

The Red Man and Helper.

THE RED MAN.

This is the number your time mark on wrapper refers to

NINETEENTH YEAR OR VOL. XIX No. 40. (19-40)

FRIDAY, MAY 6, 1904.

Consolidated Red Man and Helper
Vol. V, Number thirty six

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

MY ARIZONA BEDROOM.



MY Arizona bedroom
Is beneath the Milky Way,
And the moon is in its ceiling,
And the stars that tell of day,
And the mountains lift the corners,
And the desert lays the floor
Of my Arizona bedroom,
Which is large as all outdoor.

O, my Arizona bedroom
Is ventilated right;
Every wind that under heaven
Comes to me with blithe goodnight,
Comes to me with touch of blessing
And of ozone, one drink more,
In my Arizona bedroom,
Which is large as all outdoor.

O, my Arizona bedroom
Has the lightning on its wall,
And the thunders rap the panels
And the heavy voices call;
And the night birds wing above me,
And the owl sends hoots galore
Through my Arizona bedroom,
Which is large as all outdoor.

O, my Arizona bedroom,
It sometimes seems to me,
Is afloat in middle heaven
With each star in arcosy;
And the tide that turns at midnight
Drifts us down to morning's shore,
Floats us, stars and bed and bedstead,
On the ocean of outdoor.

O, my Arizona bedroom
Is beneath the splendid stars,
And the clouds roll up the curtains,
And the windows have no bars,
And I see my God in heaven
As the ancients did of yore,
In my Arizona bedroom,
Which is large as all outdoor.

—[J. WILLIAM LLOYD in N. Y. Sun.]

MANUAL TRAINING.

Having visited Professor Sayre's Manual Training School, Philadelphia, what he said before the members of the Special Committee of the Harrisburg Board of School Directors appointed for the establishment of a manual training school in that city, one day last week, is of special interest.

Prof. Sayre is Principal of the Central Manual Training School of Philadelphia and has been its head since the inception of this class of schools there.

In opening his talk, says the Patriot, the speaker emphasized the fact that the changed social and industrial conditions of to-day demand a training and a preparation necessary to put a boy in harmony with his environment.

He called attention to the necessity of the boy of to-day having a greater education in order to successfully cope with his fellow men and recited the more difficult problems that confront the boy as he goes out into the world than those which existed in the past.

Apprentice System Killed.

The labor unions and machinery were mentioned as some of the instruments which have killed the apprentice system and if the boy goes into a manufacturing establishment he is permitted only to master a fractional part of his work, and he may spend his life in turning a screw or watching a planer.

In this view of things, and I do not think I have overdrawn the situation, the question comes home to every parent with startling force, "What shall I do with my boys?"

Evidently mere book learning will not do, for probably never in the history of the country have there been so many educated, or rather half educated idlers as now.

It is this kind of over-education that is turning out what might be called the "machine" class of men.

We are passing through a great industrial change, and through the great weeding out process now going on, the survival of the fittest holds good.

The man who will succeed is the man who technically knows his business, who is up-to-date in modern methods, and who is in touch with the industrial and social conditions of life.

In spite of the terrible need of work which weighs upon the masses of men it

remains true that society is filled with only partially trained people.

The great lesson to be learned by the boy of to-day is the need of some kind of absolute competency—some kind of ultimate superiority.

Object of Manual Training.

The incorporation of tool instruction in the curriculum of a school marked an important departure from the old lines of educational work. It was the entering wedge of a movement which is destined to revolutionize the methods which have so long dominated the practical, toward the boy of the present and his surroundings. The establishment of the modern manual training high school was the logical outcome of this trend of educational thought, and the practical recognition of the conditions which surround the boy of to-day.

The scope is much broader than its name implies. The object of the manual training school is to prepare boys for a practical manhood—for an educated class capable of doing the work a-day world's work. The aim is to make its students creators, inventors, men of affairs, men who can guide and direct those agencies which have made our country so great and prosperous.

It is the nearest approach to a practical school which has yet been made in the educational world, and its results are being shown in the demand made by the business and industrial world for its graduates.

The School's Broad Scope.

The training school makes ample provision for education. It teaches practical English, practical mathematics, practical science and practical hand culture, such as drawing, etc., and provides for the symmetrical and harmonious development of all the qualities of the boy.

THEY PLAY STORE AT SCHOOL.

On the principle that playing with dolls makes a little girl handy with her needle and thus far fits her for motherhood, and family life, so, playing store may fit school children for business. Bona fide business, however, is learned by coming in contact with BUSINESS, and the sooner a child meets such contact the better. The following from The School Journal tells of an enterprising scheme for the Indian children confined to the reservation. But what a pity, when every opportunity is open for them to get OUT into real life, that the same exertion and influence is not used to entice them to go out where actual business may be learned.

The School.

In one of the day schools, No 5, on Pine Ridge Reservation, S. Dak., is a school store.

It was built by one of the large boys and the teacher, and stocked up with Government materials, suits, caps, dress goods, in short every thing that the government allows.

The store consists of a counter in the school-room, ten feet long, well built, with end closed except a small entrance which may be locked.

There is a large cover or lid which is operated similarly to an awning and may be locked. The inside of this lid is covered with slated cloth and makes a good blackboard upon which is written the price of everything sold at the store.

Thus the children gradually learn the prices of things.

The management of the store is given to one pupil for a month, then to another, etc.

The storekeeper does all the talking, figuring, entering accounts, etc., required of him.

A boy wishes to buy a pair of boots, e.g. the teacher gives permission and the one making the purchase proceeds;

"Good-morning, sir."
"Good-morning."
"I wish to buy a pair of boots."

"What size do you wear?"

"No. 4."

"Here is a pair, try them."

"These are good, what is the price?"

"I'll sell those for \$1.50."

"Very well, I'll take them."

Thus the talking goes on.

The school raised a large amount of vegetables this year and each day the cook girl has to buy groceries for the noon meal.

Every act is accompanied by appropriate expressions in English, and from the standpoint of English alone the store is a wonderful success.

But this is only the beginning.

Every pupil who is far enough advanced to understand something of the transaction, finds living problems in the store; it is the basis of number work for the whole school, from counting the pieces of toy money to the most complex examples that arise.

It is a living, practical thing right in the school, and every interest is quickened by the presence of the actual thing with actual values.

The storekeeper is required to keep account of every sale made of the minutest article to which a price is attached.

He has his Day book, Ledger, and Cash book, and a simple form of bookkeeping is used.

Within the month each storekeeper masters the simple process.

The entries are made in the day book and at stated periods are posted in the ledger.

The cash books contain cash sales only, which is very limited necessarily—vegetables to outsiders only, but sufficient to give ideas of accounts.

The teacher has inaugurated a system of credit which is used to balance ledger accounts.

At the industrial period all are required to work, and to utilize every iota that may be taken into this civilizing process the teacher has ingeniously devised to have every article paid for by the child's own toil, thus values are measured properly "by the sweat of the brow."

A suit of clothes represents definite hours of toil.

This is not a dead proposition among the boys—don't think it.

They are eternally figuring up what they make and when they can buy their clothes, boots, or what they know is for them.

If a boy loiters he is docked, can't buy when the others do because his credit is too small; same with the girls.

The idea carries sound educational value as it stimulates intelligent thought at every turn.

Prices rise and fall with the market prices.

Fractions are mastered as encountered.

The store idea has proved the most practical thing yet devised for Indian children in school.

The storekeeper acquires such skill that he can make change in a twinkling, while the higher classes figure the totals and find the difference immediately after the storekeeper announces what was received.

Try this method. You will find it a wonderful help.

THOMAS J. JACKSON.

DOLLAR-A-DAY PEOPLE.

"What can you do?"

"I don't think I can do much of anything; I was not brought up to do anything, and never had to work."

"But what do you think you can do?"

"I don't know; I never tried anything."

"Do you write a good hand?"

"I don't know; I couldn't say."

"Do you write rapidly?"

"Not very."

"Will you write me a letter of application so that I may get an idea of your handwriting and general education?"

"I don't believe I can do that."

This is the substance of a conversation that recently took place between the fore-

woman in charge of the clerks in the subscription department of a popular monthly magazine and a young girl who had called in answer to an advertisement for additional office workers.

This girl is typical of hundreds of people in New York, and in every other large city in the country, who are haunting publishers' offices, clamoring at the doors of great business houses, and wandering the streets footsore and weary in search of work they can not find.

Is it any wonder that such people fail in their efforts?

Is it surprising, under such conditions, that an advertisement for a clerk at five or six dollars a week floods the advertiser with hundreds of answers, while one for a man or woman at ten thousand dollars a year calls out not one.

We boast of our educational system, and the unrivaled opportunities of every boy and girl living under the American flag to obtain not only a common school but also a college education if they have grit and vim enough to work their way to it, yet our land is full of incompetents.

When we compare a Lucy Stone picking berries to earn the right to go to college, or a Lucy Larcom working in a factory at the age of ten, yet through her own unaided efforts attaining high rank as a teacher and poet, with this other girl living in the midst of the opportunities offered at a great educational center, who couldn't write a simple letter; when we compare a boy of the same type with a Garfield, sweeping floors and ringing bells, or an Elihu Burritt learning to translate Hebrew during the pauses of his work at the forge, we must answer that the fault is with individuals.

The young people of our land are not awake to their advantages.

Grammar schools, high schools, evening schools, lectures and libraries offered them their treasures, but they would have none of them.

Now they complain that they are unlucky, that fate is against them, and that others, no better or worthier than they, go to the top of the ladder, while they remain at the foot.—[Success.]

UNRECOGNIZED SERVICE.

Self-sacrifice at its best seeks no recognition.

It is content with having done its work. But many who give up much for others seem unwilling to think the sacrifice complete until some notice has been taken of it.

True self-sacrifice does not at all concern itself with returns.

It rather rejoices in the unknown service and the unheralded act of spending for others with no thought of self.

To those who have this spirit the world turns for help and strength.

It is of one such as these that Whittier wrote:

"A full rich nature, free to trust,
Truthful, and almost sternly just,
Impulsive, earnest, prompt to act,
And make her generous thought a fact,
Keeping with many a light disguise
The secret of self-sacrifice."

—[Sunday School Times.]

SHAY-NOW-ISH-KUNG HONORED.

Shay-now-ish-kung (He who rattles) commonly known as chief Bimidji, has been honored in death by the citizens of Bimidji, who consigned him to his last resting place with all the eclat usually bestowed upon a great white chieftain.

The whites honored him in life as they did in death; in their estimation nothing was too good for "Chief Bimidji."

All the honor bestowed on him by the whites and the regard and kind esteem in which he was held by his own people was deserved, for Shay-now-ish-kung was truly a good man; a few are as good but none better.

The old man had one great sorrow and this was the loss of the land he had occupied almost since his boyhood days.

No one will begrudge him the allotment of land he now has.—[Tomahawk.]

THE RED MAN AND HELPER.

THE MECHANICAL WORK ON THIS PAPER IS DONE BY INDIAN APPRENTICES

TERMS: TWENTY-FIVE CENTS A YEAR IN ADVANCE.

ADDRESS ALL CORRESPONDENCE TO:
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.

To Civilize the Indian get him into civilization, to keep him civilized, let him stay

HOW IS AN INDIAN TO BECOME A CIVILIZED INDIVIDUAL MAN IF HE HAS NO INDIVIDUAL CIVILIZED CHANCES?

IT WOULD ROB THEM OF MANHOOD AND MAKE PAUPERS OF EMIGRANTS COMING TO US FROM ANY COUNTRY IN THE WORLD TO RESERVE AND DOUBLE-BUREAU-IZE THEM AS WE DO OUR INDIANS.

The Only Indian Problem.

The problem of each Indian is not solved through any changes, however excellent, that may be wrought in his sentiments and qualities, so long as he has not received individual courage and competitive ability to go out from his tribe and take his place as a very part of our general population. To accomplish this courage and ability is the only Indian problem.

What Hinders?

We answer, nothing in the man himself, absolutely nothing.

Given the same chances as other men, he becomes exactly like them, in thought, speech and action.

It May be Good in Theory.

The writer taught a day-school on the reservation for several years, and remembers with pleasure the bright little boys and girls and those of older growth but young in ability, who came from the camps daily. So timid were these children that they could hardly be induced to speak much above a whisper, in anything like a conversation, and every effort was made to bring them out individually by talking of things familiar. In class and in concert-work they would have the courage to make considerable noise. In the article, first page, on "They Play Store at School" there is an animated conversation carried on about things purchased with mock money. The writer hopes to go to Pine Ridge some day again, she having visited several of the day schools there, and also hopes to hear some such animated conversation from pupils not half-breeds, or from those who have never been off the reservation. The story reads well, and it is a good move in theory.

A New Idea.

Miss Ridgeway, of Philadelphia, in her letter of renewal, says: "I read something a few days ago that gave me a new idea. Why cannot the Ethnologists and other scientists have moving pictures of the Indians in their wild life instead of keeping the Indians themselves in savagery, ignorance and consequent dependence, just for the 'benefit of science.' I don't see any Indian problem. Education both secular and religious is the answer. Then keep the Indians off of and break up the reservations, and where is the problem?"

He Keeps Posted.

Our old student Clarence Three Stars, of Pine Ridge Agency, S. D., sends a half dollar to advance his subscription two years. Clarence has kept up his reading ever since he left school, and that is the only way returned students or any other class of ex-students can hope to keep their brains from rusting out. He has improved in ability as a man, every day since he left school. While many a young man upon leaving school seems to retrograde intellectually, the wide-awake person will take periodicals to read in his spare moments and progress.

MISGUIDED FRIENDS OF THE INDIANS.

The Indian Rights Association and other friends of the Indians are misguided in thinking that they are doing the Indians a kindness in demanding a higher price for the Rosebud Reservation land that is about to be sold.

The Bill that is being pushed in Congress allows \$3 00 an acre for the land. It is said to be worth from \$10 00 to \$30 00 an acre. However that may be, it would be better for the Indians to receive only three dollars for the land, and better yet if they received only three cents.

For, as the editor of The Southern Workman recently said, "The Indian will make no material progress until the last acre of land has been taken out of the reservations and put into an individual farm, and until the last dollar in the federal treasury to the credit of a tribe has been distributed."

If the Indians must be paid for more land the money should be deposited in an absolutely non-get-at-able place for not less than a thousand years.

Ninty nine years will not do.

Nine-tenths of the Indians would settle themselves down to loafing the time out. Our Government has already made the Indians very accomplished loafers.

And if there are to be continuous prospects of getting money from the Government it will soon be not worth while trying to do anything for the Indians. The Indian Rights Association should set itself to discover how the Indians may be prevented from getting a single dollar other than by the sweat of their own brows.—[Word Carrier.]

UNNECESSARY INDIAN SCHOOLS.

Congress has made an appropriation of \$100,000 for an Indian agricultural school at Wahpeton, North Dakota, and \$40,000 for an industrial school in Nevada. Another political pull for the spending of Indian money. What will be done with the useless school buildings when the money is all spent?

In most parts of the Indian country there are not enough Indian pupils to fill the government schools already built, and only about half of those pupils are fit to be in any school on account of their diseases. Better that the government should leave off building schools for a while and make sanitoriums instead.

—[Word Carrier.]

THE CARLISLE HIGH SCHOOL.

Crucible is the name of a paper published in our own town, in the interest of and by the students of the Carlisle High School. The March number is the Alumni Number and contains articles from the pen of many of the High School Alumni, some of whom we at the Indian School know very well. Mrs. Sarah J. Pettinos has a beautiful poem, therein, on "The Legend of the Water Lily" which we will reprint in our columns next week. J. Warren Harper has a Reminiscent Poem bringing in the names of the old students, among others Mr. Campbell, who for a number of years was our disciplinarian. We think the reproduction of Mr. Harper's verses about Mr. Campbell will be enjoyed by many. In going back in memory of the old school days he says:

Now am I at my desk again
And through its lid that same old cleft,
While "Billy" Campbell sits in front
And Stuart on my left.

Ah, "Billy" Campbell was all right
And "Billy" was a dandy lad,
Despite he dearly loved to fight
And many a row he had.

I see him yet reach o'er my desk
With wicked eye and gnashing teeth,
Give me a love pat so—while I
I kicked him underneath.

And then the penalty we paid!
Who don't recall those luckless fines?
When after school we sadly staid
And wrote out forty lines.

But one day, I can see him still,
With Charlie Strohm a quarrel pick'd,
Now Charlie knew a thing or two,
So "Bill" got lick'd

But this was in the long ago,
And yet I fear if "Bill" e'er knew
I rashly herein told you so,
I'd get lick'd too.

When Mr. Campbell was with us he was President of that Alumni Association which shows the esteem in which he was held. Now he is Assistant Superintendent of the largest Indian School on the Pacific Coast at Chemawa, Oregon.

In this particular number of the Crucible, Hon. John W. Wetzel who lives in the handsome residence within a stones

throw of the school, has an able article on "Your Ambitions." The advice that is good for the Carlisle High School Boy may be read with as much profit by the Carlisle Indian School Boy and Girl, hence we are pleased to reproduce it, giving credit to the Crucible, which is ably edited by Elizabeth H. Blair, and her corps of assistants

Mr. Wetzel Says:

There can be no more pleasant task set for one, than a talk, in an interesting way, with the ambitious High School Boy.

As he comes up to his last school, bubbling over with radiant youth, thoughtful only of his "so much mathematics, or grammar, or what not, to get out," and the hours of jolly good times on the open lot after school hours, and the weekly holiday, with little or no thought of the responsibility of the future, he is confronted by the more serious side of his school life.

He is somewhat awed at the "awful dignity" of the seniors.

But soon the atmosphere of growing responsibilities affects him, and then it is, as he too approaches the end, something suggests what I am to be?

A carpenter, a tradesman, a professional man, the same as his father, or does ambitious aspirations soar higher.

Every boy aspires, and rightfully too, because it shows loyalty, to follow the same occupation as the father.

The writer remembers well his youthful ambition; it was to be a wagonmaker, because his father was one.

What was good enough for his father, he thought, was good enough for him.

But a devoted mother was wiser, and fancied her boy should aim higher and better.

The result—the public lost possibly a good wagonmaker and got a poor lawyer.

Whilst it is natural and a lovely exhibition of parental attachment, that you should be ambitious only to follow your father's footsteps, yet the world—the necessities of an ever changing, shifting, ever increasing people—would not have it so.

There is a demand, a call, or better, an OPPORTUNITY in the great panorama of life, as it opens up before an ambitious High School Boy, for him to embrace.

He must grasp it and not let it pass.

Be not like the Grecian philosopher Thales, when approached by his mother on the question of marriage, he remarked, it is "too soon."

Patiently waiting until she thought it was a proper time, again approached him and he replied, it is "too late."

But, be ready to grasp the opportunity, be not too soon nor too late.

As the time approaches when you must determine what your life work will be, do two things: first, look as it were into yourself, have you a good physique, a good voice, self-reliance, aptitude for study, and not the least, industry; if so, you may fulfill your ambition to be a professional man.

Second, do not hesitate to seek the advice of one or more interested friends, including your teacher, who have had the opportunity to observe your "school boy" career, your habits and know your family history.

When you have determined what you shall do, start and stick to it, do not shift or change; reach the goal, the more obstacles you have to overcome, and do overcome them, the better, because the effort in so doing only better fits you for the final struggle.

Be not afraid to gratify your ambition to be a lawyer because you are of humble family, or your parents too poor to send you to college.

Have the courage to try and grasp opportunities.

Many of the greatest men in the profession of law or public life, are of the most humble family origin.

Such men simply grasp the opportunities of life as they came along, neither "too soon" nor "too late" and they succeeded.

All High School Boys should have ambition according to their capabilities.

Learn your capacity, your aptitude for mathematics would indicate a good opportunity for the widely growing and remunerative field of engineering.

Take a special course for that profession.

If your aptitude is letters, seek journalism; if art, seek special training; if apt in debate and public speaking, seek a professional training.

I repeat, look well to your natural gifts,

your aptitudes, and determine in which you are strongest naturally; then go in to win.

Remember the words of the immortal Franklin, "there is always room at the top."

—JOHN W. WETZEL, '67.

ABHORS FOOTBALL.

A kind friend in Washington renews her subscription and wishes the school prosperity the coming year. "The only thing I have against it," she adds, "is the excessive 'to do' over football, and I wish the game were forbidden by law. To think of all the young lives crushed out of existence in the last year, not to speak of those who will never be well again. I speak of what I know, one boy in my own college town being injured so frightfully last September (a few days after coming back) that he finally died after suffering operations, and for what? I abhor it, and many people are getting to feel the same way. I always feel like stopping the paper in football season.

The Man-on-the-band-stand is sorry to give so much pain in publishing the news. As a school paper we occupy so little space with football news, even at its height as compared with other school and college papers, the most of which are made up almost entirely of football, that we have thought ourselves temperate. We have not a word to say at this time in favor of or against the sport, but take the news as it comes, trusting that our friend will close her eyes to the parts of the paper that are unpleasant to her, as we so often have to do with our ears in listening to public speakers. We cannot subscribe to everything that is said, but get enough good from all to warrant our listening

Football Did not Spoil Him.

Metoxen, one of the fleetest, fiercest and strongest of the Carlisle Indian school football players, is now a hard working farmer in Michigan. That is, he sticks to farm work all the year until the football team begins to line up in the fall. Then he goes on the warpath to play his favorite game with clubs here and there. Metoxen has not lapsed into reservation shiftlessness and is saving up to pay for more land. Colonel Pratt of the Carlisle school says that not one of the football athletes turned out there has drifted back to idleness. Every man of them keeps on 'bucking the line,' though some of them have not done so well as Metoxen.—[New Haven, Conn., Journal Courier.]

Indians Vote Square.

Speaking of the Indian, Chief Porter of the Creek nation recently said: "For forty years I have been familiar with Indian election affairs, and I have never heard of a case of repeating or intimidation of a voter. Repeating is impossible in the Indian elections, and so far as intimidation goes the Indian is too good a citizen to attempt any such crime."

—[Kansas City Journal.]

Frog Concert.

"Are you going to the concert?" a student asked one of the teachers.

"I don't know; what concert?"

"The frog concert."

And sure enough, the frogs in the meadow these evenings sing as though their very lives depended upon their doing their best work for the entertainment of the Indian school.

Those of our students who wait anxiously for their annuity money and their lease money, and who dislike to hear anything said against the principle of the Government giving so much money to young people who never earned a cent of it, will have to wait till they get older to see the evil effects of the system on the Indians themselves. We already have plenty of evidence that it weakens them in body and mind and steals from the young man his ambition. The WORK we have to do now, and the being obliged to save some of our earnings is the greatest blessing that ever came to us, but we cannot see it now.

Web-Foot is the suggestive name of a paper printed by the Oregon School for the Deaf, at Salem. When the writer was in that country last summer, umbrellas and overshoes were in demand most of the time, yet the inhabitants claim it seldom rains there, just as the inhabitants in California claim they never have earthquakes.

Man-on-the-band-stand.

Good-bye, class day!

Carpet beating is in order.

The herdic is undergoing repairs.

That wheelbarrow solo still keeps up.

The stable is putting on a Spring coat

Mr. Thompson's office has a new floor.

The evenings are getting beautifully long.

The lawn-mower has begun its spring song.

The busy cyclone is getting in its work out west.

Esther Allen was a Junior at the Class Contest.

Saturday was pay-day, consequently "smile-day."

Miss Weekley has gone on her annual leave, to South Carolina.

The cherry tree back of teachers' quarters is now a thing of beauty.

The Pennsylvania State Building at St. Louis was dedicated last Monday.

Mr. Bates, who has been a visitor with us for some time, left on Tuesday.

Does it follow that because boys are boisterous that girls should be girlsterous?

The schools did not turn out to go to the game with Gettysburg on Wednesday.

The tree "Gutenberg," planted by the printers a few years ago is growing beautifully.

Colonel Pratt wore all the colors on Class Day, and sat with the winning class.

Miss Peter has gone on her annual leave to visit her mother and sisters in Chicago.

If we have no climate in Pennsylvania the weather sample in the last few days has been very agreeable.

A South Dakota, subscriber says: "We are so anxious to get the paper. There is lots of good reading in it."

The bleachers made a pretty sight from the other side of the grounds on Monday. Colors? They were there, Contest Day.

Roxanna Pratt, of Steelton, is visiting the school, and is enjoying herself, while making new friends among our little girls.

Miss Shields, our town solicitor, has been ill at the Todd Hospital, but is again out and ready for RED MAN subscriptions.

Anna Lewis Azul, Arizona, renews and says she finds the REDMAN her most faithful friend, as it comes without fail every week.

The first big circus is coming to Harrisburg on the 14th. Of course it will be enjoyed by most people, because it is "in tents."

It had half a notion to rain, while the class sports were in progress, but it had a bigger notion not to, after a slight sprinkle.

Antonio Rodriguez met his brother last week in New York City, where he came from Porto Rico to have an operation performed.

Mrs. Cook has moved to the room vacated by Miss Steele—a very desirable room, first floor with out-door opening toward the east.

Our long-time-ago printer, Donald McIntosh class 1901, is among the number who renews his subscription this week, from Globe, Arizona.

A renewal from Cynthia Webster, class 1896, in as few words as possible shows to her friends at Carlisle that she is still in the land of the living.

To-night Mr. and Mrs. Sherry visit the Invincibles; Messrs. Colegrove and Lamar, the Standards, and Miss Ferree and Mr. Nori, the Susans.

A school boy may wear fine clothes, but when the fact is known that he goes in debt for them it spoils his fine appearance to a straight-forward business man.

Bert Jacquez is the shop-court gardener. He is making ready the ground for the geraniums. Mr. Thompson takes special interest in these flower-beds.

The Juniors ran up their banners to the full height of the flag staff on Monday, and made the air hum with their yells and songs around the pole. It was a great day for them.

Miss Barr has returned from New York, where she went with Claudie Jamison, who was too ill to go alone. Claudie was feeling much better when she got there than she expected to.



CORNER OF OUR LIBRARY.
Miss Steele, at the card case, resigned and went to Brooklyn; Miss Beach of Brooklyn, is the Civil Service Appointee who arrived yesterday.

To those who have slept out of doors in Arizona, or have heard friends describe the delight of so doing will appreciate the poem "My Arizona Bed Room," first page.

Colonel Pratt took a business trip to Perry County by carriage on Tuesday. A forty-mile drive in this country seems much more than the same amount of travel in the West.

Some of the Porto Rican girls have in their spare moments taken lessons in bead work from their Indian girl friends, and are proving very successful in the art of making necklaces and belts.

Little parties of invited students to rooms these evenings tell of the good feeling that exists between teachers and pupils. Miss Wood, Miss Sadie Robertson and others entertained, this week.

These are the days that bring longings for the woods—those first Temples of God. A number of the teachers and girls went to the South Mountain on Saturday, and had a delightful day of it.

Our trees are growing more beautiful every day, in their fresh buds and young leaves, and they will continue to thus enchant the eye until they have put on full dress, then the sight will become common.

Ignatius Ironroad has joined the printing class Ignatius has worked on the Word Carrier he says, and although it has been some time since he set type he shows good training as far as he has gone.

Taking Frank Jude, Elias Charles, Archie Libby, Fernando Gonzalez, Karl Yukkanina, Joseph Baker, Adam Fischer, Mannel Ruiz and Chauncey Charles, the printers made no mean showing at the Class Contest.

We were grieved to learn through the Millville Tablet of the death of one of the school's early farm patrons, Mr. Lloyd Paxton Kline, at Millville, this State. Mr. Kline was not an old man, and died after an illness of a week's duration.

Some of the Indians who have advertised inherited lands for sale, inherited them from Indians with curious names, as follows: Owns-the-Ring; Big-old-Woman; Crazy Bear; Iron Side Bear; Charles Poor Dog; Mary Dog Nation; Bull Talker, and the like.

When calling cards are ordered we print with Old English text, unless otherwise ordered, as the Old English is still the most up-to-date. The cheapest engraved cards are the script. It is the printer's business to imitate the engraved, and we adhere to the latest in style.

Joseph Nelson, one of the small boys who recently went to the country says he can milk two cows, but he is going to milk three by and by. "I feed three ducks, and I feed three hens with little chickens. I have a nice place. We have a little baby out here, he 'poled' my hair the first day I came. I go to Sunday school every Sunday and I like to go."

Athletics

The fifth annual class contest in track and field sports was held on the athletic field last Monday and was won by the Junior class with a total of 35 points. The Freshman class was second with 25½ points and the Seniors third with 21.

The contestant scoring the most points was Wilson Charles of the Senior class who scored all the points made by his class. Albert Exendine of the Juniors was second with 16 to his credit. The only record broken was in the pole vault which was won by Frank Jude of the Juniors, with a vault of 9 feet 10 inches.

SUMMARY.

- 100 yds. dash—time 10 3: 1. W. Charles; 2. Scrogg; 3. Denny.
120 yds. hurdles—time 17 1: 1. W. Charles; 2. J. Bradley; 3. A. Libby; 4. E. Charles.
1 Mile run—time 4 55: 1. Beardsley; 2. H. Johnson; 3. J. Twohearts.
440 yds. dash—time 54. 2: 1. Blackstar; 2. Fischer; 3. Field.
220 yds. hurdles—time 28 2 5: 1. Jude; 2. A. Libby; 3. Nephew.
2 miles run—time 11 min. 7 sec: 1. C. Charles; 2. Beardsley; 3. H. Johnson.
Half mile run—time 2 11: 1. Blackstar; 2. Snow; 3. H. Johnson.
220 yds. dash—time 24: 1. Scrogg; 2. Field; 3. Denny.
Broad jump—20 ft 8½ in: 1. W. Charles; 2. Exendine; 3. A. Hill.
Shot put—36 ft 3 in: 1. Exendine; 2. W. Charles; 3. A. Johnson.
High jump—5 ft 5 in: 1. Exendine; 2. W. Charles; 3. Coulon and A. Libby tied.
Hammerthrow—105 ft 6 in: 1. Sheldon; 2. Freemont; 3. Exendine; 4. Medicinrow.
Pole vault—9 ft 10 in: 1. Jude; 2. Dextator; 3. W. Brady.

POINTS SCORED:

- No. 14, 21; No. 13, 35; No. 12, 6½; No. 11, 25½; scattering, 29.

The base-ball team was defeated by the Harrisburg professional team last Saturday 23 to 8. Carlisle started out well and held their opponents even, for the first three innings, when Charles lost control of the ball, and a few errors and a bad decision of the umpire seemed to demoralize the team. The Indians were routed in what should have been a very close and interesting game. This is the first time this season where our team, (to use a baseball term) has "gone up in the air" and it is hoped that they will put up a steady game in the games hereafter and not become discouraged when the other side gets ahead.

The feature of the game was Jude's batting, securing two singles, two two-base hits and a three-base hit in five times at bat. The whole team batted hard enough to win, but poor work in the field was responsible for Harrisburg's large score. Roy Smith pitched the last few innings but was not as effective as Charles. The team will play Wilmington to.

morrow there, and they will meet a team the equal if not the superior of the Harrisburg team.

In a ten inning-game Carlisle defeated Gettysburg college on our grounds on Wednesday, 8 to 7. Whitecrow pitched and did very good work, but was poorly supported by some of the players.

Jude's playing was again the feature of the game, he making two very sensational catches in the field and securing a home run at the bat. But for poor base running and careless playing on the part of one or two members of the team the victory would have been much more decisive.

It seems that nobody wants a "citizen's pie" as offered last week for a yell. Since then we have heard many new yells originated for class contest day. Now that that excitement is over we may hear from some one who can make a yell with the key word Wah-ne-ta. An Indian yell, made up of Indian syllables is what is requested by a literary society of white students, who have read so much about our societies that they have come to believe we are capable of doing almost anything in the ordinary line and some things extraordinary.

Miss Prince, of College Street, has given up temporary charge of the singing in favor of Miss Yarnall, civil service appointee. In the short time Miss Prince was with us she endeared herself to the hearts of all, with her charming manner and sweet voice. It was kind of her to come help the school when needed, and may she give us frequent pleasure with her cheery and helpful presence, is the wish of everybody.

Last evening the Printers' baseball team defeated the Band boys by a score of 10 to 5, in a 3-inning game. The Band boys were no match for the superb playing of the Printers. Who will be the next victim? No LITTLE credit is due Bert Jacquez for the energetic rooting of the group he headed to support the Typos.

The friends of Miss Fannie Rubinkham Newtown are sorry to learn of her having to dwell for a time at the University Hospital, Philadelphia, where she is undergoing an X-Ray treatment for her face. She reports that she is having the best of care and her case is being handled by the best of physicians and professors.

The Junior 'Varsity baseball team made up of boys from the small boys' quarters, is making a good record. They play with teams that have men of the regular second team and are not often beaten. Captain Albert Sheldon directs the team like a general, and nearly all the men are good at the bat as well as in the field.

In a letter from one of our first Porto Rican printers, Castulo Rodriguez, he says he would like very much to take a trip to the United States, and if possible get something to do in this country. He likes our cooler climate.

WE MAY BE GLAD TO KNOW THESE THINGS.

The following facts on Russia, Japan, and Korea are interesting in view of their bearing upon the progress of the war in the Far East. They were collected by the World's Work.

Russia.

- The facts about Russia are:
- 2½ times as large as the United States and Alaska.
- 30,000 miles of coast line, half of it ice-bound.
- 36,000 miles of railroad, ⅔ of it owned by the government.
- The United States has 53 times as many miles of telegraph and send 15 times as much mail.
- The United States has 23 times as many factories.
- 1-20 as much coal produced and 1 6 as much iron as in the United States.
- Total exports \$350,000,000
- Next to the United States as a grain-producing country.
- Population in 1903, 141,000,000
- Russians 66 per cent., Poles 7 per cent., Finns 5 per cent., Turco Tartars 9 per cent., and Jews 3 per cent.
- Average laborer gets ¼ as much wages as in the United States.
- Only 90 daily papers.

Japan.

- The empire includes 3,000 islands, stretching nearly 2,900 miles.
- Area, 161,153 square miles—as large as the North Atlantic States.
- Coal the chief wealth—9,000,000 tons mined in 1901.
- Textile production increased from \$9,000,000 worth in 1886 to \$86,000,000 worth in 1901.
- The population in 1900, 44,805,937.
- Day laborers receive 20 cents a day, women servants 84 cents a month, men servants \$1.36 a month; women farm laborers \$8.50, men farm laborers \$15.96.
- 480 daily papers.

Korea.

- The area is 82,000 square miles.
- There are 9 treaty ports.
- Gold the great mineral wealth—nearly \$3,000,000 worth exported annually.
- The population is 17,000,000—including 25,000 Japanese who controls the country's activities.
- Education costs \$165,000 and religious sacrifices \$186,000.
- The navy consists of 25 admirals, and one iron-built coal barge.

Our John, and May he "Live Long and Prosper."

The marriage fever has struck this community. Several of the young men of this village have recently taken unto themselves better halves "for better or for worse" during the past few weeks. The latest acquisition to the Benedicts are John Webster, the Oneida Indian devil of the Tomahawk office, and Frank Belcourt Jr. an employ of the Agency. Mr. Webster was joined, under the rights of the Catholic Church, to Miss Philome Santuer, and Mr. Belcourt, under the rights of the same church, to Miss Bushette; the former couple yesterday and the latter last Monday. Mr. Webster is an Oneida mixed blood Indian, and a graduate of Carlisle, his bride is a member of this reservation. Mr. Belcourt is also a member of this reservation, while his bride is the daughter of one of the German renters here.—[The Tomahawk.

NOT ONLY INDIANS WORK FOR THEIR EDUCATION.

Dickinsonian says: It is a notable fact that fully one-half of the students in the colleges and universities of America are earning a college education. Columbia students earned \$75,000 last year. Many students carry on outside work during the college year and many more are engaged in various employments during the summer months. Teaching is one of the most lucrative employments; thousands of students spend the summer in canvassing; throughout New England and in many other sections almost all the hotel employees at summer resorts are young men and women from college. In no other country of the world is this true as in the United States. Under no circumstances would English University students spend their summers in such a manner. American students are the most independent students in the world.



AS WE DRESS FOR CLASS CONTEST IN FIELD SPORTS.

The above picture represents the track team of several years ago. In the events of Monday last Wilson Charles, the centre figure, made all the points (21) that the Seniors secured. He came out first in the 100 yards dash, the broad jump and 120 yards hurdle; and second in shot-put and high-jump. This is a remarkable record for one person, an under graduate. In this picture are Wallace Denny, Junior, on the right of front group of three, Johnson Bradley, ex-student, and school-fireman, on the left of same group; and George Field, Freshman, on Coach Warner's left. Mr. Warner is the man with hat on. Of the two figures on extreme left of picture, the man who sits on the higher ground is our Coach-to-be, Mr. Edward Rogers, class '97, Carlisle, and class '04, University of Minnesota.

ARE WE GOING TO THE CIRCUS ?

The first good circus and menagerie that comes to Carlisle generally has the Carlisle school for an audience. We get in easy, as our Superintendent knows how to accomplish that end. But here is a story of how a frog, a duck, a lamb and a skunk had to work to get in a show. It is an old story, but being a play on words we take it for a language exercise. Some of our students in the upper grades will be able to see at once the true meaning. Others will make no sense of it. It might make a good reading lesson in school for people of another tongue, trying to master English:

They all got in.

It appears that one idle day the frog, the duck, the lamb and the skunk started forth together to visit the show. Just what sort of show it was the chronicler doesn't state. Anyway, it was something that the queerly assorted quartet was anxious to attend, and they hopped and waddled and gamboled and trotted toward the big canvas inclosure with delightful throbs of anticipation. Finally they reached the doortender, the frog leading the line. Well, the frog had a greenback and passed right in. The duck had a bill and followed the frog. The lamb had four quarters and followed the frog and the duck. But the unfortunate skunk was left on the outside. He had only a scent, and that was bad. Naturally he turned away, feeling pretty blue. As he was slowly going back over the hill he met a hoop snake rolling along at a lively rate toward the show. The skunk greeted him, but the snake did not stop.

"Don't interrupt me," he cried over his shoulder. "I've got to do a turn, and I'm a little late," and he rolled along. At the top of the hill the skunk noticed, another old friend approaching. It was the sardine. "Hello!" cried the sardine. "What's the matter?" So the skunk told him. "I can guess how you feel about it," said the sardine sympathetically. "I belong to the smelt family myself. But, say, old fellow, you come right back and go in with me—I've got a box." And the skunk and the sardine went back together.

Walking Horse.

The Sioux Indian Y. M. C. A. secretary, who has been speaking at the associations in the vicinity of New York, lately, is a full-blooded Sioux. His name is Ta-sun-kemani, or Walking Horse. He travels among the forty-five associations in the Dakotas.—[City and State.

GREAT LAND RUSH EXPECTED.

It is stated in the daily papers that the provision of the Rosebud bill requiring the payment of \$4 per acre for all the land taken during the first six months is regarded in South Dakota as the best that could be secured, and there is little question that practically every acre of the 416,000 acre tract will be entered by homesteaders before the expiration of the six months. It is confidently expected one of the greatest land rushes of recent years will be witnessed when the Rosebud lands are formally opened to the public. In view of the fact that the treaty negotiated by Gen. George Crook with the Sioux Indians, by which 11,000,000 acres of their reservation lying between the Missouri river and the Black Hills, and north of the settlement on February 10, 1890, contained a clause binding the Government not to open any more of the reservation lands without the written consent of three-fourths of the male adult members of the tribe, speculation has been rife as to whether or not the Sioux Indians belonging on the Rosebud reservation would object to the opening to settlement of the 416,000 acre tract without their consent.

ESSES!

Sir Samuel Sims saw sweet Sara Sampson swimming. Suddenly she seemed sinking. Sir Samuel stood stunned. Striding seaward, spurning shingle, Sir Samuel swiftly swam Sara-wards. Sir Samuel skilfully supported swooning Sara; swimming shorewards Sir Samuel successfully succored Sara. Seeming somewhat shaky, Sir Samuel sampled some spirits—specials Scotch. Sara saw Sir Samuel's self-sacrificing spirit; Sir Samuel saw Sara's sweetness. Sir Samuel soon sought Sara. Striding slowly, Sara sighed softly. Samuel seemed speechless. "Say something, Sir Samuel," said Sara. "Say Sam, Sara," said Sir Samuel. Sara smiling shyly, softly said "Sam." "Sara—Sally!" stammered Sir Samuel. "Sweet Sara—sweetheart!" Sara solemnly surrendered. (Please stop this. We are chort of eccec—Printer.)

A Girl of the Right Spirit.

Edith: "Why did you refuse him?" Ethel: "He has a past." Edith: "But he can blot it out." Ethel: "Perhaps, but he can't use ME for a blotter."

Natural Sequence.

"Grace, can you tell me what is meant by a cubic yard?" "I don't know exactly, but I guess it's a yard that the Cuban children play in." —[Boston Christian Advocate.

BASE BALL SCHEDULE.

- March 30, Franklin & Marshall, at Carlisle. Won 7 to 5
- April 2, University of Pennsylvania, at Philadelphia. Cancelled on account of wet field.
- April 9, Albright College, at Carlisle. Won 20 to 0
- " 15, Lebanon Valley College, at Carlisle. Won 5 to 2.
- " 19, Villanova, at Carlisle. Won 17 to 6.
- " 23, Lebanon Valley College, at Annville. Lost 3 to 2.
- April 30, Harrisburg A. C., at Harrisburg. Lost 23 to 7
- May 4, Gettysburg, at Carlisle.
- " 7, Lindner A. C. " "
- " 10, Wyoming Seminary, at Carlisle.
- " 16, Williamsport A. C., at Williamsport.
- May 17, Williamsport A. C., at Williamsport.
- May 23, Lindner A. C., at Carlisle.
- " 28, Open
- " 30, Gettysburg (2 games) at Gettysburg.
- " 31, Bucknell, at Carlisle.
- June 4, Penn Park A. C., at York.
- " 8, Franklin & Marshall, at Lancaster.
- " 11, Albright at Myerstown.
- " 11, Lebanon A. C., at Lebanon.
- " 15, Harvard, at Cambridge.
- " 16, Fordham College, at Fordham, N. Y.
- " 17, Seton Hall, at South Orange, N. J.
- " 18, Lafayette, at Easton.
- " 22, Bucknell at Lewisburg.

ENIGMA.

I am made of ten letters. My 4, 8, 7 is what spiders build. My 6, 5, 9 is one of our school colors. My 10, 2, 3, 4 is the way many people work. My 1, 8, 5, 9 is what some people do to chickens. My whole is what is claiming the attention just now of those interested in the appearance of our campus.

ANSWER TO LAST WEEK'S ENIGMA; Class Day.

SPECIAL DIRECTIONS.

Expiration.—Your subscription expires when the Volume and Number in left end of date line 1st page agree with the Volume and Number by your name on wrapper. The figures on the left side of number in parentheses represent the year or volume, the other figures the NUMBER of this issue. The issue number is changed every week. The Year number or Volume which the two left figures make is changed only once a year. Fifty-two numbers make a year or volume. **WHEN YOU RENEW** please always state that your subscription is a **renewal**. If you do not get your paper regularly or promptly please notify us. We will supply missing numbers free if requested in time. **Kindly watch** these numbers and renew a week or two ahead so as to insure against loss of copies. Address all business correspondence to Miss M. Burgess Supt. of Printing Indian School, Carlisle.