

The Lancaster Intelligencer.

Volume XVIII.-No. 25.

LANCASTER, PA., FRIDAY, SEPTEMBER 30, 1881.

Price Two Cents.

DRY GOODS.

MARKET AND NINTH STREETS, PHILADELPHIA.

SEPTEMBER, 1881.

MORE Woollens in Store.
MORE Woollens under contract for future delivery.
MORE Woollens at hand and in transit from foreign countries.
MORE and greater facilities than ever before for meeting the wants and demands of the people.
This is our situation at the opening of our FALL AND WINTER BUSINESS OF 1881. We have already in part a large invoice of

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SEAL SKIN CLOTHS of every quality and color will be one of our leading specialties this season.

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Our assortment contains more new colors, a greater variety of shades and a wider range of effects in SMALL CHECKS, STRIPES AND NEAT SMALL FIGURES, &c., than can be found elsewhere. Some of our leading colors, are handsome, bright shades of GREEN, OLIVE, SAGE, BROWN, GARNET, &c.

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NEW FIGURED CLOTHS IN GREAT VARIETY FOR YOUNG MISSES', CHILDREN'S AND INFANTS' WEAR. OUR

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And other general purposes, in large assortment of every quality at the LOWEST POSSIBLE PRICES for the BEST STANDARD MARKS.

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are cordially extended to citizens and strangers to make a personal examination of the Largest and Handicraft Stock of Cloakings and Woollens in Philadelphia at Retail.

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NEW STYLE CARPETS

IN LANCASTER, AT THE

LOWEST PRICES.

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Dry Goods, Merchant Tailoring and Carpet House,

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No. 24 EAST KING STREET. No. 24

Have just received, opened and ready for inspection a large and complete stock of general

DRY GOODS, CARPETINGS, ETC.

At prices that defy competition. High Colored Satin Suitings, New and Rich, Flannel Suitings in 4 and 24 inch widths, Bleached Black Cashmere, a matter we pay special attention to. Shawls in long and square, in endless variety and quality. Flannels, Checks and Muslins in all widths, and in fact anything necessary to constitute a complete stock for the buyer to select from.

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of the very best brand in the market, at New York Prices. An examination solicited of our entire stock, and satisfaction guaranteed to all.

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It enriches the blood, strengthens the muscles, and gives new life to the nerves. It acts like a charm on the digestive organs, removing all dyspeptic symptoms, such as Tearing the Food, Belching, Heat in the Stomach, Heartburn, &c. The only Iron Preparation that will not blacken the teeth or give headache. Sold by all druggists. Write for the A B C Book, 32 pp. of useful and amusing reading—sent free.

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Lancaster Intelligencer.

FRIDAY EVENING, SEPT. 30, 1881.

INDIAN EDUCATION.

A VISIT TO THE CARLISLE TRAINING SCHOOL.

Some Account of its Educational and Industrial Departments.

CARLISLE, Pa., Sept. 28, 1881.

Most of our readers are aware that there is an Indian training school at Carlisle, Cumberland county, Pa., but comparatively few of them, I presume, have a correct idea of it, or of the important part it is playing in the education and civilization of the children of the forest—the girls and boys of the many tribes of Red Men who roam and hunt and follow the war-path upon the extensive plains and forests west of the Mississippi, and extending from Mexico in the South to the British possessions in the North.

The training school occupies the extensive grounds and buildings formerly used for military purposes and known as "Carlisle Barracks." The enclosed grounds contain perhaps 30 acres of nearly level land, on which are erected more than a dozen large brick buildings, formerly used as officers and soldiers quarters, mess rooms, store rooms, stables, &c. Several of these buildings are over 200 feet in length and nearly all of them two or three stories in height.

Capt. R. H. Pratt, of the 10th U. S. Cavalry, belongs the credit of originating, organizing and successfully establishing, far away from the Indian frontier, this training school for Indian children, the principal feature of which is to combine education with industrial pursuits. The difficulties attending such an enterprise might well have appalled a man of the most sanguine temperament. To gather together hundreds of Indian children, speaking more than a dozen different dialects, and not one of them understanding a word of English and to have them educated by teachers not one of whom understood any of the several languages spoken by the children, might almost be regarded as an impossibility. Yet this was the task Capt. Pratt undertook to accomplish, and he has accomplished it, if not beyond his own expectation at least to the amazement of others who have witnessed the sudden transition from ignorance and barbarism to intelligence and civilization, of the hundreds of savages placed under his charge.

Captain Pratt as an army officer had spent considerable time in the Indian country, and seems to have become satisfied that powder and ball and robbery and hate were not the best agents for either the subjection or civilization of the aborigines. It was his fortune to be detailed a few years ago to take to St. Augustine, Florida, a party of Indian prisoners. Instead of treating them with regulation severity and contempt, he was kind to them, and soon after they had reached their destination in Florida, they were given the largest liberty compatible with their safety. They were instructed in the rudiments of English education and were put to work in various capacities, and evinced so much aptness and willingness, and adapted themselves so readily to the manners and customs of civilized life, that Capt. Pratt was convinced that the true method of solving the Indian problem was to educate the rising generation of Indians and instruct them in the various trades and occupations common among civilized men. To do this effectively he believed it to be necessary to remove the young Indians far from the frontier, so that they might be beyond the reach or influence of the old or uncivilized members of their tribes, and thus be more easily weaned from the wild ways of their fathers. Impressed with these views Capt. Pratt appealed to the government to establish training schools, and finally in the fall of 1879, Carlisle barracks were placed at his disposal, and within a month he had 60 Indian boys and 25 girls sent to Carlisle from the Rosebud and Pine Ridge agencies, and then striking out into the Indian territory, he brought in from the Cheyenne, Pawnee, Kiowa and other tribes 38 boys and 14 girls. To these were added 11 of his former Florida prisoners, who had become much wiser in civilization during their stay in Florida, and subsequently at the Hampton, (Va.), institute, (a school organized for the education of the blacks).

The Carlisle school was opened on the 1st of November 1879, with 147 pupils, during the following season some 80 more were added, from various tribes, and during the present year there have been many more accessions, until the school now numbers 187 boys and 80 girls—267 in all. The school building, formerly used as soldiers quarters, is a two-story brick structure situated near the southern end of the grounds. It is about 250 feet in length, 25 feet in width and has broad balconies running along the entire north front of both the first and second stories. The building is divided into ten rooms, five on each floor. They are well lighted and ventilated, furnished with excellent seats and desks of hard wood and iron frames. The walls are supplied with a large surface of blackboard and a number of maps are hung on the desks of the teachers. In the rear of the building are seen small globes and other apparatus.

The school is conducted on the single room plan, and the several sections are graded according to the requirements of the pupils without regard to sex. As the pupils, on entering the school, rarely understand a word of English the first point to be attained is to impart to them a knowledge of that language. For beginners no text books are used. Object teaching is the method adopted and this is supplemented by Keap's First Lessons for the Deaf and Dumb. Pictures and drawings are used to a great extent. Teachers are indefatigable in their efforts to impress upon the children a correct pronunciation of the name of the object shown them and a distinct articulation of the letters composing the word. Slates, pencils, pens and crayons are put into the hands of the youngest children, and thus instruction in reading, writing and language goes on all at once. Thus if "hat" be the object shown by the teacher, the pupils are not only required to repeat the word until they articulate it correctly, but the word is written in script upon the blackboard and they are required to copy it as nearly as they can, and it is astonishing to see how well some of them can write after being so short a time under instruction. Their copy books compare very favorably with those of pupils in our public schools, and as they are taught reading and writing by the "word" method their spelling is a marvel of correctness. Their grammar, however, is mostly faulty, and in using our irregular verbs, conjunctions and personal pronouns, they make about as many mistakes as do French and German scholars who attempt to master our patch-work language. As the pupils advance they are given James' Business Primer, Appleton's Second Reader, Keap's Stories with Questions, Swinton's Language Primer, Whitney's Elementary Lessons in English; the Child's Book of Nature, and perhaps some other similar book.

Arithmetic also is taught objectively to beginners, while more advanced pupils are given lessons from Franklin's primary and elementary arithmetic. The teacher (or the pupil by dictation) writes the lesson on the blackboard, where the answer is given at length, not merely in figures, but in words also—the pupil being required to repeat aloud both question and answer. He thus learns spelling, reading, writing, arithmetic, the construction of sentences and a correct pronunciation and articulation of the syllables of words. The method is admirable, and the result more than satisfactory.

Geography is taught orally and by the use of drawings, maps and globes. The training school is taken as the starting point in one and the same lesson, the knowledge of the earth's surface is gradually extended in all directions. School Discipline. The discipline of the school is excellent. I have never seen, anywhere, so large a number of school children so well behaved both during school and on the playground. The first ringing of the chapel bell the boys form line in front of their quarters and the girls in front of theirs, and at the second ringing of the bell march to the chapel, the smaller children being in front. After a brief service including prayer, the reading of a passage of scripture and the singing of a hymn, they march in the same order to their respective school rooms where they pursue their studies until 11:30, when they are dismissed. At 12, noon, the dinner call is sounded, when they again form in front of their respective quarters and march in the quietest and most orderly manner to the dining-rooms, of which Mrs. E. P. Platt is superintendent, where each takes the seat assigned him, or her, without the slightest disorder or confusion. Dinner over they march back to their quarters, and amuse themselves playing various games, the girls rolling hoop, swinging, playing tag, &c., &c., while the smaller boys play marbles, foot ball, shoot with the bow and arrow, run, wrestle, &c. &c. and the larger ones amuse themselves in the gymnasium. At 1:30 the afternoon session opens, when the morning programme is repeated.

The boys are divided into three companies, A, B and C. Co. A, composed of 120 boys, occupies the first floor of a brick building running along the eastern side of the grounds. This building is over 200 feet in length and 25 feet in width, with a wide front balcony running the entire length of the second story. The building is, in fact, a row of twelve houses two stories and a basement in height. Co. A occupies nine or ten of the first-story rooms and Co. C, composed of boys from 6 to 10 years old, occupies an equal number of the up-stairs rooms. The basement is occupied, it being Capt. Pratt's intention, at an early date, to convert them into bath-rooms. Company B has quarters in another long building, running at right angles with the one above described, and somewhat nearer the northern end of the grounds. The girls' quarters are in a long three-story brick building, near the centre of the grounds, about a hundred yards south of the one last described. It was formerly a row of six two-story houses, and after being converted into a school, it is now a large building, which, I believe, by army officers who had families. Capt. Pratt has recently added a third-story, so that the girls may not be overcrowded.

The quarters for both boys and girls are furnished with everything necessary to secure the most comfortable and healthy quarters, beds with hunk mattresses, an abundance of clean bedding and night clothes, chairs, tables, combs, brushes, blacking, wash stands and basins, and all the little conveniences pertaining to a substantial household. Above the building the grounds are heated by a steam apparatus, located in the basement of Co. B's quarters. Co. A is commanded by Sergt. Ralph Co. B by Sergt. Joe Gunn and Co. C by Sergt. Edgerly. The commanding officer of the whole, and takes charge of them when they assemble for roll-call, guard mount, drill, dress parade, &c., &c. On these occasions the boys are very prompt to "fall in" and it is not an exaggeration to say that there is not in Pennsylvania a battalion of militia who on similar occasions form more promptly, behave more decorously, or obey their commanding officer more implicitly. Besides the sergeants above named, each company has a number of non-commissioned officers. To these non-commissioned officers is assigned the duty of keeping their several companies and quarters in tidy and orderly condition. The small boys have also the advantage of a kind and competent matron—Mrs. Hildie Shiverick, an excellent, highly educated, and devoted to the work in which she is engaged. The girls look up to her as their counsellor and friend, and bestow upon her every evidence of sincere affection. I had not an opportunity of inspecting the girls' quarters, but they are said to be models of neatness; and from the neat and tidy appearance of the girls in chapel, in school, and upon the playground, I have no doubt that they are. Under the supervision of the matron the girls are obliged to keep their quarters in the most perfect order, to be apt learners, and to adopt themselves readily to the manners and customs of the whites.

The industrial departments of the school consist of a carpenter shop, wagon making shop, harness-making shop, shoe making shop, tailoring shop, tin-shop, bakery, printing office and farming for the boys, and dress-making and other needle work, knitting, crocheting, cooking, baking, laundrying and general house-keeping for the girls.

The tin-shop is under charge of A. Woods Walker. It was started in April, 1880, and since that time has turned out 1,706 pails, 1,457 coffee boilers, 11,043 tin cups, 1,269 pans and 1,203 dust-pans, funnels, coat-hods, slop-pails and other articles. Most of these manufactures have been sent to the Indian agencies in the West, where they are purchased by the government, the Carlisle shop being credited with their full value. There are in

the shop at the present time eight Indian apprentices, belonging to five different tribes, some of whom are excellent workmen.

The shoe shop was started in January, 1880. It is under the foremanship of Harry Cook, who has thirteen Indians, representing nine tribes, under instruction in that useful branch of industry. There has not been a pair of boots or shoes sent away for repair since the shop was opened and about one hundred and fifty pairs of new shoes have been made, most of the boys being able to do very creditable work. On an average about forty-five pairs of shoes are repaired every week. Lorenzo Chapman has charge of the harness shop, which was established April, 1880. He has twelve Indian apprentices, representing the Sioux, Kiowa, Cheyenne, Ponca and Creek tribes. One hundred and eighty-seven full sets of harness have been made and sent to the Indian agencies and another order is now being filled. Some of the harness in this shop will compare favorably with that made in Lancaster by Zecher, Habersbush, Miley or Kreelce.

The wagon making shop is superintended by George W. Pratt, and was opened one year ago. Eight hands representing the Sioux, Arapahoe, Pawnee and Kiowa tribes are employed. They have made twenty-one wagons and carriages, most of which have been sent to the Indian territory. These vehicles are strongly and neatly made, and are painted and varnished. Norbeck, Doersom, Edgerly, Altick and the rest of our Lancaster coach-makers must look to their laurels—for the red-skins are after them.

The carpenter shop is in the care of Samuel Wetzel, who employs about four teen Indian workmen, representing the Sioux, Kiowa, Comanche, Cheyenne and Arapahoe tribes. Work was commenced in April, 1880. This men had no experience at all when they began work, but since that time they have made great progress. After making all necessary repairs about the fences, out-houses, &c., they were given better work to do. They laid new yellow pine floors in the school rooms and assisted in the erection of the fine new chapel, put up last season by Capt. Pratt's order, and repaired the gymnasium, the dining room, and the reading room, and at the present time have almost completed the erection of a new hospital which stands in the northeastern part of the grounds. This building is a large and comfortable structure, about 70 feet in length, 25 feet wide and two stories in height. It is entirely surrounded by wide balconies at both the first and second stories, and roofed with shingles. The work upon it, from turret to foundation, is in charge of Wm. Thursh, shatters, sash, &c., was done by the Indians, under direction of Mr. Wetzel. Everything has been done in a workman-like manner, and it is doubtful whether any dozen of white boys, with equal experience, could have made a better job. The hospital will probably be ready for the reception of patients before winter sets in.

Thomas S. Raughter is the bass tailor. His shop was opened in August, 1880. He has seven apprentices, from four different tribes, and has made up to date about 900 suits of clothing and 500 sets of underwear have been made by the boys of the school. Nearly all the work except the cutting out was done by the apprentices, who run the sewing machines as dexterously as white tailors. Each boy of the school has at least one full uniform suit, and one or more suits of citizens' dress, nearly all of which have been made by Indian tailors.

The printing office, connected with the school, from which are issued two monthly papers—the *Eagle* and *Keath's Talk* (Big Morning Star) edited by Mason D. Pratt, son of Capt. Pratt, and the *School News*, heretofore conducted by Indian boys named Samuel Townsend, but now published and edited by an Iowa Indian boy named Charles Kibbe. Both papers are well printed and contain much original matter, written in the interest of the school and of general Indian education. The pupils of the school contribute largely to the contents of these papers, many of the articles being both instructive and amusing. The matter is nearly all put in type by Indian boys. The printing office contains also a Gordon press and a fair assortment of job type, suitable for printing cards, circulars and other like matter. As an evidence of the enterprise of the printer boys, it may be here stated that the press is only large enough to print one page at a time of the *Eagle* and *Keath's Talk*, that the August number of said paper contains six pages of the Carlisle school edition was run off by the Indian printer. None of the printing material was furnished by the government, but was donated by friends of the school.

The bakery. The bakery is situated near the western side of the enclosure adjoining the dining room. It is in charge of Wm. Thursh, and is fitted up in first-class style. All the bread needed for the school is baked here by the Indian boys. They are industrious and cleanly and make good, light wholesome bread.

The Farms and Gardens. Besides the new farms of land belonging to the school, Capt. Pratt has leased an adjoining farm of 110 acres, so that as many as possible of the boys may have an opportunity of learning the principles and practice of agriculture. During the past season there was gathered from the farm over 1,000 bushels of wheat and oats, 1,000 bushels of potatoes, a large quantity of hay, hundreds of bushels of turnips, beans, peas and garden truck generally. All the crops were as good as those of neighboring farmers, and nearly all the work of cultivating and gathering them was done by the Indian boys under the superintendence of Mr. Amos Miller, the owner of the farm. The corn was cut off while I was visiting the school, and I thus had an opportunity of seeing the sturdy Indian boys at work. With their sharp "corn cutters" they went through the twenty-acre field like a cyclone, doing their work as neatly and making the "shocks" as compact and symmetrical as they are made by Lancaster county farmers.

During the summer vacation, which commenced on the 20th of June and ended on the 15th of September, about 70 of the larger boys and 25 of the girls were placed with farmers or other reputable English-speaking citizens in various parts of the state—principally in Bucks and Columbia counties—so that they might learn more of domestic life, become better acquainted with the English language and earn something for themselves by working as farmers and mechanics. The result has more than justified the experiment. On the 15th inst. about 60 of these boys and girls returned to the school, and almost without exception they were greatly improved in every respect, spoke highly of the families with whom they had been living and brought back with them certificates of good conduct from their employers and considerable sums of money, earned by their labors, to be deposited to their credit in the bank, where several of them had already made deposits. So well pleased were Capt. Pratt and the apprentices and their employers with the result of this novel experiment that by mutual consent some thirty or more of the pupils were

permitted to remain with their employers during the coming winter. They will have the advantage of attending the district schools and be thrown into the company of boys and girls who speak the English language only, and thus have a far better opportunity of acquiring a correct knowledge of it than they would at the Carlisle school, where so many continue to speak their native tongue.

Civic Industrial Department. The girls' industrial department is under the superintendence of Mrs. C. M. Worthington, a widow lady of excellent attainments. Here the girls are taught all kinds of sewing, dressmaking, tailoring, mending, darning, crocheting, &c. They make all their own clothing and many other articles of needlework, and are instructed in general housekeeping matters, as far as opportunity affords. At the last annual fair of the Cumberland county agricultural society some of their work was placed on exhibition and received from the judges high commendation and liberal premiums. Many the specimens of their work are on exhibition at the fair of the agricultural society, which commenced on the 27th inst.

The laundry, under the management of Miss Mary Spain, is an important factor in this hive of Indian industry. All the washing and ironing for the teachers, pupils and employees is here done, and done well. As a single illustration of the amount of work done in this department I may mention that on one day during my visit 187 blankets were washed. To this add the underwear, towels, kerchiefs and hundreds of other articles soiled by 300 people, and it will be seen the laundry is no sinecure.

The Gymnasium. The northern wing of the large building at the north end of the campus, formerly used for stabling cavalry horses, has been metamorphosed into a reading room and gymnasium. That part of it devoted to the gymnasium is about 150 feet in length and 40 feet in width. It has been newly floored with yellow pine boards and fitted up with a great variety of gymnastic and calisthenic apparatus, including dumb-bells, Indian clubs, sand bags, wooden horses, ladders, parallel bars, horizontal bars, perpendicular bars, swinging rings, trapezes, sliding boards, spring boards, mattresses to prevent accidents, and all the other appliances usual in such places. Along the walls are benches for the performers and spectators. When the Indians first entered the gymnasium, they were very awkward, and their muscles were so soft that few of them could even suspend themselves by the arms for any length of time on the swinging rings or trapeze, but under the able tuition of Mr. B. S. Reynolds they have made such progress in physical development that many of them can now execute the most difficult lessons with almost as much skill as their preceptor. They run up the ladders and climb a single rope to the comb of the roof of the building as nimbly as sailors, and turn somersaults and execute the various performances usual on all the apparatus with the skill of acrobats. Mr. Reynolds a few days ago left the school to return to his home in Florida, and his place in the gymnasium had been filled by Mr. Philip Norman, the post painter and leader of the brass band.

Speaking of the brass band, this is an organization composed of ten or a dozen Indian boys with an equal number of brass instruments. They play a great number of marches and other tunes, not so well, of course, as our famous City Cornet band, but very creditably, considering all things. Every few evenings they march to the band house in the centre of the grounds, where they play a great number of their own improvement and the delectation of the school. A little more practice under a skilled leader will make musicians of them.

The Reading Room. The reading room is perhaps forty feet square, floored, wainscoted and ceiled. A number of tables and benches have been arranged in it and it will soon be opened for the use of the scholars. It will contain files of newspapers, magazines and other suitable reading matter, and will be a pleasant meeting place for those of a literary turn.

The Chapel—Religious Services. The chapel erected last season by Capt. Pratt, is a commodious frame structure, and will seat 400 or 500 persons. The old seats formerly in use have given place to improved ash and oak seat benches with iron frames and folding seats. There are services in the chapel every Sunday morning and evening conducted usually by Rev. Dr. Lippincott, of Dickinson college, who is a very zealous agent in the cause of Indian education and evangelization. It was my pleasure during my visit to attend the chapel services. They were of an interesting and instructive, and I never saw a congregation give more serious attention to what was said. Although Dr. Lippincott took a text, his discourse was rather a conversational talk than a sermon. He frequently asked questions as to the lessons of the preceding Sunday, and received prompt answers from the boys and girls present. When Prof. Lippincott is not present the meetings are conducted by Mr. A. J. Standing, past quartermaster and interpreter, or Mr. Pratt, an elderly gray-haired lady who reads the scriptures. Her lesson on the occasion of my visit was the journey of the Israelites from Egypt to the wilderness. In the evening Mr. Standing conducted the meeting and called upon several of the Indians to participate in the exercises, which they did with much dignity and earnestness. Although I did not understand a word they said, their prayers and addresses were delivered with a fervor that showed their hearts to be the prompters of their tongues. The most part of the service was far above mediocrity. Miss Hyde, who has a powerful soprano voice, led the singing, while Miss Booth played piano accompaniments. Several other of the lady teachers are fine musicians and many of the Indian boys and girls have right good voices.

Musical Entertainment. In this connection I may state that I attended one evening a rehearsal or exercise held by some of the lady teachers. Several vocal solos were sung by Miss Hyde and Mrs. Campbell, late of Lancaster, and a piano solo expertly rendered by Mrs. Shiverick. I have heard many professional whose names have been biazoned on mammoth show-bills and who have "brought down the house" in fashionable opera who could not sing nor play half as well as the teachers of the Indian school.

The Moral of it. The old hospital is near the dining-rooms, and is in charge of Miss Wilson. Fortunately at this time she has very few patients, only one of whom is seriously ill. The old building is unfit for a hospital, and very soon the sick will be removed to the new, comfortable and commodious one nearly finished at the other end of the campus. The diseases with which the Indians are most liable to be afflicted are pneumonia and pulmonary consumption; but I am informed that the fatality from these causes is much less per cent. in the school than among Indians in their savage state.

The Moral of it. I have given the above details at consid-

erable length, that those readers of the *Intelligencer* who are unacquainted with the character and workings of the school may be informed thereof. It has been proven that the Indian can be educated and civilized, and with an equal chance can hold his own with the white man. Shall he have the chance? There are but two solutions of the Indian question—extermination or civilization. Which shall it be? For a century the United States have been expending millions of treasure and shedding oceans of blood, both of the red skin and the white, in the attempt to bring the red man under subjection by means of powder and ball. Almost the only civilization the red man has ever seen on frontier is the civilization of the rifle, the revolver and the bow-knife. Is it wonderful that the Indian has not liked this kind of civilization when he has seen it coupled with rapine and spoliation—when he has been driven from the fertile lands of his fathers and hunted like a wild beast through the mountains? Time and again he has been cheated with treaties that appear only to have been made to be broken. At this very moment the United States are violating the obligations of a solemn treaty—in which is stipulated that a sufficient number of schools should be established to educate all Indian children who should make application, and yet thousands of applicants have been turned away with the flimsy excuse that there are no teachers or no school accommodations! The success attending the Carlisle school has shown that the Indian can be educated and civilized for a mere tithe of what it costs to hunt and butcher him. Which then shall it be, education or extermination? If the former, let the Carlisle school have more liberal appropriations than have been yet meted out to it, and let dozens of similar schools be organized in different parts of the country until every one of the little red skins shall have the same opportunity of acquiring knowledge and civilization as is accorded to the white and the black. J. M. J.

War kills its thousands, but a Cough's fit ten of thousands; Dr. Bull's Cough Syrup, however, always kills a Cough. Price only 25 cents a bottle.

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