

The Red Man and Helper.

THE RED MAN.

NINETEENTH YEAR OR VOL. XIX NO. 12. (19-12)

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COLUMBUS.

BEHIND him lay the gray Anores,
Behind the gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good mate said: "New must we pray,
For lo! the very stars are gone.
Brave admiral, speak, what shall I say?"
"Why say, 'Sail on, sail on, and on.'"

The men grew mutinous by day,
The men grew ghastly pale and weak,
The stout mate thought of home. A spray
Of salt was washed his weary cheek.
What shall I say, brave admiral? I say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
"Sail on, sail on, sail on, and on.'"

They sailed, they sailed, as winds might blow,
"Until at last the blanchèd mate said:
"Why, now, not even God would know
Should I and all my men be dead.
These very winds forget their way,
For God from these dread seas has gone.
Now, speak, brave admiral, speak and say!"
He said: "Sail on, sail on, and on."

They sailed, they sailed, then spoke the mate:
"This mad sea shows its teeth to-night,
Its curls hislip, he lies in wait
With lifted teeth as if to bite
Brave admiral, say but one good word,
What shall we do when hope is gone?"
The words leaped as if from heaven;
"Sail on, sail on, sail on, and on."
JOAQUIN MILLER.

WESTERN ESTIMATE OF THE INDIAN VS. EASTERN.

The Indian is a creature of limitations which he cannot pass. He is improvident, indolent and immoral. The support which the government gives him and his contact with his paleface brother and enemy have intensified these objectionable and ineradicable qualities. In business transactions he appears ridiculous and feels so. Drunken, lazy, thriftless, he is a pitiable object, and realizes it. He often feigns a want of knowledge of the English language and a disregard for civilized ways in order to conceal his ignorance and innate incapacities, and to save himself from possible humiliation. Unless impelled by necessity or debauchery, he keeps aloof from cities and towns. He prefers the mountains, woods and solitude, and there, in his proper environment of nature, he forms a spectacle in which there is much to please, to admire and to fear. He presents a forbidding and defiant aspect. He is silent, sullen suspicious and proud, jealous of the little liberty he still retains, implacable in the belief that he has been foully dealt with, and incorrigible by methods employed to better his condition, and he idly and hopefully abides the time when the plains will again be happy hunting grounds over which he may roam unrestrained by law and undisturbed by the white man.

—[Kansas City Journal.]

Either a very narrow and bigoted or else a most mendacious scribe penned the foregoing libel upon the Indian. It breathes the spirit which animates a lynching mob—race hatred and reckless charges. There are thousands of "improvident, indolent and immoral" whites in this country, who are also "drunken, lazy, thriftless." To take one of them as a representative type of American citizenship, however, and pass judgment upon our people accordingly, would be infinitely unjust. Too many Indians have demonstrated their industry and intelligence and actual nobility of character for any discriminating reader to give any credence to such a sweeping and slanderous statement, evidently designed to provoke public sentiment against the race and facilitate further robbery of their lands and property by unscrupulous government agents and adventurers.

Inasmuch as strong drink was unknown among the Indians until introduced by the whites, it ill becomes the latter to cite intemperance among the proofs of inferiority. It is not an unknown fault among the palefaces themselves. This is true of some other vices which accompanied the Anglo-Saxon influx into this continent. The output of Indian schools, like the one at Carlisle, and innumerable other instances, in the aggregate, prove the capacity of the race for civilization. Many illustrious chiefs have exhibited alike a high order of ability and admirable qualities of manhood. The proverbial designation, "The noble red man," did not

come by chance, but was based upon the native characteristics of the Indians.

Thoughtless readers, who have never given the subject due attention, may accredit such a distorted and brutal characterization of a race; but we believe that, from the time Columbus discovered America until the present day, the Indians have sinned less than they have been sinned against. They suffered inconceivably from the cruelty, treachery, selfishness and rapacity of the whites, and their so-called savagery was expressed in avenging wrongs and in protecting their homes and lands.

The life of William Penn, and the treatment which he and his followers were accorded in Pennsylvania, eloquently and immortally refute the wholesale savagery which a one-sided history has ascribed to the aboriginals, and also the vile libels of the character quoted from our Kansas City contemporary.—[The Troy Daily Press.]

THERE ARE INDIAN GIRLS STRIVING TO UPLIFT THEIR PEOPLE.

Mrs. Washington, wife of Booker T. Washington recently addressed an audience in Massachusetts, and her personal experience showing how it is possible to be helpful to others even though one hasn't much money, will be interesting to our brave girls at home on the reservation who are laboring to "elevate their people. The Springfield Republican reports Mrs. Washington as saying these words:

—A graduate of Fisk University she went directly to Tuskegee and there realized as never before the condition of the mass of the colored people and especially of the colored women.

She used to go on the streets to watch them and was ashamed and annoyed at their behavior when she saw them sitting around unkempt, eating and drinking.

She felt a great desire to help the women and began about mothers' meetings.

She secured a room up a flight of the most rickety stairs she ever saw and told a boy to go on the streets and tell every colored woman he saw that there was a woman up in that room that had something to offer her.

Six women came to the first meeting, expecting a bundle of some sort, tied up with a ribbon.

Mrs. Washington had no bundles for them, but she had something in her heart.

The meetings have grown in these half dozen years until now 500 women belong to this gathering, and a weekly meeting is never missed from October to May.

One woman comes 20 miles and brings her baby because she can't leave it at home.

There have never been any officers or constitution.

Mrs. Washington began by talking to these women on some very simple and practical subjects, how to dress and care for their children, then about their own personal appearance and manners on the streets; how to have their home conditions clean and pure physically, then morally; the care of girls that a mother should give.

Then the women began to bring their daughters and presently a class of about seventy five girls was formed.

Practical matters were taken up, lessons in cooking, sewing and other domestic duties were given.

Next came a boys' class in which topics of citizenship were discussed, conduct, courtesy, honesty, thrift.

The women from these classes go out and act as centers of other classes.

The results are interesting.

As an example Mrs. Washington told of sending to Washington for seeds and of sending to Washington for seeds and distributing them among 700 women and after two years having an exhibition of the results.

In the girls' class eighteen different

ways of preparing "cow peas," one of the staple articles of food, were taught instead of only one way.

ARE WE PAYING ENOUGH ATTENTION TO READING, SPELLING AND LANGUAGE?

The Chippewa Herald Speaks.

The Herald has always taken the position that a thorough common school education is all that the Indian or any race in the early stages of civilization needs, and that if the Indian schools can even accomplish this much in the way of fitting him for citizenship they will have done a great deal, all in fact that can reasonably be expected of them.

We are of the opinion that not enough attention is being given to reading, spelling and language in a great many of our schools.

Ask any Indian agent to show you the letters he receives from pupils attending the non-reservation schools asking for their "payment money," and you will be convinced that the great majority of these pupils are woefully deficient in spelling and simple composition.

"Please send me my payment money," is a sample of some of the English in which their request is couched.

Even a great many graduates of the non-reservation schools are often very deficient in the elementary branches of an English education.

And they are graduates, mind you, and think they ought to be recognized as such, when in a great many instances they can't compose a good English sentence.

Now these pupils will tell you how they liked to solve problems in bank discount, study physics, algebra, etc., when the fact is they cannot write an ordinary business letter correctly.

If there is anything in the world that the Indian boy or girl stands in need of it is the ability to read, write, spell and speak common everyday English well and correctly.

Let him be taught, these things thoroughly above all things else.

To neglect this is a great injustice to him and does him a great deal of harm.

It seems to us that the tendency to introduce the "new fangled" ways of the white schools into our Indian schools should be restrained and kept within narrow boundaries. Most of the instruction given in the so-called "Native Industries" is time and labor thrown away.

As a rule it is worthless to the child and besides it takes up the time that should be given to more important subjects that he stands so much in need of.

For busy work in the kindergarten and primary grades basket making, bead work, etc., are all right, but beyond this, in the great majority of cases, it is only a waste of time.

For instance, just think of the average white teacher trying to teach an Indian child to make bead work baskets, pottery, etc., when the child, if a full blood, already knows more about these things than the teacher ever will.

The Indian child's mother in many cases is an artist in this line and can give her child far better instruction at home along these lines than the best school in the land could give.

On the other hand, if the child be a mixed blood, and especially if the percent of Indian blood be small, it will learn to do this work no better than the average white child.

So we say let us not allow too many of the "fads" to creep into our Indian schools, but to devote our time largely to teaching the children what they need most to know in order to fit them for the daily battles of life.

As the Indian child only gets three hours instruction in the school room each day it behooves us to see that this time is so spent as to give the best possible results and in a manner commensurate with the end in view, INTELLIGENT SELF-SUPPORTING CITIZENSHIP.—[Chippewa Herald.]

BOLD SUGGESTIONS.

In an editorial entitled Indian Reform, the Outlook makes pronounced suggestions.

I. The Indian should be transferred to the War Department, and cities reasons.

II. Citizen Indians who remain for a time as wards of the Nation should be treated as other wards are—that is, put under the protection of the courts.

III. The office of Superintendent of Indian Schools should be abolished, or, if maintained as a subordinate office, should be subjected to the direction of the Commissioner of Education. This change should be part of a comprehensive scheme for universal education among all imperfectly organized communities subject to Federal jurisdiction. Experience has proved beyond peradventure that democracy rests upon universal education; that no man is competent to participate in governing others who has not intelligence and character adequate to govern himself. The Federal Government ought to establish and maintain a public-school system in all Territories of the United States and in all its dependencies and colonies, in brief, among all populations under its sovereignty who are not yet organized into self-governing States. If we had done this twenty-five years ago, the Mormon problem would never have become a serious political problem. If we were to do this now, New Mexico might before long become ready for Statehood.

These schools should be controlled by the Federal Government, and, so far as is necessary, aided, and, if necessary, absolutely supported at government expense.

Under such a system it would be the duty of the Federal administration to see that there is a good school system in New Mexico, Arizona, and the Indian Territory, and no less in Porto Rico, Hawaii, and the Philippines. It would also be its duty to provide for the education of all Indian children of school age, except as such children live in one of the States and are provided for by the schools of the States. This Federal school system should be under the charge of the Commissioner of Education, who should be intrusted with the necessary executive authority to administer the system.

Such a change as we here propose would accomplish three results, all of them desirable: it would bring all dependent peoples, who are not yet ready to be trusted with the powers of self-government, under the same department, whereas now some of them are under one department and others under another; it would refer the wards of the Nation for protection of their individual civil rights to the judiciary, which in all Anglo-Saxon governments is intrusted with the duty of affording special protection to minors and others who cannot care for themselves; and it would provide a public school system for all unorganized or imperfectly organized communities, which they would be ready to take up and carry on for themselves as soon as they were organized into independent, self-governing States.

INDIAN WORDS.

Indian words have been much used in the nomenclature of our towns, cities, states and rivers but nevertheless very few have been permanently engrafted into the English language. The list is very small. Here are some of the more familiar words as compiled by Dr. Hale:

Hubbub, hominy, moccasins, mugwump, moose, papoose, pow-wow, sachem, sagamore, sassafras, skunk, squaw, squash, succotash, toboggan, tomahawk, wampum and wigwam. Of less familiar are: Musquash, meaning muskrat, quahog an edible clam; samp, blade broken or crushed for food; sannop, a brave, and tautog, a species of fish. Still other will cause most of us to make extended inquiries before we discover their meaning, such as mohonk, moosilaug, netop, nunkomb, peequaw, torchent and wadtehu.

THE RED MAN AND HELPER.

THE MECHANICAL WORK ON THIS PAPER IS DONE BY INDIAN APPRENTICES

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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.

IS IT RIGHT?

OKLAHOMA.
August 10, 1903.

DEAR M. O. T. B. S.:

Did you see that picture of William Lone Wolf in the Chillicothe paper as type of Chillicothe student? Why don't you say something about that? You know yourself William Lone Wolf is black man. He never was Indian. He is about thirty years old now. He goes to Indian Schools fourteen years. I know it. You think that right, government educate black man fourteen years in Indian schools. The government give him the same allotment as Indian, 160 acres. You think that right? Yours truly,

William Lone Wolf was sent to Carlisle as a student by the Kiowa Agent in July 1892. He was then nineteen years of age. He was involved to the school as a full-blooded Indian, but he is a pure negro. He was placed under the outing, and after several experiences demonstrated that he had the ability to make his own way in the world, and after three years of Carlisle care and training he was urged to go out and become a citizen of the country and to complete his own manhood through independent, self-support and to keep away from the Indians. He agreed and began to do this at Erie, Pa., but the inducements of the reservation system were overpowering, and after a little he returned to his former nest among the Indians, and now at thirty years of age we find him again under the infantile care of a Government Indian School.

No better illustration of the incompetence of our Indian School system to accomplish the real manhood of youth could be given.

William Lone Wolf himself is not so much to blame. The same course of procedure would unman Anglo-Saxon youth in exactly the same way. In answer to our correspondent's inquiries we have to say that when Carlisle sent William Lone Wolf away with a good record and a letter of recommendation to make his own way in the world, we indicated that we did not think it necessary or right that the Government should continue care and expenditure on his account. The allotment of 160 acres of land to him was doubtless made at the instance of ex-chief Lone Wolf who had William as a sort of servant for years. Lone Wolf himself is disposed to find a good deal of fault, both with the Government and his agent. It might be well to investigate Lone Wolf's conduct in this and some other matters, and hold him to some accountability for his conduct.

COL. PRATT BEFORE THE FEDERATION WOMEN ON WEDNESDAY AFTERNOON.

A vital principle gauging all success is involved in the education of our Indian and other dependent peoples, which principle should always dominate men and institutions. That principle is the brotherhood of man as proclaimed and practiced by Him who went about doing good, associating with men of low and high degree making no distinctions. Our American Declaration of Independence found its warrant in and was based upon this. These principles remove differences between races and classes. Every effort of every sort to continue races and classes is at war with these principles. If we value our Christianity and if we value our American principles built thereon we will avoid doing those things that antagonize these principles.

The Carlisle school is an attempt on the part of the Government of the United States to carry out this principle of brotherhood and the Declaration of Independence. It brings into one school family youth from all the different Indian tribes within the United States. 45 to 50% of these are mixed bloods being one-fourth, one-half or three-fourths white

It also has Porto Rican and Filipino youth.

In order to more completely accomplish the principles spoken of and to reach their fullest fruit, the school sends out its representatives from these various tribes and peoples to live in the homes of our own people, to help them in their varied industries, and to learn in the public schools of the country where the youth of all races find equal opportunity to develop their powers and usefulness as American citizens.

You will be interested to know that this congregation of the youth from many tribes and races into one family and this sending them out individually to compete and contend with our own youth has produced the most useful and helpful results, and the young people who have had these advantages and gone out from them to meet the issues of our American life, both among our own people and even back to the most adverse surroundings and influences of reservation and tribal conditions, have proven beyond question the most manly, intelligent and self-helpful of all the thousands educated by the various methods of the Government.

You are here to-day to look upon these conditions and to judge for yourselves. You are invited, all of you, to make the most careful and continued inquiries into the past and present of every feature, department and individual in the school and to examine our records as much as you will, and the result of your inquiries will confirm and strengthen that the principles upon which, under the laws of God and man we are established, are safe and sure.

I would say in closing that my thirty-six years work and interest for our Indians clearly prove that there is no end of our Indian problem nor safety for our Indians except in the full development of their powers to the ability that will enable them to each look out for himself in actual competition with all our other peoples; and also that such development is just as sure and easy of accomplishment as the development of our other peoples; but exactly the same methods, influences and time must be used.

THE STATE FEDERATION OF PENNSYLVANIA WOMEN.

The Club Women of our State have carried the town. The Eighth Annual Meeting of the State Federation of Pennsylvania women was held in the chapel of the First Lutheran Church, Tuesday, Wednesday and Thursday of this week.

The sessions have been interesting, wherein papers covering every phase of moral, intellectual and spiritual growth were presented by women of ability and influence.

Wednesday afternoon was devoted to a visit to the Indian School, and the 250 guests first went to Assembly Hall to listen to brief and informal exercises, consisting of Band music, singing and addresses by our students and Colonel Pratt.

At this meeting Mrs. Pratt, Vice-President of the Central District of the Federation, presided.

The State officers sat upon the platform, and Mrs. Campbell, President of the Federation and Mrs. Brock, the first President, made a few remarks, followed by Colonel Pratt, (printed above.)

Mrs. Sheridan, of Atlanta, Georgia, sang most impressively two beautiful songs, without instrumental accompaniment. She brought tears to the eyes of many, and we shall never forget her sweet face and rich, sympathetic voice.

Horton Elm spoke for the Invinibles; Nellie Lillard, the Susans; Victor Johnson, the Standards; Ella Petosky and Francis Halftown, the Outing; Tiffany Bender, the Y. M. C. A.; Rose Nelson the Y. W. C. A.; and Pearl Hartley played a pretty piano solo.

After the meeting, the school rooms and shops were visited and the Band gave a concert upon the bandstand.

At 4 o'clock a dress parade took place, which closed the afternoon's exercises, and our guests soon departed, feeling as many expressed themselves, and as the Philadelphia Press said of those in attendance that they had "learned more in a short time of the Indian school work than they had ever known before. The stately trees in their brilliant Autumn robes formed a picturesque setting for the military manoeuvres, which were excellently executed by the boys."

Mrs. Pratt's guests on this occasion were Mrs. Rudolph Blankenburg and Miss

Julia Myers of Philadelphia; Mrs. Luckie, of Chester; Mrs. Allen, wife of Superintendent Allen of the Institution for the Blind, Philadelphia; Mrs. Sarah MacDonald Sheridan, of Atlanta Georgia; Mrs. Gleim, of Rockville Furnace; Mrs. Senseney, Mrs. Kate S. McKnight, Mrs. Johnson M. Lamsan, the newly elected Vice-President, Mrs. Chauncey Ives, Miss Christine King, and Miss Stewart, all of Chambersburg were guests of Miss Senseney.

A HAPPY LITTLE INDIAN BOY WRITES TO HIS MOTHER.

"It has been so long since I have written. I feel like writing but I do not have time to say because I have to take my bath and go to bed. I'll expect to write you about home because I am writing to you."

Now I am very glad to tell you that I am well and happy all the time. I hope the same with you. I am fat and big and weigh 97½ pounds. When I first came from Crow Creek I weighed 78 pounds. When I stayed at Carlisle two years I gained 9 pounds which I weigh 87 pounds, during the summer I gained ten pounds now I don't know how many pounds I will gain this winter.

I am going to tell you that I am going to stay out in the country and learn all I can. Oh mother! I will tell you that I will learn you a few things how to cook. I have been working in a boarding house this summer and learned a good deal. Isn't that nice to learn how to cook?

Now I am working outside doing such things as milking, feed the chickens and feeding the cows, horses and pigs. I like it very much. We have only one horse, two pigs, two cows and a good many chickens.

I am going to school out here in the country and learn some here also, and also I am earning some money.

I love to see the country all around and see beautiful mountains. I live close to a mountain. I guess it is time for me to go to bed, but once more I will say how are you getting along? Now I will close my letter with good wishes and love to you all. Answer soon as possible. Good night.

From your son.

THE TOMAHAWK'S REPLY TO THE CHIPPEWA HERALD, FIRST PAGE.

The Tomahawk is edited by an Indian, at White Earth, Minnesota:

Our esteemed contemporary, the Chippewa Herald, in its last issue, takes the position that all the Indian needs is a thorough common school education.

We agree that an Indian can manage to "paddle his own canoe" if he has even that kind of an education, but then he is not incapable of acquiring a higher education and in this progressive age why not give him all he can get.

The Indians and mixed-bloods on this and other reservations have demonstrated that they can acquire higher educations as easily as the whites, and make as good use of them after they have acquired them as the latter do.

The Tomahawk does not agree with the Herald that the Indians should not receive anything more than common school educations; we believe that they should, in order to be better able to compete with their white neighbors, have all the advantages that can be bestowed upon them by schools where the higher branches are taught.

As a general proposition we favor above all things the expenditure of tribal funds for educational purposes, but these funds should not be squandered for the purpose of furnishing employment to political favorites, or in teaching Indian children to read a primer, which is about all they learn in some of the Government schools on Indian reservations.

Superintendent Peairs saw Mr. and Mrs. Frank Jones in Kansas City Wednesday last week. Frank had been working in the Bank of Commerce in Kansas City, but had resigned to accept a better position in a bank in Oklahoma and they left for their new home Wednesday night. (The Indian Leader, Haskell Institute, Lawrence, Kansas.)

Frank graduated at Carlisle with the class of 1897.

The Winnebagoes and Omahas of Nebraska were formerly under one Agent, but now the Omahas are to have an Agent of their own.

Carlisle defeated Franklin and Marshall College last Saturday at Lancaster 30 to 0. The Indians used nothing but straight football plays reserving their trick plays for the harder games.

Franklin and Marshall put up a very strong game notwithstanding the size of the score and gained more ground on our team than any team has done this year. They never let up in their playing until the game was over and Carlisle had no easy task to run up the score they did.

The Indians also put up a hard fight and deserve great credit for winning by such a large margin.

That Franklin and Marshall was able to gain so much ground was the only discouraging feature of the Indians play and it shows that the teams defense especially on the left side of the line will have to be greatly strengthened.

There was also a tendency on the part of some of the backs to start before the ball and several fumbles resulted from this fault.

All of the Indian team played well and captain Horn did especially well for his team although he was handicapped by a bad knee.

The Indians lined up as follows:

FIRST HALF	POSITIONS	SECOND HALF
Jude	left end	Jude
White	left tackle	White
Dillon	left guard	Dillon
Schouchuk	center	Schouchuk
Labo	right guard	Labo
Eyending	right tackle	Eyending
Mathews	right end	Mathews
Johnson (Cap.)	quarter back	Johnson
Sheldon	right half back	Sheldon
Charles	left half back	Charles
Williams	full back	Williams

where they play one of the best teams if not the best in the country to-morrow. Neither Princeton nor the Indians have been scored on this year and the game will doubtless be a very interesting one, and the result will be watched with interest by those interested in football all over the country, as this is the first really important game of the season.

This game will be the first real test of the Carlisle team and the importance of making a good showing cannot be estimated. While none can reasonably expect our team to be victorious still the coach and the players themselves feel that we have a chance to win and the team is going into the game with the idea that nothing short of a victory will satisfy them.

Whatever the result of the game may be the students and friends of Carlisle may be certain that the team will do its best. There is not a man in the line-up who will shirk in his work or cease to put forth his best efforts until the game is over, no matter how much they might be out classed.

FOOTBALL SCHEDULE.

Sept. 19,	Lebanon Valley College, here.
Won 28 to 0	
" 26,	Gettysburg, here.
Won 46 to 0.	
" 30,	Mt. St. Marys, here
cancelled.	
Oct. 3,	Bucknell, at Williamsport.
Won 12 to 0	
" 7,	Bloomsburg Normal, here.
Cancelled.	
" 10,	Franklin & Marshall, Lancaster.
Won 30 to 0.	
" 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.

In referring to the Chippewa Herald article, first page, will the writer of said article kindly point to any Grammar Grade boy or girl in the United States who can write a correctly spelled business letter of any length? INDIAN graduates don't spell well! Why point a special finger at them?

Henry Standing Bear, who visited us last week graduated in 1891. He has since been engaged as interpreter at Indian Congresses, taking good care of Indians in the Congresses, and from all accounts has always conducted himself as a gentleman, and example. He looks well, and speaks with modest but manly courage of some of his experiences. His friends gave him a warm welcome, and regretted that business at home permitted but a brief stop-over on his way from Washington.

Man-on-the-band-stand.

Juan Apachose left for his home in Arizona to-day.

Corn-cutters are still in demand, at a dollar a day.

Notes from Pasquala Anderson's letter are carried over.

We have a letter from Miss Bourassa, at St. Louis, for next week.

Misses Wood and Robbins transacted business in Harrisburg, on Saturday.

Thomas Walker '02, has entered the University of Minnesota Law School.

Last Friday afternoon Mr. Sherry took No. 2 and 3 pupils through the shops.

Miss Ely writes that she is enjoying every minute of her vacation and is well.

"Columbus" first page was printed by request and has in it the spirit we all want.

The trolley has put on the Indian school colors—red and old gold, in its new dress of paint.

We love apples, but not the unsightly cores around on the walks. Throw them out of sight!

All of the officers elected last Friday night to serve the Susans are Juniors except two.

Misses Bryant, Seales, Smith and Sadie Robertson went to the Luray Caverns, last Saturday.

Items are crowded to a small space this week on account of other matter coming in first.

Ex-Janitor Nicholas Pena has entered the warehouse this week. He says he likes the place.

To-morrow about 3 o'clock, P. M. let us all put our minds on the Princeton game and WILL our boys to win.

Emiliano Padin has stopped work in the printing-office to take a course at the Carlisle Commercial College.

The large girls' prayer meeting last Sunday evening was led by Rose Nelson. Many of the girls took part.

When one of the new pupils saw Colonel Pratt for the first time she remarked, "His size is enough for me."

Isaac Seneca, 1900, who is in the Government service in Oklahoma, is here, and went to see the Princeton game.

Mr. Davies sang "Calvary" last Sunday afternoon at the close of the service, in a manner that was much enjoyed.

A canopy was made for the kitchen-range by the apprentices of the tin shop under the supervision of E. G. Sprow.

Cynthia Lambert Almader, in a letter said that she and Mrs. Edw. Smith often talk over old times in dear old Carlisle.

The Misses Eerody, of Muncy, were visitors this week. They are teachers in Friends' schools, one of them among the New York Indians at Tusnesassa.

The beautiful Indian song "Anona" was sung charmingly by Polly Tutikoff last Friday night in the girls' society room.

Frank Beaver, class '01, was in Sioux City for about a month having his eyes treated and in other ways he is getting along fine.

Mr. and Mrs. Hawkins celebrated their first wedding anniversary last Friday by a drive to Mt. Holly Springs and a dinner at Holly Inn.

The Washington Fans of the Small Boys defeated two teams last Friday night—a scrub team, 12 to 0, and the tailors, 12 to 6.

The Invincibles spent last Friday evening adopting the new constitution and each member took special interest as the different sections were read.

The afternoon work boys gave a fine send off to the team departing for Princeton, to-day, by pulling them in the large herd to the station, filling the air with songs and yells.

Some excellent extracts by students from a talk Col. Pratt gave in Miss New-comer's school room last Monday night, have been crowded out, but may be used in another issue.

In writing an item about students at home, tell where the home is. A student item will say, So-and-so is doing well, etc. Where is he? Everybody wants to know that.

Johnson Bradley who has been confined to the hospital for several weeks is out again, and his friends are glad that he has recovered. What's the matter with Bradley, etc.



DR. CARLOS MONTEZUMA AS A BOY IN THE APACHE INDIAN CAMP, ARIZONA.

HOW AMERICA HAS BETRAYED THE INDIAN.

By Dr. Carlos Montezuma.

On this most interesting occasion in Chicago's remarkable history it is well to pause and consider the great question of the true brotherhood of man.

The Indians have attracted a great deal of attention. I hope it has been a right education for the public, but I fear you went there to see the painted face.

You went there to see the savage dance, to hear the war whoops; in other words, you went there to see the real Indian with all of his paraphernalia—a mere curiosity and "nothing more."

To me it represented cheated possibilities, imprisoned and stifled latent powers; representatives of a race that have been crippled and deluded with misapplied methods.

If the Indians had only to review a path of progress as Chicago is doing, then there would be cause for rejoicing in the reunion of the descendants of the tribes who first occupied the site of Chicago.

Then there would be a deep significance in the mock war dance; then the shriek and loud war whoops would put the Indians of 1803 to shame, and the pow-wows would be supplemented with a barbeque in token of prosperity and justice to the Indians.

But, alas! such is not the situation.

The Indian has not made any progress.

He is the real Indian plus the vices of civilization that make him worse than his progenitor.

You have abused your mission, and in the light of your promises and power to do, you have been weighed in the balance and found wanting.

And, taking advantage of his ignorance you have left him where his last state is little better than his first.

The great hindrance to the right road for the Indians comes from the sentimentalists and literature on the Indian question.

The one thought it was too cruel to change their condition all at once and to have their teachers that the Indian has ways of his own better for him than civilization's.

Reservations are prisons, the fiendish device of so-called civilization for the Indians; while the prisoner is kept in his cell, the mere placing of furniture therein and supplying him with necessary food and raiment leave him none the less a prisoner still.

No! You must first get him out of his prison cell.

Make him know that he is a free man and then surround him with good environments.

The law of nature is expansion and

growth. The first step toward civilization of the Indian is to place him geographically so that he can commingle with the conquering race, in the same manner, to the same extent that natives of foreign countries have become a part of the people in general, in our country.

Would anybody deny that whatever progress the negro has made has been due to the extent to which he has associated with those by whom he was once held as a chattel?

Indian schools for Indians are roundabout ways to dodge the public school systems and to encourage the Indian children to remain Indians as long as possible.

Carlisle school is an Indian school, but the commander at that institution has been and is an unceasing advocate of the public schools for the interest of his children.

It is as incongruous for the government to maintain Indian schools for Indians as it would be German schools for Germans.

Why should it be tolerated exclusively for the Indian?

I would not object to remain as an Indian and live as an Indian for ages to come were you to agree to take my ways

and let me lead the trail of life. But when you monopolize all and leave me nothing I object.

On the reservation, its limited sphere, we roamed at will, thinking all would be well because the white man said so. Have you not cheated us out of our birth-right?

Maybe you have intoxicated us to sleep, and, Rip Van Winkle like, we came back after many years and see the real as though after a dream.

I see your houses tall as the mountains. With the speed of the wind you fly over our forefathers' hunting grounds with your iron horses.

For riches you dig into the earth. Your canoe on the lake is wonderful.

Your talks go miles and miles, and you have gathered the mysterious lightning to give you light.

All these are things our medicine man could not do.

Now we see why you have been so good to us.

During all these years you have been toiling selfishly at every thing with the light of the civilization of the past and you may well be jubilant at our expense. Tell me, is it not worse than robbery to make us blind and then take everything we possess?

O! for a hundred years to go back and see as we do today.

We would warn our children here never to lose sight of the white man.

We would urge them to go side by side with the white paposes and outstrip them if they can.

Ah! if we are hindrances to our children, the hope of our race, we shall stand aside and let them take everything of your Christian civilization.

We will have no fear because they will do their duty to honor their people and country.

Does not the Great Spirit say today, as of old, "Let my people go?"—[Chicago Sunday Tribune.

The Band played such stirring war-songs and other selections so beautifully that the audience, last Saturday night, was more than usually touched. The organization has made great progress in expression and harmony. Director Wheelock has the music and players surely at the end of his baton, and deserves all the praise he is receiving.

Mr. and Mrs. Mason Pratt, Masters Dick and Alexander of Steelton were over Saturday, Mr. Pratt again on Wednesday evening, to hear the discussion on schools at the Federation Meeting; Mr. Pratt is President of the Steelton school board; Mrs. Pratt attended Thursday's concert.

Miss Daisy Laird terminated her visit to-day, leaving for Pittsburgh and Iowa on the morning train. She seemed to enjoy her stay with us and her friends regretted it could not be longer.



DR. CARLOS MONTEZUMA A PHYSICIAN IN CHICAGO.

A HOMELY SUBJECT MADE INTERESTING.

At the Newport, Oregon, Convention one of the most complete and instructive papers was read by E. A. Pierce, M. D., of Salem, Physician to the Chemawa Indian School. Dr. Pierce is also lecturer on Physical Diagnosis, and Diseases of the Chest, at the Medical Department of Willamette University at Salem and lecturer on Hygiene at the Salem Training School for nurses.

He took for his subject Diseases of the Lymphatic Glands, which is so prevalent among the Indians, and treated the text in a plain, easy manner, bringing a scientific thesis within the understanding of everyday folk, as the following extracts will show:

The lymphatics are minute, delicate and transparent vessels, of tolerable uniformity in size, and remarkable for their knotted appearance which is due to the presence of numerous valves. They collect the products of digestion and the products of worn out tissues, and convey them into the venous circulation near the heart. They are found in nearly every texture and organ of the body. The lymphatics are arranged in superficial and deep sets. The superficial vessels on the surface of the body lie immediately beneath the skin, and join the lymphatics at certain points through perforations of the deep fascia, while in the interior of the body they lie in the subcutaneous and sub-serous areolar tissue. They arise in the form of a network from which they pass to lymphatic glands or to a larger trunk. The deep lymphatics are larger than the superficial, and accompany the deep blood vessels.

The structure of the lymphatics is similar to that of veins and arteries. The lymphatic or absorbent glands are small, solid glandular bodies, varying from size of a hemp seed to that of an almond, situated in the course of the lymphatic vessels. They are found in the neck where they often become enlarged and inflamed, especially in tubercular and syphilitic subjects, in the axilla or armpit, in the groin, where when inflamed they give rise to the condition known as bubo, while deep glands are found abundantly in the abdomen and chest.

These glands serve as reservoirs in the course of the lymphatic vessels, through which any irritants or infections must pass, hence it may readily be seen that any cause that changes the normal healthy condition of the blood current, may easily cause an inflamed and irritated condition of the glands.

Cold and over-exertion act as local depressants, and these causes may indirectly favor the development of glandular disease. General debility has the same effect. Diseases of the lymphatic glands may accompany or follow carbuncles, boils, vaccination, erysipelas and any of the eruptive or infectious fevers, gonorrhea, tuberculosis, syphilis, Bright's disease, infected wounds, or any skin abrasion, tonsillitis, catarrh, whooping cough, or in fact any abnormal condition that alters the general health is often a factor in producing disease of the lymphatic glands.

Tuberculosis Glands.

The age at which tuberculosis of the glands is usually seen is from three to ten years, although my observations have been that at from six to eighteen years most cases are found, and that local conditions favoring infection are enlarged tonsils, chronic catarrh of nose and throat, disease of ear, eye and teeth. That the throat is the seat of primary infection is shown by the fact that the deep glands in close proximity are generally first affected. My opinion is that, in most cases of glandular enlargement, the process is a tuberculous one from the beginning, and in my experience all so-called scrofulous glands are tubercular. During my service at Chemawa and in private practice I have demonstrated to my own satisfaction, with the aid of the microscope, that of the chronic inflamed glands that end in suppuration, that I have treated, ninety-five percent were of tuberculous origin.

Tubercular glands may be divided into two groups. In one the process is more rapid, and tends to early softening and suppuration. In the other the course is slower, softening and suppuration being infrequent.

Prophylaxis.

Personally, I do not believe in hereditary tuberculous, either glandular or of

the lungs. I believe, however, that children born of parents of impaired health, whether tubercular or from any other cause, have imparted to them a weakened constitution and a lack of resistive power.

These children are ushered into the world, not in a diseased condition, but unable to withstand and to repel disease germs, as are the children born of strong parents.

As the Indians are prone to take on glandular and pulmonary disease, it behooves us to strive in every thing that tends to make children strong, happy and hearty, for inasmuch as we build up their bodies, we strengthen and increase their resistive power.

We should remember than an abundance of the fresh air with plenty of out of door play and occupation, with a large and varied diet that is plain and substantial, is of the utmost importance.

They should have large and airy sleeping and study rooms, close attention to personal cleanliness, coupled with judicious clothing, both in wearing apparel and bed clothing.

In these ways we can do much to insure robust constitutions and general power to resist disease.

Causes of Nasals Disease.

Often on entering a crowded assemblage, particularly in cold weather, the mucous membranes being blanched by the outer air, the germs of disease are inhaled, clinging to the mucous surfaces, and on going out into the cold the membranes are again blanched and, before reaction has again set in, the germs find lodgement beneath the outer layer of cells and the circulation is thus invaded and disease follows. I believe the time is near at hand when these meetings must receive careful attention from boards of health, and the dark, dust-laden places of assemblage, with their abundance of carpets and draperies, must give way to well-lighted and well-ventilated buildings, where an abundance of sunlight and air can enter, and where the upholstery and carpets must be replaced by plain walls and well-polished hardwood floors, with rugs and matings that can be easily removed and cleansed. Whatever dusting is done should be finished many hours before the crowd is to assemble. I beg to call attention to the fact that pneumonia is on the increase all over the civilized world, while tuberculosis, by the herculean efforts that are being put forth, is being gradually checked, and I plead for the same precautions against pneumonia, as the disease is conveyed in the same manner as in tuberculosis.

The sputum of patients with influenza, pneumonia or bronchitis should be disinfected as thoroughly as that of tuberculosis. They all contain infectious germs, and should be guarded against by disin-

fection. All swellings and discharges from the ears should receive careful attention. Oftentimes a pinch of soda in a cup of warm water, with which the ear is frequently and carefully touched, will dissolve the wax that may be adhering to the ear drum, and effectually relieve a frequent and troublesome ear ache.

Treatment.

It has been my practice, as soon as a glandular involvement has been discovered, to put the patient on syrup of iodide of iron in full doses to correct the digestion, and in all ways possible to increase the resistive power. The gland is not painted with iodine or irritated in any way. If softening takes place, as soon as fluid is formed it is opened by a small incision at the most dependent portion, the fluid evacuated and the cavity washed out with peroxide of hydrogen and followed by pure carbolic acid, this being immediately followed by alcohol. The cavity is then lightly packed with gauze to insure free drainage and daily, afterward the gauze removed, the cavity washed out with peroxide of hydrogen and sterilized water and again packed with gauze.

In this manner each succeeding gland is treated as it softens, care being taken that the cavity is always drained at its most dependent portion. I have found that since adopting this line of treatment my cases have improved much faster, in that there has been no involvement of the skin and while there have been a number of small incisions there are no large, unsightly scars, and I believe that the patient has less disfigurement and as good general results as with the extensive operation for complete removal.

From my limited experience with the disease, I am confident that a very large per cent of these cases can be cured with a minimum amount of scars. I believe it to be a large preventable disease, and I beg of you earnestly to consider this all-important subject and to vie with one another in a determined effort to arrest this unsightly disfigurement and loss of life and strength to so many of our students.

HONEST THROUGH IT ALL.

This little incident from Voice shows plainly the truth of the old adage—"It is not what we have but what we are," which counts most.

A young clerk in a dry good store recently came into possession of a large fortune by inheritance from a distant relative.

He was one day called to his employer's private office, and listened with amazement to the news as it was imparted to him by a lawyer.

"I suppose I must not expect your ser-

vices as a clerk any longer," said the merchant, with a smile. "I shall be sorry to lose you."

"Oh, I shall stay my mouth out, of course, sir," said the boy, promptly. "I shouldn't want to break my word just because I've had some money left me."

The two older men exchanged glances. The money referred to was nearly \$300,000.

"Well," said the lawyer, stroking his mouth to conceal his expression, "I should like an hour of your time between ten and four to-morrow, my young friend, as it will be necessary for you to read and sign some papers."

"Yes, sir," said the clerk; "I always take my luncheon at 11:45. I'll take that hour for you instead, to-morrow. If I eat a good breakfast, I can get along alright until six o'clock."

Dr. Charles A. Eastman, whose admirable book on "Indian Boyhood" has met with such success, has been appointed a special agent to revise the allotment rolls of the Sioux and see that they are given permanent family names. This is in pursuance of the general plan of merging the Indians into American citizenship. It is a task requiring great patience and delicacy. Preferably the original native names will be preserved, but all vulgar nicknames and incorrect translations and anything which might mortify or make the civilized Indian appear ridiculous are to be rejected. Each Indian must be personally consulted when any change appears necessary.—Kansas City Journal.

Enigma.

I am made of nine letters.
My 7, 6, 2, 8, is a small ground animal.
My 1, 3, 4, is the young of a bear.
My 9, 6, 5, is the time to do anything worthy.
My whole have been interestingly manifest at our school this week.

ANSWER TO LAST WEEK'S ENIGMA: Chestnuts.

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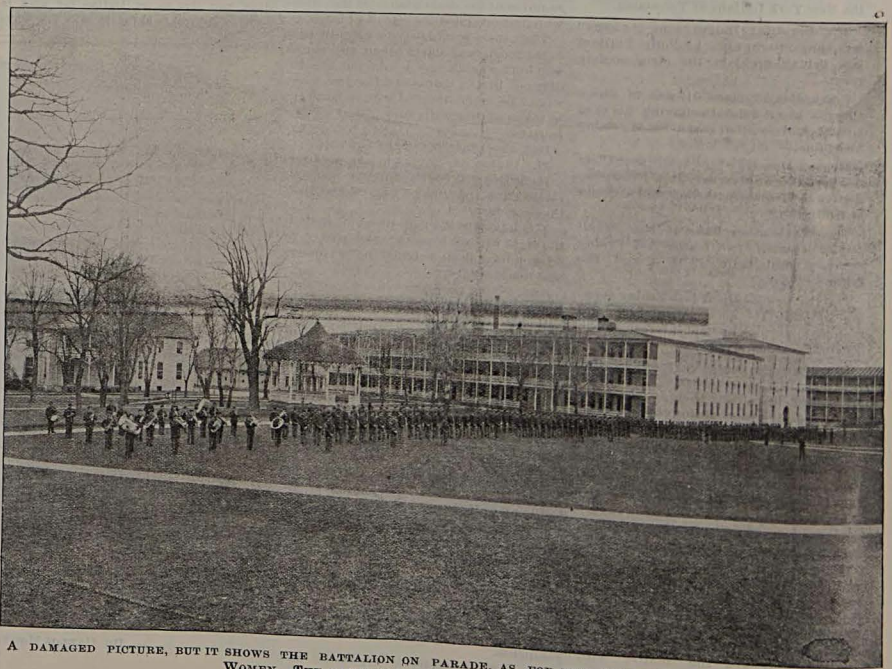
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