

# The Red Man and Helper.

THE RED MAN.

NINETEENTH YEAR OR VOL. XIX No. 15. (19-15)

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## 'TIS THE LAST ROSE OF SUMMER.



'Tis the last rose of summer,  
Left blooming alone;  
All her lovely companions  
Are faded and gone;  
No flower of her kindred,  
No rose-bud is nigh,  
To reflect back her blushes,  
Or give sigh for sigh!

I'll not leave thee, thou lone one,  
To pine on the stem;  
Since the lovely are sleeping,  
Go, sleep thou with them.  
Thus kindly I scatter  
Thy leaves o'er the bed  
Where thy mates of the garden  
Lie scentless and dead.  
So soon may I follow,  
When friendships decay,  
And when Love's shining circle  
The gems drop away!  
When true hearts lie withered,  
And fond ones are flown,  
Oh, who would inhabit  
This bleak world alone!

—Thomas Moore.

## EDUCATION FOR THE INDIAN.

Address by Hon. James S. Sherman Before  
the New Century Club of Utica, N. Y.

For fully forty years a more or less systematic effort has been put forth by the government looking toward the education of the Indian. Embodying wrong ideas and various theories, surrounded by complication, hampered by legislation secured by well-meaning but not always practical legislators, necessarily, at times, reinforced by militarism, these efforts have borne fruit—how much or how little no statistics can show and no theorist can say. The education of the Indian is not a new subject. Centuries ago the Spanish priests attempted it among tribes to whom a high degree of intelligence is attributed by history, though the efforts thus put forth were that of the missionary rather than that of the pedagogue. We have never been able to ascertain definitely the results of these efforts, for the missionary succumbed to the inevitable, if not exactly in the manner pictured by the comic papers, yet in not a far different way.

Penn was a teacher of Indians, more from a business standpoint, and his efforts, had they been sustained by those who labored with him and those who came after him, would have resulted in great good. The stern, undaunted and undaunted priests who followed the voyagers from Quebec up the St. Lawrence, through the chain of lakes and out into the vast, unknown prairies and rugged mountains, did much to kindle the spark of education which was soon to be smothered, not only by the cruel and avaricious pioneers of what became the Hudson Bay Company, but by the more deplorable spirit of murder and rapine, inculcated and stimulated by representatives of a monarch seeking to conquer a people at any cost.

Our government paid little attention to the problem of Indian education, however, until after the war of the rebellion. A number of the states had previously taken it up and its importance was thoroughly recognized, when the call to arms was sounded for a more deadly and far-reaching struggle, and minor matters were lost sight of. True, the pioneer of 1849, the emigrants of 1845, the hunters and trappers of earlier days, told graphically of the red race of the west, and their experiences, like those of Daniel Boone, presaged what was in store for us within our own borders, although we were then sending, by contributions, large sums beyond the seas for the education and uplifting of races of whose needs and qualities we had but a vague idea.

With the closing of the war, the Indian problem was taken up and engaged the close attention of both the civil and military branches of the government. Untractable tribes were subdued; peaceful tribes were encouraged; additional reservations were established; new treaties were made; old were in many cases amended. Much thought was given the

question. Liberal appropriations were made and effort was put forth to cut off abuses in both the government of and the trade with the Indians. The government had not yet adopted a settled policy with reference to the education of the Indians and, with the incoming of every Congress, methods and theories changed. The error of such a course was finally discovered and for many years, the work has extended along certain fixed lines. About nine million dollars are annually appropriated for "the support, civilization and education of the Indians." Reservation schools, high schools and manual training schools are parts of the system. Advances in educational matters are taken advantage of by those in charge of Indian schools as quickly as by the officials in this state. The kindergartner has found a field on the reservation as well as in the large cities; the subject of lighting, heating and ventilating school rooms is as earnestly studied for the Indian pupils in New Mexico, Arizona or Nebraska, as in Boston, New York or Utica. The examination of applicants for the Indian teachers is fully as severe as that prescribed for teachers here by the regents. Best of all, graduates of the Indian schools at Carlisle, Hampton and Phoenix are now to be found in the various reservation schools, endeavoring to uplift and educate their own race by precept and example. Modern buildings are provided for this work; steam heat, electric lights, complete water systems are provided and, in many cases, these features are the first of the kind seen in the localities where Indian schools are located.

Every effort is made to make the school attractive. In many cases where the day school is so located that children attend from a considerable distance a substantial mid-day lunch is provided, like salvation, "without money and without price."

Perhaps the most effective illustration of the advance made by the Indians is to quote a few statistics, though figures are ever dry to the cursory listener. In 1866, the Indian population was 293,034; in 1902, it was 270,238, or a decrease of eight per cent. Notwithstanding this decrease in population, the number of Indian pupils at the schools increased from 2,872 in 1866 to 28,610 in 1902, or 1,000 per cent. The number of teachers and employes, during the same period, has increased from 85 in 1866 to 2,880 in 1902, or nearly 350 fold. In 1866 there were 5,174 houses occupied by Indians, and in 1892, 26,629, or an increase of 400 per cent. In 1866 the Indians had 62,384 acres of land under cultivation, while in 1902, they cultivated 361,680 acres an increase of over 400 per cent. In 1866, there were no church buildings on the reservations; in 1902, there were 362.

In the face of these facts there are many who do not admit that what is being done is for the best interests of the red man. I quite agree that more could be done along these lines. I am not ready to admit that all legislation now in force on this subject is the best that can be devised. I confess to disappointment that some of the results of the government's policy have not been greater, and yet I believe we are doing the best that we can. I know we are fortunate in having a most effective and able commissioner of Indian affairs, and a very competent, faithful and enthusiastic superintendent of Indian schools. I know that the bureau of Indian affairs is well organized and equipped for its work and that its administration is honest and effective.

But we must realize that we are not only endeavoring to educate, but endeavoring to change the habits, the environment and the entire status of a race of people, who were not in the least at the outset adapted for this change. The red man is a natural warrior, a hunter, a trapper. He is not domestically inclined. He has stability and endurance, but lacks natural industry. By instinct he likes

the gun, the saddle and the chase, rather than the plow and the home.

In the onward march of civilization, of progress, of education, if you please, there were but two roads open to them—complete annihilation or to fall in with the drum beat of advancement, abandon their former methods and by fostering care and earnest endeavor be so uplifted that finally they would be able to take upon themselves the responsibilities which, sad as it appears from many points of view, are inevitable and necessary.

Many of the tribes are now on the threshold of that new life. Others are gradually approaching that condition, while still others are but little changed. They do not readily adapt themselves to the ways of the whites. They are not imitators, though it cannot be claimed for them that they are originators. Determination and pride are distinctive features in the composition of the higher class of Indians. They apparently have not forgotten that they are the Americans. Traditions, customs, habits, cling to them even of the second generation of thirty-five or forty years ago. As one very intelligent young man, a graduate of a high school, said to me in Washington "Once a Sioux, always a Sioux." In his veins coursed the blood of a tribe that had never been conquered until the white man beat it back by superior force and modern weapons and then only at the loss of Custer and hundreds of brave men. In his mind stored away for retelling to his children, and, I hope, to his children's children, were legends of the Sioux perhaps as poetical as "Hiawatha", perhaps as stirring as any war tale ever repeated; perhaps of how the various branches of the great tribe, the Brule, the Ogalalla, the Devil's Lake, the Santee, etc., came into existence—legends that now only the oldest of the tribe can tell, and yet each a complete and fascinating story in itself, linked together with chains of superstition, deeds of valor or of hero worship.

Many of the legends of the Delawares, the Senecas, the Oneidas and the Onondagas are handed down to us, and yet those of the Pawnees, the Kiowas, the Sioux, the Chippewas, the Comanches, and other of the great and once populous tribes have never been told in the books and probably will never be. To-day, one tribe, the Osages, of Oklahoma, have the distinction of being the wealthiest people per capita in the world, while five tribes the Choctaws, Chickasaws, Cherokees, Seminoles, and Creeks, divide between them a vast and rich country which, if properly guarded and protected, will make them in the future among the best-to-do communities in the United States. They now maintain their own schools and carry on their own business.

The Indian vocabulary was, at its best, never extensive. It comprised sufficient to describe the every day occurrences and the common usages of Indian life. It was not flexible and the tongue of one tribe varied much from that of its nearest neighbor. The sign language, however, was universal, and once mastered, the owner would have no difficulty in making himself understood from the Mississippi to the Pacific and from the Canadian line to the Gulf of Mexico. Once I remember at a hearing before the House committee on Indian affairs at Washington some thirty Kiowas, Comanches and Apaches came from their reservations in Oklahoma to present a grievance. Their principal spokesman was a captain in the United States cavalry, once their agent and greatly beloved by them. He was a complete master of the sign language and as he stood at the head of the room, the Indians grouped themselves about the floor and waited patiently for him to speak in their behalf. Suddenly he halted in his remarks and made a few motions. I asked him what troubled him.

"Nothing," he answered, "I am merely sending for a paper I wish to use"

Immediately a big brave at the end of the apartment produced a paper from un-

der his blanket and gravely handed it to his nearest neighbor, and it was passed from hand to hand without a spoken word until it reached the man who had "sent for it."

The problem of Indian education is too great to be settled in a day or a year. Nor is the education of the Indian by any means confined to the school room or the manual training shop. Our government expends \$25,000 annually "to employ suitable persons as matrons to teach Indian girls in housekeeping and other household duties." And these matrons go about from home to home and teach not only housekeeping in the ordinary meaning of the word, but needlework and many of the little arts by which woman makes home attractive; methods of economy and sanitation. Nor is this outside aid to education, to betterment of physical and economic conditions confined to the red women.

One hundred and twenty-five thousand dollars is appropriated this year "to employ practical farmers and practical stockmen to aid, assist and interest such Indians as are making effort for self-support" in farming and stock raising. Especial care is exercised in choosing persons to fill the positions in these two classes; and the experience of many years demonstrates the wisdom of the expenditure.

The so-called "outing system," well established at Carlisle, is a valuable addition to the school training. The system places children of both sexes, of suitable age, with families, always selected with care, for a certain period of the year, where they can learn from observation and experience many of the every day life duties of civilization. The money thus earned by a pupil is placed in a savings bank, and is drawn against by the pupil for such expenditures as are sanctioned by the superintendent. As the government furnishes all the necessities of life, this fund might be termed "pin money." Outside of his native place and occupation, the red man is a dependent and requires, as he receives, the fostering care of a government which has always been generous to him. That he has at times been wronged no informed person will deny. That he has, without just or sufficient cause, resorted to barbarity, treachery and bloodshed is equally true. That he is to-day physically, mentally and morally far in advance of any stage since the white man knew him can not be denied. That he will ever be the equal, as a race, of the white man no one expects. With a continuance of a policy of practical education to young and old, in and out of school, with a kindly but firm enforcement of the rule "that by the sweat of the brow shall you eat bread," with an example as well as precept of honest, fair dealing, we may expect that with coming generations the Indian race may become useful and self-sustaining citizens of our republic.

## A BOY IN THE HALL OF FAME.

The boys and girls perhaps know the names of the larger number of the fifty famous Americans who were selected for a place in the Hall of Fame, and perhaps they know something of the great achievements of most of them. But I dare say that they have never thought that behind each one of these men whom we delight to honor stands a boy, who, like other boys, worked and played, and had his dreams and aspirations, and accomplished the small tasks which were the precursors to the grander deeds that have made his name immortal.

Yes; every one of these men were once boys, most of them poor boys who had to struggle hard for a livelihood, and who had little thought that they were to win the high honor that comes to them. Among them all none perhaps had a more unpromising youth, and few are more famous, than Patrick Henry, the great orator and statesman of the Revolution.

(Continued on the last page.)



## THE RED MAN AND HELPER.

THE MECHANICAL WORK ON THIS PAPER  
IS DONE BY INDIAN APPRENTICESTERMS: 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.

## THANKSGIVING

The President has issued his annual  
Thanksgiving proclamation in the follow-  
ing terms:—By the President of the United States  
of America:—

## A Proclamation.

The season is at hand when, according  
to the custom of our people, it falls upon  
the President to appoint a day of praise  
and thanksgiving to God.During the last year, the Lord has dealt  
bountifully with us, giving us peace at  
home and abroad and the chance for our  
citizens to work for their welfare unhin-  
dered by war, famine or plague. It be-  
hooves us not only to rejoice greatly be-  
cause of what has been given us, but to  
accept it with a solemn sense of respon-  
sibility realizing that under Heaven it  
rests with us, ourselves, to show that we  
are worthy to use aright what has thus  
been entrusted to our care.In no other place and at no other time  
has the experiment of government of  
the people, for the people been tried on  
so vast a scale as here in our own country  
in the opening years of the twentieth  
century. Failure would not only be a  
dreadful thing for us, but a dreadful  
thing for all mankind, because it would  
mean a loss of hope for all who believe in  
the power and the righteousness of  
liberty.Therefore in thanking God for the  
mercies extended to us in the past we  
beseech Him that He may not withhold  
them in the future, and that our hearts  
may be roused to war steadfastly for good  
and against all the forces of evil, public  
and private. We pray for strength and  
light, so that in the coming years we may  
with cleanliness, fearlessness and wisdom,  
do our allotted work on earth in such  
manner as to show that we are not alto-  
gether unworthy of the blessings we have  
received.Now, therefore, I, Theodore Roosevelt,  
President of the United States, do here-  
by designate as a day of general thanks-  
giving, Thursday, the twenty-sixth of  
the coming November, and do recommend  
that throughout the land people cease  
from their wonted occupations, and in  
their several homes and places of wor-  
ship render thanks unto Almighty God  
for His manifold mercies.In witness thereof, I have hereunto set  
my hand and caused the seal of the Unit-  
ed States to be affixed.Done at the City of Washington this  
thirty-first day of October, in the year of  
Our Lord, one thousand nine hundred  
and three, and of the independence of  
the United States the one hundred and  
twenty-eighth

THEODORE ROOSEVELT.

By the President.

John Hay, Secretary of State.

## An Opportunity For The Right Young Man.

Colonel Pratt has received the follow-  
ing letter, which speaks for itself. Would  
any of our readers like to apply for this  
position:Hoopa Valley Agency and School,  
Hoopa, Cal., Oct. 21, 1903.

Dear Sir;

I am looking for a young man under-  
standing farming, irrigation, and care of  
stock, capable of organizing and leading  
a small amateur brass band. Position  
either farmer or additional farmer, salary  
\$720. Can you help me out?Very respectfully,  
Frank Kyselka

Sup't and Sp'l Disb'g Agent.

Col. R. H. Pratt,  
Sup't Carlisle School.

## The Wyoming Trouble.

The Indian agent at Newcastle, Wyo.,  
reports to the Commissioner of Indian  
Affairs that the whites made a big mis-  
take in attacking the Indians who had  
strayed from their reservation. It does  
not look as though the whites were justi-  
fied in killing some of the Indians and  
starting the trouble. The Indians were  
merely hunting game, and could, no  
doubt, have been persuaded to return to  
their reservation without resorting to the  
rifle. A thorough investigation of the  
case should be made, as recommended  
by the agent.

## CHRYSANTHEMUM SHOW.

Perhaps never in the history of the old  
town was there such a profusion of beauti-  
ful flowers and plants as are now on ex-  
hibition in the Gobin Guard Armory,  
placed there by the ladies of the Carlisle  
Civic Club.The scene really beggars description,  
and the collection, such as only a few  
towns and cities in the state can produce,  
must be seen to be properly appreciated.  
As you enter the South door to the spa-  
cious building, your attention is immedi-  
ately attracted to a sea of chrysanthem-  
ums of all varieties. The 'tan' designs  
are both novel and beautiful, and show  
unusual development, and care and at-  
tention of the florists. The umbrella and  
tree designs are simply grand, and are  
the object of unstinted admiration. Some  
of the more attractive exhibits are the  
grape fruit trees, the banana tree, and  
Jerusalem cherries. The hanging bask-  
ets of asparagus, and the mounds of foli-  
age and ferns are exquisite creations of  
nature and the florists' art and are ex-  
ceedingly attractive.In the center of the Armory is a mam-  
moth maltese cross, which is covered  
with cut blooms, and we find it very dif-  
ficult to apply sufficiently strong adjec-  
tives in describing this unique arrange-  
ment. In the center of this is a mound  
of foliage and plants, crowned with Amer-  
ican Beauty roses, from the Carlisle  
Nursery Company.The banana tree is from the Bosler  
houses, the grape fruit from Wetzel's.  
All of Carlisle's florists, (and there are  
none more progressive in the State,) have  
vied with one another to make the 1903  
show one of the finest seen anywhere,  
and that their efforts have been crowned  
with success, there is positively no doubt.J. Horace MacFarland, President of the  
American League for Civic Improvement,  
will be here to take a photograph of the  
exhibits, and a page in the Ladies' Home  
Journal, will tell the whole country of  
Carlisle's enterprise.The Indian band will play to night, and  
the rustic candy table will produce for  
you the best home made candies offered  
for sale, and the whole will cost you but  
25 cents for adults and ten cents for chil-  
dren.—[Evening Sentinel.

## CORN CULTURE.

A composition by a member of the Sopho-  
more class.The soil in which corn is planted, should  
be a rich sandy loam. The ground should  
be plowed deep.The fertilizers used should be barnyard  
manure, lime, or potash. Potash is con-  
sidered the best fertilizer for corn. The  
best preparatory crops for corn are clover,  
timothy or any other hay crops.The best variety of corn is the one that  
will produce the greatest amount of shell-  
ed grain. White corn is generally consid-  
ered the best, but the colored corn has  
one advantage, which is that it is much  
harder than white corn and worms and  
insects cannot harm it as much.In choosing we must consider the  
spread of the roots, number of ears to the  
stalk, size of the cob and position of ears  
in ripening. The roots of the corn should  
spread as much as possible, because this  
will prevent the corn from blowing down  
easily. You should plant corn which  
yields about two ears to the stalk. The  
cobs should not be too large because the  
large cob is much softer than the small  
one and the water gets into the large one  
easily and it decays. The ears should  
hang down in ripening. If they stand up  
straight, water is apt to get in at the end  
of the ear.On high ground corn should be planted  
flat on a level with the field, but in low  
or wet ground it should be planted in  
hills which are raised. If the corn is  
drilled it should be about six inches apart,  
and if checked must be about three or  
four feet apart. In buying a planter you  
must buy one that can be regulated to dis-  
tance, depth, size of grain, and amount of  
seed.Corn should be planted in May or June  
according to the climate. The replant-  
ing should be done as soon as the other  
corn has all come up.You should begin to cultivate when the  
corn is high enough, so that it can be  
plainly seen and before the weeds get a  
start. The first cultivation should be  
three or four inches deep, but the next  
should not be as deep, because by this  
time the roots of the corn are growing  
large and must not be torn. C.C.

## Football.

## HARVARD 12; CARLISLE 11.

In a game bristling with excitement  
from start to finish, Harvard barely man-  
aged to escape defeat at the hands of the  
Carlisle Indians on Soldiers' Field this  
afternoon, pulling out a victory after one  
of the bitterest struggles in her history  
by a score of 12 to 11. Outwitted and for  
the most part outplayed by the swarthy  
red men, the Crimson won by a narrow  
margin of a single point, but to the very  
end of the contest, the visitors had more  
than an even chance of capturing the  
laurel wreath.And as it was, Harvard's victory turn-  
ed on a straw, for after the second touch-  
down the Crimson was obliged to punt  
out before kicking the goal. The ball did  
not go as high as was calculated, but  
Captain Marshall made a dive for it and  
as he rolled over on the gridiron, scooped  
the ball in his arms before it touched the  
ground. This remarkable performance  
he followed up by kicking a goal which  
was the winning point.But again the goddess of fortune saw  
fit to favor Harvard, and at the end of  
the second half, when the visitors were  
ripping up the Crimson line at every  
plunge and had carried the pigskin down  
to the Harvard fifteen yard line, the ball  
was fumbled and Harvard secured it.  
Had the Indians held on to the ball that  
one play there is little doubt but that  
Captain Johnson would have kicked a  
second goal from the field, and won the  
day for the Indians.Outweighed by fully fifteen pounds to  
the man Carlisle put up a game that sur-  
prised everybody. On the offense, which  
was characterized by lightning changes  
and unique formations, the Crimson line  
proved no formidable barrier. Time and  
again the visitors made their distance,  
either by straight football, or by some  
well timed trick that found the Johnnies  
sound asleep. And on the defense, in  
spite of the great difference in the weight  
of the two lines, the Red Men were the  
better, and once when Harvard had the  
ball on their opponent's very goal line,  
Carlisle made a magnificent brace and  
held Harvard for downs. Not a foot  
could the Cambridge eleven gain against  
an eleven that tips the scale on the aver-  
age at 164 pounds. The Indians were quick  
as cats and their peculiar formations  
completely baffled Harvard.Harvard for her part had a weak de-  
fense, allowing the Indians to get the  
jump each time, and on the offence save  
when the Crimson was driven to sheer  
desperation, Harvard played anything  
but encouraging football. The Indians  
were the first to score, on a goal from  
field and after ten minutes of the second  
half, which brought a touchdown, had  
elapsed, the score stood 11 to 0 in favor  
of Carlisle. It was then for the first time  
that Harvard came to her senses and for the  
next ten minutes Crimson played the only  
encouraging ball that she displayed in the  
course of the game. Two touchdowns  
had to be scored and two goals kicked.  
And after the red men had held Har-  
vard for downs on their one yard line, the  
Crimson secured the ball on the forty  
yard mark after the Indians had punted  
out, and from there the ball was carried  
down the field and over the line for the  
first score. Marshall kicked an easy goal,  
but there was fear and trembling in the  
Harvard contingent that there was not  
enough time for another score. But the  
Indians were well used up and the splen-  
did physical condition of the Harvard  
team began to get in its work.A few minutes later, getting the ball on  
Carlisle's punt in about the centre of the  
field, Harvard started to rip up the op-  
posing line like paper. Gain was piled  
upon gain and soon another touchdown  
was scored, and then came Marshall's re-  
markable catch and his subsequent goal.  
Harvard had won the game; but no one  
knew it then, and the crowd became even  
more worried when the swarthy red men  
got the ball and rushed it straight down  
the field to Harvard's 15-yard line, only  
to lose it on a fumble. A minute later  
time was called leaving the Indians more  
than satisfied with the result, and as for  
Harvard, with the Penn. game but a week  
away, there was anything but rejoicing  
over the outcome.While Harvard made her scores by  
straight football, aided by the fine phys-  
ical condition of the men and the fact  
that the Indians got the "second wind" a  
bit too late to prevent the second touch-  
down, the Indians on their part scoredtheir points in the first place by Captain  
Johnson's beautiful goal from the field,  
and in the second place by a trick play  
that for uniqueness and originality has  
never been equaled in any game in Cam-  
bridge. At the very beginning of the  
game the Indians forced Harvard to punt,  
as was the case several times after, and it  
was then that the visitors got the pigskin  
on their own forty-yard line, and carried it  
straight down the field to the Crimson's  
fifteen-yard line. Here Harvard braced,  
and holding the Indians well, forced them  
to kick. But Captain Johnson, instead of  
ordering a punt, had the ball passed back  
and held for him while he kicked a pretty  
goal from the field standing on the twenty-  
yard line.This was the first score, and the only  
points made in the first half. But when  
Harvard kicked off at the beginning of  
the second half the Indians immediately  
clustered together, and for a few seconds  
the pigskin was concealed in their midst.  
Harvard's warriors dashed into the In-  
dian squad, but to find the ball was like  
finding a needle in a haystack, and before  
the mystery was fathomed big Dillon, the  
guard, was half way down the field, with  
the ball securely tucked up under the  
back of his sweater. The Crimson team  
was after him, but his lead was too great,  
and the wily red man had time to reach  
around and pull the hidden ball from  
under his sweater and touch it to the  
ground before a Harvard man had reach-  
ed him. The cleverness of the play was  
never questioned, and even Harvard's  
most ardent supporters were loud in their  
applause.The only time that one of the Harvard  
backs could get clear of the Indian team  
was when Schoelkopf dashed through the  
centre for a brilliant sixty-yard run, and  
had he had any sort of interference he  
would never have been tackled. This  
was the only long run of the day, al-  
though Captain Marshall ran back two  
punts in fair shape, and little Johnson the  
Indian quarter-back, twice circled the  
ends for twenty yards.The latter was easily the star of the  
day, and the Harvard's coaches were glad  
to learn that he intends to enter Harvard  
next fall. The line-up:

Harvard.	Positions.	Indians.
Lemoyne	Left end	Jude
Meier	Left tackle	White, Bowen
Carrick	Left guard	Dillon
Sugden	Centre	Schoelkopf
A. Marshall	Right guard	Lubo
Knowlton	Right tackle	Exendine
Bowditch	Clothier	Right end
C. Marshall	Quarter-back	Matthews
Nicholas	Goodhue	Left half-back
Hurley	Right half-back	Sheldon
Schoelkopf	Mills	Full-back
		Charles

Score—Harvard, 12; Indians, 11. Touchdowns—  
Dillon, Meier, Mills. Goals from touchdowns  
Marshall, 2; Johnson. Goal from field—Johnson.  
Umpire—Stauffer of Pennsylvania. Referee—  
Thompson, of Georgetown. Linesmen—Blagden,  
of Harvard, and Thompson, of Carlisle. Time-  
keeper—Wood, of the B. A. A. Halves—25 minutes  
each. Attendance—12,000. [Phila. Inquirer.

With a team outweighed nearly forty  
pounds to the man, crippled, bruised and  
battered from other contests, and on a  
foreign field, the Indians gave an exhibi-  
tion of football that has no parallel in  
the annals of Harvard football.—[Boston  
Sunday Post.

## 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.  
Lost 11 to 0.

" 24, Swarthmore, here.  
Won 12 to 5.

" 31, Harvard, at Cambridge.  
Lost 11 to 12.

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.

Exstudent Blake Whitebear who is at  
Fortress-Monroe, Virginia, writes that he  
is enjoying himself. He keeps himself  
busy at his studies and yet finds time for  
pleasure also. He states that he had the  
honor of visiting Hampton Institute and  
met some of his friends there and enjoyed  
his visit very much.—



## Man-on-the-band-stand.

Indian Summer.

Rah! rah! rah! weather.

Chrysanthemum show this week.

A fine shower of rain on Wednesday night.

The Juniors had a test in grammar last week.

Miss Paull spent last Saturday at Craighead.

The Juniors are enjoying their work in book-keeping.

Miss Paull took several girls to the mill on Sunday for a short walk.

The old bakery in the rear of the pupils' dining hall, is being torn down.

The morning division of the Senior class is reading "The Alhambra."

The Sophomore class have taken up square-root in their arithmetic work.

Miss Newcomer entertained a party of boys and girls in her room on Wednesday evening.

Mr. Thompson has started to give the principles of club work for the coming winter.

The Band is improving greatly. They are going to play in Philadelphia, Nov. 13th.

The new pupils from Alaska are feeling quite at home and seem to like the school very much.

Mary Kadashan spent Saturday and Sunday at Craighead, where she lived last summer.

Mr. and Mrs. Frank Hall and Miss Rose Place of Harrisburg visited the school on Tuesday.

The girls of the Sophomore class expect to organize the best basket-ball team possible this year.

Mrs. Etta White, of Black River Falls, Wis., a newly appointed assistant seamstress, arrived on Tuesday.

We are glad to see Mitchel Solomon, who has been very sick with typhoid fever, up and around again.

The Juniors' class song is, "There's no such Word as Fail." The tune was composed by our vocal teacher, Mr. Davies.

Mr. Myron Moses who has been in California for his health, stopped off at the school on his way home to New York.

Several new bath rooms will be located in the new addition now being built at the southwest corner of the teachers' quarters.

Margaret Brown, the smallest girl in the girls' quarters, is learning fast. She likes the sloyd work and does very nicely.

A number of the students will attend the chrysanthemum show given by the Civic Club in the armory in town this week.

The Juniors are very grateful to their classmate Stella Blythe for making the class banner. It is a beautiful piece of work.

A party of small boys are planning to go to the mountains on Saturday to see if the squirrels have left any chestnuts for them.

On account of the arrival of so many little pupils the pupils in the higher class in the Normal room have been promoted to No. 6.

Captain Nick of the tinnies' and painters' football team deserves great credit for his good management of the team last Saturday.

The foot-ball boys enjoyed a good dinner while they were on the transfer boat from Jersey City to New York, on their way to Boston.

Miss Theresa Brown spent Saturday and Sunday in the country visiting her little brother. She reports having had a very enjoyable time.

Philip Weaskus, Nez Perce, who is at Fallsington, Pa., writes to a friend, that he has a very good place and enjoys working for a doctor.

Last Saturday a party consisting of Mr. and Mrs. Sherry, Misses Hawk and Robertson, Messrs. Canfield and Scott visited the battlefield of Gettysburg.

The six Concord buggies which were made by the apprentices under instructors Lau, Murtoff and Carns, have been shipped to Anadarko, Oklahoma.

Mrs. Christine Wirth West, '97 writes from her home at Ft. Peck, Mont. that she expects to be present at our Commencement. She also wishes to be remembered to all her friends.

Charlotte Geisdorff, who for some time worked at the office, now attends Metzger College in town.

Miss Eula Smith gave a fine piano solo in the Girls' Society Room last Friday evening. All the Susans enjoyed it.

The '04 band which was recently organized is composed of eleven seniors, having Mr. A. M. Venne for their leader.

Union evangelistic services are being held in the Allison Memorial M.E. Church in town.

Mr. Allen is making arrangements for students' transportation to Philadelphia and the girls are signing to go to the game.

The Seniors will give a reception Saturday night in honor of their beloved teacher Miss Cutter, whom they are very glad to welcome back.

Cards of invitation have been received by a number of persons to the marriage of Mr. Thomas White and Miss Rhoda Edison at Fort Berthold N. Dak.

The Browning Club has about finished the study of Mrs. Browning's "Aurora Leigh" and will next select something from the works of Robert Browning.

Mr. Herr, assistant carpenter, treated his boys to a bushel of apples in honor of their victory over the blacksmith football-team last Saturday—score 12-6.

The classes in Cooking school have been studying the different cuts in beef. Most of the girls now believe that they could go to the butcher and get just what they want.

Elmira Jerome writes that she is in good health and enjoys being out in the country. She is attending high school and expects to make a grade higher before she returns.

Emma Logan, who is at West Chester, writes that she has a very nice home, and will start to school very soon. She wishes to be remembered to her classmates, the Sophomores.

Josephine Ramone, on account of poor health returns to Carlisle and rejoins the Senior class. Susie Rayos class '03 takes her place at Dr. Schmucker's to attend the West Chester Normal.

Miss Barr has returned from Montana, and brought the patient she went to look after. On the way she saw Teresa Ebert at Detroit, and found her well and busy in her profession of nursing.

We are glad to see Louise Cornelius about the grounds these pleasant afternoons. Louise has been confined to the hospital for some months with a severe and prolonged attack of rheumatism.

Dora La Belle, has left for the country. She is greatly missed by all her friends. She will attend a high school at Oaklane, Pa. this winter. Dora is a Freshman and no doubt will come back a Junior.

After a hard struggle the Harnessmakers were unable to score on the Shoemakers. Every one expected to see the Harness-makers score. The Shoe makers outplayed the former. The score stood 0 to 0.

Miss Senseney and her music pupils gathered together for a talk on musical subjects. "What was the first music people ever had?" was her question. A bright little girl answered, "Yankee Doodle."

On Monday there were 225 promotions made in the rooms from No. 1. to No. 12. These promotions were necessary in order to relieve the overflow of the first five rooms, as nearly all the new pupils belong in the four lower grades.

Minnie Johnson, class '03, writes from New York, to one of her friends, saying she is well and has had quite an enjoyable summer, and is now among her new found relatives. She wishes to be remembered to her Carlisle friends.

The Civic Club will hold the annual Chrysanthemum Show in the Armory on the evenings of Nov. 4, 5, and 6. Students tickets will be ten cents and others twenty-five cents. Any one wishing tickets can secure them from Mrs. Beitzel.

An original oration by Dock Yukkata-nache entitled "Ambition" was well rendered at the Sophomore entertainment last Tuesday evening. It was given with enthusiasm, which all the classmates and visitors enjoyed.

The first time in the history of the school, the tinnies have organized a football team. They played their first game last Saturday, and, in spite of their inexperienced men of comparatively light weight, they defeated the tailors by a score of 29 to 6.

## A LETTER FROM A RETURNED STUDENT.

Juan Apachose has written Miss Paull an account of his journey home. He went to Arizona by the southern route and the letter shows that he kept his eyes open on the way. He says in part:— I have seen the cotton fields all day. They were poor. Some of the cotton about a foot high. The country was rough. There are no white people in that part of the country, nothing but colored people all along the rail-road. Saturday night we got to Atlanta. We got off the cars and took a walk in town. It was a nice city. We left Atlanta, then I went to bed again. Next morning was Sunday and we were in Alabama. There were fine trees. We went along the bay of St. Louis and over a bridge three miles long. We saw the Spanish fort and the Gulf of Mexico. We got to New Orleans before noon. We stopped four hours and a half. The excursion agent said to me "We are going out for a trolley ride, do you want to go along?" I said "yes sir." So we went all over the town. When we got off we walked around. This man knew all about the place. He took us around to the old hotel and church. He said these were the very oldest buildings. We went into that old hotel. There was a nice room inside. But outside it looked like it was going to fall down. We went to the market. They were selling all kinds of things. I asked a man "how do you sell your oranges," but when he answered me I could not understand him.

He went round to find one that could speak English, but I went on. I said "I can't wait any longer." We left New Orleans at noon. We went many miles before we got to the Mississippi River. Our train went on a great boat, three tracks of railroad on this boat, and a steam boat right along side. So we went across the river. We went on seeing nothing but sugar cane fields, and the next day we got to San Antonio. It takes two nights and a day and a half across Texas. I got to Casa Grande on Tuesday night about ten o'clock. Nobody came after me. Next day I went to Sacaton when I got there I got lost. The place has changed so much. The boys and girls shook hands with me. There are four eastern Indian girls here teaching school. I don't know what to do, but I think I will get work here. They are building a house, I could carpenter alright, but I will go home and see my folks. I suppose my friends miss me. I could just see Carlisle in front of my eyes now. The Indians raised a good many things, corn, watermelons and some other things. Well I had too many things to tell you, my letter is long enough.

Good bye—From your pupil,

JUAN APACHOSE.

Misses Ely and Cutter have returned from their western trip. They brought with them three pupils for the school, one boy, Percy Pahdoco and two girls. Mattie Rosy Wells, the daughter of Otto Wells and Mary Parkhurst, who were married here some years ago, and their little adopted daughter, Katie Walchecaddy Wells. While in Oklahoma the Carlisle party participated in a barbecue held in the grove of Paul Tsaitcopta on the banks of the Washitia river at Anadarko. Full particulars of this interesting event will be given to our readers later. Col. and Mrs. Pratt and Miss Burgess have continued their journey westward and will be absent several weeks.

From the Indian Herald we learn that the Indians of the Umatilla Agency, Pendleton, Ore. are in a prosperous condition. Good wheat crops were followed by top notch prices, and their work off the reservation since harvest has been peculiarly remunerative. Many of them go to La Grande every fall to work in the sugar beet fields; others go to the hop fields in Washington, and a few catch salmon for the winter in the Columbia river.

The officers of the Susan Longstreth Society are as follows;—President Florence Welch; Vice President, Delfina Jacques; Recording Secretary, Rose Temple; Corresponding Secretary, Ella Petosky; Critic, Stella Blythe; Reporter, Margaret Wilson; Treasurer, Bertha Dennis.

For the Susans' debate tonight the subject is "Resolved that athletic sports should not be encouraged." We expect a lively argument on the question, as the speakers are promising.

## THE GIRLS' HALLOWE'EN LARK.

This is the first time our monthly social was ever visited by a Hallowe'en party, and it certainly was langhable, as well as entertaining, to watch them as they marched into the gymnasium, keeping step to the music of the band. The parade consisted of the following couples: Margaret Wilson and Jeannette Pocatella as Uncle Sam and Minnehaha; Pearl Hartley and Florence Welch as representatives of the Southern Plantation; Josie Mark and Lillian Archiquette as Jubilee Singers; Sara Jacobs and Rose Nelson as nurse and Maud Muller; Agnes Goedker and Amelia Metoxen as bride and groom; Anna Parker and Bernice Pierce as Chinese; Annie Minthorn and Rebecca Knudsen as witches; Rose Temple and Delfina Jacques as Italian girls; Lydia Wheelock and Lizzie Wirth as little Portoricans; Edith Bartlett and Juliette Smith as dancing girls; Frances Halftown and Emma Sky as clowns, and the following small girls as elderly ladies: Oleana Yakoff, Mary Cook, Josephine Nash and May Wheelock; Esanetuck as a Japannese lady, and last but not least, Bettie Welch as an old maid.

Stately Uncle Sam and dignified Minnehaha led the march, and if the latter had not been afraid of losing her blanket, they might have won the cake. Every one did her best, although some had never cakewalked before. Florence Welch and Pearl Hartley did the cake walk in true plantation style and won the cake, while Frances Halftown and Emma Sky did the best they knew how, and yet they were rewarded with four pretzels which were wrapped up in a large bundle. The girls thank the band for playing for them.

We clip the following from the "Mountain View Progress," Kiowa County, Oklahoma:

We are indebted to our young Kiowa friend, Sherman Chadleson, for a copy of the RED MAN & HELPER a very neat and interesting paper printed at Carlisle, Pa., by apprentices at the Indian Industrial School located at that place. This is the school where young Chadleson received his education and he naturally takes a good deal of interest in all that pertains to the school. If all their students turn out to be as bright and interesting young men as the one found in our midst it certainly proves that they must be doing a noble work.

Dr. Elson gave the second lecture in the American History course on Monday evening. The subject covered the administration of Andrew Jackson and treated of the changes in the civil service and the inauguration of the spoils system; the crushing of nullification in the south; the destruction of the United States Bank, and the character of John C. Calhoun. The lecture was given in Dr. Elson's usual clear straight-forward manner and held the interested attention of the school. No course of instruction has ever been more enjoyed or appreciated by both pupils and faculty than these lectures which we have been privileged to hear from Dr. Elson.

In a letter to Miss Stewart, Solomon Day writes that he is still working for the Atchison, Topeka and Santa Fe Coast Line. He went home for a vacation of two weeks in September, and, finding his father very busy cutting wheat, requested permission to stay to help him get in his crops, which was granted him by the company. He remained a month at home. Soloman speaks of Charlie Kie and Charlie Daman, former Carlisle students, who are also working on the rail road, and of Yarnie Leeds who is getting along very well. He is now head man at the ranch. Soloman likes his work very much and says he will stick to it as long as he can even if he does have to work hard.

Alice E. Doxtator, class '03, now employed as laundress at the Crow Creek Agency school sends a subscription to the REDMAN AND HELPER. She says she looks forward to the paper each week, with more interest than the week before and that like all other good things it ends too soon.

The Sophomores held their monthly society meeting in the music room. The evening was a delightful one, every member was well prepared. There were also a few guests present who enjoyed the meeting. The newly elected president Mr. Chauncey Charles carried on the business very well for his first time in office.



Continued from first page.

His name is not the first in the Hall of Fame, but it is close along after the first, and it is one that every American boy should love to honor and reverence.

His life may teach our young folks not to despair if they fail once or twice, but to keep trying. If anybody ever made himself it was Patrick Henry. After failing in several other undertakings he finally hit upon the calling to which he was exactly suited and became famous. It was a long, hard struggle before he found out what he could do best, but his failures only incited him to fresh endeavors, and he worked with all his might.

Patrick Henry was born and raised in Virginia, the home of Washington and Jefferson and many other distinguished men. His father was John Henry, a Scotchman, who came to America about 1730 to seek his fortune. Patrick and his elder brother, William, went to a school in the neighborhood where they learned to read and write and made some progress in arithmetic. When he was ten, Patrick was taken home, and under the tuition of his father who had opened a grammar school in his own house, the future statesman acquired a superficial knowledge of Latin and studied a little Greek. But he was fonder of mathematics than of the languages, and was not a great student at the best.

He loved better than all to go swimming and fishing and to hunt in the green, silent woods; not that he was as active as many other boys, but he loved to be by himself, to lie stretched out by the shaded banks of a rippling brook and to dream in the hidden recesses of the great forest. His mates sometimes would find him "talking to himself," as they called it, for he was too modest to tell them what he really was doing.

Later it was found out that he was studying the strange and beautiful things he saw in the stream and the woods and making himself pretty speeches about them which he repeated over and over. Thus early in life we can see how his mind was inclined and how he was naturally training himself for his future work.

Patrick's school days ended when he was fifteen years of age. His father's family had grown so large that it became necessary for the older children to go out to earn their own living. Patrick was placed in a country store where he stayed as a clerk for a year, and then his father set him up in business for himself.

The Henry store soon became a popular place of resort. People went there to talk and gossip with the Henry brothers; nowhere else did they have so good a time. Patrick was always asking all sorts of strange questions and getting them into discussions which were sometimes quite warm and lively.

The boy was thus acquiring knowledge and he was learning human nature, but as a merchant he was a failure. At the end of a year he left the store and went to cultivating a small farm. He had already married, foolish thing for any boy of eighteen to do who has no means to support a wife. Unfortunately for Patrick Henry it was a poor year for farming, the crops were not good, and the young planter did not raise enough to pay the taxes and care for himself and wife. So he sold his farm and went to keeping store again.

His second attempt at the trade was no more successful than the first. He had customers in plenty, but he was a poor collector, and he spent so much time in playing his violin and in reading and in discussion of grave questions, that at the end of two years he was worse off than ever and had to give up his store. But Patrick Henry did not give up trying.

He was now twenty-three years old and had failed once as a farmer, twice as a merchant, and altogether in everything else he had attempted to do, except in making himself popular and in learning to control and influence men. He was also a great reader, and considered by far the best informed man in the neighborhood.

Nor had he lost his cheerful, sunny temper. In spite of his failures he was not despondent. "There's a good time coming by and by," he was in the habit of saying to his wife. The prospect, however, was not very favorable, and he and his young wife hardly had enough to eat at times.

How did he live during this time? He sawed wood, he helped his neighbors plant, hoe and fence; he did anything to earn money that he could find to do. His evenings he spent in reading and

study. He began to acquire the reputation of being the best read man in the neighborhood.

Up to this time young Henry had never dreamed of being a lawyer. He had never made a public speech. But he had read much, he had debated questions with neighbors and customers in the store and he had studied oratory for his own amusement in the woods. He was twenty-four years old when he began the study of law.

In less than two months he had studied so hard that he was able to pass the examination and was admitted to the bar. He was so slovenly dressed and looked so shabby that one of the examiners did not consider him fit to be a lawyer, but after half an hour's conversation with him, the judge exclaimed: "Mr. Henry, if your industry be only half equal to your genius, you will be an ornament to your profession."

They were prophetic words. Patrick Henry became not only one of the greatest lawyers, but one of the greatest men of the country. There were those who thought he was the greatest man. He won wealth and great fame. Member of the Continental Congress, Governor of Virginia, the friend of Washington, Patrick Henry's name is surpassed by only a few. As an orator he has probably never been equalled in America.

We wonder if in the days of his success the great orator did not look back with satisfaction to his toilsome and dreamy youth. In the solitary addresses he made to the brooks and the birds he was preparing himself to direct and sway the minds of large masses of men. His extensive reading gave him a command of facts and of language. In his habit of talking with men he learned human nature. Without his failures he could never have become the great orator whose stirring words aroused a nation, and whose eloquence directed the forming of a republic.—[The American Boy.

#### LEARNING IN SCHOOL AND SHOP.

Considering how long ago the apprenticeship system ceased to exist unimpaired, or as an honored custom generally observed by employers, it is strange that a substitute for it was not found at an earlier day. The trades schools, which in this country were originally the work of private foresight and benevolence, while taking the place of the old system of mechanical education, are a great improvement upon it, building even broader and better than Cooper, Pratt, Drexel or any of the beneficent founders either planned or dreamed.

In the wisdom of Stephen Girard there was no suggestion that his grand scheme of educating the orphans should teach them the arts of the craftsmen, and, indeed, it was but a few years ago that this good work was sagaciously entered upon by the Board of City Trusts in the college which Girard munificently founded.

The apprenticeship custom, with all its parental and homelike relation, is a thing of the past as an institution. It exists now in but little more than the name.

The common use of labor-saving machinery, the rules of the trades unions limiting the number of apprentices, the combinations of capital which have changed the employer from a person to a corporation, have all contributed to destroy the system upon the ruins of which the trades schools are so largely built. The latter are no longer solely the monuments to private philanthropy; they have become a part of the public school system.

With regard to their operation and efficiency the President of the American Society of Mechanical Engineers, Mr. James M. Dodge, has contributed much valuable information in his admirable article on the subject of "The Money Value of Training," published in the forthcoming number of St. Nicholas.

The very commonly entertained belief that the training of the shop is superior to that of the trades school, and consequently of greater pecuniary value, is disproved by Mr. Dodge. The machinist trade, for instance, cannot now be learned in the shop, as the work is divided among so many specialists, each making a separate part of the same machine, and each familiar with only the part assigned him. Mr. Dodge says:

"In shop work a man may spend months in repetition of the same task to no ultimate advantage to the worker. Instead of his skill being quickened, it is dulled. \*\*\* In the trade school he (the pupil) escapes routine, but is instructed in the un-

derlying principle of his work, and does enough manual labor to familiarize himself with the various tools required and to prove the correctness of the theory in which he has been instructed."

The most important part of Mr. Dodge's article is that in which he exhibits the comparative value of shop work to that of the manual training schools. The following abstract on what he says on that point is of more than ordinary interest to the educators of our youth in the shop or in the technical schools:

"An untrained boy of 16, in good health, represents a potential value of \$3000 on entering a trade school or shop—that is, he is worth to his employer 5 per cent, of \$3000 or \$150 a year. Using the \$3000 as a basis of calculation, he develops a scale of values, showing that the shop taught lad in nine years will increase his potential value at the rate of \$1300 per annum, while the trade school man's investment in himself has been at the rate of \$2100 per annum.

"Stated otherwise, the shop trained lad will earn \$15 a week at 24 years of age—only 5 per cent of this class ever attain any greater earning capacity—while the graduate of the trade school reaches this capacity four years sooner and earns \$20 per week by the time he is 24, with unlimited possibilities for the future."

This is not mere theorizing; it is the result of research and exact knowledge based on practically demonstrated facts.—Philadelphia Public Ledger.

#### STANDING ROCK.

##### Indian Myth Concerning the Name.

A recent visit to the Standing Rock Indian reservation was full of interest. On the banks of the historic old Missouri river, in a spacious recess of the ever present hills, is the Standing Rock Indian agency. Just north of the agency is the Standing Rock boarding school. This school has a capacity of one hundred and fifty pupils. It was formerly operated by the Catholic church, but in 1895 it was brought under full control of the Civil Service. South of the agency is the old Military Post, Fort Yates. This is a typical frontier military station.

Standing Rock reservation contains 4,200 square miles, an area nearly as large as the state of Connecticut. There are about 3,800 Sioux Indians whose homes are on this reserve. The government maintains four sub-stations, where rations are issued semi monthly.

On this reservation are seven Catholic churches with a membership of 1,650 Catholics. The Congregational church has five, and an enrollment of 600 members. There are two Episcopal chapels claiming about 500 followers. The remainder are pagans, those who still follow the traditional ideas and whose hopes lie in the "Happy Hunting Ground."

In 1873, President Grant began his philanthropic policy of assigning the different reservations to the care of different churches. Standing Rock was one whose lot fell to the Catholics. Nobly and well have they done the work assigned them. In 1876, Bishop Marty of the Dakota Territory, began the work of establishing Missions. He went up and down the Missouri river converting and baptizing those who were willing to forget the traditions and pagan beliefs of the once glorious past. Thus the majority of those who have accepted the Christian religion became Catholics.

The government maintains five day schools and three boarding schools on the reservation. St. Elizabeth mission is an Episcopal school.

A beautiful tradition or myth is held by the Indians concerning the name of the reservation. On a pedestal in front of the agency building, is a rock about two feet high. In outline it is that of an Indian woman with a blanket covering her head, and a baby on her back wrapped in the folds of the blanket. The Sioux believe that this rock was a Ree woman. She was jealous of her husband and refused to go when the band broke camp to go to their camping grounds. The Indians have great respect for a brother or sister-in-law. So her two brothers-in-law went back after her, and when they spoke to her she did not answer. One of them left his pony, laid his hand upon her head, and he found she had turned into rock. In surprise he exclaimed, "Wa-ka-ya-lo-lyau-ica-ga-lo." (She has grown into a rock.) The two men went back to camp crying, and all the Indians went back and made offerings as they considered her

"wakan" (mysterious or holy.) They carried her from village to village in a wicker basket drawn by a pony, and always made offerings to her. Finally the rock was left in one of the villages, which was afterward deserted, and later was brought to its present resting place. To preserve the mythical idea it was placed upon the pedestal, and the agency was named "Iyan-bos-ta-ta"—rock erect or Standing Rock.—[Indian Herald.

#### CARLISLE INDIANS' WORK ON

##### THE FOOTBALL GRIDIRON

As a matter of prosaic fact, these hard-working and well-behaved wards of the nation have been from the start models of disciplined and educated conduct on the football field as well as off, and only their shocks of black hair and their swarthy faces mark them as unusual or odd when they line up against the "pale faces," says the Illustrated Sporting News.

These lads are intensely fond of football, and they have left in them an inherited indifference to hurts, and a toughness of fibre that are their strongest qualities when added to swiftness and agility of movement. I have seen them play through a hard game, without one call for "time out," because of injury, and nearly every one who has seen them play must have noticed the fierceness of their tackling, and their fashion of breaking out of a scrimmage on the rebound like so many rubber balls. In running, tackling and aggressive line-breaking, the Indians are unsurpassed.

The Indian comes to Carlisle from the reservation a little savage, and in perhaps a half dozen years he is fashioned into the clean, alert, self-respecting young man who delights those who know good football, played with ardor, yet with self-control, and intelligence of a high order. While his opponents shout and rave in moments of great stress, he plays the game in silence, without show of emotion, whether he wins or loses—the type of the true sportsman. He is a vindication, both of the wholesome training of football in the development of young manhood and of the magnificent work accomplished by the policy and life work of Col. Pratt at Carlisle, Pa.—[Denver Republican.

#### FACTS ABOUT LEAD PENCILS

The lead pencil, so generally used today, is not made from lead, but from graphite. It derives its name from the fact that prior to the time when pencils were made from graphite, metallic lead was employed for the purpose. Graphite was first used in pencils after the discovery in 1565 of the famous Cumberland mines in England. This graphite was of remarkable purity, and could be used without further treatment by cutting it into thin slabs and casing them in wood. For two centuries England enjoyed practically a monopoly of the lead pencil industry. In the 19th century, however, the lead pencil industry had found its way into Germany. In 1761 Casper Faber, in the village of Stein, near the ancient city of Nuremburg, Bavaria, started in a modest way the manufacture of lead pencils, and Nuremburg became and remained the center of the lead pencil industry for more than a century. For five generations Faber's descendants made lead pencils. Up to the present day they have continued to devote their interest and energy to the development and perfection of pencil making. Eberhard Faber, a great grandson of Casper Faber, immigrated to this country, and in 1849 established himself in New York city. In 1861, when the war tariff first went into effect he erected his own pencil factory in New York City, and thus introduced the industry into the United States.

Glen Mills Daily.

#### SPECIAL DIRECTIONS.

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