



COMMENCEMENT NUMBER  
OF THE INDIAN LEADER  
OFFICIAL PUBLICATION OF  
HASKELL INSTITUTE · 1938

# THE INDIAN LEADER



To the Graduating Class of 1938:

We hope that all of you who have come under the influence of Haskell Institute, will carry into your daily lives, the inspiration and enriched experiences, that you have enjoyed here. We wish you the greatest success; measured in good health, a happy home and community life, spiritual satisfaction, and a job that will make it possible for you to be, with honor to yourselves, self-supporting.

**Russell M. Kelley, Superintendent**

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R. M. KELLEY, EDITOR    ALLAN SHEPARD, MANAGER

## COMMENCEMENT NUMBER



AERIAL VIEW OF HASKELL

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## COMMENCEMENT • 1938

THERE WAS quiet in the auditorium, an expectant silence. A slight movement played across the persons in the orchestra. The deep tones of the "March of the Priests" began to rise softly and become louder. Two lines of students filed silently in and took their places. One hundred thirty-two young Indian men and women had come clad in cap and gown to receive their diplomas at Haskell Institute's fifty-third Commencement.

Almost a month before this, the campus had begun to hum busily with activities suggestive of the close of school. On the last day of April, the students elected their council officers for the coming year and at the same time chose the Campus Queen and Brave.

That evening, April 30, the H club gave its annual spring dance in Tecumseh hall. The initiates of the club, commonly known on the campus as yannigans, had effectively used green branches, trellises, and cozy benches to transform the place into a spring garden.

On May 3, the student council and lodge officers presented "Dipsy Doodle", a musical comedy, under the direction of Mrs. Margaret Pearson Speelman. Against a background of Pocahontas garden in the morning, in the afternoon, and in the moonlight, the revue pictured a cross section of student life at Haskell—the carefree moments, the serious, the romantic. Woven into the story, was a dramatic scene in which Bertha Appleby and William Washington were revealed as the students chosen to be Campus Queen and Brave for 1938. Contributing to the excitement of this moment, was the secrecy in which the students' choice had been kept. No one, not even those chosen, knew until this thrilling moment who was to reign during the Commencement festivities. It was a delightful comedy replete with dance and song. For days, snatches of "Dipsy Doodle" melodies were hummed about the campus.

On May 6, many persons gathered in the gymnasium to see Miss Clarissa Benjamin's physical education classes in a "Round of Sports." After a program of gymnastic drills and folk dancing, girls in long summery dresses ended the exhibition with a sprightly Maypole dance.

At a girls' convocation in the gymnasium Saturday afternoon, May 7, demure Haskell girls became sophisticated mannequins as they modelled spring clothing in the annual Fashion Show. Smart street costumes in wool! Crisp daytime dresses in print! Billowy evening gowns in pastel organdie! In their home economics classes, Haskell girls had prepared themselves for spring.

Campus Day arrived May 12 with many young people disappointed because of rain-drenched lawns and cloudy skies. Before noon, however, the committee in charge had made a rapid adjustment by which the boys' gymnasium instead of the stadium became the scene of the afternoon activity. Everyone assembled

there, and by two-thirty o'clock the seats were filled with interested spectators. Soon a group of drummers in full Indian regalia lighted a council fire in the center of the hall and began their chant. Bertha Appleby and William Washington, followed by their attendants, all in the colorful costumes of their race, moved slowly to the throne, a dais of Navaho rugs, erected at the far end of the hall. There, Mr. Kelley, Mrs. Speelman, and Mr. Skelton awaited the procession and the coronation began. The Brave smoked the peace pipe and blew the smoke to the four winds. At the Queen's invitation, Mr. Kelley accepted the pipe and also smoked to the four winds, thus completing an ancient ritual of friendship. He then proceeded with the coronation with the words: "Kneel, Bertha. Upon your head I place this band of ancient symbols, significant of your heritage. Your maidens will place about your neck the flowery garlands significant of all maidenly virtues." After placing on her head a beaded band for crown, Mr. Kelley continued, "Rise, Queen Bertha, and reign this day over all of us until the shadows lengthen and the sun sets."

With flaming torch for sceptre and with attendants grouped about, Bertha ascended her throne, a charming queen beside a stalwart brave. The drum began its measured beat, and about the council fire a group of dancers in true Indian fashion paid first tribute to their queen and brave.

The amateur program which followed, ably announced by Joe Provost and Robert Pleets, represented the ingenuity and cooperation necessary to make the gymnasium on a rainy day a close rival of the stadium on the sunny day expected.

The stirring music of Phil Catc's band put everyone in the mood for the field events which followed. Relays cleverly adapted to the indoors continued for an hour. The walls echoed with the strains of "She'll Be Comin' 'Round the Mountain" as the whole throng, led by Robert Carney, expressed themselves in true holiday spirit.

Then under the south stadium, despite the chilly evening, everyone enjoyed a barbecue supper.

At seven-thirty that evening the annual student award program was held in the auditorium. More than eighty students received recognition for excellence in various activities during the year. The program with names of those who received awards is as follows:

PROCESSIONAL ..... Orchestra  
Boys' GLEE CLUB..... "Blue Danube"  
AWARDS TO MOST ATTRACTIVE SENIOR ROOM FOR YEAR  
Award to Girls by Mrs. Margaret P. Speelman  
Award to Boys by Mr. Maurice Z. Skelton  
AWARDS TO SENIOR COUNCIL OFFICERS  
Awards to Girls by Mrs. Margaret P. Speelman  
Awards to Boys by Mr. Maurice Z. Skelton  
ORCHESTRA SELECTION..... "Orchids and Roses"



## The Indian Leader

AWARDS FOR CHORUS WORK (To Graduates Only)  
Presented by Miss Hazel Wilcox

GIRLS' TRIO....."The Nightingales' Song"  
AWARDS FOR BAND AND ORCHESTRA WORK (To Graduates only)

Presented by Mr. Phil Cato

ORCHESTRA SELECTION....."Loyalty"

CERTIFICATE AWARDS FOR ATHLETIC PARTICIPATION  
Presented by Mr. John F. Carmody

"ONWARD HASKELL"..... Audience

AWARD TO MOST ATTRACTIVE SENIOR ROOM FOR YEAR:

Girls: Rooms 109, 205, Pocahontas hall—Goldie Isaac and Lucille Walz: Sophia Archambault and Irene Slow.

Boys: Room 28, Keokuk hall—Victor Freemont and Floyd McLean.

Room 46, Osceola hall—Spencer Fire.

STUDENT COUNCIL OFFICERS:

Girls: Bertha Appleby, Libbie Botone, Gertrude Burd, Bernice Chosa, Gladys Hill, Ophelia Tillman.

Boys: Samuel English, Eugene Greenlee, Raymond Kruskie, John Leeper, Marion Miller.

CHORUS:

Girls: Ida Birdsbill, Ruth Bunker, Helen Burnett, Bernice Chosa, Matilda Folster, Alice Jourdain, Rachel Lavadure, LaVonne Lewis, Beulah Snell, Elizabeth Sunn, Philomena Thayer, Betsey Thiefoe, Nannie Vann, Oleta Waldon, Lucille Ware.

Boys: Samuel English, Spencer Fire, Walter Hamilton, Roy Marlow, Edward Peters.

BAND AND ORCHESTRA:

Girls: Toccoa Baker, Goldie Isaac, Mary Ann Kirkaldie.

Boys: Benedict Ashes, Samuel English, Roy Marlow, Edward Peters.

ATHLETICS:

Basketball: Sterling Big Bear, Lemuel Greenwood, Solon Hill, Howard Pahdaponny, Paul Plume, Henry Wright.

Boxing: John Couture, Hobart Gates, John Gates, Ira Issues, Mack Keshick, Wallace Mayotte, Frank Pushetonequa.

Football: Sterling Big Bear, Homer Folsom, Julian Gentry, Guy Henson, Solon Hill, Mackey Kenyon, John Leeper, Marion Miller, Dess Neal, Paul Plume, William Washington Lloyd Yellowhorse.

Track: James Carney, John Christensen, Spencer Fire, Carl Freeman, Solon Hill, Dean King, Carl Longhorn, Raymond McClure, Corbin Robidoux, William Washington, Edward Whiteskunk, John Willis, Wesley Wishkeno.

Later, in an impressive ceremony in the gymnasium, the student councilors of the closing year transferred the responsibility of student government to the newly-elected staff. With the traditional Indian ceremonial fire as background, and with colorful Indian blankets about them, the new members lighted their candles

from those of the old. They symbolized, thus, a desire to assume their new responsibility with the same loyalty and judgment exercised by their predecessors.

Immediately after the installation of council officers, the students began to dance in the two gymnasiums. The two dances afforded an interesting study in contrasts. In the large gymnasium, a swing orchestra carried a gay company of boys and girls through the mazes of the modern dance. In the small gymnasium, a brown-skinned singer led a group of merry-makers in a typically Indian stomp dance. One could hear the clear "Hayo wha le na" of the leader and the echo-like response, "Yo wha le na" of the followers, as with rhythmic, running steps they wound themselves into great intricate knots only to be distangled by a few deft movements of the leader.

The musical organizations gave their spring dance on May 13. After being welcomed by Miss Hazel Wilcox, Phil Cato, and the club officers, Sam English, Alice LaRoche, Dorothy Webster, Walter Hamilton, and Alma Green, the guests stepped into a glorified music room. Two great lyres formed the entrance. Notes and bars and staves in life-sized proportions stood everywhere. In this atmosphere of music and beauty, the guests spent a happy evening.

All spring, laughter had sounded from the band stand, rendezvous of H club members. Every Sunday at eleven and almost every week-day noon hour, they could be found there planning the May 14 initiation. After a final parade of yannigans on the campus that evening, old members of the club and candidates went to Brown's grove for a night of initiation. There was no more laughter from the band stand. There were no more outlandish hats bobbing about the campus. Instead twenty new club members were proudly displaying their right to wear the coveted letter "H".

The seniors gave their class play, "The Charm School", on May 15 under the direction of Miss Marguerite Cosgriff. It related the story of a handsome automobile salesman—Eugene Greenlee—who, upon inheriting a girls' school, insisted upon running it according to his own ideas, chief of which was that girls should be taught to be charming. So thoroughly did the most precocious of his pupils—Ruth Bunker—respond to his teaching that the play ended in the usual romantic scene. The cast, who gave a commendable performance, was as follows:

Austin Bevins, an automobile salesman with IDEAS..... EUGENE GREENLEE

David MacKenzie, a law student..... ROBERT CARNEY

George Boyd, an expert accountant..... WALTER HAMILTON

Jim Timpkins } ..... WILLIAM WASHINGTON

Tim Stimpkins } ..... CORBIN ROBIDOUX

Twins who toll not and have never seriously considered spinning.

Homer Johns, guardian of Elsie..... JAMES WELCH

Elise Benedotti, president of the senior class..... RUTH BUNKER

Miss Hayes, who is loved and feared by all who know her, including the secretary..... ETHELYN LAPOINTE

## The Indian Leader

Miss Curtis, who is always trying to think well of the senior class..... JESSIE SCOTT

Sally Boyd, George's sister..... NANNIE VANN

The young ladies of the school:

Muriel Doughty..... ANA BETH WYATT

Ethel Spelvin..... BERNICE CHOSA

Alix Mercier..... RACHEL LAVERDURE

Lillian Stoford..... ALMA GREEN

Madge Kent..... FLORENCE KITSON

Charlotte Gray..... IRENE SLOW

Dotsie..... JUANITA PARKER

In an unusually attractive modernistic setting of black and white and red, the juniors entertained the seniors and staff members at the annual junior-senior prom on May 21.

The junior officers, Richard Green, Geneva Luton, Betty Dalley, Richanda Cornelius, and Frank Hitchens, graciously received the guests. As they entered, each was presented with a miniature Pierrot and Pierrette in black and white wool. Ingeniously arranged mirrors reflected a colorful scene and when the music of Rufus Plume's Rhythm Chiefs began, the great revolving, mirrored ball suspended from the ceiling cast myriads of tiny spot lights upon a gay assemblage.

Everyone enjoyed the floor show:

Pierrot and Pierrette Dance..... Mary Everette  
Gerarda Waters

Bubble Dance..... Richanda Cornelius  
Elizabeth Daily

Anna Longie

Jean Elliot

Verna Pepion

Frances Sayers

Acrobatic Dance..... Kewpie Kilpatrick

Vocal Solo..... Raphael Jones

Miss Finnerty, Miss Black, Mrs. Basom, and Mr. Welfeldt, sponsors of the dance are to be commended for their excellent planning. A little black woolen Pierrot and a little white woolen Pierrette taken from a yellowed scrapbook years hence will remind many a Haskell boy and girl of a happy evening.

On Sunday evening, May 22, the formal Commencement exercises began when the graduating class, students, faculty, and friends gathered in the auditorium to hear the baccalaureate address delivered by the Reverend Robert A. Hunt of Lawrence. The auditorium, which for many weeks had been the scene of the festive aspects of a closing school year, now was pervaded with an atmosphere of seriousness and dignity. "Cathedral Chimes" played by the concert orchestra and "Praise Ye the Father" sung by the mixed chorus made a beautiful prelude to Dr. Hunt's message to the seniors. In his address entitled "The Mastery of Life", he urged the graduates to take a hand in moulding their own lives and characters. He said: "Man's history really began when he got the colossal idea of his power and ability to shape his own destiny. You must make your own decisions—you must choose your own way. You will need some great moral principles to hold you in the hour when allurements and temptations are the strongest. Among these are honesty, personal puri-

ty, reverence, and faith in yourself, your neighbor, and your God."

Baccalaureate program:

Proessional—"March of the Priests" (from Athalia)  
..... Mendelssohn  
Orchestra

Doxology..... Assembly

Invocation..... The Reverend E. R. Carter

Hymn, "Coronation"..... (Congregation standing)

Reverie, "Cathedral Chimes"..... Brown

Orchestra

"Praise Ye the Father"..... Gounod

Mixed Chorus

Baccalaureate Address..... The Reverend Robert A. Hunt

Hymn, "Love Divine"..... (Congregation standing)

Benediction..... Mixed Chorus

Recessional..... Orchestra

Because of rain, Mr. and Mrs. Kelley, Dr. and Mrs. Hunt, and heads of departments received the graduates in Pocahontas hall instead of in Pocahontas garden where the senior reception is usually held.

Next on the calendar of Commencement events was the alumni-senior luncheon held in Curtis hall at twelve o'clock, Monday, May 23. After a delightful meal, during which Rufus Plume's Rhythm Chiefs furnished music, Supt. R. M. Kelley gave a brief address of welcome to alumni and friends of Haskell. As in the past two years, Newton Rose presided ably as toastmaster. Representing the graduates of 1938, Sam English gave a short talk in which he pledged loyalty to the ideals of the alumni association. After group singing led by Jeff Lantis, Mr. Rose read telegrams carrying messages of good will from Miss Bertha Eckhart, director of Y. W. C. A. in Indian work; Willard Beatty, director of education in the Indian Service; Senator Arthur Capper of Topeka; and alumni and friends. Before the meeting adjourned, alumni and off-the-campus guests were introduced. The list was as follows:

Addison Walker—class of '08,—Sulphur, Oklahoma.  
Charles Goodluck—class of '27,—Whiteriver, Arizona.  
Mrs. Charles Goodluck (Alice Sanders)—class of '28,—Whiteriver, Arizona.

Elnora Jessan—class of '29,—Kansas City, Missouri.

Fred Skeeter—class of '31,—Sapulpa, Oklahoma.

Evangeline Spooner—class of '33,—Ottawa, Kansas.

Oswald Fredericks—class of '33,—Oraibi, Arizona.

Robert Welch—class of '34, Senior at the University of Kansas,—Lawrence, Kansas.

Joe Anderson—class of '35, Junior at the University of Kansas,—Lawrence, Kansas.

Minerva Holmes—class of '35,—Belcourt, North Dakota.

Ambrose Antoine—class of '36,—913 Vermont Street, Lawrence, Kansas.

Juanita Fargo—class of '37,—135 West Second Street, Oklahoma City, Oklahoma.

John Bosin, Jr.—class of '37,—Anadarko, Oklahoma.

Delos Botone—class of '37,—Anadarko, Oklahoma.

Mr. and Mrs. C. E. Birch, Lawrence, Kansas.

Mrs. Hazel Botone, Fort Cobb, Oklahoma.

Mrs. Edna Colley, Ada, Oklahoma.

Susan Fredericks, Belcourt, North Dakota.

Tula Gray, Eufaula, Oklahoma.  
Mr. and Mrs. G. A. Kenyon, Snomac, Oklahoma.  
Otis Lacy, Miami, Oklahoma.  
Flora Lacy, Miami, Oklahoma.  
Mr. and Mrs. H. B. Peairs, Lawrence, Kansas.  
Roger Satoe, Anadarko, Oklahoma.  
Mrs. Narcissa Slow, Mitchell, South Dakota.  
Mrs. Teller, Wisconsin.  
Mrs. Mary Thompson, Topeka, Kansas.  
Billy Titchwy, Walters, Oklahoma.  
Mrs. Margaret Titchwy, Walters, Oklahoma.  
Frank Vann, Webber Falls, Oklahoma.  
Mrs. Dorothy Ware, Mountain View, Oklahoma.  
Justine Ware, Mountain View, Oklahoma.  
Mrs. Frances Wenrich, Winona Street, Lawrence, Kansas.  
Mrs. Maude L. Lindsey, Topeka, Kansas.

Monday afternoon was ideal with spring sunshine, billowy clouds, fragrant breezes and tenderly green lawns. Music floated from dormitory windows. The bus was a familiar yellow blotch upon the green. Knots of students sauntered about the campus visiting for the last time. Autograph albums! Snap shots in cap and gown against the old vine-covered chapel! Last afternoon at Haskell!

Monday evening, Ben Dwight of Oklahoma City, attorney and former *Choctaw* chief, gave the Commencement address. A splendid record of accomplishment particularly fits him to advise a class of Indian graduates. He has an A.B. degree from Columbia and an L.L.B. from Stanford. During the World War, he served in the Intelligence Division of the government. At the present time, he is with the Indian Reorganization Department in Oklahoma.

In his address, he urged upon the graduates a determination to make Indianhood a badge of honor. He reviewed the material contributions of the Indian to American life—the trails that became the highways, the typically Indian grains that became the foods, the designs that became the art of today. He then spoke of their spiritual contributions of courage and integrity which should enable the Indian graduate to look with

confidence toward the future. He said: "Indians must not only learn to work but must work intelligently and with common sense if they expect a corresponding reward."

#### Commencement program:

Processional—"March of the Priests" (from *Athalia*)  
..... *Mendelssohn*  
Orchestra  
Invocation..... The Reverend E. R. Carter  
"Spring Song"..... *Mendelssohn*  
Girls' Glee Club  
Overture—"Raymond" (The Queen's Secret) .. *Thomas*  
Orchestra  
Commencement Address..... Ben Dwight  
Presentation of Diplomas..... R. M. Kelley  
"Onward Haskell"..... Assembly  
Recessional..... Orchestra

Immediately after the exercises caps and gowns gave place to party clothes as graduates joined visiting alumni for the annual alumni-senior dance in Tecumseh hall. So like many another happy occasion was it, that it was difficult for graduates to realize that they were attending their last dance as students at Haskell. Only the lateness of the hour of closing suggested that school days were over.

For several years Haskell has guided the training of these young people. Not only has it helped them to develop skill in a chosen vocation, but it has provided a community life in which each as an individual has had an opportunity to develop his sense of social responsibility. Now, as Haskell withdraws its guiding hand from these graduates, they go out to prove themselves and their preparation. Some have already accepted positions; others confidently expect to secure positions in the very near future; a few will continue their education in institutions of higher learning. Wherever their work takes them, whether it be to great industrial centers or to remote Indian country, Haskell will watch with particular interest and will measure her worth by their success and happiness.



## PERSONAL GROWTH

● Abraham Lincoln once made the statement that he had little confidence in any man who was not better today than he was yesterday.

This is a criterion for judgement which sooner or later—and usually sooner—forces itself upon the consciousness of every man who is in charge of the work of other men. How common are such expressions as, "He seems to know no more than when he first came to work here," "This man was coming along fine at first but lately he has shown no improvement," or "So-and-So will be one of our best men. He gets better every day." And how often does your educational adviser hear it stated that such-and-such an enrollee is being

watched with an idea to promotion because of the improvement he has made, or that this leader or that subleader has failed to show a gain in ability.

Nor is anyone ever beyond the need for self-improvement. Our greatest men are those who are the least satisfied with themselves. In fact, self-satisfaction shuts the door to self-development and self-advancement.

Are we satisfied with our personalities? With our ability to make friends? With our status among our associates? Are we content with our present work? Our present earning capacity? Does our ability to meet the future leave nothing to be desired? Our real answers to these questions are given by our actions, not by our words.—E. H. HANSON.

# BACCALAUREATE SERMON

TEXT—*Luke 17; 21*: The Kingdom of God is within you.

MAN is living in two worlds, though he often recognizes only the phenomena one. The world without us is characterized by trees and birds and flowers and mountains, and other people like ourselves, that is the outer world. The other world is one in which faith and hope and reverence and love and intellect and determination



Dr. Robert A. Hunt

are the outstanding characteristics. Early in life each individual must decide which world is the Master world and have the dominating influence over our lives. Are we to be moulded by blind forces from without or guided by a spiritual faculty within?

One summer when I was on Lake Michigan I watched the white caps come in when the water was lashed into fury by a storm. Two boys in bathing suits would row a boat out about one hundred feet and then turn about and allow themselves to be caught on a big wave and attempt to ride it to the shore. Many times they were upset and went under the water. It was risky sport to commit themselves to the mercy and the power of the waves. As I looked out over the lake I saw a steamer perhaps a mile from shore steadily making progress against wind and wave, caring not how high the waves rolled. It could do this because it was not dependent upon any force out side but upon the motive power within expressed by its mighty engines.

Life is like that. Either we command ourselves and go only where we want to go and do only what we want to do, guided by great principles within or we are at the mercy of outside forces that command us.

The one big task each person has before him is the making of character. Some one has said that character is the joint product of nature and nurture. Nature gives the raw material and man must nurture it into character.

Many make a wreck of life and attempt to plead that the powers of heredity or the chance environments or circumstances have been so strong that they could not possibly be what they wanted to be. This is

the cry of a weakling. Any, one can be what he wants to be if he wants to be that something with sufficient determination.

Masters of the mind and the soul have had little respect for the powers of heredity or environment.

Shakespeare with little education, swept by something within him into a place of prominence, until not only is he the idol of his own countrymen but he has a large place in the affections of the literary world.

Handel, with no general education, and seemingly very little musical ability, blew his golden trumpet, and the world was charmed and will be until the end of time.

Turner, whose father was a poor barber, with never a day in school touched the canvass with his brush, and the world stands admiringly before his pictures to day.

Abraham Lincoln, had both heredity and environment to overcome. His father was a lazy thriftless man who did not believe much in education for children. But Abe Lincoln read his books by the light of the pine knots on the fire place and learned his arithmetic by figuring on the back of a shovel, and the world rewarded this sort of perseverance.

Statesmen, orators, merchants, all have clenched their fists and beat heavily upon closed doors until they opened, as they cried, "I will go through this door."

We can triumph just as gloriously in the things of character as in the things of the intellect.

Man can be a believer amid the worst skepticism; he can be spiritual amid the grossest materialism; he can be pure amid the lowest sort of defilement; he can be a conqueror amid the fiercest opposition.

You are going out into the world for yourselves. You have come from homes where very largely your parents have made your decisions for you. They have reinforced your lives by their counsel and interest in you. For several years you have been under the direction of this school where rules and regulations have helped you to choose the right course. From now on you will be independent of these aids. You must make your own choices—you must choose your own way. You will need some great moral principles firmly imbedded in your nature to hold you in the hour of great allurements and temptation. Among these principles ought to be honesty, personal purity, reverence, faith in yourself, in your neighbor and in your God.

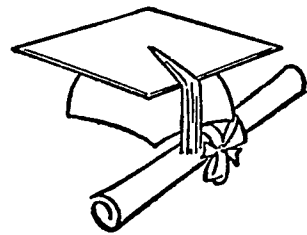
You have the heritage of a great and noble race. The blood coursing through your veins is the the life of a race of men that thrilled to adventure. Your ancestry has always been noted for daring and courage. Lying dormant in you is the spirit that conquered the mountains, plains and valleys. You will now face a world in reality that will demand all of these noble qualities if you are to be successful. You will need all the help you can command.

## The Indian Leader

If you really want to make good in the great world into which you are going, your Heavenly Father will stand by you and empower you. Link yourselves up with the moral powers of the universe, take advantage of all the resources of God to strengthen you for your

tasks, be humble in your relationships with other people but believe tremendously in yourself, and working together with God, you shall be master of your world.  
—DR. ROBERT A. HUNT, Pastor of the First Methodist Episcopal Church, Lawrence, Kansas.

THE



GRADUATES

### HOME ECONOMICS

Ramona Allen, Bertha Appleby, Sophia Archambault, Ida Birdsbill, Cornelia Bittenbender, Wanda Bittenbender, Dorothy Bonser, Ruth Bunker, Helen Burnett, Edna Cerre, Ruby Chilton, Bernice Chosa, LaFern Colley, Isabelle Curley, Verona Decorah, Elizabeth Devine, Lucille Devine, Belle Mae Duxtator, Matilda Folster, Gladys Hill, Elsie Hungary, Vivian Jacobs, Alice Jourdain, Geneva Lacey, Rachel Lavadure, Elizabeth Lemieux, Lillian Lemieux, LaVonne Lewis, Hazel Miles, Angeline Morrison, Juanita Parker, Rose Owlchild, Frances Rasmussen, Irene Slow, Beula Snell, Lenora Spooner, Elizabeth Sunn, Philomena Thayer, Betsey Thiefoe, Etheleene Thomas, Nannie Vann, Oleta Waldon, Lucille Ware, Edna Rose Wilkie.

HIGH SCHOOL CANDIDATES: Virginia Albin, Doris Perault, Evelyn Teller.

### BOYS' VOCATIONAL

AUTO MECHANICS: Robert Carney, Victor Martin, Raymond Shawa.

BAKING: William Washington, Lloyd Yellowhorse.

BLACKSMITH AND WELDING: Spencer Fire, Raymond Kruskie, Peter O'Kimosh.

CARPENTRY: Paul Plume.

ELECTRICITY: Robert Brown, Walter Hamilton, Ray Mike, George Ogden, Edward Peters.

LANDSCAPE AND GARDENING: Alcario Gonzales, John Wiggins.

MASONRY: Eli Chirsty, Hiram Poler.

PAINTING: William Cobb, John Granbois, John Lowe.

PLUMBING: Corbin Robidoux, John Willis.

PRINTING: Charles Flood.

POWER PLANT: Samuel English, Homer Folsom, Roy Marlow, Marion Miller, Robert Owens, Malcolm Queton, Everette Renville, Peter Shawanibin, Joe Tucker.

VOCATIONAL CERTIFICATES: Wesley Bigjoe, Sterling Big Bear, Edward Martin, Gerald Smith, Francis Wanageshik, James E. Welch, Henry Wrght.

### COMMERCIAL

Benedict Ashes, Gertrude Bitting, Ethel Bonser, Libbie Botone, Edwardine Bruce, Gertrude Burd, Henry Cummings, Theresa DeCelles, Pecilla Ellston, Victor Freemont, Wanda Gray, Alma Green, Eugene Greenlee, Dan Hornett, Goldie Isaac, Evaline Keesis, Mary Kemery, Geraldine Kenyon, Milton Kidwell, Mary A. Kirkaldie, Florence Kitson, Ethelyn LaPointe, Bryan Locust, Leona Locust, Morene McFerran, Iva Menzie, Reginald Miller, Thelma Pablo, Howard Pahdaponny, Nelson Rose, Jessie Scott, William Sherwood, Elsie Smith, Harld Smith, Pauline Spicer, Peter St. Pierre, Julia Swift Crockery, Ophelia Tillman, Frank Tolbert, Fern Uken, Lucille Walz, Dorothy Webster, Elnora Wilson, Ana Beth Wyatt, Beaman York, Vernon Young.

### GET OUT AND DO SOMETHING—

work, sweat, hike, hump yourself, starve if need be—but dig on and deliver. Then talk if you want to, but the chances are you won't feel so much like it.—JAMES HOWARD KEHLER.

## The Indian Leader

# CAMPUS DAY • 1938

THE beaded headband spoke to the buckskin costume on which it lay.  
"Well, it's all over again, Buckskin, and here we are, due for another long spell in this stuffy box. We might as well review Campus Day now that there is nothing else to do."

The buckskin dress answered, "Yes, we might as well. What did you think of the whole affair?"

"Delightful, in spite of the rain and fifty degree temperature. Fact is, I think it was just as much fun held in the boys' gym as when the events all take place out at the stadium. This was a thrilling day for me!"

"I was just as thrilled about the new queen as you were, Crown, even though you do have the more honored position of us two. Didn't you tingle all over with excitement when the band was playing those stirring pieces, making everyone seem expectant? I did!"

"Wasn't it fun just trying to guess which of the six lovely girls was going to be the queen? You knew before I did who it was; as I was still wrapped in this tissue paper, when I was taken to the throne at the far end of the gymnasium, to wait for the procession to bring the queen. Can't you tell me something of what happened?"

"There was quite a bit of excitement when everyone was waiting for the opening ceremonies," obliged the gown. "Of course, I'd been in the queen's room for several days; but, I can truthfully say, that I almost burst with curiosity and anticipation the day Mrs. Speelman took me out of the box with the other gowns to see which of us would fit the queen. She held me up and said, 'Bertha, I think this will fit you.' That's when I saw for the first time the sweet, modest face of Bertha Appleby. You may be sure I stretched and shrunk in the right places so I'd fit her."

"What about Campus Day, though? You're not telling me about that," cut in the headband impatiently.

"Then today," resumed the costume unperturbed, "I saw Bill Washington for the first time as Campus Brave."

"Is he the one they call Washcable Bill?" inquired Crown.

"He's the one," answered the buckskin gown. "He is a great favorite on the campus. I heard someone say that he always has a cheerful word and a smile for everyone, especially 'our aunt,' naturally."

"Buckskin, I wish you'd tell me about the ceremonies instead of all this nonsense about 'aunts and uncs.' Who were in the procession?"

"All the candidates for Campus Queen and Brave. There certainly must have been quite a competition too, judging by appearances. Let's see. There were Fern Colley, Ana Beth Wyatt, Sparky Hamilton, Gertie Burd, Marion Miller, Genevieve 'Juggy' Brown, Sam English, Rachel Lavadure, and the Queen and Brave. How happy they must have been to know that



William Washington, Campus Brave, and Bertha Appleby, Campus Queen.

they were nominated and chosen as the ones best qualified for the honors of Campus Queen and Brave!"

"Now you're beginning to talk sense!" encouraged the impatient headband. "What was the name of the boy who led the war dancing and lighting of the ceremonial fire?"

"I was coming to that," Buckskin rejoined. "He's known by everyone as 'Chibbity.' I don't even know his real name. He belongs to the Indian club, and has made quite a contribution this year with his dancing. Wasn't the puppet he brought in an exact replica of him? His excellent manipulation of the strings made the puppet seem almost human. He could make it dance with as much vigor and expression as he does."

"After the ceremonial fire was lit, began the procession which led up to the coronation of the Campus Queen. Now suppose you tell me the rest," Buckskin suggested.

## The Indian Leader

"You know about it as well as I do," retorted Crown. "But I'd like your viewpoints and observations," urged Buckskin.

"From what I remember," began the headband with a swell of pride, "the Brave smoked the peace-pipe and invited Mr. Kelley to do so as a sign of friendship, the same as the Indians of long ago did with the first white men. "Then——," a long silence.

"Then what?" demanded Buckskin abruptly startling the headband out of its reverie.

"Oh,—that—then," stammered the crown, abashed at having been found dreaming, "then I was placed on the queen's head with much ceremony, after the speeches by Mr. Kelley and William Washington. You can't even, with the most elastic stretch of your imagination, guess how proud I was to be resting on Queen Bertha's head."

"Don't get conceited," warned the gown. "Remember, 'pride goeth before a fall.'"

"That's very true," conceded the headband, "but it makes me unbelievably happy to be so closely associated with the chosen ideal of Haskell."

"The rituals were very impressive," mused the gown. "What I thought was most significant was when the brave presented the queen with the lighted torch, as if to give her care all the honors of the school."

"That surely must have inspired the spectators with love, loyalty, and ambition for their school. To see Bertha, holding high the torch which represents all that is noble and fine in Haskell, as she ascended the throne, was enough to make the least ambitious, enthusiastic," glowed Crown warmly. "From her throne the queen and brave enjoyed the program for the afternoon. It made a beautiful picture, I'm sure from the comments I heard. The gayly hued garland of flowers, representing all maidenly virtues, hung about her neck enchained the sweetness of the queen's face. The brave's war-bonnet with the red, blue, and yellow feathers, added distinction and dignity."

"I can still hear the rhythmic beat of the tom-tom, as the war-dancing began. The bells jingling in time with the dancing feet and drum made me shiver with suppressed excitement. The brightly colored war-bonnet and other regalia could scarcely be rivaled," added Buckskin.

"It was grand," agreed Crown. "We had quite an exhibition of dancing and singing, didn't we? Do you remember the boy who sang that blues song? I think it was a blues song, it almost gave me the blues. Anyway it was something about 'our aunt' finding someone else, and he was telling her that he was glad for her sake but sorry for his. Isn't that nonsensical? That's the way human beings are, though. Just the same, I enjoyed that song. It sounded so—well—sort of sad and melancholy, don't you think?"

"It certainly did. That was Robert Carney who sang, and the boy who accompanied him on the guitar was Sammy Brown. As they say in Pocahontas and Winona, 'He's just cute,'" mimicked Buckskin in a squeaky falsetto.

"The applause which Sawahu Hosie, Alma Green, and Fred Molina received for their tap-dancing was a

reward in itself," said Crown feelingly. "Did you hear the smothered 'oh's and ah's' when Fred appeared for his dance, in the white coat and carrying that cane. I heard someone wonder whether or not he was trying to stay with Fred Astaire. The audience sitting in the balcony seemed quite generous, judging by the shower of tokens, and other donations raining about him as he danced."

"As far as dancing like Fred Astaire is concerned, he doesn't have far to go," defended Buckskin loyally; and as a new thought, "he has the first name all right."

"The Big Apple is a new-fangled dance that has come out since last Campus Day," commented Crown. "All these dance terms puzzle me, but I know the dancers swung high, swung low, shagged, Suzy Q'ed, praised Allah and a number of other things with the ease and grace of experts."

"I heard they did that dance in the 'Dipsy Doodle,'" said the buckskin gown.

"What's the Dipsy Doodle?" inquired Crown, stupidly.

"Why don't you 'roll out' sometime? Haven't you heard that the 'Dipsy Doodle' was the play given by the lodge officers? It's like 'Twinkle-Inkle' of last year. Mrs. Speelman wrote it," informed Buckskin with a great show of knowledge. "The Big Apple was a feature in the play. Since it's new and everyone enjoyed it in the play, the committee added it to the Campus Day program."

"The folk dances that were given, were taught to the group by Miss Benjamin," said the crown eager to show some intelligence. "They did the dances at a gym recital given earlier in the month. It's no wonder they made mistakes. But even though they did forget the dance routine, they furnished laughter and fun. According to what I heard anything is bound to be comical in which Frances Sayers takes part. She's a clown with all of a clown's good qualities."

"I don't think Mr. Cato realized that his was a swing band until Joe Provost announced it over the microphone. Did you see the bewildered look that came into his face when he heard that?"

"Yes, he did seem puzzled. He has done a great deal with his concert orchestra and band. The members of these organizations also credit praise for their fine co-operation," finished Crown eloquently.

"The program was quite long, but very entertaining. No one seemed to notice the passing of time. 'She'll be Comin' Around the Mountain' was a rousing ending to the program."

"It was a good show of co-operation when the students responded so readily to the new program which was planned just that morning when the committee realized that the regular schedule could not be followed."

"I wasn't able to see the contests very well," commented Buckskin. "Did you see anything?"

"No," answered the crown. "Everyone was so anxious for his team to win that the participants of the various contests were closely surrounded by an urging crowd. I heard the Red team won. Miss Malm and Mr. Bowen must have liked that as they were the sponsors of the

## The Indian Leader

Red team. The Blues came in second, then the Yellow. Was it because of what green signifies, or is said to signify, that that team didn't rate?"

"I don't know, but there were good sports on the Green team," said Buckskin stoutly. "They should had a prize for good sportsmanship."

"What were the prizes, Buckskin?"

"I heard Mr. Rose saying something about a large cake for the winning team, and smaller cakes for the others. There was delicious fudge, too. The home economics classes made these so you can be sure of their quality."

"That was immense fun," said the headband with satisfaction. "But aren't you sorry that we weren't able to be at the barbeque supper, the awards program, the installation of new council members, and the dances?"

"I certainly am," agreed Buckskin, "but I heard Bertha and some of her friends talking about the fun they had. The supper was under the south side of the stadium, but everyone ate his on the bleachers. After supper everyone went home to dress for the program in the auditorium."

"Did very many receive awards?"

"Quite a few considering that only seniors were given awards. Some received two or three. The student council members, the best housekeepers, lettermen, and those who have taken part in any musical organization for two years or longer, were the winners of the awards," said Buckskin proudly.

"Crown, I wish we could have been there to see and hear the Yannigans sing. There must have been smiles in the audience as they ambled shyly up on the stage to sing their theme song, 'You're the One Rose.' They sang with an echo effect; I hope you understand what I mean, with Guy Henson in the lead. If you're of a generous nature you might say it was very melodious. Anyway, the applause given them indicated an appreciative audience. Did they really enjoy the number? One never knows?" Buckskin smiled remembering the Yannigans' chorus, as accounted by girls.

"Onward Haskell," it continued, "played by the concert orchestra ushered everyone out of the auditorium. From there they went to the boys' gym where the installation of the new council members took place. This was another significant ritual. The old councilors placed into the hands of the new, the lighted candle

representing the duties and honors, after the oath of office had been made."

"After this," went on Buckskin, "there was a dance in each of the two gymnasiums. A stomp dance in the girls' gym for those who like Indian rhythm, and an ordinary dance in the boys' gym for the enthusiasts of modern swing."

"Everyone went home tired and happy, I'll wager," said the headband which had nothing to wager.

"It makes me happy just to remember the day. It was one full to the brim with fun. I know some things we didn't mention," ventured the gown apologetically, "they were Spencer Fire's rope act, the Eddy Brother's hill-billy music, William Chisholm's orchestra, and the boys' glee club. They can't be forgotten."

"Of course not," agreed Crown. "I wonder where Spencer Fire learned his rope art. Didn't he look like those cowboys you see in picture, swinging that lasso? He brought a bit of the wild west into that gym by his act."

"He really did," said Buckskin enthusiastically, "The Eddy brothers brought a bit of something, too. I couldn't tell if it was a bit of Arkansas or Oklahoma. It might have been a mixture of each, but I'll bet it is the kind of music to which Lil Abner and Daisy Mae dance."

"I don't know," said Crown, "but I'd certainly like to dance to the music of William Chisholm's Four Aces. It's a wonder no one started dancing while the orchestra was playing."

"It is," Buckskin agreed, "but they must have found it difficult to sit still."

"Ho-hum," said Crown, yawning, "that's another Campus Day taking its place on the calendars of Haskell; and Bertha has joined the procession of Campus Queens."

A long contented silence. Then, "Buckskin, suppose we sing a song before we go to sleep for the year."

"Fine, what shall it be? I know, let's make up our own version of the song the boys' glee club sang."

"Ready?"

"Let's go!"

"Heigh-ho, heigh-ho,  
Heigh-ho for Campus Day  
And the Queen and Brave,  
Of nineteen thirty-eight!  
Heigh-ho!"



## STATE NAMES

● We pride ourselves on our British background, but we should look at our state names. Connecticut is Indian for River of Pines, Idaho means Light on the Mountains, Illinois stands for River of Men, the Iowas were a Sioux tribe, Kansas was the name of a ways were a Sioux tribe meaning People of the South Wind, Kentucky means Land of Tomorrow, Massachusetts is In-

dian for "great-hill-small-place," Michigan stands for Big Lake, Minnesota means Sky-Colored Water, Mississippi is Fish River, Dakota means alliance of friends, Ohio is Iroquois for "great," Oklahoma means "red people," Texas means "friends," and so it goes. Only twelve states have names of English origin, but twenty-six are Indian; the rest are Spanish and French.

—THE COMMENTATOR.



# HOME ECONOMICS DEPARTMENT



HOME ECONOMICS GRADUATES: Back row, left to right, Spooner, Doxtator, Bird-In-Ground, Thiefoe, Colley, Miles, Chosa, Appleby, Parker, Thayer. Third row, Hill, Bunker, Jourdain, E. Devine, Wilkie, Lemieux, W. Bittenbender, Lacy, Vann, Laverdure, Chilton. Second row, Allen, C. Bittenbender, Sunn, Thomas, L. Devine, Slow, Archambault, Curley, Burnett. First row, Folster, Cerre, Morrison, Rasmussen, Decorah, Jacobs, Snell, Lewis.

EVERYONE recognizes that the strongest force in the life of any nation is the influence of the home. Individuals reflect in their mode of living the intellectual, moral and physical standards of their homes. It has been stated that the greatness of America lies in the American home. Therefore, the greatness of our nation must center around the successful functioning of the great number of home-making partnerships throughout the country. It is then necessary for our people to obtain information concerning the functions of these partnerships and methods of solving the problems which arise.

Our high school boys and girls are already conscious of the major problems arising in the average home. These students are to become founders of the homes of the next generation and their interest has been aroused to give the matter educational consideration.

Home-making is a composite vocation which includes activities of all types, ranging from the lowest to the highest type of managerial ability; and the efficient management of the home, the maintenance of health, and care of the children.

With the above stated ideas in mind, the aim for the course in Home Economics at Haskell Institute has been to teach the student to meet her immediate problems of personal living, to become a useful member of her family and to secure information, appreciation and skill which will be useful to her as a home maker in later years.

## ARTS AND CRAFTS

Arts and crafts classes are open to students in the ninth and tenth grades, and also to those who wish to

specialize in Indian arts and crafts in the eleventh and twelfth grades. The ninth and tenth grade classes give the students an appreciation of Indian art and help to find whether a student has an aptitude for the work.

A spring sale and exhibit was given by the full-time and special students.

A trip was taken in December by the Indian mariquette group. This tour included performances in Detroit, Michigan, at the Art Museum, the Art Museum of Oberlin, Ohio, and the new Interior department building of Washington, D. C. Several local performances have also been given.

Arts and crafts exhibits have been sent to a Literary club of Marysville, Kansas, a Womans' club of Hugoton, Kansas, the Y. W. C. A. of Flint, Michigan, the Art Museum of Oberlin, Ohio, and the Brooklyn museum of Brooklyn, New York.

## CLOTHING

The clothing division has the following objectives: To develop the ability to select, construct, care for, and wear clothing well, to buy judiciously and to compare ready-made and home-made garments as to cost and durability, to develop skill in cutting, fitting and constructing one's own clothing, and to give an understanding of the textile fibers and their relation to wearing quality and appearance of the finished garment.

Since very little clothing is furnished the students, the construction projects consist largely of garments necessary for the high school girls' wardrobe. Most of the materials and patterns are supplied by the govern-

## FOODS

The purpose of the entire foods course is to teach the principles of nutrition to the feeding of the family, to emphasize the relative values of the different foods, to economize the food purchases, and the necessity of desirable food and health habits. The intelligence of the home maker who buys and prepares food for her family is one of the most important factors in family situations. It is our aim to train the girls for better selection and to regulate costs of foods.

The aim of the ninth grade is to teach the proper selection of foods through a careful study about foods usually served at home and in our boarding school. The girls in this group report for two periods every other day and in this manner more can be accomplished. Special attention has been given to the foods needed by the adolescent girl. The work especially stressed for this class was that of preparing and serving various types of breakfasts. The importance of desirable health habits, wise selection of food, individual and family food requirements, developing of acceptable standard skill in various types of work around the home and the planning, preparing, and serving wholesome breakfasts at a minimum cost were emphasized.

The work in the tenth grade class in the beginning was a review of the planning, preparation and serving of a light, medium and heavy breakfast. After satisfactorily completing the above projects, the remainder of the semester was devoted to various types of luncheons. The factors to be considered in this unit are: Health needs of the family, family income, available foods, market conditions, marketing suggestions, cost and luncheon menu-planning.

In the eleventh grade the class is divided into four sections, which meet every other day for two forty-five minute periods during the school year. The work consists of the following units: Food preservation, the luncheon and dinner units. All food canned by these classes is used for the various groups in meal preparation.

The twelfth grade class is divided into two groups, meeting every other day for two forty-five minute periods during the school year. During the first semester the girls can fruit, vegetables, pickles and make jelly, for their class meals, and senior dinner projects. One of their outstanding units is the luncheon project in which each girl is allowed one dollar to purchase food for four people. She has full responsibility in planning, buying, preparing and serving the luncheon.

After the girls have completed their projects, they have a practical test. This includes the planning, inviting the guest, preparing and serving the meal. The senior girls assist with many special meals downtown, as well as the campus functions. November 4 and 5 the girls entered the contest sponsored by the Kansas potato growers association in which they won nine prizes out of sixteen offered in the girls division. In November when the superintendents of Oklahoma and Kansas were our guests they prepared and served the dinner. May 2 they prepared and served the special dinner for the nurses, who were attending the nurses' convention

ment, however a girl may buy her own buttons, trimmings, coat linings, and other finishing materials. The garments are issued to the girls as soon as they are satisfactorily completed.

The clothing plan is partially determined by the material on hand, and the ability of the student. The ninth grade clothing problems are centered around the underclothing project. After a study of the sewing machine and its parts, each girl made a pair of shorts. The first semester girls made a gym suit, while the second semester girls made slips. Commercial patterns were used for all garments.

The tenth grade class completed the following garments: Gym shorts and gym blouse, pajamas or housecoat, a sheer blouse or print dress, depending upon time and ability of the student.

The eleventh grade finished a cotton print dress or housecoat, wool serge skirt with matching bolero or suspenders, a dotted swiss blouse to wear with the wool skirt, a long or short sheer dress, depending on the desire and needs of the girls, and institutional sewing, a regulation shop coat for the vocational department.

The twelfth grade work included the making of a tailored wool suit or wool dress and jacket, a blouse to wear with the suit, a formal organdy dress or sheer afternoon dress, a slip for the above dresses, and for institutional sewing project, a two-piece gym suit for the physical education department.

In the construction of the above garments in all clothing classes, the attempt has been made to develop high standards of style, color, material selection, workmanship, and care. Each year has been planned to be increasingly difficult as the girl progresses through high school, with a thorough foundation of the fundamental construction processes given in the lower grades.

This year a new course, consumers buying, as related to clothing and textiles, was given to the senior girls.

The objectives of this course are: To buy in order to receive the best return for the money spent, to select clothing and textiles on the basis of needs and values, to consider both present and future needs when purchasing, to know what affects prices of clothing and textiles, to use all means available to determine the quality and value of purchases, to understand what influences the purchaser in his desires and choices, and to make better use of one's income through wise purchasing.

A style show was given May 2, 1938, which displayed the various types of garments finished by the different class groups in clothin.

The following list will give one an idea of the approximate numbers of finished garments and types included at this showing: 30 wool suits and blouses, 12 wool dresses and jackets, 5 wool coats, 135 gym suits (2 piece), 118 print dresses, 54 wool skirts—bolero, 69 blouses, 105 pajamas, 7 house coats, 9 silk dresses, 26 sheer print dresses, 52 party cotton dresses, 23 long slips, 66 suits of underwear, 40 slips, 36 shop coats; a total of 787 finished projects.

in Kansas City. A new feature introduced in the senior class was one on out-of-door cookery.

## CHILD CARE

New discoveries in medicine and improved hygienic conditions have been responsible for the increase of life's expectancy. Our people of today realize that the increase in the span of life is possible if good health habits are established during the first five years of the child's life. A majority of young mothers have not been properly trained for the big task ahead of them. Today it is the duty of everyone to learn the most important rules concerning the care and training of children, because a great responsibility rests upon those who look after the development of the child. The course offered to the sophomore girls in child care has very definite aims: To give an understanding of the value and need of careful training in the very earliest years of a person's life, to be able to recognize the rights of the child, care of the infant, to emphasize the close relationship between the physical and mental health of the child, and to study the factors involved in the physical, mental, emotional, and social development during the first five years.

## CHILD DEVELOPMENT

A course in child development is offered to the senior vocational girls. The main objectives of this course are: To make the child independent as soon as possible, and to make the child learn from first hand experience. The purpose of the course is threefold: To aid the student in proper training of children, to help them understand child psychology, to train the children in cooperating with others, to form good habits, to build desirable character and personality traits, and to assist the parents in the training and development of their children.

The first part of the semester is devoted to the study of proper foods for children, methods of preparation and the planning of the meals for the entire semester. Class discussions covered many additional subjects such as, the best methods of handling temper tantrums, bribes, rewards, punishment, story telling, respect of ownship, etc. The class is divided into groups which rotate each week in the care and supervision of the children, preparation of the luncheon, and the general care of the laboratory.

The nursery school is the laboratory of the course in child development. It offers an opportunity for the student to observe the child in a social environment, to assist in forming the right habits through play, to discipline correctly, to train for good personality and character habits, to give the girls experience in meal planning and preparation of food for children, to study and learn how to control feeding problems, to learn the most suitable toys for the different age levels and develop emotional, social, dramatic, and physical control. In this manner the girls learn to understand child psychology and are better fitted to care for children in their future homes. Nineteen children were on the roll for the nursery school, with a waiting list of more than that number.

## CARPENTRY

The purpose in organizing a wood working class for girls is to give her ideas of the number of things she can make for her own home, as well as repairing where needed without the cost of hired help. Book racks, smoke stands, clothes hampers, picture frames, towel racks, and silhouettes are some of the articles with which she can produce a more pleasant atmosphere in the home. Revarnishing, repainting and remodeling old furniture are articles that she may repair. But in order for her to do these things she must be familiar with different tools such as: Saws, planes, braces, steel squares, rules, screw drivers, wire cutters, putty knives, drill and sugar bits, hammers, clamps, files, glue, drawing pencils, scissors, jig saws, sand paper, paint, glass and lumber.

The following are the possibilities and the limitations within which the woodworker may revel. In the first place, the thing to be made should in itself appeal to the worker as something worth while and interesting to make. The article should be so designed and constructed as to be structurally sound. The form of the article should frankly indicate the material. The structure of the article should be recognized or even emphasized, but not contradicted. The article should be convenient for use.

## COMMUNITY CIVICS

Since many of our girls are preparing themselves to go back into their own communities as housewives, this course stresses the influence for good and the responsibility that an individual can have in a community. We take up the organization of communities under various plans with suggestions for sanitation and health supervision, recreation plans, educational and community improvement. The Indian Reorganization Act and Oklahoma Welfare Act are studied together with many pamphlets on co-operatives so that the students are prepared to find a place for themselves when they get home.

## ENGLISH

The English courses for the eleventh and twelfth grades correlate with the vocational home economics to make them as practical as possible.

For the eleventh grade, a years course consisting of units in grammar, spelling, letter writing, conversation, vocabulary study, reading for comprehension, the use of the library, study of good magazines, public speaking, American literature, and outside reading for book reports.

In the twelfth grade of one semester, the units are: Grammar review, business, letter writing, placing special emphasis on applications, making personal applications for positions, spelling review, syllabication, magazine study, conversation, public speaking, writing articles for *The Indian Leader*, outside reading for book reports, and completing the course with a declamation contest at the close of the semester.

## EVERYDAY LIVING

Some time during the year, every ninth grade girl has been enrolled for one semester in a course we have

chosen to call "everyday living." The first lessons were intended to acquaint the girls with each other and with the new community to which they had come to live. After studying the early history of Lawrence and the city as it is today, the next unit discussed the founding of Haskell, and its progress up to the present time. This unit included a walk around the campus to discover where all employees lived and to learn what they do. Another object of this tour was to acquaint students with the location of various departments necessary to the proper functioning of the daily activities at Haskell.

The next unit was "getting along with other people" and the development of a pleasing personality. Table manners and introductions were two of the main topics. Learning to use the telephone was an accomplishment of every girl in the course.

The health unit was the topic during the last few weeks. The importance of health and the symptoms and methods of preventing of some of the common communicable diseases were studied.

## FOODS MARKETING

During the last twenty-five years the food consumption habits of the people in the United States have undergone very decided changes. The American diet is more complicated, yet more nutritious, but it has brought about an added increase in cost of securing, preparing and serving. Due to the recent development of modern transportation of foods from all sections of the United States and foreign ports, the modern market offers a wide variety of products which bewilders the average consumer. Women spend about 85% of the family income and the greater portion of that goes for food. Women, as the purchasing agents for the home, represent all degrees of intelligence, information and education. With the present trends of living and the problems involved, one of the first considerations in home making is to teach the consumer to buy wisely. Therefore, the foods marketing course is now being offered to the junior girls, as a prerequisite for their senior foods class. Some of the major problems considered this year were:

1. Relation of nutritions and health.
2. Our present day diet and suggestions for improvement.
3. The necessity for educating the consumer.
4. The housewife as a purchasing agent.
5. The home as a consumer.
6. The consumer's responsibility in buying as when to buy, where to buy, how to buy and what to buy.
7. Types of stores.
8. How to select a store.
9. The need for money.
10. The home as a center of economic consumption.
11. Household budgeting.
12. Food expenditures.
13. Food containers.
14. Food legislation.
15. Special foods as milk, beverages, meals, etc.
16. Standards for home expenditures in keeping with the income.

In addition to the above discussions, the class members at various times report orally on a given subject. A semester's requirement is a carefully prepared theme on a chosen subject. One of the most interesting features of course is the annual trip to Kansas City where the students have an opportunity to observe the marketing phases of a large meat packing concern, a wholesale baking and candy establishment, and a fruit and vegetable commission house. This spring we were guests at the Kansas City food show.

## SCIENCE

In the science laboratory the girls study chemistry and household mechanics. The household chemistry course covered a study of the typical chemical reactions as one finds them in the home. The greater portion of the time was spent on explaining the chemical processes in connection with foods and laundry methods of water purification. The methods of manufacturing cooking utensils were studied with suggestions for special care in their use. Suggested menus were checked for calorie, vitamin, and mineral content with the idea of planning balanced meals.

Household mechanics also stresses the practical application. The best methods of using mechanical devices to prevent wear and additional cost were stressed. The evolution of heating a home was carried out from primitive to our most modern methods so that the girl could adjust herself to changing conditions. The methods of keeping food cold under varying circumstances stress some of the adaptations that have been made in various sections of the United States. Finally the theory of electrical and gas flame refrigeration was applied. After a study of the principles of electrical generators, precaution was stressed in the use of electric current to prevent accidents and to prevent the burning out of electrical utilities. The proper placement of lights to prevent eye strain was also discussed.

## OCCUPATIONS

When one is looking for employment a survey of the nine larger groups of occupations as classified by the United States Census gives one suggestions as to the advantages, opportunities, and working conditions of various trades and professions. Here the girl will learn where she may fit in and also where her future husband may find opportunity and promotion. The second half of the course stressed home making and household employment. Plans for cleaning, laundry methods, mending, home decorating, time schedules, and home management were stressed. Throughout the course personality traits were checked so that the girl who finishes this course knows what she can do to improve herself, how to apply for a position and be able to hold it.

## VOCATIONAL MATHEMATICS

Vocational mathematics is a one semester course offered to all eleventh grade girls. The first few weeks of the course was a review of fundamental processes. This was followed by practical problems in the life of each girl such as the cost of her wardrobe, cost of various garments, ready-made *versus* class construction, cost of feeding a family on an adequate but mini-

## The Indian Leader

mum diet, figuring the cost of recipes, the cost of various meals, the estimated cost of furnishing a small home or apartment. Special attention was given to the cost of feeding the student body for a day and at various meals, as well as the other cost of the home economics laboratories. The final unit was the study of the home and family finance and healthful living.

### LAUNDRY

Clean clothes are just as necessary to an institution's welfare as clean food. The students at Haskell are very fortunate in having the services of a modernly equipped laundry and the experience of some training in that field. Under the supervision of a regularly employed laundress, the girls are trained in operation of various types of equipment as well as instructed in the cleansing of materials and garments. Each week the institutional laundry from the student dining rooms and kitchen, hospital, bakery, various vocational departments and certain types of personal clothing for the students, is accepted by and returned from the laundry.

For the last two years there has been a student apprentice in the laundry. The girl spends the entire day there assisting in supervision of student helpers and various types of work as well as the care of equipment. This training is given to enable her to assume the responsibilities of a laundress should a vacancy exist, or occur anywhere in the field.

### FOOD SERVICE DEPARTMENT

This department has been in charge of the dietitian, chef, two dining room matrons and one assistant cook. This year there has been one university student who assisted in the dining room and two senior girls who have been assigned to each dining room as assistants.

The serving of attractive and well balanced meals has been a particularly difficult problem this year. The funds have been limited and the supplies were very late in coming, necessitating the purchase of many staples which had not been anticipated.

We have served three meals a day to an average enrollment of 645 students. In addition to the regular three meals a day there have been calls for special meals, also lunches for students on special assignments. From October 14 to April 30, four sack lunches were prepared every evening for the late night and early morning detail at the power plant. This makes a total of 792 sack lunches prepared for this group.

The six students attending Kansas university also have sack lunches prepared for them five days a week throughout the school year, making a total of 1080 lunches for this group. In addition there have been special requests for 271 lunches, making a total of 2143 sack lunches during the year.

In addition to these lunches, sandwiches and coffee were prepared every Sunday morning for about 15 Catholic students.

The athletic department has requested a total of 676 special meals during the year. These have been 4:30 suppers for boxers and basketball teams, and 9:00 o'clock suppers for players after the games. In addition to these, late meals were served to an average of 45 boys, five nights a week throughout the football season.

### PRODUCTION—SEWING ROOM

The sewing room has been busy this year with the usual round of sewing on the aprons strings and making sheets and tea towels.

Some of the larger problems completed were: 530 hand towels, 125 aprons, 100 headbands, 145 caps for cooks and bakers, 1089 tea towels, 603 sheets, 370 pillow cases, 158 table cloths, 270 table runners, 496 dresser scarfs, and 432 ironing board and press covers. A total of 4575 new articles were made this year.

In addition to the new things made and the repair work, many articles were issued through the sewing room. These include such articles as: 706 bath towels, 736 table napkins, 1081 hand towels, and 319 bed spreads. In all, there were 2963 articles issued.



## "TEACH THEM GOOD MANNERS"

●A junior high-school principal directed this question to the parents of his pupils: "What, in your opinion, can we teach your child in order that he or she may be a better member of the family and society?"

Eighty per cent of the parents said, "Teach them good manners," and many others were eager to have their children taught "not to be bashful" before relatives and friends who came to their home.

Other typical answers:

- "I wish he would have confidence in himself."
- "English by well-bred people."
- "More assemblies and clubs and entertainment."
- "Speaking in public."

- "Overcome his inferiority complex."
- "Social dancing."
- "Not to be nervous when she talks in company."
- "Give her more social affairs, such as gym, parties, clubs."
- "Make her assert herself."

Often the public schools are accused of wandering too far from the "fundamentals," meaning "reading, writing and arithmetic." If the schools do wander, it would appear that they wander in response to demands from parents.

Private schools in this country and abroad have always emphasized the teaching of social and cultural graces. Perhaps it is a good sign that the larger public now recognizes the need of these qualities for civilized living.—THE IMPERIAL MAGAZINE.

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# THE VOCATIONAL DEPARTMENT



VOCATIONAL GRADUATES: Back row, left to right, Welch, Willis, Hamilton, Granbois, Renville, Robidoux, Lowe, Miller, Plume. Third row, Christy, Flood, Owens, Wiggins, Carney, English, Gonzales, Yellowhorse. Second row, Washington, Bigbear, Marlow, Pöler, Brown, Mike, Ogden, Kruski, Smith. First row, Cobb, Tucker, Queton, O'Kimosh, Shawanibin, Shawa, Fire, Peters.

THE first requisite of a successful vocational training department is a competent instructor, one who has had considerable experience in his trade and who is capable of analyzing his experiences and knowledge in such a manner that he can pass the benefit of it along to his students. Such a process is called teaching. The proof of a teacher's ability lies in the result achieved by various devices, in the student.

A competent instructor alone is not enough to insure adequate instruction. It is naturally assumed that the teacher will instruct the student in skills of the trade as well as to present the mass of related information so necessary to the pupil's success. This related instruction may involve estimating, shop mathematics, drafting, sketching, blueprint reading, study of materials and equipment, labor problems, shop management, business forms and letter writing, and a host of other subjects. The instructor may teach all this related material and yet not succeed with his students if his shop is inadequately equipped.

By adequate instructional equipment is meant not toy machines used for pseudo projects, but machinery, tools and equipment exactly like that used in the trade. Neither does this mean antiquated equipment used in most cases twenty years ago. In many instances of even ten years ago is hopelessly out-moded today. The printing press of twenty years ago is a far cry from the modern marvels used today. The auto mechanics could use but little of the equipment now which was in use ten years ago.

The instructor is likewise dependent upon one fur-

ther factor if he would have his students succeed on the job. Without production work of a character which represents actual trade practices, his training fails. Only by continual practice on life size trade projects can the student secure the best training in the minimum of time. By repetitive processes he absorbs the skills of his trade and gradually brings up his speed to an employable level.

At Haskell Institute it is believed that during the past year the objectives outlined above have been realized to a better degree than heretofore. Future placement and ability of the individual student to make progress in his vocation will eventually tell the more complete story. For the past several years graduates of the vocational department have, even during difficult times, been able to secure and hold employment in surprising numbers.

The story of each separate trade department is set forth here-following and should serve to tell something of shops, equipment, type of work and instruction.

### AUTO MECHANICS AND TRANSPORTATION

The auto shop, located in the south-east corner of the Pontiac vocational building, is well lighted by large steel frame windows. It is equipped with hydraulic lift and high pressure greasing system for lubricating cars. The tool equipment also includes motor tuners, battery charger, valve and valve seat refacers, Porto power, pin hole grinder, Weaver air hammer, Storm boring bar, tool grinders, lathe, drill press, arbor press, motor stands and a large assortment of small tools.



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In the transportation building are kept six cars and the large bus. Here cars are washed, painted and polished. The paint room, at one end of this building, is equipped with flood lights, ventilating fan and paint spray apparatus. Trucks and tractors are garaged in a large separate room. The transportation department does the entire hauling for the school plant, services, washes, lubricates, polishes, and paints our cars and trucks as needed.

It is the routine work of the auto shop to keep in repair the thirty pieces of motor equipment belonging to the school. During this year more than four-hundred and fifty job orders have been taken care of. These include some complete rebuilding jobs, reboring several motors, valve jobs, automobile bodies straightened and refinished, a large number of brake jobs, piston ring installations, engine changing, clutch work, generator and electrical work, fuel system and carburetor work. It has not been necessary to send any of our automobile work out.

There are seventeen full-time and nineteen part-time students enrolled, three of which expect to graduate. The students spend half of their time in auto mechanics and the other half in transportation. This year much attention has been given to instruction in safe and skillful driving. One street on the campus has been marked for practice in parking, line driving, backing and serpentine driving. The tests are more difficult than those required by cities and states for driving licenses. On passing the tests the students receive blue card driving licenses.

### BAKING DEPARTMENT

The baking department is located in the north wing of Curtis hall, occupying the first two floors, with a total of floor space of approximately 3500 square feet. The first or ground floor is occupied by an oven, proof room, cookers, doughnut stoves, flour storage, and space for pan and equipment cleaning. The second floor is divided into several divisions or rooms; the mixing and make-up room, where all bread and pastries are made up, is equipped with bread mixer, two cake mixers, refrigerator, dry proofer, bun divider, benches, and large metal cans containing ingredients also numerous pieces of hand equipment. There are other rooms such as: Storeroom, dressing-room, slicing-and-wrapping-room equipped with bread slicer, sealer, and equipment storage space. Class rooms occupy the balance of the second floor space. The two floors are connected by a hand-power elevator.

Our present enrollment consists of eight full-time boys, eight eleventh grade boys, four tenth grade boys, and from seven to twelve exploratory boys every six weeks.

The aim of this department is to instruct and instill into these students trade and shop practices, trade ethics, skills and technical trade information that will fit them to occupy a niche in the regular baking industry or advance with additional technical training if they so desire. A check of graduates of this department for the past three years shows that more than 90% are

employed in or are associated with the trade for which they were trained.

Several bakeries in Lawrence employ boys from this department, one or two nights each week and this employment helps greatly in rounding out the trade education.

Two boys are eligible for graduation this year.

### BLACKSMITH AND WELDING

The welding shop, located in Pontiac building, is large and well equipped to handle most kinds of electric and acetylene welding, brazing, and hard surfacing. Large jobs such as a ton casting can be pre-heated and welded in this shop. The smallest job accomplished was the brazing of the eye of a sewing needle. Regular theory classes are held daily and the balance of the time is spent on practice and production. The jobs accepted are many and varied such as: Repairing a watch chain, welding a pot-metal trinket, overhauling and rebuild farm machinery, overhaul campus machinery, weld out fenders, repairing auto bodies, frames, transmission cases, blocks, heads and axels.

Considerable work is done in designing of machines. The most notable design is the earth block machine which has received country-wide publicity and which is now in use at Pine Ridge, South Dakota, where earth blocks are being constructed. A second machine is now under construction in the Haskell shop and will be used at Haskell for experimental purposes.

Other jobs completed during the past year are: Construction of a gas engine driven 70 cubic feet air compressor, a portable sand blast outfit, basketball backstops, net posts, reels and floor light towers for tennis courts, scoreboard and basket lights for basketball goals, food cart, hunting knives, etc.

Boys spend the equivalent of three years in this department during which time they come in contact with nearly all the types of work found in the average commercial shop.

Three students will receive diplomas and four will receive certificates this year.

### CARPENTRY AND CABINETMAKING

The carpentry shop is equipped to turn out practically any thing in the line of woodwork. The course of study used and the actual work done is planned to give instruction and experience in carpentry and cabinetmaking from the elementary work through the second and third year trade courses.

There are three full-time and ten part-time vocational students taking carpentry and cabinetmaking in addition to the trade-finding boys.

As a rule practical and useful projects are selected for instruction and practice, instead of small models and exercises which are of no value except teaching the care and use of tools.

It has been found that the students take more interest in their work if they can see some value in what they are making. Business methods are stressed in our shop work and cost records kept for all jobs.

At present the carpenter boys are enclosing the rear

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### LEATHERCRAFT

This department is located in Pontiac shop building and is equipped with modern shoe repair machinery. The major equipment consists of Landis finisher, Landis stapler, Champion McKay stitcher, American curved needle stitcher, Durkapp patch machine, 2 cement presses, sole cutter and splitter. We also have a power driven Singer machine for upholstering and canvas work.

The equipment in this shop compares favorably with that found in most commercial shops.

The work in the leathercraft department consists of shoe repair, harness repair and furniture upholstering.

The shoe repair work covers practically all jobs that could come to a commercial shop. The most modern methods and machines are used in carrying on the work.

Furniture upholstering covers the building up of the under structure, padding and placing the cover, cutting and stitching and a study of the various kinds of materials.

During the year fifty-one students have taken the six-weeks' trade-finding work in this department.

An average of 100 pairs of shoes are repaired each week along with various jobs of rebuilding and covering furniture.

### LANDSCAPE—GARDENING—POULTRY

In the agricultural department two class periods of one hour each are devoted daily to study of the several phases of agriculture. Such subjects as landscaping, vegetable gardening, field crops, farm management, horticulture, pomology, animal and poultry husbandry are taught.

Practical experience in planning and in figuring cost of materials is obtained by the students in project work.

Projects in soil erosion, soil conservation, drainage, formal and informal flower-gardens and vegetable gardens were carried on. Many evergreens, deciduous trees, shrubs, roses and bedding plants have been planted about the campus.

Two of the full-time students took care of one thousand baby chicks with such excellent results that it is believed a record was established. Only seven chicks had been lost, at the end of the eighth week. The entire flock had made unusual growth.

A hot bed was prepared and planted for the school garden and cold frame for bedding plants for the campus.

The three full-time and three part-time students have individual garden projects. These plots were planted early that they may be harvested by the time school is out. The students share in the sale of produce.

Two of the full-time students are prospective graduates and have positions awaiting them after graduation.

### MAINTENANCE DEPARTMENT

This department was established three years ago for the major purpose of plant maintenance and new construction.

Its headquarters were in the carpenter shop until

porch of a residence using double hung windows, glazed door and new screens.

During the past six months the carpentry shop has completed 449 jobs ranging in cost from a few cents each to \$95 for labor and materials.

### DRAFTING

Next to the vocational office one will find this busy little room. Although only 22x45 feet with two north windows, 10x18 feet, facing Kiowa avenue, we have an abundance of natural light on clear days. Eight indirect electric luminaires carrying 300 watts each reflecting up to a white ceiling give excellent light on cloudy days. The 20 drawing tables and boards were made by the carpentry department.

The equipment consists of a vertical blue-print machine, washer and salts tank, bookcase, blue-print case and two supplies cabinets, standard tee squares, triangles and some of the regular instruments for drawing. For making measurements, we are furnished a surveyor's level, tape, and chain.

The class draws its boys from twelve different vocational trades, namely auto mechanics, blacksmith and welding, carpenters, cabinet making, engineering, electricians, masons, painters, printers, plumbing, landscape and gardening, and sheet metal. The class consists of 85 full-time students and is broken up into 5 separate groups. Each student is instructed in shop mathematics and blueprint reading.

The department handles all production drafting for the entire school.

### ELECTRIC DEPARTMENT

The electric shop is located in Pontiac building and is well equipped for the teaching of electric wiring and line work for the maintenance of the school plant. Equipment consists of a drill press, double unit grinder, nine test instruments and meters, and a wide assortment of hand tools. A stock of thinwall, rigid and flexible conduit, armored cable, and wiremold with complete fittings for each is maintained. A.D.C. dynamo motor set is also available making it possible to generate D. C. electricity and control it through various devices.

The major accomplishment this year was the re-wiring of Curtis hall using the latest type of electric installation including complete no-fuse load centers throughout the building. The print shop was placed on a new power system after the installation of new machinery. Students continuously rewire buildings, rearrange motor circuits and install adequate motor controls and protection units.

During the Christmas holidays students lighted the Haskell campus with festoon and flood lights, achieving very attractive effects which drew thousands of visitors.

The aim of the electrical course is to provide general electric training with particular emphasis on house wiring, line work, and general maintenance of electric installations.

Eleven full-time students and six part-time students were enrolled in the course this year, five of whom are graduating.



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January, 1936, when the building formerly known as the old carpenter shop was remodeled for this department. The lower floor with a space of 4500 square feet is occupied solely by this department. The shop equipment consists of two band saws, one combination table saw, one portable table saw, jointer, wood turning lathe, belt sander, tenoner, drill press, combination drill press, mortiser and router, small portable table saw, and a small jointer to take on jobs of any duration.

The advanced carpenter boys are placed in this department for their senior year in order to provide all the practical work possible in their trade. The staff consists of a general mechanic, carpenter, and assistant carpenter. The general mechanic lays out and supervises all work of the staff and students, prepares estimates and keeps cost accounts of all jobs. Regular class work consists of an outline of general repair and frame house construction. There are two full-time boys, one of which is a prospective graduate, and one part-time boy.

Considerable repair and improvement was done to the various buildings this past year. Some of the major jobs completed included an apartment in Keokuk hall, an apartment in Osceola hall, a new roof on the warehouse, repair of all the interior doors and frames in Osceola, Keokuk and Winona halls, a new roof on the lumber shed, and various repairs to employees' cottages, dormitories and other buildings. About 250 window screens were repaired or rebuilt for various buildings the past year. A five room cottage is now under construction and will be completed this year.

### MASONRY DEPARTMENT

The masonry department is located in Pontiac building and is well equipped for the teaching of various phases of masonry. The work consists of plastering, concrete masonry, stuccoing, and bricklaying. Emphasis is laid on plastering and concrete masonry but some practice in the other subjects mentioned is given to provide a working knowledge.

Fortunately most of the work is done on actual projects about the plant for it is on these different projects that students meet with the same working conditions that they will experience when they go out into the trade.

The first year work is of an introductory nature, mainly for the purpose of giving the student a general working view of the trade. During the second year the student attempts rough work where he has an opportunity to adapt himself to his tools, to develop speed and to prepare himself for finer work. During his final year he learns to do plain and ornamental finish work on plastering and concrete masonry. Seniors are often asked to take full responsibility for a complete job.

Regular class work is carried on covering the subjects of plastering, bricklaying, stuccoing, and concrete masonry. Students also do some shop practice in bricklaying and other masonry work. Experimental work is carried on with different kinds of masonry materials to determine the correct working conditions.

Typical plant projects accomplished during the past

year include sidewalks, interior plastering, laying up brick piers, building a fireplace and chimney, building concrete porches, and pointing stone walls.

Eight students are taking the masonry course this year, seven of whom are full-time and one part-time. Two students are expected to graduate.

### PAINTING AND DECORATING

The painting and decorating department occupies a spacious well lighted and ventilated room in the north east corner of the Pontiac trades building.

The shop is equipped with every convenience for teaching the painting and decorating trade.

Painting materials are kept on steel shelving at the south side of the room.

Spray painting equipment including ventilating for and mixing table take up one corner.

Individual lockers are provided each scholar for work clothing which is laundered regularly in the school laundry.

Students are required to take special care of brushes which are thoroughly cleaned and kept in brush keepers.

The equipment includes two floor sanding machines and a floor polishing machine. The student learns to do actual floor sanding and refinishing, an important branch of the painting trade.

A glass department occupies one corner of the shop where students receive instruction in cutting and installing glass.

A large store room in the basement of the maintenance building houses a large supply of white lead, flat wall paint, varnish, oils and thinners, as well as the heavier equipment including ladders, swing-stage, planks, ropes, brackets, and outside paint spraying equipment.

Daily class work is conducted and includes in part the science of the trade, health and safety rules, care of brushes, and equipment, color mixing, wood finishing, furniture refinishing, and demonstrations of motteling, stenciling, lining, paper hanging, and painting business management.

Students are given various projects to work on in the shop, but most important of all is the practical training they receive by actually doing the painting and decorating in the buildings and dwellings on the campus.

Students who are artistically inclined receive instruction in lettering, sign painting, free hand drawing and painting. The class this year consisted of ten full-time and six part-time students. Three seniors graduate.

### PLUMBING DEPARTMENT

The plumbing shop is a large well-lighted room in the west wing of the vocational building.

In this shop there is a class room, and supply room in portions. There is an arrangement of bins in which are assorted fittings. Along the back side is a pipe rack in which piping ranging from 1/4-inch to 2 inches in size is placed.

Installed in the shop are the fixtures of a modern bath room, a new style insulated automatic hot water

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heater, an old style hot water tank with a side heater. A water softener capable of softening 500 gallons of water. All of these are connected to a pneumatic water tank and pump. There are three types of pumps, and three half-sections of closet bowls. These articles are installed for demonstration purposes and class work.

In shop tools and equipment there is: A pipe machine, a pipe bench with vices for cutting and threading pipes, a sheet metal mandrell bench which holds mandrells and machine for shaping, burring, crimping and seaming sheet metal, a sheet metal bench with shelves to hold the different gauges of metal, a cornice break for folding and shaping sheet metal, and a bench for practicing and doing lead work.

This department does work which covers the installation of plumbing on new projects, repair and maintenance of the plumbing in the buildings, repair and maintenance of all of the fire hydrants, and all the sheet metal work such as guttering, downspout work, and numerous other jobs that occur.

During the past year the plumbing students completed such major projects of plumbing as: Two apartments for employees, a new shower room in the gymnasium, a kitchenette in the boys' dormitory, and remodeling at the hospital. Thermostats have been installed in hot water tanks of the cottages.

A student in finishing his prescribed courses of plumbing at Haskell is prepared to enter his trade as a journeyman and do satisfactory work.

This year there are two part-time students, and three full-time students two of whom are seniors and will graduate.

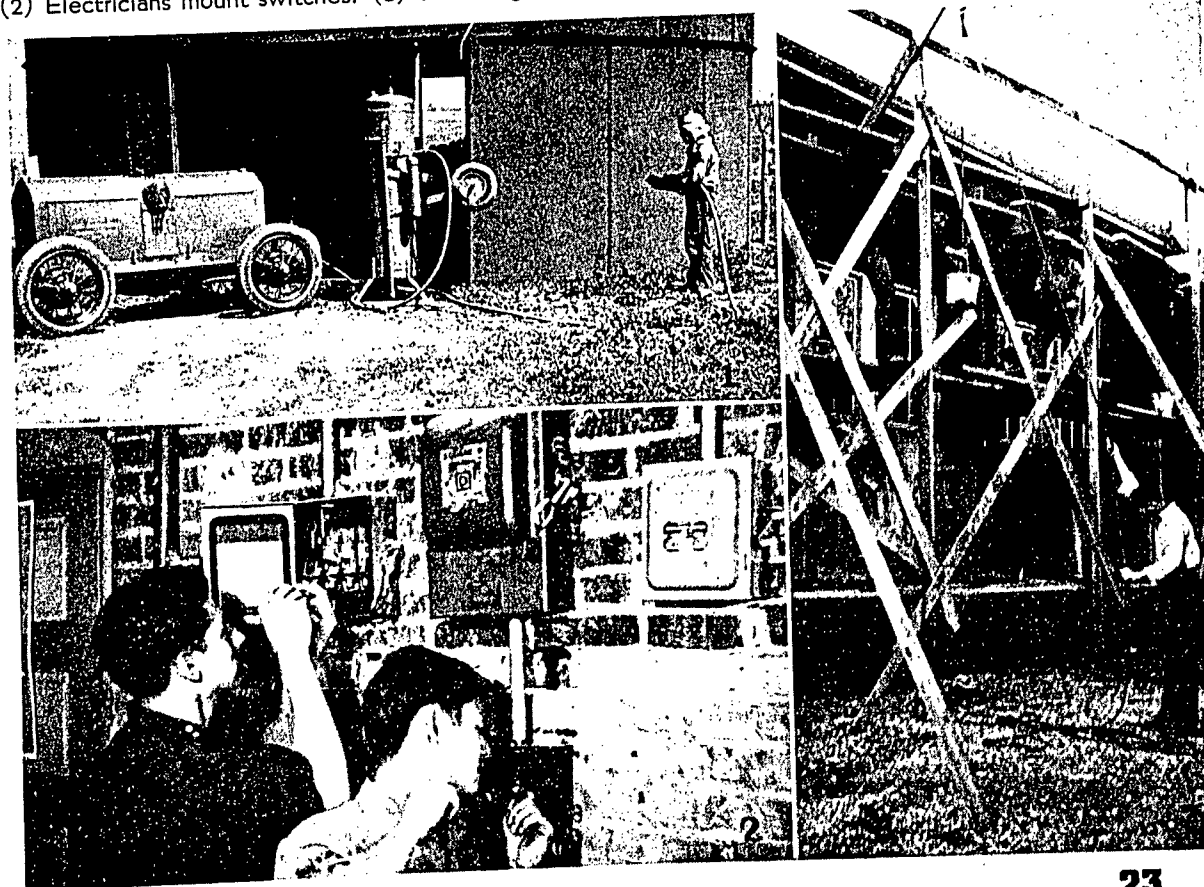
### POWER PLANT AND MACHINE SHOP

The power plant course includes machine shop work, steam fitting, power plant operation, and pipe welding. Individual student records are kept during the school year showing jobs completed and time for each project. The accomplishment of practical work is stressed.

In the power plant are found two water tube boilers, one Scotch Marine boiler, and two return tubular boilers. Students learn to fire, operate, and repair all three types. They also learn to care for boiler feed pumps, vacuum return pumps, circulating pumps, feed water heater, and all laundry machinery. Steam-fitting as required for maintenance of all distribution lines, reduction valves, and traps, is taught.

Self-reliance is developed in the students of this department by means of regular engineer watch assignments. Since all work is accomplished by station and student labor, the assumption of responsibility by each student is necessary.

- (1) Sand-blasting steel work before painting, with Haskell-built air compressor and sand-blast machine.
- (2) Electricians mount switches. (3) Stuccoing exterior of building.



At the close of the heating season each year boilers are over-hauled, cleaned, inspected and tested. New tubes are placed when necessary by students. A complete record of plant operation is kept on the daily log.

The machine shop which is in the same building as, and part of the power plant, has the following equipment; eight lathes ranging in size from 8-inch to 16-inch swing, one 14-inch turret lathe, three shapers having from 10-inch to 16-inch strokes, one small crank planer, one 24-inch planer with 6-foot table, two milling machines, one surface grinder, one standard drill press, one sensitive drill press, one power saw, one 14-inch grinder, two gas furnaces for the heat treatment of tools, and two pipe machines.

The shop received many small tools last September and it is expected that more will be secured before school starts next year, giving us a well equipped shop in which the students should be able to acquire a fair knowledge of modern machine shop practice.

The students have build and installed the necessary framework for motors and counter-shafting and worked out pulley sizes so that the different machines which have been changed over from the old group drive will have the required speeds. Students have made necessary machine work on steam and centrifugal pumps that were over-hauled by the power plant, done the machine work on a redesigned earth block press which was built by the school, all the machine work on a new press which has just been finished, and have built a small steam engine in spare time. The shop has had a very busy year. There were 26 boys in the machine shop and power plant, 8 of whom finish this year.

## PRINTING DEPARTMENT

Haskell provides facilities for instruction in hand composition, machine composition, presswork, paper

cutting, stitching, punching, and perforating—elementary and advanced work to suit the skill of the individual student.

The pressroom equipment includes cylinder and platen presses of several sizes representing five printing machinery manufacturers. Of these three are automatics which advanced students may learn to operate—it is possible for a student to operate a small cylinder, a verticle cylinder and an automatic platen as a student here.

Other advanced students, with special aptitude, may learn the operation of type setting machines, of which we are equipped with three.

Haskell students are more fortunate than most school printers in being able to work on live jobs, provided by the necessity of printing our own school forms, doing quite a volume of work for the Washington office, and occasional jobs for other schools and agencies. Working on actual jobs gives our students experience other students do not receive until they leave school.

The three-year course in printing is intended to prepare the students to become advanced apprentices. The U. T. A. course is followed. Students of the linotype study lessons issued by the I. T. U.

Six new pieces of equipment were bought and installed in the shop this year: 12x18 job press, a Miehle verticle, a 40-inch Seibold cutter, a platen pressroom cabinet, a Rosback rotary perforator and a Challenge paper drilling machine. We also received by transfer a "B" model Kelly automatic press.

Twelve students are taking the printing course this year, one of whom will be graduated in May.



## WOULD CREATE MARKET

THE practice of selling ivory goods made by the natives of the Arctic direct to individuals will be discontinued from now on by the Indian Office and efforts will be made to build up a more substantial commercial industry along that line for the benefit of the native craftsmen, it was announced here by C. M. Hirst, education director of the bureau of Indian Affairs, after his return from the Arctic.

The director said he had contacted dealers in native articles all along the way from the Arctic south and found that they were unable to get sufficient supply to meet their demands. Thus in the future it is planned to dispose of such goods direct to the dealers in those articles with the aim of creating an established market for the natives of the north and assuring them a permanent income.

"We could have disposed of twice the amount of goods we brought south on the North Star this trip," the director said, "and everywhere I found the dealer demand more than we could meet. Right here in Alaska

there is a big market for ivory products aside from the tourist trade of summer and we should be able to build up an established market for our native people instead of the custom of selling to individuals which has been followed."

### TEACHER IS NAMED

Furthering the program, Mr. Hirst said that V. R. Farrell, who has been teaching at Nome, has been appointed to have charge of native arts and crafts work and will be stationed at Juneau to direct activities. Mrs. Farrell arriving there with him on the North Star. Farrell has had supervision of the work in the Arctic and has knowledge of what the natives can produce, and the volume.

The idea may be extended to the reindeer trade, Hirst said, if co-operation of meat dealers can be assured, thus creating another established market for native output.

"Our ambition is to build a permanent industry for the native people of the north so that they may have the economic independence to which they are entitled," he said.—THE ALASKA WEEKLY.

## THE COMMERCIAL DEPARTMENT



COMMERCIAL GRADUATES: Back row, left to right, Kenyon, Webster, Smith, Kitson, Uken, Wyatt, Ellston, Botone, Baker, Gray, McFerran, Bruce. Third row, Bonser, Ashes, Bitting, Smith, Walz, Freemont, Kirkaldie, Rose, Brown, Pahdapony, Miller. Second row, Green, Greenlee, Burd, Cummings, Wilson, Locust, S. Crockery, Menzie, Kidwell, Pablo, Hornett, Scott. First row, Sherwood, Tillman, Leeper, DeCelles, McLean, Isaac, York, LaPointe, Tolbert, Keesis, St. Pierre, Allen.

EVERY year the first days of June bring to prominence thousands of high school graduates who have to ask themselves, "What am I qualified to do? If I start to work now, will I ever succeed in maintaining standards of living with which I will be satisfied? If I wish to live as successfully as I am capable of living, what should I do at this time?" These questions in the minds of young people must be answered. Some will choose, and can afford, a liberal education in a four-year college. Others will decide to enter the business world and will continue in their reasoning to a recognition that the only certain medium for entering our highly geared business world is through commercial training.

Last year some eighty Indian boys and girls were faced with the making of such a decision. They came to Haskell Institute. They wished to prepare themselves to be economically independent, and to prepare themselves for living in a situation that allows associations that will challenge the best that is in them. They wished to make themselves a part of that section of American life which surpasses all others in its vitality and interesting qualities.

However, there were other factors which entered into these decisions so each student sought the help of advisers in making a choice of schools. Limited finances prevented some from starting a four-year college course; others reasoned that their natural abilities and tastes fitted them best for commercial work; while some had in mind to use their commercial education to aid them in securing a higher education in a professional school. There are many individual reasons,

not expressed by the students and not pigeon-holed by educators, that cause young people to choose a business education as the most usable education they can find.

The commercial teachers at Haskell are aware of the natural motivation of the business course. Their earnest efforts are united to produce for the potentially affected offices stenographers trained in all phases of office practice. English rules and usages are a part of such necessary equipment; mathematical training cannot be neglected; a working knowledge of commercial law is necessary and great emphasis is placed upon exercising due care in legal matters; office employees are expected to know how to operate different types of office machines; and, of course, it is necessary that a stenographer be trained expertly in shorthand, typewriting, and bookkeeping.

Not of lesser importance is the social training a student is given on the Haskell campus. He is placed in a natural, home-like environment. He is taught social responsibility as an individual and according to his individual needs and possibilities. His associations are healthful and happy and his personality, a salable product in any office, develops rapidly all during his stay here. A realization of the necessity for these qualities is not enough. His program is carefully worked out to reach the individual and to care for his needs.

In the first-year English classes, the course covers work in grammar fundamentals, punctuation, and business letter writing. The work in grammar is presented in mimeograph sheet lessons. These lessons were prepared after a period of several years' close

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study of grammatical weaknesses in students beginning commercial work. In the student's work in punctuation special emphasis is placed on the application of punctuation to transcripts. The course in business correspondence consists of a study of the varied types of business letters. During the development of these letters, office situations are arranged which parallel present day office procedure in business transactions by firms and agencies.

In the senior English classes, style and composition and ability to organize material is emphasized. The organization of material is developed through the writing of reports. These assignments involve research, bibliography, assembling of notes, organization of outlines, composition theory, vocabulary, and an intelligent expression of ideas. The work in English is planned to correlate with shorthand and other commercial subjects. The students are assigned to a twelve-week period of actual office practice in at least two offices during the second semester. It is not only in English classes that students are prompted to practice good English usage; at all times his English is watched closely in every subject taught in the department.

In his progressive instruction in accounting the student is taken from the most simple principle, the book-keeping equation, to the more difficult phases of cost accounting. In the first-year accounting classes the work is graded to impress upon the learner the true use of accounting, its practicality in any business, and the magnitude of its importance in large business concerns. With a realization that accounting knowledge cannot be digested well if taken with too much rapidity, our courses are divided into units. The first units are based upon primary accounting principles that are fundamental in the subject and that will be the basis upon which all future accounting study and practice will be developed. The student is initiated into actual record keeping by performing the services expected by a firm employing only one bookkeeper. Banks and banking procedures are studied and a complete set of books kept to record the transactions of a small retail merchant. During the latter part of the junior year the student is taken into the study of partnerships and of buying and selling merchandise. He learns to recognize through handling the various business papers such as promissory notes, checks, mortgages, insurance policies, and deposit tickets. Actual practice is experienced by the student when he keeps the records for a partnership concern. The advanced accounting classes figure closely the unit cost of each article manufactured by a large business concern and set up and keep books for a cooperation.

The commercial law classes found their work inspiring, different, and specifically related to their interests and problems. During the first part of the course they studied Indian legislation and the interpretation

thereof as made by prominent leaders in Indian affairs. Cooperatives so exactly fit the needs of many of our Indian communities that it was believed that research and study in this field would be profitable and usable to the students. The commercial law classes, as well as the English classes, studied many types of cooperatives and the entire department assembled to hear an instructive and interesting lecture by a representative of the educational division of the Consumers' Cooperative association of Kansas City. This organization has a branch store in Lawrence which the class visited. The questions the students asked the managers of this store were from the viewpoint of their home conditions and indicated an intense interest in the applicability of cooperatives to their native problems.

The classes visited a case that was being tried in district court and followed the trial to its conclusion. This was the first time that many of them had ever attended a trial by jury and they were impressed by the legal atmosphere and hold in higher regard the courts that mete out justice.

In the senior shorthand classes the objectives were to train the student to take dictation rapidly and to transcribe accurately. Much dictation material was given dealing with the social and economic conditions of the world. Many of the editorials of the Commissioner of Indian Affairs were used for dictation purposes. Near the end of the course the students were given training in producing quantities of work. That training included dictation and transcription of business letters. In the typewriting classes the students produced the various types of materials expected of a typist, and, in addition, received special training on the dictaphone, the multigraph, the duplicating machine and the mimeograph.

To shape up the course in stenography the students were trained in secretarial studies and entered into actual office work. They were assigned specific duties such as filing, handling enclosures, sending and receiving telegrams, dictation and transcription, and the various other details that a well-trained secretary will handle in an office. Their work was supervised and criticised by persons outside as well as within the department and their rating was judged by their true value in the office to which they were assigned.

The commercial department does not consider its job finished when the student has been handed a diploma. We assist in placing students in situations that will mean progress and happy living conditions for them. The success of our graduates is exemplary and their close contact with the school indicates to us their loyalty and their confidence that we share in the joy of their success. They are glad to write of each triumph, and we gladly pass it along to new students as encouragement. It is this final achievement that gives us the most substantial pleasure possible to a school.

✱ The art of winning in business is in working hard—not taking things too seriously.—ELBERT HUBBARD.



THE BAND

Back row, left to right, Guy Henson, Robert Pooler, Donald Webster, Andrew Alexander, Pahhe Yazza, Thomas Austin, Libbie Botone (band queen), Jasper Doyah (drum major), Andrew Face, Louis Peltier, Samuel Dancingbull, William LaPointe, Mose Teplew, Percy Archdale, Benedict Ashes, Percilla Ellston. Second row, Ira Issues and Beaman York (color guards), Charles Chibbity (drum major), Phil Cato (director), Richard Green, Joe Hilderbrand, Lorraine Lemieux, Roy Marlow, Benedict Grant, Dorothy Eastman, Charles Broker, Thomas Herrick, Elizabeth Washington, Benedict St. Jermaine, Kenneth Beartusk, William Beauregard, Bryan Locust, Joseph Whitney, Robert Welch, Finn Burnett, Walter Hamilton (drum major), Wendal Whitehorn and John Granbols (color guards). First row, Lee Black, Johnnie Jojola, Alphonse Ducept, Samuel English, Floyd LaPointe, David Sokolik, Rufus Plume, Edward Peters, Laudene Gates, Irene LaViolette, Vina Marie Ohlerking, Beryle Putman, Eugene Azure, George Laverdure, Mary Ann Kirkaldie, William Chisholm.

## MUSICAL ORGANIZATIONS

THE instrumental and vocal music organizations at Haskell offer great possibilities and limitless opportunities to our young Indian men and women for leadership, self expression, and the development of a democratic, self-reliant attitude toward individual and group activity. Achievement is possible in proportion to individual capacities without interfering with the progress of the group. Since the Indian student seems to have a natural love and adaptability for music, we have a related interest to work from, and even though much of the practice work has to be done outside of the regular school hours our students are willing to cooperate because of their great interest.

Miss Hazel Wilcox, who came to Haskell this year from Oklahoma, took charge of the vocal selections. With her enthusiasm, boundless energy and charm she has built up an organization which is really an integral part of the life of the Haskell student.

The girls' glee club was reorganized and named the "Opeche club" (Opeche means "Robin" in *Chippewa*). The Opeche club together with the boys' glee club, which compose the mixed chorus, gave an Easter cantata on Easter Sunday evening, a part of which was done a capella. This was just one of the many fine contributions made to our chapel services. These chorus sections as well as our soloists, quartets, and other small groups are always in demand for downtown programs, and have made many appearances during the year.

Mr. Phil Cato worked untiringly this year in developing a concert orchestra and band. The concert orchestra made weekly appearances at our Sunday chapel programs and gave several formal concerts during the year.

The concert band was ever ready to participate in all indoor and outdoor sports, taking part in parades, giving a rousing send-off to the athletic teams, as well as giving us several fine formal concerts and many lawn concerts out on our campus on Sunday afternoons.

Two campus swing bands provided music for the regular weekly social functions throughout the school year, as well as for other special campus social events.

### CONCERT ORCHESTRA

Back row, left to right, Percilla Ellston, Frances Waukechon, Joe Hilderbrand, Lorraine Lemieux, Finn Burnett, Robert Welch, Glenn McGuire, Joseph Whitney, Thomas Austin, Benedict Ashes. Second row, Goldie Isaac, Benedict Grant, David Sokolik, Mary Ann Kirkaldie, Rufus Plume, George Laverdure, Thomas Herrick, William LaPointe, Mose Teplew, Phil Cato (director). First row, Alice LaRoche, Toccoa Baker, Lucille Robertson, Mary Lilley, Frances Slow, Gloria Cavender, Lorena Brown, Richard Green, William Chisholm, Floyd LaPointe, Alphonse Ducept.







THE CHOIR

Back row, left to right, Elizabeth Sunn, Johnnie Jojola, Ida Birdsbill, Alice Jourdain, Joe McDonald, Cecelia Antolne, Edna Stack, Clarence Hicks, Stella Dwight, Viola Eastman, William Brown, Hazel Webster, Nora Bobb, Levi Lawrence, Dorothy Bonser, Lucille Ware, Francis Schyler, Eugene Azure, Edward Peters. Second row, George Oliver, Milton Pettit, Frances Royal, Philomena Thayer, Matilda Folster, Roy Marlow, Oleta Waldon, Nannie Vann, Betsey Thiefoe, Harley Saunooke, Lavonne Lewis, Henry Pemma, Marjorie Ware, Woodrow Goose, Bernice Chosa, Rachel Laverdure, Dorothy Webster, Walter Hamilton, Lucille Cable. First row, Spencer Fire, Alma Green, Samuel English, Beulah Snell, Mary Mannington, Helen Burnett, Silvo LaFountain, Bertha Norman, Ruth Bunker, Hazel Wilcox (music teacher), Thomas McLemore, Elda Wilson, Alvin Hart, Eloise Clemens, Rousseau Pappan, Mary Harkins, Raphael Jones, Ethel Bobb.



GIRLS' GLEE CLUB

Back row, left to right, Dorothy Bonser, Nora Bobb, Ethel Bobb, Cecelia Antolne, Stella Dwight, Hazel Webster, Alice Jourdain, Lucille Ware, Elizabeth Sunn, Viola Eastman, Edna Stack, Ida Birdsbill. Second row, Frances Royal, Philomena Thayer, Matilda Folster, Oleta Waldon, Nannie Vann, Betsey Thiefoe, Lavonne Lewis, Marjorie Ware, Bernice Chosa, Rachel Laverdure, Dorothy Webster, Lucille Cable. First row, Alma Green, Beulah Snell, Helen Burnett, Mary Mannington, Bertha Norman, Hazel Wilcox (music teacher), Ruth Bunker, Elda Wilson, Eloise Clemens, Mary Harkins.



of music into after-school life. We strive to strengthen our love of the best in music—for it is there we find the full beauty of song—so that there may be nothing lost in appreciation of musical concerts, good radio programs, and of music in general.

The graduating students who took an active part for two years or more in the instrumental and vocal music organizations were awarded pins for their achievement in this line of activity.



## AN OLD INDIAN LEGEND

**B**EFORE reading this legend I believe the reader should be notified of how the Indian, animal, and bird were able to understand and speak the same language.

A tribe of Indians were encamped near a small river and mountain. The children had a tendency to wander away from the camp to play, and while they were away the Indians broke camp and left. This was ordered by the chieftain because of trouble he had with some of the small boys. The children were playing and out of nowhere a bear darted forth and devoured all of the players except a small girl. He spoke and told the girl that if she obeyed him he would spare her life.

The two lived together in an adobe that the girl had built. Finally midwinter came and snow was on the ground but this did not exempt the girl from work, for each day she was forced to go to the woods and hunt rabbits for the bear's meals. The girl would hunt and hunt in the cold for the food and sometimes came home without it. The bear would threaten to kill her the next time she did this.

On this day she left the adobe to do her daily hunting, tired, cold, and not being able to find the game, sat down and wept. Out from nowhere she heard a voice. Slowly rising she was greeted by six boys. They asked why she wept and she related her sad and terrible life of mistreatment and cruelty from the bear. Sympathizing with her they suggested that she run away from this misery. This girl decidedly refused for she feared the bear for he had threatened to kill her if she ever disobeyed. Finally persuaded, a plan was told her whereby she could escape with their help. She was told to go to the deserted camp grounds and gather pins and needles until she had an enormous collection. This done, she was to erect the pins upward in the snow circling the adobe and some leading away for a fourth mile. Among the erected pins she was to place rocks on which she was to run on when ever she ran away from the bear. All was done and the time came when the girl was ready to leave. As the bear never left the adobe (because of a sore foot) he did not know of the plan. The girl entered the place with an arm load of wood to fuel the fire; she picked up a huge piece of wood and struck the bear's injured foot and out she ran. She had to circle the hut once and then run on the rocks leading away from the adobe. Whining and growling the bear yelled he was going to kill

her. He ran to catch her and to his great displeasure he stepped on the needles, every time he tried to run. While he was taking time to pick the needles out of his paws the girl was getting farther away. She finally met her companions and the seven ran on. After running a great distance they turned to see that the bear was nearing them. From the top of a hill an old man stood viewing the excitement. He yelled to the children to run for a rock which they were nearing and to circle the rock three times and then sit upon it. Doing as they were told they saw the bear about a thousand feet from them. Scared and tired they all sat erect on the rock. The old man spoke to the rock, "Arise and save the poor children from this deadly animal." Slowly the rock ascended into the sky. The bear, angry and tired, jumped at the children but only clawed the rock. To this day the Indians believe that the seven stars in the dipper are the seven children who escaped the bear. —THE BACONE INDIAN.

## POVERTY A DISEASE

• A large part of the poverty of the world is a disease, the result of centuries of bad thinking, and utter disregard of moral obligations. There are plenty of evidences that abundance of all that is good was man's inheritance; that, if he claims it stoutly and struggles persistently toward it, he will gain it.

A great many of us here, think that we are doing our level best to get away from poverty and wrong thinking, but we have not made one-half the effort that we are capable of, and in the right direction. It is reasonable to suppose that had we applied our efforts sincerely toward honest endeavor's that we used in performing wrongful acts, we would not be here.

The fact is, that a large part of our make-up and contributing causes of our trouble, is due to down right laziness, shiftlessness, and unwillingness to make a real effort to fight for a competence in the right direction. The love of ease has wrecked more careers than anything else except dissipation, and laziness and dissipation usually go together.

Self-reliance and a manly independence are the foundation stones in a strong character.

Resolve with all the vigor you can master, that since there are plenty of good things in the world for everyone, you are determined that you are going to have a good share of it. It is your birthright!—THE CORRECTOR.



# FOUNDATION COURSES

**H**ASKELL INSTITUTE has an accredited high school program of which the ninth and tenth year courses are the foundation courses. They are so constructed that a student who wishes to complete a full four-year public high school may make the change at the end of the ninth or tenth year with no loss of credit.

## ADMISSION AND ENROLLMENT

The following quotation is from the Haskell Bulletin issued in October, 1937: "Without special permission from the Indian Office, Washington, D. C., only students who will not have reached their twenty-first birthday before the opening date of school in the fall will be accepted for enrollment . . . Only students who are one-fourth degree Indian blood or more are eligible for enrollment in Haskell Institute." Students are admitted for ninth year work if they have successfully completed the eighth year work elsewhere. Students wishing to enroll for the first time at Haskell in the tenth year must present a transcript of the credits earned in the ninth year at some other school. The official report for the quarter ending March 31, 1938, showed an enrollment of 96 in the ninth year and 169 in the tenth year.

## THE SCHOOL PROGRAM

Students are in school a half day and in vocational training or on institutional detail a half day. Each half day is divided into four periods of 44 minutes each. The fourth period of each half day in school is devoted to either study or co-curricular courses. This year the ninth year students were in school in the morning and the tenth year students in the afternoon.

## THE CURRICULUM

The following subjects are offered:

*Ninth year:* General Mathematics, 2 semesters; General Science, 2 semesters; English, 2 semesters.

*Tenth year:* English (required), 2 semesters; Social Science (required), 2 semesters; Integrated Mathematics (elective), 2 semesters; Natural Science (elective), 2 semesters.

A choice is made between integrated mathematics and natural science.

## THE CO-CURRICULAR AND EXTRA CURRICULAR COURSES

All ninth and tenth grade students are given an opportunity to choose one of three co-curricular courses each year. These subjects are music appreciation, vocal music, and physical education, for each of which if satisfactorily completed one-fourth unit of credit is allowed.

All students are encouraged to participate in some of the following extra-curricular activities: Chorus, boys' glee club, girls' glee club. For satisfactory completion of one of these activities, one-fourth unit of credit is allowed for the year.

Not more than one unit of credit in both co-curricular

and extra-curricular activities will be allowed during the four year course.

Other student activities are football, basketball, track, boxing, band, and concert orchestra.

## CLASSROOM ACTIVITIES

The English courses aim to improve speech and the capacity to enjoy reading. These aims are partially realized by the use of remedial reading, oral compositions concerning the Indian people and other familiar topics, and a generous use of daily newspapers and current magazines.

The tenth year pupils formed a Better English club to improve their speech. Some of the activities of the club were debates on current questions, giving one act plays, and reports on visits to the ice plant, the WREN broadcasting station, and other educational trips.

Another interesting project was writing "The Book of Tribes" containing a chapter on each of the Indian tribes represented in the sophomore class. In the ninth year each student prepared an attractive little booklet on "My Tribe."

The social science course included the discussion of and reports on contemporary events and problems presented in the daily newspapers and such periodicals as Time, Literary Digest, Indians at Work, Indian Education, and Current Events.

Several trips were made by the classes to the Granda theater in Lawrence to see "The March of Time" news reels. The classes also saw silent motion pictures given on the Haskell visual education program.

A study was made of various sections of the United States and parts of the Orient by use of photographs in a projection machine. These pictures were the inspiration for many oral and written reports.

Classroom use of the radio was stimulating and valuable for the educational programs and news reports, all of which increased interest in the class visit to the local studio, WREN.

The students made a very thorough study of the Reorganization Act and how the Indians are benefitted by it.

The general science students, through an exceptionally fine course of study, soon realized that there are many interesting and worthwhile problems closely related to the problems of daily life. Although great help was furnished by text books, the most interesting source of information was the working of practical projects and their class demonstration. Fireless cookers proved to their builders that beans can be made palatable by applying the principles of proper insulation. Likewise, these principles were accepted by the makers of iceless refrigerators. The construction of sanitary privies, fly traps on a large scale, and the assembling of a home medicine cabinet helped in the solution of health problems and sanitation.

The tenth year students were responsive to the idea that science may be coordinated with world problems.

## HOME ROOM

In the home room the program started last year of acquainting the students with Haskell Institute was continued. Visits for the ninth year students were scheduled as follows: Home economics department, carpenter shop, auto mechanics shop, bakery, hospital, plumbing department, leathercraft shop, paint shop, advisers' offices, laundry, and transportation and barns. Visits for the tenth year were scheduled as follows: Administration office, electrical department, power plant, blacksmithing and welding shop, print shop, mason shop, arts and crafts department, and commercial department.

Special days suggested for observation were Columbus day, Lincoln's birthday, Valentine day, Washington's birthday, Easter, Arbor day, May day, Education week, and Fire Prevention week.

Joint home room meetings were held occasionally in the auditorium. At these meetings one home room entertained the others with a program.

The home room teachers kept the following information on the record sheets of each student: Home address, tribe, degree of Indian blood and other personal information, and grades.

## LIBRARY

Rapidly the library books are being returned to the shelves as the students depart for the summer. Many of these books show marked evidence of much usage and will be sent to the "library hospital" for mending. An important part of the library work consists of mending books and record has been made of 936 books that were repaired during the school year.

The total number of books checked out of the library during the school year was 7818, or an average of approximately twelve books per student. More than half of these books were fiction, but a surprisingly large number were non-fiction. The greatest number of books recorded as checked out on any one day was 105 on January 28, 1938. In November, 75 new books were added to the library.

## BOYS' GLEE CLUB

Back row, left to right, Johnnie Jolola, Joe McDonald, Clarence Hicks, William Brown, Levi Lawrence, Francis Schyler, Eugene Azure. Second row, George Oliver, Milton Pettit, Roy Marlow, Harley Saunooke, Henry Pemma, Woodrow Goose, Walter Hamilton, Edward Peters. First row, Spencer Fire, Samuel English, Silvio LaFountain, Thomas McLemore, Hazel Wilcox (music teacher), Alvin Hart, Rousseau Pappan, Raphael Jones.



The extraction of nitrogen from the air for the manufacture of explosives was pointed out as a means of changing world history. The chemist by making gasoline cheap, by substituting synthetic for natural food products, by producing beautiful dyes within the range of the poor purse, and by giving former luxuries to the working man has done more to create a real democracy than any body of legislators.

The mathematics classes have placed special emphasis on the application of mathematical principles to concrete problems found on the campus. The classes took campus trips on which they measured the heights of trees, buildings, light poles, the stadium arch, and other objects by means of shadows. Actual measurements of flower gardens, rectilinear and circular, were taken in order to find the areas. The three silos on the grounds were measured to find their cubical contents. By the use of geometric figures the students made a star-checker board and some wooden plaques. Another interesting problem was to find the correct arc needed to repair a damaged wheel which had been brought into the class room. Many interesting and instructive graphs were made. One unusually attractive graph was a pictograph of the enrollment at Haskell by tribes. Near the close of the school year, each student prepared a little booklet of practical applications of the principles studied this year.

At the end of each of the four periods of nine weeks, an honor roll was made up of students having at least an average of B with no mark less than C. In the ninth grade, the following names appeared on the honor roll during the year: Ted Folsom, Raymond Hill, Vance Horsechief, Edward Lohnes, Marshall McCombs, Cecelia Birdshead, Mamie Captain, Catherine Carlin, Hilda Gatlin, Ina Mae McGuire, Ella Sanders, Elizabeth Perryman, Lillian Bercler, Genevieve Blue, Arthur Butler, Mary Lily, Lucille Robertson, Iva Toenapper, Donald Webster, and Irene Miner.

Catherine Carlin was on the honor roll throughout the year; Ella Sanders was on three times.

The following tenth year students were on the honor roll during the year: Jasper Doyah, Robert Pooler, Cecile Dailey, Bertha Dauphine, Thamar Dupuis, Stella Dwight, Dorothy Eastman, Viola Garcia, Lydia Hollow Horn, Lois Jackson, Corrine Koshiway, Edith LeNoir, Korena Brown, Sara Cox, Frances Slow, George Vlex, Daniel Buckheart, Laudine Gates, Cecelia Hamley, Eloise Jackson, Frances Ryal, and Elizabeth Washington.

Dorothy Eastman was on the honor roll throughout the year; the following students were on three times: Robert Pooler, Viola Garcia, Sara Cox, Frances Slow, and George Vlex.

The Haskell library has excellent books of fiction, books for general reference, such as The Encyclopedia Americana, and the World Book, books of philosophy, religion, sociology, philology, natural science, useful arts, fine arts, history, biography, and travel.

Eighteen girls drew more than fifty books from the library during the present school year. They are Catharine Buffalo, Catherine Carlin, Cecelia Birdshead, Malessa Cody, Beatrice Dalley, Elizabeth Devine, Marianne Irving, Lillian Lemieux, Edith LeNoir, Imelda Magnauck, Mary Mannington, Frances Rasmussen, Nellie Mae Schmidt, Adeline Sky, Lorena Sanders, Lucille Smith, Donnice Williams, and Elda Wilson.

Five boys drew more than thirty books. They are Andrew Alexander, Eugene Azure, John Babineaux, Marshall McCombs, and Watie Wildcat.

Haskell students who have assisted in the library this year are: Doris Ferrault, Laura Bell, Helen Burnett, Elizabeth Devine, Rose Skenandore, Wanda Gray, Toccoa Baker, and Ethelyn LaPointe.

Leo Martell, a former Haskell student now attending the University of Kansas, has assisted in the Haskell library for a number of years and this year was no exception in regard to the fine service he cheerfully gave students and faculty.

## VISUAL EDUCATION

In the modern school program, visual education is a factor whose importance is rapidly increasing. Pictures of general interest and pictures of special interest to science classes and the various vocational shops were presented during the year.

Some of the pictures of special interest to the science classes were: Story of My Life, Sulphur, Romance of Glass, Romance of Rayon, and Yellowstone National Park.

The home economics classes enjoyed the following pictures: From Pod to Palate, Land of Cotton, From Flax to Linen, Refrigeration, and Feeding the Nation.



## CERTIFICATES OF AUTHENTICITY

AS A MOVE to protect both the buying public and Navaho weavers, Secretary Ickes recently approved regulations which provide for the use of trade-marks of authenticity for Navaho all-wool hand-woven fabrics.

Certificates of authenticity will be fastened to rugs and blankets with wire caught in a lead seal. The certificates state the weight and size of the fabric and certify that it is made entirely of locally hand-spun wool, woven by a member of the Navaho tribe on a Navaho loom. Certificates stating the facts can be ob-

The boys in the shops were pleased to see such pictures as Lumbering in British Columbia, From Rags to Roof, Energy from Sunlight, Automobile Lubrication, Lead, and Story of Spark Plug.

Students and employees are looking forward to the visual education program for next year.

## TESTING

The testing program for the year 1937-'38 included:

1. The Terman Group Test, Form A, for all students entering Haskell for the first time.
2. The Detroit Mechanical Aptitude Test for all boys above the tenth grade and all special vocational boys who had not taken this test previously at Haskell.
3. The Every Pupil Scholarship Test given January 11, 1938, to all ninth and tenth year students in the subjects most closely related to those in which the student was enrolled.
4. The Every Pupil Scholarship Test given April 12, 1938, to all ninth and tenth year students.
5. The Terman Group Test, Form B, given to all students entering Haskell after Form A was given and to all students whose test on Form A gave questionable results.
6. The Iowa Silent Reading Test given to all home economics and vocational seniors as directed by the Washington, D. C., office.
7. The New Stanford Arithmetic Test given to all home economics and vocational seniors as directed by the Washington, D. C., office.

A comparison of the results of the two achievement tests given this year showed a highly satisfactory rate of progress for our students. Obviously the administrators and teachers have worked out a course of study admirably suited to the ability and the needs of our students.

A summary report of the tests with tabulations of the results was made at the close of the school year. Individual results are kept on each student's permanent record sheet.

tained by anybody dealing in Indian goods. To protect the certificates from misuses, however, anyone wishing to use them must give \$500 bond and obtain a license from the Indian Arts and Crafts board, a government organization which seeks protection, better marketing and higher standards for Indian crafts products.

Navaho rugs and blankets are the first Indian-made products to receive this protection because of the economic importance of the craft, whose sales total hundreds of thousands of dollars annually. Standards for silver were promulgated many months ago, but government stamps of authenticity have not been supplied as yet.

## ADVISERS AND PARENTS



STUDENT COUNCIL

Back row, left to right, Mackey Kenyon, Eugene Greenlee, Marlon Miller, Samuel English, John Leeper, Raymond Kruski. Front row, Geneva Luton, Ophelia Tillman, Bernice Chosa, Gladys Hill, Ethel Bonser, Libbie Botone.

ALL OF THE duties and privileges of parents make up the job of the adviser. So much is this so that the term adviser is in the discard, we hear, and we are often called "directors of student activities," the point being, we suppose, that we do not serve in a guidance capacity and as individual advisers, except as it relates to actual campus life, but rather as a means of setting up a recreational program and an activity schedule for the hours the students are not in school or at work.

The weekly sheet of student activities is made under our direction with the help of the physical education and athletic directors. All programs and extra-curricular activities clear through our offices and a tentative weekly schedule is made up for the superintendent's approval. Seeing that there are no serious conflicts, and this is no small job in itself, and that all meetings and social gatherings are properly chaperoned is part of this service.

In arranging our activity program, our main objective is trying to have something provided for every student during his leisure hours, if he wants it. Keeping six hundred and fifty young people happily and wholesomely occupied over the week-end gives us a dance in one gym, games in another, callers in both girls' halls, with games or dancing if they wish, and a games' room open in one of the boys' residence halls. These are all chaperoned by our small staff and indirectly, we hope, directed by them. As the weather permits, there are games and visiting on the girls' cam-

pus for all students in the early evenings and Sunday afternoons.

Then, there are the details—arranging a work schedule for every student—except for the senior vocational girls and the full-time vocational boys. Arranging the schedule is comparatively easy, but seeing that it is met from five-thirty in the morning until the last dish is washed at night is another thing. The fact that students do a larger part of the institutional work is one great excuse for our jobs, it seems; and ironing out the attending difficulties takes a large part of the twenty-four hours. To keep John from working too long at one job, to see that Mary gets to the vegetable room on time, may sound trivial, but they are important items in the life of the campus.

There are times on our campus, rare ones of course, when Mary or John or both step out of line. We either discover it ourselves or the matter is reported to us. From the most trivial affair to the most serious, it then becomes our duty to iron out the difficulty, help the student see his personal responsibility in the matter, call on his parents for advice, and get a fresh start.

In these cases, the twelve young men and women elected each spring as student councillors are a great help. They have the point of view of the student and in a large measure can understand the problem of the adviser. They serve as the middle ground; and around them we try to solve our behavior problems.

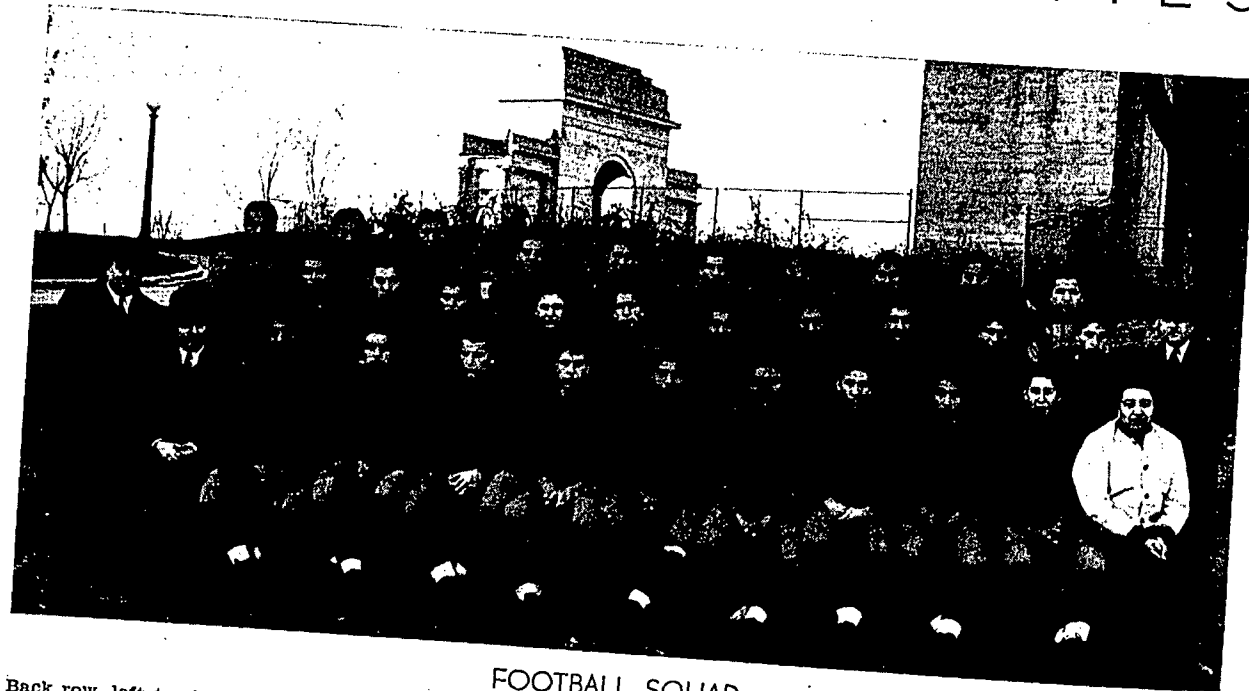
There are records to be kept in every job, and ours has its share—daily attendance slips, reports from, and passes to the hospital, excuses from school and work, letters to parents, arrangements for outing, and most important, the accumulation of personal records which serve as an index of character and ability in the development of the student.

Finally, as sensible parents, we all try to make our halls of residence attractive, homey and cheerful. That they are dormitories in a government boarding school, with everything provided and with no responsibility is a fallacy. Rather do we try to make them homes, with everything in them to be used, places to read and rest, places to bring friends, places to have a supper party in the kitchenettes, places to be quiet for study hour; homes of their own to respect, care for and even love.

Six hundred and fifty children, with ages ranging from thirteen to twenty-four, make quite a family, to be kept tidy, to be taught good manners, to be kept wholesomely occupied when not at work or school, to be taught the dignity of doing any work well, and most of all to learn the art of living happily and understandingly together. Yet, as parents strive to do this with a small group, we too strive to do it for our family.

# The Indian Leader

## ATHLETIC ACTIVITIES



FOOTBALL SQUAD

Back row, left to right, Joe Tucker, Ed Bruner, Victor Martin, William Washington, John Granbols, George Ogden, Harry Wilson, Sterling Big Bear, Spencer Fire, Algier Tucker. Second row, W. T. Johnson, manager, Marlon Miller, Leroy Eastman, Robert Owens, Solon Hill, John Leeper, Homer Folsom, Eli Christy, Norman Freemont, John Willis, Joe Berger, Dess Neal, R. M. Kelley, Supt. First row, John F. Carmody, head coach, Benedict Grant, Ben Shoemake, Mackey Kenyon, Guy Henson, Lloyd Yellowhorse, Paul Plume, Julian Gentry, Raymond Gawhega, Acey Redleaf, Harry Jones, line coach.

### SHORTS FROM LOCAL SPORTS

**F**OOTBALL: Haskell football, under John F. Carmody a second year, went the 1936 season one better by recording 2 victories as compared to the lone win of the previous year. Working with the greenest Indian squad in years the little Haskell skipper and his chief aide, Harry "Ham-bone" Jones, opened their pre-season drills with anything but a bright outlook on the future. In their first game the Braves bowed to Ottawa by a big score. In this game the young Indian team showed one fundamental weakness after another. The coaches then worked on these defects in preparation for Columbia, K-Wesleyan and Omaha, but found their charges too lacking in experience to get into victory stride. After four straight setbacks the Braves pulled a fast one and upset Baker in their best game of the year. Midland and Southwestern (Kansas) next stopped the Indians. On Armistice day McPherson college fell before the Braves in the dying moments of that game here. Missouri Valley feasted on Indian meat on Turkey day, to the tune of 44 to 0. All in all the season's play saw several players develop to such an extent that they may be a strong nucleus for the 1937 team, and if given any kind of support may go places against their opponents.

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**BOXING:** The ring game at the Institute enjoyed its customary popularity and success, with a record of 5 wins and 3 losses. Headed by Ira Issues, Mack Keshick



BOXING TEAM

Back row, left to right, Dan Dubois, Hobart Gates, Frank Pushetonequa, John Gates, Sylvester Feather. Second row, Jimmy Raport (boxing coach), Arthur Rowledge, Rousseau Pappan, Pete Doxtator, John Couture, John F. Carmody (head coach). First row, Peter Chosa, Wallace Mayotte, Mack Keshick, Ira Issues, Melvin DuMarce, Quentin Crow.



TRACK TEAM

Back row, left to right, Johnnie Crowe, Howard Pahdapony, Corbin Robidoux, Julian Gentry, Kenneth Wright, Solon Hill, Wilbur Standfast, John Willis, Waymon Smartt, Henry Cummings, Robert Carney. Second row, Arthur Cornelius, Johnnie Jofola, Joe Doud, Spencer Fire, Carl Freeman, Edward Whiteskunk, Sidney Carney, John Christensen, George Buckheart, Joe Provost, George Ogden. First row, Carl Longhorn, James Anderson, Raymond Mike, Sam Dancinbull, William Washington, Dean King, Raymond Kruski, Jack Reynolds, William Conger, Wesley Wishkeno.

and Frank Pushetonequa, veterans, the Haskell boxing battalion was fortified by flashy freshmen who ripened with age at each start. The Gates brothers, Hobart and Johnny, filled in big cavities in the heavy divisions, while John Couture and Wallace Mayotte blossomed out in the lighter weights. Jimmy Raport of K. U. handled the Redskins in their drills and battles for his second straight year. St. Benedict's, Conception and Fort Leavenworth were the Indian victims. A home-and-home affair with Chillico was dropped as was a lone meet with the Kansas City Municipal boxing club. Hobart and Johnny Gates and John Couture were crowned champs in the Topeka Golden Gloves, and with Peter Doxtator, a Topeka team substitute, went to the Kansas City Golden Gloves. Couture advanced to the semi-finals before being eliminated by a decision.

**BASKETBALL:** The Indian cagers experienced a long lean schedule, from the victory angle, under John F. Carmody, who rounded out his second term with the local hoopsters. Carmody started the season with an almost new group of players, that included many a letterman and few returning reserves from the 1936-37 squad. The stiffest competition the Braves faced was Ottawa U., C. of E., St. Benedict's, Fort Hays and Peru Normal. Outside of that the competition came from a junior college brand of ball. Development was slow among the players and at no time did they reach their best. The best performance turned in was their victory over St. Paul's at Concordia. Most of this year's team is graduated.

BASKETBALL TEAM

Back row, left to right, John Granbols, Spencer Fire, Ellison Waters, Coach John F. Carmody. First row, Henry Wright, Howard Pahdapony, Paul Plume, Solon Hill, Lemuel Greenwood.



**TRACK:** Like football and basketball, track and field activities was off to a gloomy start because of green and untried material. The schedule was plenty stiff to make things all the more trying for Coach Carmody. The team was never at full strength, because of illness in the squad, just before each meet. The outstanding performer in track was Solon Hill, who competes in one or three events. Ed Whiteskunk, a newcomer in the mile and 2-mile runs, registered many points as did John Willis and John Christensen. Should most of the eligible 1938 lettermen return for the 1939 season the Institute may have a few fair track performers.

**Jus' POPPIN' OFF:** Cleve Tate, the Oklahoma A. and M. cinder path speed merchant, and Veston Tate, local student and hoop artist, are related. . . Robert E. Ward, former Haskell reserve (football), gets his mail at the Window Rock, Arizona, P. O. . . Chester Ellis, Haskell boxing 1936-37, did not turn pro in Kansas City recently as was heralded in this column lately. . . Dan Cupid let one of his arrows fly on May 28 and found his target in George "Crumb Knee" Lowry, the rambling Wakarusa Valley Arrow, who middle-aided it with the local physical education director of Haskell co-eds.

Haskell varsity athletic teams, four in number, engaged in 43 contests with nearby schools during the past school year. Out of the 43 contests Haskell emerged the winner 14 times while her colors dipped to the opposition in the remaining 29 get-to-gethers. The Brave's grand winning percentage reads 326 in contrast to the opposition's 674. . . A pair of victories graced the Indian's 1937 football record, while the other seven encounters went into the deficit column. The Haskell winning percentage was 222. . . Winning 5 games out of a schedule of 19 basketball games gave the Purple and Gold "5" a 263 batting average. . . Boxing, most prosperous of all Haskell major sports, went down on record with a mark of 625 due to the five triumphs the Braves scored in 8 meets. . . The Haskell thinly clad chalked up a pair of victories in seven meets against stern competition for a mark of 286.

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## The Indian Leader

**BACONE GRADUATES:** The Bacone, Oklahoma, Indian college list of 1938 graduates numbers eight former Haskell athletes. In the junior college class Harvey and Richard West, Haskell football 1935; George "Jo-Jo" White, Haskell football 1935; and Jack White, Haskell football, basketball and baseball 1935, received their diplomas; while certificates from the high school class were presented to James Douglas, Haskell reserve 1935; Dana Knight, Haskell football 1936; Austin O'Jibway, Haskell boxing 1935; and George Summers, Haskell football 1935. Several of these young men are contemplating further study in southwest and far western colleges next year.

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HASKELL LETTERMEN: Delos Botone, football 1936, clerk, coach, etc., at the Riverside Indian school in Oklahoma, on a recent visit here, revealed that the following former Haskell athletes are on the loose in those parts: Joe Pappio, end on the 1926 undefeated Haskell "11," is assistant engineer at Riverside; Harry Smith, football 1930, is employed in the oil business in Cordell, Oklahoma; Spencer Thomas, baseball and track 1933, is clerking at the Kiowa agency; Tola Pierce, football 1926, is a teacher and coach at Riverside; Taft Hainta, football 1928, Floyd "Indian Joe Davis" Queton, football 1936, and Paul "Chief" Edge, football, basketball and baseball 1931-32, are employed at the Kiowa agency; James Daugomah, track 1926, finds employment at the Public warehouse in Anadarko; and Charles Williams, 4-time grid captain at Haskell in the old days, works out of the Kiowa agency . . . Nelson "Geather" Hendricks, football and baseball 1930-31, is an electrical engineer at the Santa Fe, New Mexico, Indian school.

## THINK ABOUT THE JOB

"Thirty years later proved the truth of his verdict," says Kipling.—THE IMPERIAL MAGAZINE.

## HASKELL BOYS IN ATHLETICS

Dess Neal, varsity football; Orin Newsa  
track; Cedric Not Afraid, varsity football.

Lloyd Yellowhorse, varsity football.

● I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon the principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I, therefore, believe it is my duty to my country to love it, to support its constitution; to obey its laws, to support its constitution; to obey its laws to respect its flag and to defend it against all enemies.—WILLIAM TYLER PAGE.

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# THE INDIAN LEADER

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## NOTES OF INTEREST

Arthur D. Harrison senior high teacher, vacationed in the Ozarks shortly after Commencement.

Mrs. Edith Van Dusen of Topeka was a recent weekend guest of Mrs. Leila Kent Black.

John Bosin '37 was a guest of Edward Peters during Commencement.

Miss Sibyl Malm, teacher of arts and crafts, enjoyed a short vacation at her home in Glen Lake, Minnesota, recently.

Mrs. Narcissa Slow, visited her daughters at Haskell during Commencement week. She was the guest of Mrs. Speelman.

Mrs. Leila Kent Black had as summer guests her nieces, Misses Eleanor Kent of Gordon, Nebraska, and Marilyn Dean of Flanagan, Illinois.

Mr. and Mrs. James Ware of Mountain View, Oklahoma, visited their daughter, Marjorie, at Commencement time.

Miss Lillian Black, teacher in home economics, vacationed in Des Moines, Iowa, during the Decoration day week-end.

Mr. and Mrs. William G. Ellis and family of Platte City, Missouri, and Mrs. Charles Milner, mother of Mr. Spaulding, were the Commencement guests of G. Warren Spaulding and family.

Mr. and Mrs. G. A. Kenyon with their daughter, Genevieve, of Snomac, Oklahoma, were at Haskell during Commencement for the graduation of their daughter, Geraldine, from the commercial department.

Friends of Hugh McNichols, former staff member, will be glad to learn that he has been re-elected to his teaching post in the junior high school in the Boise, Idaho, school system. He teaches shop work.

Mr. and Mrs. John Allen and son, of Flandreau, South Dakota, and Mrs. W. T. Johnson of Haskell, attended the Arizona State Teachers college, Flagstaff, Commencement exercises, at which time Mr. and Mrs. Allen's daughter, Agnes, a Haskell graduate, graduated.

Mrs. Hazel Botone of Fort Cobb, Oklahoma, with her son, Delos, were present at the graduation of her daughter, Libbie, from the commercial department.

Catherine Vieux, Alberta Tork and Ophelia Little-thunder were the guests of Miss Ida Browning during the Commencement exercises.

Charles Tillman '31, Red Rock, Oklahoma, was present for the graduation of his sister, Ophelia, from the commercial department.

Mr. and Mrs. Allan Shepard and son, Bill, had as a guest during Commencement Mrs. Shepard's sister, Minerva Holmes '35 of the office force at Belcourt, North Dakota.

Mrs. Mildred Burnett Higginson, Fort Washakie, Wyoming, was present at the graduation of her daughter, Helen Burnette, from the home economics department.

Mrs. Maud L. Lindsey of Topeka, former house mother at Osceola hall, now retired, was a guest at Haskell during Commencement week. Mrs. Maggie Naff Jones, another retired ex-employee of Haskell, is also living in Topeka and sent greetings to her friends of Haskell days through Mrs. Lindsey.

Mrs. Speelman received the following announcement June 6: "We have been having a lot of fun and are tremendously happy. We were married on Thursday, May 26, in Anadarko, Oklahoma." It was from Florence Kitson of this year's commercial class and Delos Botone '37. Congratulations and happy days!

## KEOKUK HALL

The school year has now passed and is something of the past. (or is it?) Students are pulling out in carloads, and we hate to see them leave, but at the same time, wish them a joyous vacation. There are a few who are staying here with their alma mater to keep her in shape until another school year begins.

We are busy in our hall at this time in cleaning and straightening up the vacant rooms under the supervision of our house mother, Mrs. Stewart. We are to move in with our brethren of Osceola sometime in the near future. We hope we can get along as one big family.

HITHER AND THITHER: A three-place checker table has been placed on our front porch, and some of our "checker sharks" are battling their wits against each other. . . . Has John Boone been "holding out on us?" We were informed that he was sitting with a girl at the softball game. . . . A big "jam session" is being held every evening in room 19. Tunes can be heard from the "sweet swing" of Glen Gray's to the "throbbing swing tempos" of Benny Goodman. . . . The summer school students seem to enjoy the shade and green grass on our campus. . . . Thomas Tommaney received one of those K. U. sheepskins. . . . "Sidewalk" tennis is now one of the favorite "pass times." . . . Curtis hall hasn't lost a bit of its popularity. . . . Since your reporters do not know where all of you guys are, drop us a line, please.

## OSCEOLA HALL

Mrs. Aven is spending her vacation with her daughter, Marcella, at their Springfield, Missouri, home.

Mrs. Aven and her boys have been extremely busy cleaning up and preparing for the new roomers. The Keokuk boys are "batching" here for the summer months. As for the dear old trash chute, it had plenty to swallow with all the surplus "junk" being disposed of. Everything seems to be settled now and the boys are reporting for their work.

The seniors will have something to remember the juniors by for the swell prom they gave. The gym was decorated with boughs and crepe, the boughs from the Wakarusa sticks and crepe the colors of black and white. The big apple was the center piece revolving by an electrical appliance. At the intermission punch and cookies were served. Novelty numbers were also given. The music was furnished by Rufus Plume's Rhythm Chiefs, campus orchestra. The juniors are to be complimented for their fine decorations and excellent program. Good luck to them for their next year's course.

LAST MINUTE OBSERVANCES: Joseph Whitney trying to forget, even at Curtis hall—hardly talks; John Smart licking stickers to put all over his baggage with a smile; Alcario Gonzales rushing the feds to sign his autograph book before the bus arrives—very impatient; Paul Plume and "brother" Charles Flood walking back and forth in front of Winona hall; Raymond Shawa with plenty of sta-comb to keep his unruly hair slick and glossy; Benedict Grant checking in his big saxophone with a sad but contented look; Wallace Barnes still trucking; John Couture talking about a trip to the Sooner state; Malcolm Queton paying his java bill at the Shack; John Granbois and Hiram Poler playing in the rain with make-believe boots; Frank Hitchens carrying a handkerchief for immediate use but looking very courageous; Henry Pemma tipping his hat now and then while waiting for the bus; Robert Pleets still laughing at his jokes; Ray McClure taking in every dance with his usual romantic looks and sophisticated swing; Martin Pomonicutt all shieked up across the campus with lots of pleasants for good measure; Frank Push doing the big apple now and then at the dance—no dance all year; Edward Peters making a sensational comeback; Peter Shawanibin trying to get his last beauty nap amid the hustling from packing up; Harry Motah still very quite and unconcerned; John Wiggins getting out his incinerator (pipe) for a last smoke screen; Mack Keshick having it bad; Joe Tucker and Norman Freemont running the laps at the track—also rans; George Oliver giving set ups at the Shack for a certain party; Harry Wilson still eyeing across the campus—holding a newspaper in case some one gets suspicious; Wesley Wishkeno casing it out; Joe Doud carving his initials on the bridge for remembrance; Ira Issues talking about everything in general; Solon Hill having a different arrangement of hair combing; Victor Martin talking about old times; Alphonse Ducept still playing tennis with his favorite partner.—EWARD MARTIN.

Summer school is being conducted for some of the commercial students. They don't seem to mind it as they can be seen around the school building a long time before the first bell. Maybe it's ambition.

We had many visitors in our hall during the commencement week and hoped that they found their stay here a pleasant one. Judging from the letters received, many of the alumni expressed their regret of being unable to attend our commencement exercises.

Civil Service examination was held for the Senior commercial students on May 25. There were many sighs of relief after that terrific and hectic day. We all hope that they pass, and that they reach that goal for which they strived so hard.

Spencer Fire, Walter Roe "Sparky" Hamilton, Veston Tate, Victor Freemont, and Robert L. Owens were some of the vacationists who never forgot "the boys" and "saved it" for mail. They wished us a happy vacation and the same may be said to them.

Wild flowers were picked by some of the senior girls to honor the dead in our cemetery. A wide variety of pretty flowers were picked, and we surely thank them for their remembrance. A squad from Troop I went down to Lawrence to participate in the Memorial Day program.

The official "going home" for boys was on Tuesday, May 24, and the girls on Wednesday, May 25. A large delegation of students was seen each night at the different bus stations to bid farewell to their friends, classmates, and loved ones. Many tears were shed as was witnessed by ye two "under cover scoopers."

Our lone Jayhawk from this hall, Tom Tommaney, received a card from Robert L. Owens. Although Bob made his residence in Osceola, his card was of much interest as he stated that he had the pleasure of seeing Tommy's brothers receive their "sheepskins" at Tommy's alma mater, Chilocco.

The senior commercial girls of Pocahontas hall invited the senior commercial boys to an informal weiner roast, usually called picnic, Saturday evening, May 28. The boys reported that they had an enjoyable evening although they received the "dirty end" by washing dishes. "Reggie" Miller seemed to be the life of the party, or has he been holding out on us all year. Anyway, he was terrific.

An unscheduled softball game was held on our campus, when a group of Kansas City players invaded our camp. This did not daunt our braves, as they picked a team in a jiffy and scalped our white brothers by a score of 10 to 3. Tall terrific "Reggie" Miller and "Smiling" Ed Bruner formed the battery for the braves. Our little "Chawely" Chibitty played with the Kansas City team as a substitute, when their catcher was injured, and "sorta saved it" for them.—BENNY AND HANK.

Three passing stages of American culture are said to be the Passing of the Indian, the Passing of the Buffalo, and the Passing of the Buck.—CHICAGO PRINCIPALS' CLUB REPORTER.

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