as many motives as there are individuals. Some take the children in a purely missionary spirit, animated solely by the desire to do good. Others are interested in Indians, and are anxious to benefit the race. Others, in previous years, have had children to whom they have become attached, and hope to get another who may prove as lovable. Others still seem only to wish to obtain a good servant at a low rate of wages.

In all cases the pupil is received as a member of the family, and this, of course, means that the training will be of many different sorts. Entered homes of which Indian children were members, whose atmosphere was as cultivated as can be found anywhere. The children had lovely manners, were entirely free from any thing like shyness or self-consciousness, and answered the questions put to them with frank directness and readiness.

Having in view the wide variety of surroundings of the six or seven hundred children who annually go out from Carlisle into families of farmers in the near-by counties of Pennsylvania, New Jersey,

and Maryland, we may well enough marvel at the record they have made in their new surroundings.

Many of the employers speak very highly of the industry and skill of their farmhands, and in journeying from place to place I saw examples of this which were impressive. On one farm I walked across a wide field to where two boys of twenty and seventeen were resetting the posts of a rail fence. They worked rapidly and intelligently, with no waste of effort, and the long line of panels which represented the three hours of the morning's work showed faithful and continuous labor through the day. More than once, looking far across the field from the road, I watched boys at the plow or the seeder, or engaged in planting small fruits, and all seemed busy and active, working as if for their own benefit and not for a master. Only one employer of all I visited said that his hand was slow and that he seemed to take no interest in his work.

Among the specific things taught by the outing system, not the least important is something of the value of money. The gross earnings of the children for a few years past are interesting:

Year.	Number of Outings.	Earnings.
1893	621	\$24,212 19
1894	821	16,190 56
1895	592	18,229 60
1896	506	19,238 62
1897	720	20,448 39
1898	787	21,728 50
1899	717	25,752 76

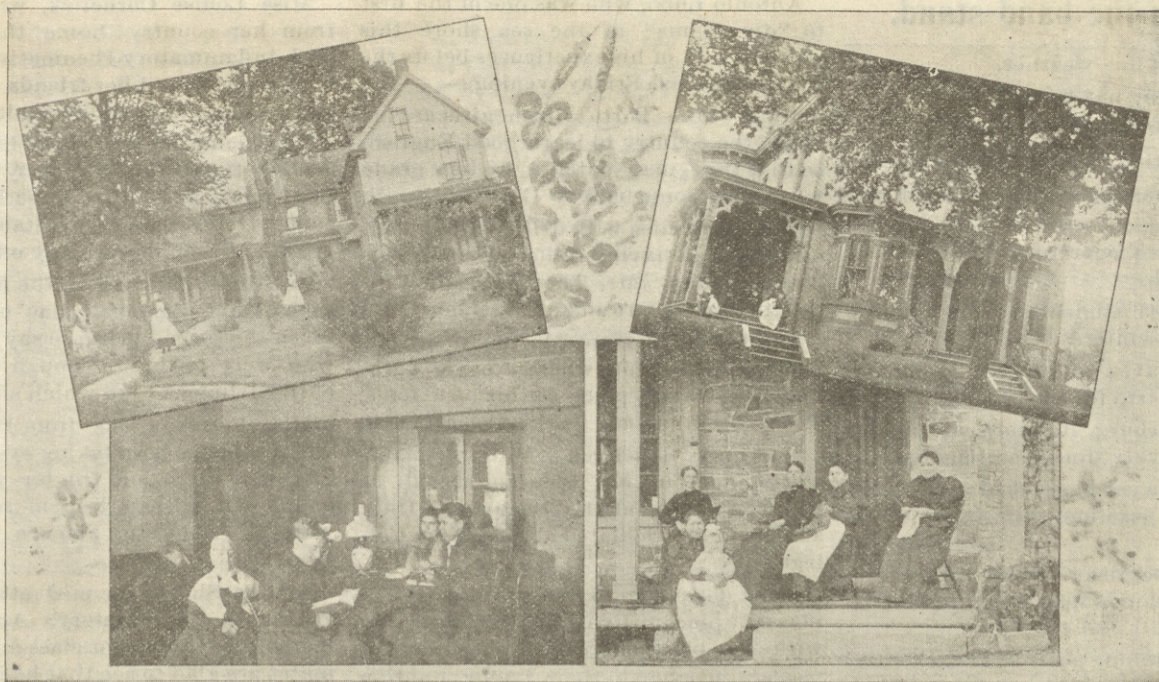
This earning of money is one of the most important features of the system, for by it the children are taught to become—in part at least—self-supporting, which, after all, is the most important lesson that the Indian must learn.

By it, too, they are taught something as to the value of money and the importance of saving it—in other words, the lesson of thrift. The money earned by the child during his outing belongs to him absolutely, yet he is not free to spend it as he wishes. If he is actually in need of any article, the employer advances him from his wages the money to pay for it, and advance and purchase are noted in the monthly report. In order to encourage the spirit of economy, the Carlisle School office has opened 700 bank accounts with the children who have deposited their savings. The total of these ranges in different years from \$8,000 to \$10,000, the amount in 1897 being \$9,714 24, of which the boys saved \$6,426.03 and the girls \$3,288 21.

Properly safeguarded, the outing system is sure to accomplish great good, and it seems capable of indefinite extension. It is altogether conceivable that, so carried on, it may accomplish more for the Indians than anything that has ever been done for them.

As yet the system is practiced on a large scale only at Carlisle, and to a less extent at Hampton; in other words, only in the East, where there is no prejudice against the Indian, where the farming population is staid and settled, without bad habits, and more or less cultured. Would the system work in the West, in the neighborhood of the non-reservation schools located in the arid belt? Would the newer and sparser population there, where all the conditions of life are rougher and more primitive, be less considerate of the children than are the Quaker families of Pennsylvania and New Jersey?

I believe that in the West, as in the East, the experiment is well worth trying, though at first on a smaller scale. The sparseness of the population there may for a time limit its extension, the prejudice against the Indians may make difficult its introduction, the great distances may render the work of the outing agent hard and his supervision less efficient. Yet if in the farther West population is sparse, there is a good demand for laborers and helpers, and the work to be done by the children is precisely that which they will have to perform when they return to their homes. If the experiment should prove as successful there as in the East, the whole question of Indian education and Indian progress will be simplified and hastened.—[GEORGE BIRD GRINNELL, in *The Outlook*.



SOME CARLISLE INDIAN GIRLS IN THEIR COUNTRY HOMES

The socially elevating side of the outing is shown by the refined homes and families into which the pupils are received.



INDIAN BOYS IN THE COUNTRY.

Illustrates the Outing System, which is the practical side of Carlisle training. The Indian under the same opportunities, becomes just as good a hand at all the varied employments of the farm as the white man.