

### Superintendent Potter Speaks to the Carlisle School.

Last Saturday night as Supt. Potter of the Chemawa Indian School, Oregon, was with us, the usual monthly socials which cause the last Saturday in the month was deferred, to give the student body and faculty an opportunity to hear our brother-in-the-work, who is in charge of the largest Indian School on the Pacific Coast, the first non-reservation school to come into existence after Carlisle.

The band played a lively selection when Colonel Pratt introduced our visitor from the West, mentioning the fact that Mr. Potter was once a teacher with us, and that Chemawa was established to be a running mate with Carlisle.

Mr. Potter began by saying that he stayed over to hear one of Colonel Pratt's old-time, rousing, Saturday night speeches, but not to speak himself. He told of the boys there talk had been to him, and to all who heard them, and he wondered how many were truly grateful for the many opportunities that such a school as Carlisle affords.

He alluded to Carlisle as situated in the cradle of civilization. Some schools are located in such thinly populated districts, that the influence of the civilization around them is like skimmed milk.

Here we are among a people who have always loved the Indians. Carlisle is in the atmosphere of William Penn's treatment of the red man.

All mine here for the purpose of getting an education that will enable them to succeed in life. Of all the youth in the land who are educated, only about one-tenth are really successful in life, while nine-tenths fail. So Indians are not the only people who fail.

We must have brains, character, industry, to succeed.

In referring to the Coosqueetown victory Supt. Potter said that the result of that

game as he witnessed it had emphasized two things—1st, that the Indian can learn, and 2nd, that he can execute what he learns. There is no reason why the Indian cannot be just as successful as anybody at football or in any other line of action.

The students are learning those things at Carlisle which will be of use, if they only use what they learn. It is possible to keep locked in one's own being what is learned, and not to use it for the benefit of others, or oneself.

The speaker told of a Chinaman near Chemawa who used his knowledge of how to till the soil to good advantage. He plants onions and at the end of every season puts in the bank \$1000, clear gain from his onion patch. If a Chinaman can do that, what is to hinder an Indian from doing the same? It requires will power and a determination to succeed.

A young Swedish tin far from Chemawa rents 40 acres of land at three dollars an acre, plants potatoes and raises money.

Some students are apt to think that such work is not stylish. Some little girls don't like young men who are farmers but prefer dikes for company. It is all right to get a college education, but the majority will be tillers of the soil or tradesmen.

Here Mr. Potter asked all who could milk a cow to raise their hands, and a sea of hands was at once waving above the heads of his audience.

When he alluded to his frequent talks with Assistant-Superintendent Campbell at Chemawa, about our Standard and Inimitable Debating societies, telling how Mr. Campbell still stood up for the Inimitables and how he had still a warm heart for the Standards, and showing how they never could agree as to the relative merits of the two societies they had helped to start and keep alive, there was enthusiastic applause.

The choir sang a selection, when Colonel Pratt took the floor,—(Red and Blue).

Good teachers and instructors do not always tell their pupils everything. They teach their boys and girls to do common sense thinking for themselves.